

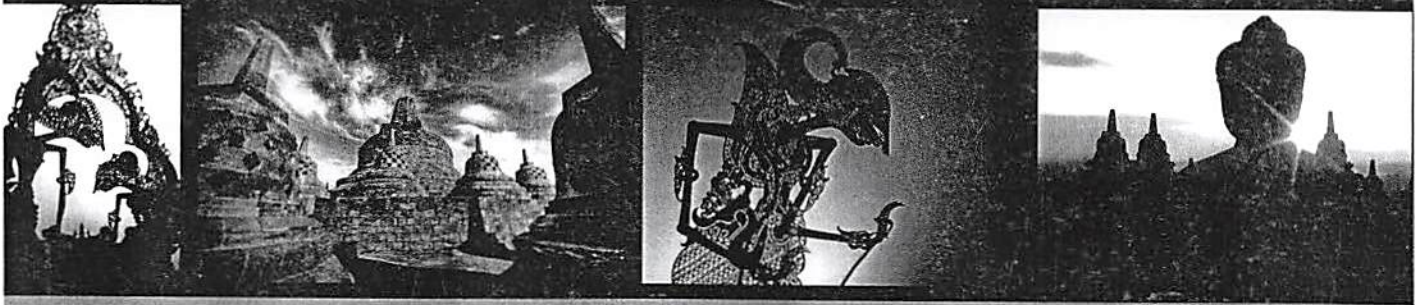
ISBN:978-602-18661-1-5



STUDY PROGRAM OF EDUCATIONAL POLICY,
FACULTY OF EDUCATION &
DOCTORAL PROGRAM OF EDUCATIONAL SCIENCES, GRADUATE SCHOOL
YOGYAKARTA STATE UNIVERSITY, INDONESIA

in collaboration with

FACULTY OF EDUCATION, THE NATIONAL UNIVERSITY OF MALAYSIA



PROCEEDING

1st International Conference on Current Issues in Education (ICCIE 2012)

Yogyakarta State University, INDONESIA
15-16 September 2012



Proceeding

1st International Conference on Current Issues in Education (ICCIE) 2012

Publishing Institute

Yogyakarta State University

Director of Publication

Prof. Dr. Sodik A. Kuntoro

Board of Reviewers

Prof. Dr. Achmad Dardiri, M.Hum.

Prof. Zamroni, Ph.D.

Prof. Pardjono, Ph.D.

Prof. Soenarto, Ph.D.

Prof. Madya Dato' Dr. Abdul Razak Ahmad

Prof. Dr. Farida Hanum, M.Si.

Sumarno, Ph.D.

Herman Dwi Surjono, Ph.D.

Dr. Soegito

Chief Editor

Dr. Siti Irene Astuti Dwiningrum

Secretary

Ariefa Efaningrum, M.Si.

Editors

Suhaini M. Saleh, MA.

Suharso, M.Pd.

Sudiyono, M.A.

Titik Sudartinah, M.A.

Dr. Mami Hajaroh

Dr. Rukiyati.

Lay Out

Henry Lutfidiyanto

Rohmat Purwoko

Administrator

Pramusinta Putri Dewanti, S.S.

L. Andrian P, M.Hum.

Arif Rohman, M.Si.

Address

Graduate School, Yogyakarta State University

ISBN: 978 – 602 – 18661 – 1 – 1 - 5

@ 2012 Yogyakarta State University

All right reserved. No part of this publication may be reproduced without the prior written permission of Yogyakarta State University

Printed in Yogyakarta

By Aditya Media

All articles in the proceeding of International Conference on Current Issues in Education (ICCIE)-2012 are not the Official opinions and standings of editors. Contents and consequences resulted from the articles are sole responsibilities of individual writers.

Table of Contents

Foreword of the Rector	i
Foreword of the Director	ii
Table of Contents	iii
INVITED SPEAKERS	
Strengthening the Identity of Various Communities in Nation Building: Issues and Challenges <i>Abdul Aziz Rahman & Abdul Razaq Ahmad</i>	1
Developing Literacy in Children Through Classroom-Based Reading Programs <i>Dr. Vincent P. Costa, Ed.D.</i>	7
Telecentre Symbiosis and Lifelong Learning <i>Jalaluddin Abdul Malek</i>	11
Social Issues in Tertiary Education of Bangladesh <i>M. Wahiduzzaman</i>	21
Moral Education And The Importance of Child-Participation <i>Micha de Winter</i>	27
Global and Local Issues in Education: The Philippine Scenario <i>Pastora S. Coloma</i>	33
Borrowing Policy Versus Indigenous Reference in Solving the Failing Education: Internationalization and Denationalization Trends <i>Suyata</i>	38
The Development and Trends in Comparative Education in Japan: a Methodological Consideration with Emphasis on Fieldwork <i>Yutaka Otsuka</i>	42
The Inspired Teacher: A cultural approach to close achievement gap. <i>Zamroni</i>	54
Religious Education in Islam (based on theory of worldview) <i>Hamid Fahmy Zarkasyi</i>	61

