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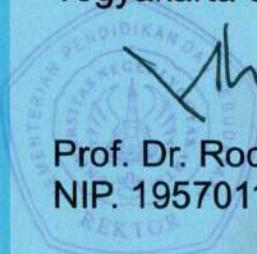
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as

Presenter

In The International Seminar and Workshop on Guidance and Counseling:
Managing and Developing School Guidance and Counseling Services
through Continuing Teacher Counselors Professional Development
Yogyakarta State University on September 8-9th, 2012

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ON GUIDANCE AND COUNSELING

YOGYAKARTA, SEPTEMBER 8-9, 2012



PROCEEDINGS

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“Managing and Developing School Guidance and Counseling Services
Through Continuing Teacher Counselor Professional Development”

YOGYAKARTA, 8-9 SEPTEMBER 2012



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PROCEEDING OF THE 1ST INTERNATIONAL SEMINAR ON GUIDANCE AND COUNSELING

**Managing and Developing School Guidance and Counseling Services through
Continuing Teacher Counselors Professional Development**

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Thank God I pray to Allah the Almighty for the gifts given, so that the international seminar proceedings book of guidance and counseling can be resolved. No success of what has been cultivated by humans except for the help of Allah.

The Department of Educational Psychology and Guidance, Yogyakarta State University, a premier institution engaged in advanced level teaching, research, and capacity building of guidance and counseling profession, has organized the 1st International Seminar on Guidance and Counseling with the main topics, namely “Managing and Developing School Guidance and Counseling Services through Continuing Teacher Counselor Professional Development” on September 8-9, 2012 in Yogyakarta, Indonesia.

As a resulted of the conference, this book is a collection of papers presented at the International Seminar activities of guidance and counseling to the main theme, namely Managing and Developing School Guidance and Counseling Services through Continuing Teacher Counselor Professional Development. I hope that this book helps shed some light on the main topic above. The model of guidance and counseling services and continuing professional development would be discussed on the basis of the experiences of the different countries. Besides, this book also seek to identify useful and workable strategies through sharing of ideas and make recommendations leading to action-oriented programs.

Have a nice surfing of this book!

Fathur Rahman, M. Si

Head of Educational Psychology and Guidance Department
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The Process Framework and the Solutions of Conflict Toward Senior High School Students in Surabaya based on Psychological Dynamics

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Abstract

Factors that caused conflict toward the students, how is the process of the conflict, and the process of conflict resolutions in the framework of individual psychological dynamic. The selective design used is connecting logic between data collected and conclusion as the result generated from the initial research questions. This study employs single case study and multi-case study with two analysis techniques, pattern matching and explanation-building. The observed case consists of thirteen single cases that were selected based on case variation to get different and extended perspectives. The study concluded that: (1) Conflict is caused by several factors: differences of opinion among the inter-individual, misunderstanding, actions considered harmful to others, and feeling too sensitive which leads to negative thoughts. (2) In perceiving the conflict there are three things that become the focus of the view that: (a) the perception of the problem of the conflict itself, (b) perception of the goals, and (c) perceptions of conflict subject the perpetrator, (3) appreciation of the individual against the object of observation is formed by the reality of the object and the individual's own reality. (4) the internal psychological dynamics of individuals in dealing with conflict can be categorized in three sections which together cover the components of the triangle ABC, which points Attitudes + Behavior + contradiction. The term summarizes the components of ABC + Attitude + Behavior Conflicts in the triangle SPP, (5) The solution of conflict can be constructive if it ends with maintained a good relationship and a mutually satisfactory of needs, can also be destructive hostility and compliance oriented unilateral interests.

