



Conflict Management in Gender-based Relationships among Social Science Education Students

Rezi Sara¹, Sri Buwono², Yusawinur Barella³, Maria Ulfah⁴, Venny Karolina⁵

¹²³⁴⁵ (Program Studi Pendidikan IPS, FKIP Universitas Tanjungpura, Indonesia)

* Corresponding Author. E-mail: ¹ rezi.sara@student.untan.ac.id

Receive: 17/12/2023

Accepted: 15/01/2024

Published: 01/03/2024

Abstrak

Penelitian ini bertujuan mengetahui apakah ada perbedaan cara antara laki-laki dan perempuan dalam menjumpai sebuah konflik untuk mencari jalan keluar menyelesaikan konflik yang terjadi dalam hubungan pertemanan pada mahasiswa Pendidikan IPS. Pendekatan penelitian yang digunakan adalah penelitian kuantitatif dengan metode survei dengan teknik pengambilan sampel purposive sampling, dengan jumlah sampel 91 orang yang pernah mengalami konflik yaitu mahasiswa laki-laki 26 orang dan mahasiswa perempuan 65 orang. Alat dalam pengumpulan data berupa kuesioner yang diadaptasi dari Johnson serta teknik analisa data menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa 1) strategi manajemen konflik yang dilakukan laki-laki dan perempuan dalam hubungan pertemana pada mahasiswa Pendidikan IPS, mayoritas kedua gender menggunakan strategi manajemen konflik kolaborasi (collaborating) dengan nilai skor persentase rata-rata 21.38 pada mahasiswa laki-laki dan 21.45 pada mahasiswa perempuan dan 2) hasil penelitian berdasarkan perbedaan gender menunjukkan ($p > 0,05 = 0,67 > 0,05$, $t = 0,42$, $df = 89$) atau tidak ada perbedaan yang signifikan antara manajemen konflik pada mahasiswa laki-laki dan pada mahasiswa perempuan.

Kata Kunci: Manajemen Konflik, Gender, Pertemanan

Abstract

This research aims to determine whether there is a difference in the way males and females encounter conflict to find a resolution in friendship relationships among Social Studies Education students. The research employs a quantitative approach with a survey method using purposive sampling, involving a total of 91 participants who have experienced conflicts, consisting of 26 male students and 65 female students. Data collection utilizes a questionnaire adapted from Johnson, and data analysis employs descriptive statistics. The results indicate that 1) conflict management strategies employed by male and female students in friendship relationships within Social Studies Education predominantly involve collaboration, with an average percentage score of 21.38 for male students and 21.45 for female students, and 2) the research findings based on gender differences show ($p > 0.05 = 0.67 > 0.05$, $t = 0.42$, $df = 89$), indicating no significant difference in conflict management between male and female students.

Keywords: Conflict Management, Gender, Friendship

Introduction

In the academic world, building friendships is important. The learning

process can be challenging if a student cannot adapt and make friends (Mardiaty Hidayatullah & Aminoto, 2018). Along with friendship, there may be some emotional tension or conflict due to the process of adjustment. If not handled well, these conflicts in friendships can be detrimental to students. Conflict refers to a process of social interaction between individuals or groups where there is a disagreement in understanding, opinions, or beliefs leading to fighting or debating (Sudarnoto, 2015; Irwandi & Chotim, 2017). Each individual has their own style, characteristics, and traits in how they approach conflicts. Understanding conflict management styles is important for finding appropriate solutions to problems and maintaining good relationships when conflicts arise. Age and gender are often reasons why individuals manage conflicts differently. Hidayah & Hariyadi (2019) suggest that one underlying factor in conflict management is gender differences. Hidayah, Arianto, & Hariyadi (2020) argue that there are differences between males and females, particularly in managing emotions. However, this contradicts the findings of Andayani (2019) who suggested no differences between males and females in the choice of conflict strategies when facing conflicts with their friends.

Results and Discussion

Table 1. Frequency Distribution of Gender, Academic Year, and Semester.

Academic Year / Semester	Gender			
	Male	%	Female	%
2019 / 8	10	38.5 %	16	61.5 %
2020 / 6	1	4.5%	21	95.5 %
2021 / 4	8	34.8 %	15	65.2 %
2022 / 2	8	40%	12	60%
Total	26	28.6 %	65	71.4 %

A total of 163 students, comprising 112 females and 51 males, are enrolled in

the Social Studies Education program at a faculty in West Kalimantan. These students sometimes experience conflicts in their friendships, whether within the same academic year or across different years. One common conflict arises when choosing social companions or working on group assignments. Differing opinions can lead to conflicts because individuals have different methods of choosing social companions or selecting study groups based on academic abilities. Andayani (2019) identifies several main sources of conflict in friendships, including communication problems, hurt feelings, negative personality traits, competition, and physical harm.