PARALEL SESSION SPEAKERS

Physical Education And Students' Violence Behaviors: Review on Effort of Developing Prosocial Behavior Through Physical Education to Overcome Students' Violence Behaviors <i>Dimiyati</i>	1
A Community Based Program to Fulfill Early Childhood Development Needs <i>Irma Vania Oesmani</i>	8
Impact of Job Involvement on Job Productivity of Female School Teachers <i>Mamoona Naz, Anum Javed, Tayyaba Gul Niazi, Anum Saleem, Sumra Arif</i>	12
The Influence of Motivation towards Achievement of English Language among Students in Pahang Rural Areas <i>Mastura Kamarudin, Abdul Razaq Ahmad & Zalizan Mohd Jelas</i>	19
Asserting Identity through Social Capital: Community Education as a New Social Movement in India <i>Muhammed Haneefa</i>	28
Cognitive Behavior Group Therapy-Based Psychoeducation for Developing Peers' Positive Attitude toward Students with Special Needs in Inclusive School <i>Muryantinah M. Handayani, Pramesti Pradna Paramita</i>	36
Entrepreneurship Resilience of Entrepreneurship Education Students in Higher Educational Institutions <i>Noorul Najwa Binti Mohd Ghazlan</i>	42
Teachers' Perspective towards Development of Preschoolers in Cognitive, Affective, and Psychomotor Domain <i>Norliah Binti Kasim, Rohaty Binti Mohd. Majzub & Abdul Razaq Ahmad</i>	47
Students' Knowledge and Attitudes toward Waste Management at Elementary School (Case Study of Musi Banyuasin Regency, South Sumatera) <i>Nur'aini, Sjarkowi, Waspodo, Faizal</i>	54
A Clash of Religion and Secular Education System in The Malay States, 1896-1957 <i>Ramli Saadon</i>	61
Non-Formal Education as Agent of Human Capital Development <i>Seri Syamsidatul Safrun Mohd Thani, Ahmad Rafaai Ayudin, Hafidzah binti Omar</i>	67
Difficulties in Learning Programming: Views of Students <i>Siti Rosminah MD Derus, Ahmad Zamzuri Mohamad Ali</i>	74
Relationships between Self Efficacy and Academic Cheating Behavior on Students in Faculty of Psychology, Bandung Islamic University <i>Susandari, Endang Pudjiastuti, Shellia Erfiani</i>	79
Engaging Controversial Issue in History Class through Critical Pedagogy <i>Tsabit Azinar Ahmad</i>	81
Inculcation of Good Values through Community-Based Education in Putrajaya Intelligent City <i>Abdul Aziz Rahman, Jalaluddin Abdul Malek</i>	89

Application of Cultural Diversity Education in Ethnic Relations Subject: A Perspective <i>Ahmad Ali Bin Seman, Warti bt Kimi & Saipo bin Ayub</i>	95
Poverty: an impediment to the education of the Nigerian Child <i>Dr. Charles C. Nnajieta</i>	102
The Relationship of Culture, Leadership Integrity and it's Achivement of La Salle's Secondary School in Malaysia <i>Jasmi bin Husin, Muhammad Hussin</i>	107
Peranakan Chinese Leather Puppet Kelantan Malay Oral Tradition In Appreciation <i>Kharul Bariah Bt Haroen, Mohd Fazil bin Musa</i>	119
Role of School to Develop Positive Attitude towards Science among the Secondary Students of Bangladesh <i>Md. Ahmedul Azam, Zakia Haque Liza</i>	124
Redefining Parental Partnership in Managing School <i>Moh. Syahrin Ibrahim</i>	130
Culture Development of Social Science Education Study Program Yogyakarta State University <i>Muhsinatun Siasah Masruri</i>	134
Development of Knowledge Workers for Malaysian Biotechnology Industry <i>Noraziyati Bazlin Binti Sheik Salem, Nor Ashikin Mohamed Yusof</i>	140
Entrepreneurial Intentions among Malaysian Undergraduates through Entrepreneurship Education using Descriptive Statistics and SEM Methodology. <i>Parimala Rengiah, Ilham Sentosa</i>	146
Teachers' Academic Qualification on Indonesia Teaching Program (Indonesia Mengajar): Do They Holds the Bachelor's Degree in Education? <i>Priadi Surya</i>	155
Conflict in Improving the Quality of the School <i>Siti Irene Astuti D</i>	160
Education for Disadvantaged Students in Sociocultural Contexts of Thailand <i>Thasaneeya Ratanaroutai Nopparatjamjomras, Suchai Nopparatjamjomras</i>	165
Reproduction of Social Inequality among Schools <i>Tuti Budirahayu</i>	168
Moving Forward; School Needs to be a Learning Organization <i>Zulystiawati</i>	181
The Idea of Character Building: A History of Turkish Thought <i>Daya Negeri Wijaya</i>	186
K.H. Ahmad Dahlan's and Ki Hadjar Dewantara's Concepts of Education in the Perspective of Character Education <i>Dyah Kumalasari</i>	191
Elements of Islamic Education in the Shoot Uniformed Syllabus Cadet Unit School Youth (TKRS) Ministry of Education Malaysia <i>Fazida binti Haji Othman</i>	198