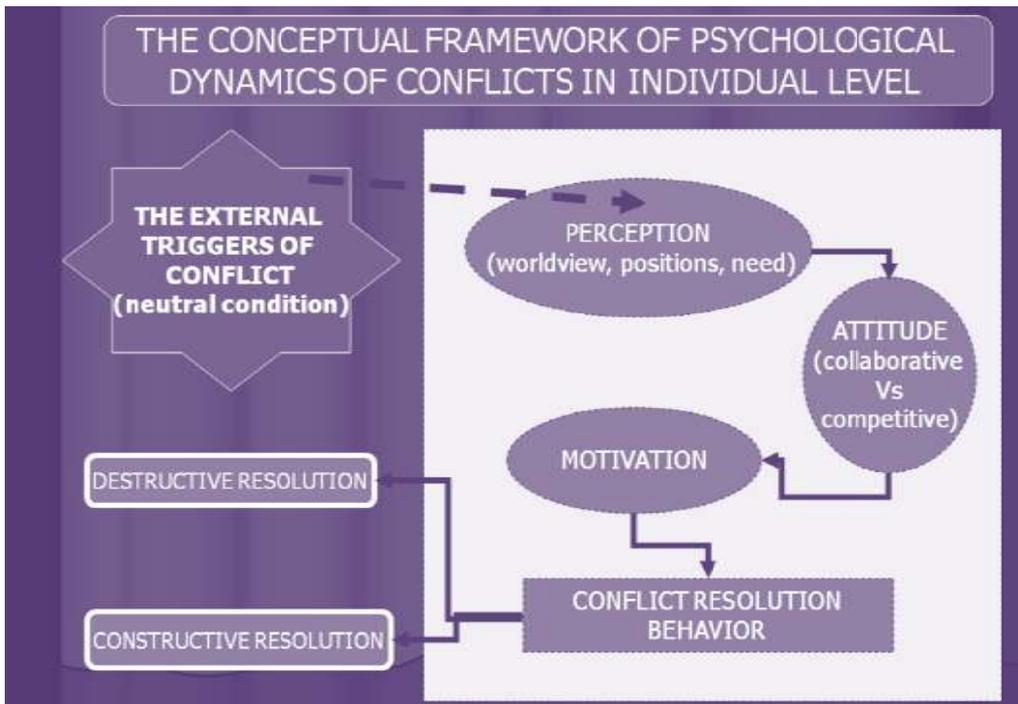
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Keywords: Process, Framework, Solutions, Conflict, Students, Psychological Dynamics, Research Summary.

1. Introduction

This study focused on the exploration of factors that cause conflict among students, and examined how the conflict and the resolution conflict processes occur based on their psychological dynamics. According to Yin (1996), a study that aims to answer “*how*” dan “*why*” questions needs to employ case study method. The method is useful for this study primarily to explore the characteristics of conflict process and the reason behind the use of a certain conflict resolution strategy among students. Bogdan and Biklen (1998) and Strauss and Corbin (1990) stated that in order to understand the meaning of an event and interaction, we can employ a phenomenological approach, that is an approach which allows us to understand how participants make sense of their personal and social worlds from their point of views. This approach also enables the researchers to construct an interpretation in the form of conceptual schema. The phenomenological approach was

prominently important here when we tried to grasp the participants' subjective conceptual world. We assumed that we can gain the participants' subjective conceptual world and 'meaning-making' of their everyday lives by observing their behaviors and exploring their thoughts (Denzin & Lincoln, 1994; Knowles & McLean, 1992).



2. Design/Procedure

According to Dilthey & Spranger (in Moleong, 1989), we can employ phenomenological approach or '*verstehen*' to understand and grasp the meaning of a certain event or behavior from the actors' point of views more successfully when we use participant observation as data collection strategy.