Hence, the researcher aims to investigate the topic of "Gender-Based Conflict Management in Friendship Relationships among Social Studies Education Students." The study intends to identify potential disparities in how males and females approach conflicts and seek solutions to resolve them.

Method

In this study, a quantitative research design was used, employing a survey method with a questionnaire as the main tool for data collection. The study focused on Social Studies Education students from one faculty in West Kalimantan across the academic years 2019, 2020, 2021, and 2022. The total student population was 134, with 94 females and 40 males. The sampling method chosen was nonprobability purposive sampling, resulting in a sample size of 91 students (26 males and 65 females). The gathered data was analyzed using SPSS version 26.

The table shows the percentage of male and female students who have experienced conflicts. In the 2019 academic year, 38.5% of male students and 61.5% of female students have experienced conflicts. In the 2020 academic year, only 4.5% of male students have experienced conflicts, while 95.5% of female students have encountered conflicts. In the 2021 academic year, 34.8% of male students and 65.2% of female students have experienced conflicts. Finally, in the 2022 academic year, 40% of male students and 60% of female students have experienced conflicts.

Table 2. Normality Test Results of Conflict Management in Friendship Relationships Based on Gender among Social Studies Education students.

Tests of Normality				
	Apa jenis kelamin anda?	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Jumlah	Laki-laki	.133	26	.200*
	Perempuan	.086	65	.200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: (Normality Test Results SPSS ver.26)

The normality test results show that the significance value for males and females is 0.20, which is greater than 0.05. Therefore, it can be concluded that the conflict management variable in friendships based on gender among Social Studies Education students has normally distributed data.

Table 3. Results of the average percentage scores of conflict management strategies carried out by males and females

	Pemaksaan (Competing/F orcing)		Kompromi (Compromisin g)		Kolaborasi (Collaborating)		Menarik Diri (Avoiding)		Akomodatif (Accommodating)	
	L	P	L	P	L	P	L	P	L	P
Mean	14.73	14.74	20.62	20.12	21.38	21.45	11.54	11.34	21.50	21.25
Std. Deviation	3.832	3.776	3.511	3.871	3.534	3.742	1.838	1.947	2.302	2.302
Jumlah Item	7	7	7	7	7	7	4	4	7	7
Indeks Skor	2.10	2.11	2.94	2.87	3.05	3.06	2.98	2.84	3.07	3.03
Total skor mean	29.47		40.74		42.83		22.88		42.75	

Table 4. Independent Sample t-Test Statistical Test

Variabel	Perempuan		Laki-laki		df	T	Sig (p)
	M	SD	M	SD			
Manajemen Konflik	88.89	11.99	90.00	9.05	89	0,42	0,67

Source: (Statistical Descriptive Analysis Results (Mean) SPSS ver. 26)

In a study on conflict management strategies among male and female Social Studies Education students dealing with friendship conflicts, it was found that most students prefer collaboration as a strategy. This involves working together to reach a mutually beneficial resolution. Collaboration is effective in resolving conflicts and promotes learning from each other. However, these findings contrast with those of Andayani's research on conflict management strategies.

Andayani (2019) found that most men and women in friendships tend to avoid conflict by not talking to each other and keeping their distance for a while. Tamm, Tulviste & Urm (2018) argue that this may be because men and women have the same goal but use different conflict strategies.

The findings of the study support the idea that there are no significant differences in conflict management strategies between male and female Social Studies Education students in friendship conflicts. This aligns with the research by Andayani (2019) that found no significant difference in conflict management between males and females when they have conflicts with their friends.

The study also aligns with the research by Shirvani & Shirvani (2021), which showed no significant difference between males and females in managing emotional or conflict situations.

However, these findings contradict previous research such as Wied, Branje & Meeus (2007), which found differences in

empathy and problem-solving styles between males and females. Koentjoro & Purnamaningsih (2000) also found differences in conflict management between male and female students, especially in interpersonal conflicts.

Although there are differences in the findings, this study suggests that there may be internal and external factors that influence conflict management in friendships based on gender. Further research is needed to explore other factors that may influence conflict management strategies based on gender in friendships. To prevent conflicts, it is recommended that students engage in more collaborative and teamwork activities.

Simpulan

Based on the research conducted, the researcher concludes that there is no significant difference in conflict management between males and females in friendships among Social Studies Education students in one of the faculties in West Kalimantan. The majority of students in this study chose the collaborative conflict management strategy to resolve conflicts in their friendships. There was no significant difference in conflict management between males and females in friendships among Social Studies Education students. With a p-value of $0.67 > 0.05$, it means that there is no significant difference.

With this research, it is hoped to serve as a reference to further understand the harmonious conflict management and be beneficial in the communication process among fellow classmates and others.