Adapting Uniqueness of Fables a Source Ecological Information <i>Suryadarma IGP</i>	208
Islamic Arts: A Review of Human Development and Benefits towards Perfection <i>Ma'amor bin Yusoff, Ahmad Tarmizi bin Salleh</i>	215
Sexual Education Comprehensive Approach by Islam <i>Mohd Puzi bin Othman, Mohamad Nor bin Haron</i>	220
The Education at Islamic Bording Schools; Religious Humanism Perspective Study <i>Mukodi</i>	227
Pedagogy Of Teaching Worship in Islamic Education <i>Nur Hanani Hussin, Mohd Aderi Che Noh, Ab. Halim Tamuri</i>	234
Holistic Value Education to Develop Children's Character in SDIT Alam Nurul Islam Yogyakarta. <i>Rukiyati</i>	241
Plagiarism: Its Causes and Approaches to Preventing it <i>Siti Mahripah</i>	249
The Implementation of Humanism Leadership Values "Hasta Brata" in Education Perspective <i>Siti Supeni</i>	254
Local, National, and Global Language in Classroom for Character Education: Enhancing Graduates' Competitive Ability <i>Sukarno</i>	259
The Strategy of Religious Humanist Education in Schools <i>Supardi</i>	265
The Top of Form Transmission & Internalization of Moral Based on Local Wisdom Through School Culture <i>Syamsul Ma'arif</i>	271
Developing Sociocultural Based English Material for Elementary Schools Student in Yogyakarta Province <i>Ali Mustadi</i>	279
Basic Training on Inclusive Education Practice: Different Story from Different School <i>Aryani Tri Wrastari, Wiwin Hendriani, Tino Leonardi</i>	290
International Recognition on School Management-through Intergration With Occupational Safety And Health (Osh) Management System <i>Azman Sah Sabali</i>	296
Mothers' Attitudes, Maternal Treatment Styles, Communication Competence and Deaf Children's Self-Esteem in Iran Deaf High Schools <i>Effat Hamed Sardar, Rusnani Abdul Kadir, Rohani Bt Ahmad Tarmiz, Maria Chong Bt Abdullah</i>	303
National Character Building through Multicultural Education <i>Farida Hanum</i>	309
Personality Profile of Gifted Student <i>Fitri Andriani</i>	315

The Role of Headmasters as a Manager of Change in the Implementation of Standard Curicullum for Primary Schools (SCPS) in Malaysia <i>Mahani Bt Md. Hashim, Jamallulail B. Abd Wahab</i>	320
Individualized Education Program (IEP) in Inclusive Early Childhood Education <i>Martha Christianti</i>	324
Multimedia Software (CD) Interactive: Game Art Contemporary Kompang <i>Mohamad Isa bin Ramlan</i>	327
Historical Thinking Skills in Malaysian Integrated Secondary School Curriculum <i>Mohd Fauzi Ali, Abdul Razaq Ahmad, Ahmad Ali Seman</i>	334
Application of Rational Choice Theory and Theory of Planned Behavior in The Multiethnic Classroom Management towards Ethnic Tolerance in Malaysia <i>Mohd Richard Neles, Abdul Razaq Ahmad, Fazilah Idris</i>	340
Inclusive Education in Surabaya's Primary Schools: Current Issues and Future Directions <i>Pramesti Pradna Paramita, Muryantinah Mulyo Handayani</i>	348
Paradigm and Policy on Kindergarten Education: Multicase Study of Three Types of Kindergarten <i>Wawan S. Suherman</i>	353
The Implemetation of Inclusive Education at Regular School: A Study Case at SDN Pela Mampang 01 Pagi, Mampang Prapatan Jakarta Selatan <i>Yasinta Deka Widiatmi</i>	359
Malaysia's History Curriculum : Issues And Challenges <i>Zarina Mohd Hamid, Anuar Ahmad</i>	346
Decision Support System's Model for Study Program Development at Colleges <i>Adrian</i>	370
Comparative of <i>Keigo</i> in Japanese Language with <i>Krama</i> in Javanese Language <i>Anastasia Dewi Wulandari</i>	377
Evaluating the Theaching Effectiveness of Vocational English at Vocational Secondary School <i>Estu Widodo</i>	382
Developing a Model of Item Bank for Regional Final Exam in the Era of Regional Autonomy and Decentralization <i>Heri Retnawati, Samsul Hadi</i>	390
Research on Effect of Combining Inquiry Learning Cycle and Science Magic on Learning Outcome in Friction for Eighth Grades <i>Jang-Long Lin, Po-Chen Lai, Hsiao-Wen Li, Ying-Chi Chan</i>	395
"The Last, the least and the lost" Providing Access to Private Higher Education: The One La Salle Scholarship Fund Campaign Experience <i>Marco M. Polo</i>	405
The Role of Administrators in the Schools of Aboriginal Students : A Case Study in the State of Pahang, Malaysia <i>Norwaliza Abdul Wahab, Abdul Razak Ahmad, Zalizan Mohd Jelas, Wan Hasmah Wan Mamat, Ramle Abdullah</i>	411