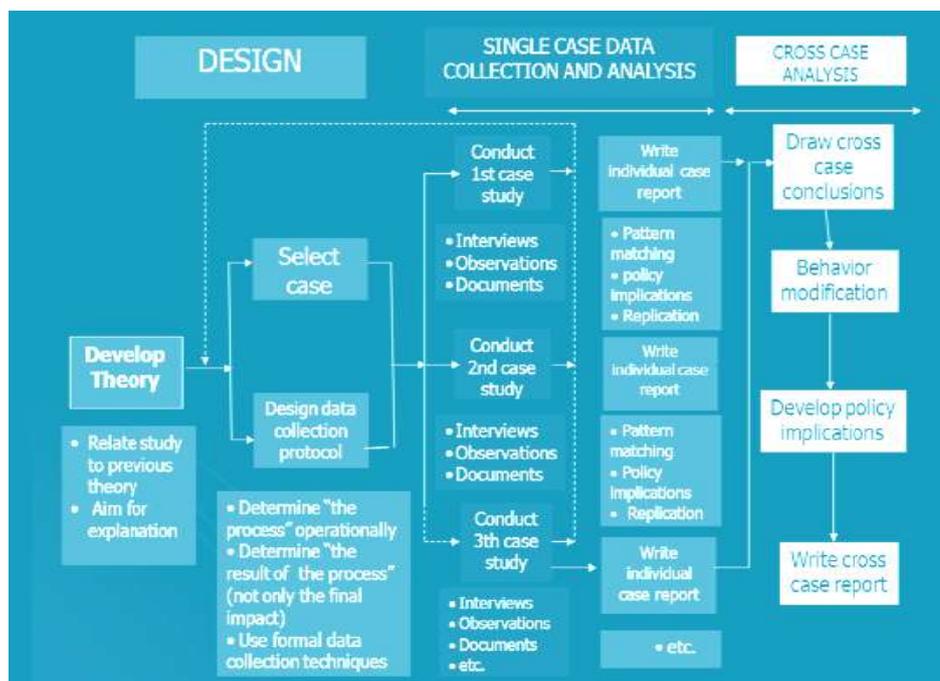
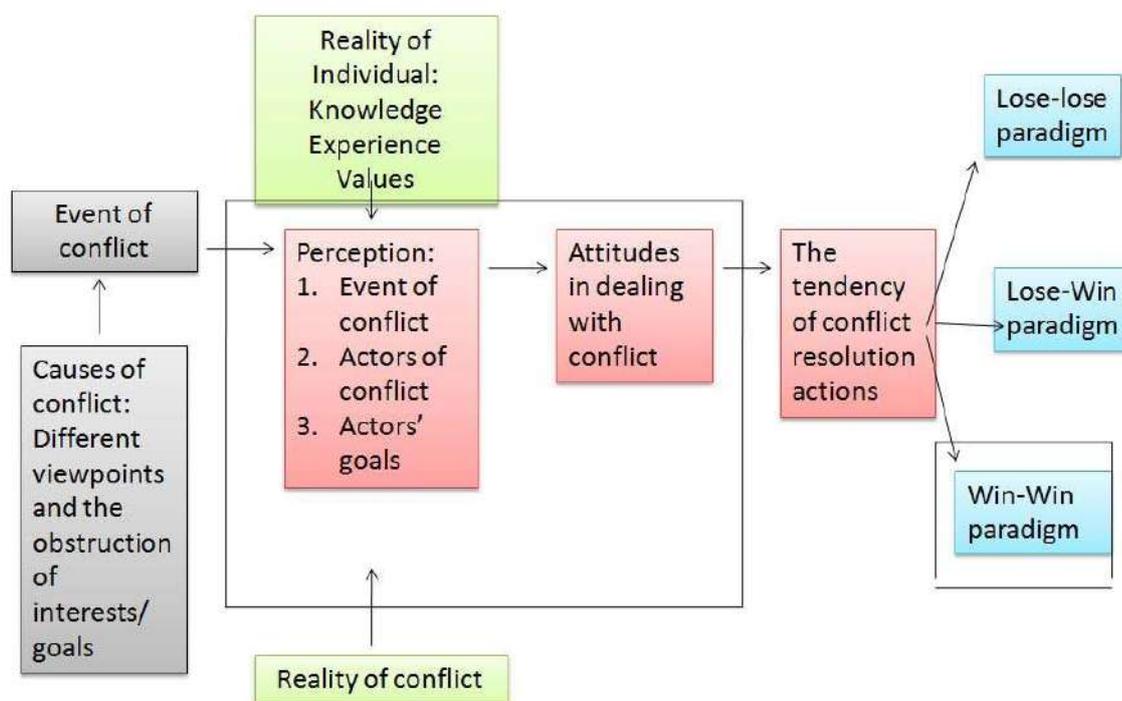
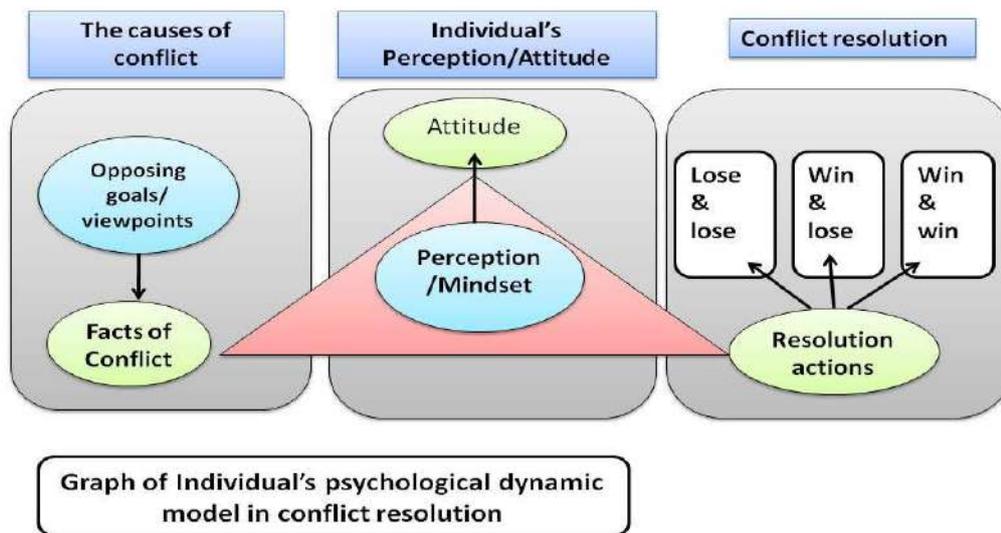