References

- [1] Andayani, T. R. (2019, March). Conflict in javanese adolescents' friendship and its resolution strategy. In 4th ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2018) (pp. 216-221). <https://www.atlantis-press.com/proceedings/acpch-18/55914402>
- [2] De Wied, M., Branje, S. J., & Meeus, W. H. (2007). Empathy and conflict resolution in friendship relations among adolescents. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 33(1), 48-55. <https://onlinelibrary.wiley.com/doi/abs/10.1002/ab.20166>
- [3] Ekawarna. (2018). *Manajemen konflik dan stres* (B. S. Fatmawati (Ed.); 1st Ed.). PT Bumi Aksara.
- [4] Hidayah, B., Ariyanto, A. A., & Hariyadi, S. (2020). Apakah emotional intelligence dipengaruhi gender?: analisis perbedaan kecerdasan emosi kaitannya dengan manajemen konflik suami-isteri dalam masa kritis perkawinan. *Jurnal Psikologi Udayana*, 7(2), 43–52. <https://doi.org/10.24843/Jpu.2020.V07.I02.P05>
- [5] Hidayah, B., & Hariyadi, S. (2019). “Siapa yang lebih terampil mengelola konflik rumah tangga?” Perbedaan manajemen konflik awal perkawinan berdasarkan gender. *Jurnal Psikologi Sosial*, 17(1), 12–20. <https://doi.org/10.7454/Jps.2019.3>
- [6] Irwandi, & Chotim, E. R. (2017). Analisis konflik antara masyarakat , pemerintah dan swasta (studi kasus di dusun sungai samak, desa sungai samak, kecamatan Badau, kabupaten Belitung). *JISPO*, 7(2), 24–42. <https://doi.org/10.15575/Jp.V7i2.2414>
- [7] Mardiaty, I., Hidayatullah, F., & Aminoto, C. (2018). Faktor eksternal tingkat stres mahasiswa keperawatan dalam adaptasi proses pembelajaran. *The 7th University*

- Research Colloquium 2018 STIKESPKU Muhammadiyah Surakarta, 173–179.
- [8] <http://repository.urecol.org/index.php/proceeding/article/view/104>
- [9] Mardianto, A., Koentjoro, & Purnamaningsih, H. E. (2000). Penggunaan manajemen konflik ditinjau dari status keikutsertaan dalam mengikuti kegiatan pecinta alam di Universitas Gadjah Mada Yogyakarta. *Jurnal Psikologi*, 4(2), 111–119. <https://jurnal.ugm.ac.id/jpsi/article/view/7003>
- [10] Muliati, I. (2016). Manajemen konflik dalam pendidikan menurut perspektif islam. *Jurnal Tingkap*, 12(1), 39–52. <https://ejournal.unp.ac.id/index.php/tingkap/article/view/7448>
- [11] Mulyanto, E. (2018). Conflict management (manajemen konflik) pada Pt. Bank Cimb Niaga Card Center Bintaro. *PEKOBIS Jurnal Pendidikan, Ekonomi Dan Bisnis*, 3(2), 1–12. <https://doi.org/10.32493/pekobis.v3i2.p1-11.2040>
- [12] Samsu. (2021). *Metode Penelitian* (Rusmini (Ed.); 2nd Ed.). Pusat Studi Agama Dan Kemasyarakatan (PUSAKA).
- [13] Sari, T. D., & Widyastuti, A. (2015). Hubungan antara kecerdasan emosi dengan kemampuan manajemen konflik pada istri. *Jurnal Psikologi*, 11(1), 49–54. <https://ejournal.uin-suska.ac.id/index.php/psikologi/article/view/1433>
- [14] Shirvani, H., & Shirvani, R. (2021). Gender and Emotional Intelligenc The Relationship Between Gender and Emotional Intelligence. *Journal of European Education*, 11(1-2), 1-12. <http://www.ejournal.org/index.php/JEE/article/view/313>
- [15] Sudarnoto, W. (2015). Konflik dan resolusi. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 2(1), 1–16. <https://doi.org/10.15408/sjsbs.v2i1.2236>
- [16] Tamm, A., Tulviste, T., & Urm, A. (2018). Resolving conflicts with friends: Adolescents' strategies and reasons behind these strategies. *Journal of adolescence*, 64, 72-80. <https://www.sciencedirect.com/science/article/abs/pii/S0140197118300186>
- [17] Tjun, L. T., Setiawan, S., & Setiana, S. (2009). Pengaruh kecerdasan emosional terhadap pemahaman akuntansi dilihat dari perspektif gender. *Jurnal Akuntansi*, 1(2), 101-118. <https://journal.maranatha.edu/index.php/jam/article/view/374>