Teaching Evaluation based on Kaizen <i>Primardiana Hermilia Wijayati</i>	418
Identifying a Problem of Biology Education Research; Preliminary Study of Research Skills Participants of Professional Teacher Education Program <i>Rini Solihat, Nuryani Rustaman, Ari Widodo, Saefudin</i>	424
Proposing a Model for Evaluating the Effective Factors on Collaboration of the Learning Groups in Smart Schools (Case Study: Teachers' View of the Smart High Schools in Tehran) <i>Shafiepour Motlagh, Farhad, Hossein Nazari</i>	429
Monitoring and Evaluation Implementation of School Based Curriculum in Salatiga 2011/2012 <i>Slameto</i>	437
Comparative Study of the Application of Theacher Quality Standard and its Instruments <i>Sri Wening</i>	445
Inventory Performance Measurement for Extra-Curricular Management Based on Policy Assessment <i>Zalina Mohd Tahir, Norihan Abu Hassan, Nooraini Othman</i>	450
Enhancing Students' Level of Geometric Thinking through Van Hiele's Phase-Based Learning: Quantitative & Qualitative analyses <i>Abdul Halim Abdullah, Effandi Zakaria</i>	458
Students' Centred and Creativity of Teachers in Handling the Learning of History <i>Ahmad Ali Seman, Abdul Razaq Ahmad, Wartu Kimi</i>	469
The Improvement of Grade 1 Students' Early Reading Skill at Mardi Putera Surabaya by using PAKEM <i>Dewi Mayangsari, Endah Mastuti</i>	476
Paradigm Shift on Educational Technology and its Possibilities for Transformative Action <i>Edi Subkhan</i>	483
Digital Studio vs Conventional Studio in Teaching Architectural Design Process <i>Isham Shah Hassan, Mohd Arif Ismail, Ramlee Mustapha</i>	491
Religious group: A Learning Media for Older Adults (Study of Experiential Learning Model for Older Adults) <i>Made Dharmawan Rama Adhyatma</i>	497
Inventive Skills Issues and Implementation <i>Masnaini, Kamisah Osman, Rian Vebrianto</i>	503
Interactive Multimedia Application As Teaching Aids For Secondary School Teachers <i>Mohd Jasmy Abd Rahman, Mohd Arif Hj. Ismail, Abd Razaq Ahmad</i>	508
Learning Strategies as Contributing Factors to Enhance Students' Motivation in ESL Learning <i>Puteri Aini Megat Yusop, Abdul Razaq Ahmad</i>	513
Augmented Reality (AR) Flash Cards for Children (ARFC) <i>Saayah binti Abu</i>	529
Skills and Leadership Of History Teacher Towards Effective Learning <i>Selvam Sinnan & Abd Razak Ahmad</i>	528

The Infusion of Creative and Critical Thinking Skills in the Teaching of Short Stories. <i>Siti Salina Mustakim, Othman Lebar, Ghazali Mustapha</i>	533
Who Benefits the Most from the Integration of Technology in Integral Calculus Lessons? <i>Tuan Salvani Awang @ Salleh, Effandi Zakaria</i>	539
Communication Leadership Changes towards Excellent Organization <i>Zanariah @ Janariah Binti Mohd Tabiee, Mohd Izham Bin Mohd Hamzah</i>	549
Current Issues on Education in Afghanistan <i>Bahman Rezaie, Mohammad Basir Qurbani</i>	554
Reinventing Education Policy in Indonesia <i>Maya Mustika Kartika Sari</i>	560
A Comparison between Democratic Leadership Behavior of Government Primary School Leaders in Indonesia and Bangladesh <i>Shanta Akther Sheema</i>	563
The Power of Informal and Reflective Learning of Adult in Workplace: Experience from College Leadership <i>Sugito</i>	568
Beyond Manpower Approach and Competency-Based Education for Indonesian Sustainability Development <i>Tatang M. Amirin</i>	573
Poverty and Education: A Reflection on the Current Educational Policies in Indonesia <i>Widya Kiswara</i>	580
The Critical Thinking Skills Improvement through Character Building Course among Freshmen in Universitas Indonesia <i>Wuri Prasetyawati</i>	585
Role of Gender Knowledge in Teaching and Social Life: A Critical Review. <i>Tri Wahyuni Floriasti</i>	589
The Association between Elementary School Students' Epistemological Beliefs and Perceptions toward Teaching Approaches in Predicting Study Process <i>Aryani Tri Wrastari</i>	593
A Holistic Approach to Solving the Problem of Moral Degradation <i>Sugirin</i>	599