Table : The Workflow of Data Collections and Their Sources

Focuses	Targets	Techniques
1. Determine the schools being investigated	City Board of Education (School superintendents)	Interviews and documentations
2. Determine students who were or are experiencing conflicts and using both constructive and destructive conflict resolutions	Peer groups, teachers, homeroom teachers, counselors, and principals	Interviews
3. The causes and processes of conflicts	Students who involve in conflicts, peer groups, teachers, homeroom teachers, counselors, principals	Observations & depth-interviews
4. The flow of destructive conflict resolution processes	Students who involve in conflicts and use destructive conflict resolution	Depth-interviews
5. The flow of constructive conflict resolution processes	Students who involve in conflicts and use destructive conflict resolution	Depth-interviews

3. Findings/Analysis

It can be concluded from the findings of this study that: (1) Conflict was generally caused by the difference opinions between individuals, misunderstandings, actions that are deemed adverse by the other party, and too sensitive feelings which leads to negative thinking. In general, the causes of conflict were the different viewpoints and the obstruction of goal achievement; (2) Individuals' perception of conflict was determined by their mindsets towards conflict which shape their perspectives on it and, then, lead to a certain attitude towards the conflict. The mindset relates to the experience, knowledge, and values which are internalized within individuals' minds and, then, become a self-principle. There were three focuses in the perception of conflict: (a) the perception of the 'conflict' itself, (b) the perception of the goals, and (C) the perception of actors in the conflict; (3) the individuals' perception on 'objects' being observed was determined by the object itself and the perceiver. Objects, in this case, refer to who are the actors in conflict, what are the issues being questioned, what the context is, and what impacts to emerge. The perceiver factors comprise the individual's knowledge, experience, and values that guide him/her in perceiving conflict as "an object"; (4) In dealing with conflicts, individual's psychological dynamics can be categorised into three integral parts including elements of ABC triangle, namely, *Attitudes + Behavior + Contradiction*; (5) Constructive conflict resolution is achieved if conflict ends up with the maintenance of good relationship and mutual need fulfillment, while destructive conflict resolution occurs when parties involved in conflict are still in hostile attitudes to each other and fulfill their interests unilaterally; (6) Constructive resolution employs "Win-Win Solution" paradigm that can be conducted through compromises and collaboration, while destructive resolution uses "Win-Lose and Lose-Lose solutions" paradigm which is done through confrontation, competition, self-defeating, and self avoidance; (7) Conflict resolution strategies, both constructive and destructive, are influenced by perception which determines attitude and the resolution strategy individuals choose whether constructive or destructive; (8) Perception and positive attitude, include viewing conflict as natural and can be resolved collaboratively in order to maintain good relations and mutual need fulfillment, is the drive for constructive conflict resolution, while the opposite perception and attitude motivate destructive conflict resolution; (9) Constructive conflict resolution results in positive outcomes such as the maintenance of good relationship, the need fulfillment, and the potential synergies between parties involved; while, destructive conflict resolution increases the potentials for future conflict with the broader issues and impacts and the greater negative risks.



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