CONFLICT IN IMPROVING THE QUALITY OF THE SCHOOL

Siti Irene Astuti D

Faculty of Education Yogyakarta State University

ireneast@yahoo.com

Abstract

Conflict is a symptom that always occurs in the social life. Conflicts that take place in schools can be caused by various factors, such as managerial and personal relationships in social interaction at school. Conflicts that take place in the school can occur in response to changing of educational policy. In the implementation of curriculum, conflicts tend to occur, because curriculum has dimension social, cultural, economic and political. Conflict can be functional and dysfunctional. Conflict can occur in the process of improving the quality of school. If the conflict is dysfunctional, it can interfere the process of improvement of the quality of the school. Therefore, schools must be able to manage conflict so as to benefit from the conflict. Conflicts that take place in the school are expected to be more functional so as to encourage performance in school, especially in improving the effectiveness and achievement of the school.

Keywords: *conflict, functional, dysfunctional*

1. Introduction

The Education Quality Improvement Program, especially in the Special Region of Yogyakarta, illustrate that not all schools receive the pilot project funding of education quality improvement. Take for example, based on the data, in the Special Region of Yogyakarta, which has around 203 public junior highschools and 214 private junior highschools, there is a tendency that there are some certain schools which are "always" chosen as the pilot project schools, and in the contrary there are some schools which "never been chosen" as pilot project schools. For the "always chosen" schools, there is no surprise because those schools, indeed, can conduct the program effectively dan continuously, even selected as model school for they are considered succeed in conducting education quality improvement programs. In this context, the programs, which mostly project programs, become the cause of the gap and inequality, which get high and higher, between schools and become the source of the conflicts among schools (Siti Irene, 2009:17-18).

The reality mentioned above, describe that the pilot school project of the education quality improvement shows three tendencies. First, the school will continue to get the fund if the previous project considered successful. Second, the schools take turn in getting the fund, in which the amount of the fund is different between schools. Third, the schools will not be granted fund before they showed their achievement. This happens because of the policy of the project fund is likely based on the schools' achievement. On the other side, there is a tendency that the pilot project schools of MP MBS program has not shown optimal result in improving the school quality, both academic and non-academic achievement. Based on the data analyzed

by MoNE, it concludes that the schools which were appointed as the pilot project schools of MPMBS project have not generated optimal output, especially from the academic achievement. This findings proves that the policy of the school quality improvement project still become a quite complex problem. It is shown by the fact that the schools have not succeeded in developing the intervention of the project fund as part of the sustainable school quality improvement process (Siti Irene, 2009:10).

In addition, there is a tendency that the conflict occurred in the school and between schools is related to the school ability in coping the various policy changes. The arising conflicts between some roles in the school organization are varied. Several cases occurred at school, which portray that there are conflicts whether directly or indirectly influence the learning process at school, become the empirical proofs. These show that in the school, there are some cases take place, such as the low appreciation for teachers, national final examination, gap between students' achievements, and so on. Thus, this paper will discuss the dynamic of the conflict in the school quality improvement at junior highschool, especially from three schools in the Resident of Sleman, Special region of Yogyakarta Province.

2. Discussion

Schools' conflict can be caused by several factors. Firstly, it is because the principal applies "double standard" management, i.e. bureaucratic-democratic management. Junior high school, particularly the public one, is still difficult to disengage the mechanism of the central government, especially related to the standardization of national education. Even with the central government's desire to improve the quality of education in Indonesia, the schools should be

able to meet the standards issued by the National Education Standards Agency (BSNP), which regulates all forms of standardization for improving the quality of national education in accordance with Government Regulation No. 19 of 2005 on National Education Standards. BNSP, as an independent institution, has become the source of the schools to refer for the regulation to improve the quality standard of the school (BSNP, 2005:13). Its existence has become the reference of the school to start to develop the programs of school quality improvement program. The inability of the school in responding the standard released by BSNP becomes one of the causes of the conflicts. It is reasonable because every form of policy changing requires the capability of the school to adapt. The problem is that not every school is ready to respond and apply the new policy, therefore, conflict tend to occur in the process of implementing the new policy.

Conflict in the process of education, like the implementation of new policy, is common. It is because education world cannot be separated from the debate between three matters, namely the dimension of power, dimension of access, and dimension of knowledge (Ballantine, Jeanne H, 1997: 23). In the context of decentralization of education policy, the problem of 'power' is related to the policy changing which in line with the changing role that really is carried out functionally. The conflict will take place when cooperation and coordination among the roles do not run functionally and systemically. The ability in the area of 'access' is a crucial to determine the steps of the school in developing the network, as well as in the ability of the school to obtain various information, both related to the ways of developing knowledge and fund rising tends to influence the school in developing the school program to be qualified. The gap between those three aspects becomes the source of the inequality of the school quality in developing the school.

Conflict is related to the dimension of power. The definition of power in education has different connotation from the definition of power in our daily life. In this case, there are two kinds of power: 1) transformative power; 2) transmissive power. Transformative power has the purpose in the process of the power relation; there is no form of subordination between one subject with the other subjects. Even, the transformative power evokes reflection, and this reflection will lead to an action. The orientation that occurs in the action is an advocative action. The transmissive power occurs in the process of transmission desired by the subject which hold the power toward the subject exposed to the power itself. The orientation of power here is the legitimitative orientation (Ballantine, Jeanne H, 1997: 23).

The process of teaching and learning in the frame of domestication and indoctrination, definitely, is a transmissive process of culture. In this way, culture is actually face a stagnation because of the death of the creativity of its members. What about the role of the Indonesian culture in developing the students' creativity in the middle of the powerhegemony process? If the desentralitation of education policy is considered as a new policy, it actually cannot be separated from the new desire to build a hegemony with the label of desentralitation which aimed at improving the quality of education and it needs to be re-evaluated. Thus, in this perspective, there is a new agenda which to be strived to reconstruct the education world to be in line with the global issue which would cause imbalance ability among the education unit.

Conflict in the education world is like a "double-edged sword" (Mulyasa, 2004: 239), in one side it can be used to carry out a job, but on the other side it can become the source of a clash as well. In the school organization, although conflict can cause tension, it can be the source of energy if it is managed properly, even, it can be used as a tool for a change. In this research, it is proved that the dynamic of conflict in the school happen because of different reasons. Conflicts in the school often develop due to: (Siti Irene, 2009: 246):

- a. Different appreciation for the teacher by the principal
- b. Different response toward school policies.
- c. Different opportunity for self development
- d. Different interest between teachers.

From the explanation above, it can be concluded that conflicts tend to occur in the school because of various kind of differences. However, based on this research, it is proved that in general the conflicts do not disrupt the learning process in the class and in the school. It is because most of the teachers who deal with the conflict face it in a possitive attitude. In the analisis of the benefit of the conflict, as described by Gibson (in Siti Irene, 2009 : 245) that there are two benefits of the conflicts, namely functional and dysfunctional conflicts.

Functional conflict is a confrontation between groups that add the working benefit. The conflict between groups that is functional can be useful for improving the effectivity and the achievement of the school. The conflict is not only helpful, but also needed to improve the creativity. A group with heterogen members produce different opinions which will create a better and more creative solutions. Functional conflict can lead to the discovery of a more effective way to adapt the demand of the sociey change, so that the school can exist and grow (Siti Irene, 2009 : 244).

An example of the dynamics of the functional conflicts occur in the school is that in the process of improving the school quality, the principal form a team to reinforce the school program; this team assists the school to carry out the school program in improving the school and accommodating the various responses of the stakeholders. Conflict occurs to fulfill the demand of the school needs; one of the problems which often arises is the school fundraising. Protest against the school budgeting becomes a phenomenon in the school because the parents think that it is a burden for their financial. Even, the protest often becomes the source of the conflict between the parents and the school. However, the school tries to avoid the conflict by making an arrangement and showing a good result of the school quality improvement, as happen in SMPN B's case shown below:

" Protest against tuition fees is inevitable. To prevent the school funding issue, at the beginning of the school year, the need of the school funding for the whole year has already design transparanly. By showing the good result of the programs from the previous year and by explaining the upcoming program in detail, protest from the parents rarely occurs. Franfly speaking, if we have to do our best for our students and supported with the evidences of successful program, no parents will protest" (W/Sn/14-01-07).

Dysfunctional conflict related to the relationship between teacher and student or among students. Dysfunctional conflict is a confrontation or conflict between groups that damage, harm, and hinder the purpose of school. As an example is a case in SMPN C:

" when the students are difficult to control, the teacher sometimes can only 'cry' and ask the male teacher to handle the situation. Understandably, ma'am, here, almost all classes has 'trobled' students who sometimes affects the teaching learning process, especially in building the concentration to study in the class, that is why the teacher should be patient..."

The case above portrays that class management is necessary in managing the conflict in the classroom. Classroom management is determined by the skills of the teacher in managing the class, especially in creating and conditioning the good atmosphere to study. The ability to manage the classroom will reduce the conflict caused by the differences of the students' attitude in the class. Beside the classroom management, a teacher should be able to understand the source of the conflict and the way to handle it. Based on the result of this research, it concludes that usually the source of the conflict in the school is associated with some matters, i.e. (Siti Irene, 2009: 245-246):

- a. Differences of opinion, in which each party of the conflict think that they are most true.
- b. Misunderstanding about the acts taken
- c. There are loss party
- d. Too sensitive in assessing any action

The steps taken usually done by the school in handling the conflict in in the level of intrapersonal, interpersonal, intragroup, intergroup, intraorganization, and interorganization by taking reciprocal communication; third-party service, or informal supervisory service. In these steps, the school can develop the partisipatory decision autonomously in resolving all problems.

Conflict in the management level usually related to different reaction of the school toward the policy. In this case, the response to the changing process of the policy needs to be supported by the school and education transformation. If it is related to the power in education, transformative power aims to revoke the reflection, and that reflection can generate action. It means that school transformation also related to the change of the school management in keeping the existence and education quality. While education quality related to the teachers' professionalism in responding the changing of the era or government policy in the process of education. In this context, conflict management is emphasized more on the school ability to develop transformative power which in line with the purpose of the school quality improvement efforts.

Dynamics in the quality improvement of the school is described as the transformative process which is not easy to be done by the school. There are some problems faced by school in changing the bureaucratic paradigm of education in to democratic paradigm which influence the imbalance of the quality in the education unit. The differences which develop in the education unit generally sourced from:

- a. The school has not optimally implement the "bottom-up" planning
- b. The school programs tend to be done based on the instruction rather that professionalism
- c. Tends to use the national standard, without paying more attention to the local ability on education unit.
- d. The target designed tends to be "macro national" not the local level limited to the education unit.
- e. Special services has not become the prior focus, because it pays more attention to the raw input aspect which determine the final result.
- f. Oriented to the UAN (National Final Examination), rather than the uniqueness and achievement of the students.

- g. Evaluation has not been based on the needs of the school but it is centralized.
- h. Dominant social control is done by the principal, rather than the parents of the society.
- i. Dominant decision making by the principal.
- j. Appreciation towards achievement has not been done optimally.
- k. The role of the parents has not been given fully to the process of education, it is usually limited to the financial support.

Conflict as a social phenomenon related to the gap between education qualities is associated with the description given by the society about a "qualified school", "stronghold school", and "favorite school". The label given to the school often becomes a source of conflict, especially for those who do not have the opportunity to get a school considered as the qualified one. For the school, the label given, for example "qualified school", will motivate the school members to escort the run of the school to be a more qualified school. In this research, it is proved that each school has short-term program, medium-term program, and long-term program to reach the purpose to be a qualified school. Every school has different strategy to reach the levels of "excellent standard" to be a qualified school that is in implementing the curriculum and the dynamics of the changes.

The change of the curriculum is one of the sources of the conflict in the school. For the school that is planning to be a qualified school, the process of the conflict occurs in line with the changing itself. It is because the goal to be a qualified school needs the ability of the school in developing the curriculum in the process of teaching and learning in the school. The interaction process between the principal-teachers-students in implementing the curriculum determines the dynamics of the school.

The implementation of the curriculum has several dimensions, i.e. political dimension, social dimension, economical dimension, and cultural dimension. The dimension of politics in the curriculum is not a new thing because in any curriculum there is a power which is often called as "hidden curriculum" which illustrates that in the process of education, curriculum and methodology, and all those things are the products of a system of the existing power or the attempt to prolong the power.

Dimension of social in curriculum is related to the capability of the school in developing the learning process in the school which is associated with the condition and potential of the students, therefore, the programs developed will match the social background of the students. The school programs, both academic and non academic, between one school and other schools are not

always the same, and this change is tightly related with the motivation and the interest of the students. For example, SMPN A develops the ability of the academic writing skill for the students as a compulsory activity, while SMPN B develops the computer skill for the students, and in SMPN C it is impossible to implement those programs because of the social condition, especially the motivation of the students to learn English. This is different with SMPN A whose students are eager to learn English and most of them do not consider English as a nightmare or burden for the National Final Examination, as the result the score of the English Examination of the students in SMPN C is not satisfactory.

The dimension of economy in the curriculum is related to the education budget of the school. With the fee charged to the students, it turns out that it influences the programs designed by the school in order to improve the capability of the students. Every school has their own calculation in charging the school fee to the students, and the amount of the additional fee affects the programs given to the students. For example is in SMPN A, the school has a special service for the students personally. The program that is in fact needed by the students cannot be done because of the budget issue. In the dimension of economy, it turns out that the financial background of the parents brings great effects to the motivation to study of the students, especially in SMPN C in which the parents are from the low education and economy level. It is difficult to encourage the students to gain achievement. Social interaction between teacher-parents-students is not easy as well, even, there is a tendency that the parents give all the responsibility of education to the teacher and the school only.

The dimension of the culture in curriculum is directed more to the development of the school culture which is built differently by each school. In this case, it is related to the vision and mission of the school, which in the application, it influences the students and teachers' attitude. If we observe the habit of the students in the school, especially in the classroom, it cannot be separated from the target the students want to achieve. As an example is in SMPN B, the school has an intensive program to deepen the subject studies for the grade 3 of the excellent classes every week to provide peer study friends for other students. While this kind of class does not exist in other school. In SMPN A the school considered all students as excellent, however, or those who are less excellent will be given special treatment to boost their ability optimally.

To be more specific, the process of social interaction between the principal-teacher-student in the school shows a uniqueness, although there are some similar aspects between these three schools which are being observed. The similarity

leads to the desire to be together implementing the KTSP, although the interpretation of the school in translating the curriculum is determined by the capability of the teacher and the school target. The capability of the teacher in responding the KTSP is not the same, because it turns out that the schools have different status. SMPN A is a National Standard School (SSN) and International Standard School (SBI) and SMPN B is an stronghold school. Thus, it can be concluded that the difference of the school status influence the school programs in order to maintain the school status. This conclusion lays a foundation of the gap of the school quality among schools.

The dynamics of the conflict occurs in the process of education quality enhancement as the dynamist of the change of the school quality. The steps taken by the school to handle the conflict is by conflict management. Conflict management can be done by optimizing the role of the school members in synergic and dynamic to reach the school's goals.

The ways developed by the school in handling the conflict is done with various strategies. The first strategy, the school can reduce the agitation among teachers with mediation or outside party to accommodate the various interests of the school. Another way is to find the similar aspects if the conflict occurs and not to unify the conflicted parties. In this case, the role of the society figure is important as a mediator. A creative way in conflict management is by developing a mutual understanding in determining the problem and the solution, as well as conducting evaluation for every problems faced by the school as alternatives.

Based on the observation in the school, the conflict management application based more on the "learning by doing" manner; therefore, the process of the conflict resolution is based on the problems faced by the school. In this case, the creativity in handling the conflict is quite prominent in every school. For example, when there is a conflict between senior and junior teachers in a team, the principal become the mediator of the dialogue between them. Another example is when there is a conflict between teacher and vice principal who have different vision about the school, they, then, try to resolve it by making a clearer and more detail task description and to appreciate the position of the vice principal. The conflict involving teachers can be coped with informal activity involving the conflicted teachers to soften the situation between them. Other teacher to the student or vice versa usually handles the conflict between teacher and student with personal approach. The conflict between students is handled by optimizing the role of the counseling teacher and home teacher.

3. Conclusion

The conflict in the school is usually caused by various factors. The various differences exist at school becomes the source of the conflict. Conflict occurs in the application of the decentralisation of education have the characteristic of functional and dysfunctional related to the differences of school potential and condition, social-economical-cultural burden in translating the application of the curriculum cannot be separated from the condition of the school environment in reaching the target of the school because of the different status of the school (Stronghold/Andalan, National Standard School, International Standard School)

4. Advice

The ability of the region to respond the decentralisation of education policy needs leaders both in the government order and education unit which have character as an adaptive leader in responding the central policy changes in the region, that is a leader who understand the nation problem in the global discourse and possess the ability to dig the local wisdom values and the potentials of the region in the process of the society education development.

REFERENCE

- [1] Ballantine, Jeanne H (1997). *The Sociology of Education*. New Jersey: Prentice Hall.
- [2] Burbules, Nicholas C. dkk (2000), *Globalization and education*, New York: Rouledge
- [3] Brown, Daniel j (1990). *Decentralization and School-Based-Management*, London: The Falerm Press.
- [4] Nelson,Jack.I (2001). *Critical Issues in Education*, New York: The McGraw-Hill Companies.Inc.
- [5] Tilaar (2003). *Kekuasaan dan Pendidikan*. Magelang :Indonesiatara
- [6] Zamroni,(2001). *Paradigma Pendidikan Masa Depan*, Yogyakarta:BIGRAF
- [7](2001). *Pendidikan Untuk demokrasi*. Yogyakarta: BIGRAF
- [8] Mulyasa (2006), *Manajemen Berbasis Sekolah*, Bandung: PT.REMAJA ROSDAKARYA
- [9] Mulyasa (2004). *Menjadi Kepala Sekolah Profesional*, Bandung: Rosda, halaman 239.
- [10] M.Ginn (2003). *Desentralisasi Pendidikan*. Jakarta :PT.Logos Wacana
- [11] Standar Nasional Pendidikan, Jakarta: Badan Standar Nasional Pendidikan
Smith ,BC. *Decentralization*. London:George Allen andn Umwin.

ISBN: 978-602-18661-1-5



Yogyakarta State University
www.uny.ac.id