ABSTRAK

Khoerunisa, Alfiah. 2026. Pendekatan manajemen konflik dalam mengatasi perundungan di mtsn 17 jombang. Skripsi, Program Studi Manajemen Pendidikan Islam, Institut Agama Islam Urwatul Wutsqo Jombang. Pembimbing: Senang, M.Pd.I.

Kata kunci: Manajemen Konflik, Guru BK, Perundungan, MTsN 17 Jombang.

Perundungan di lingkungan sekolah masih menjadi permasalahan yang memengaruhi kondisi psikologis, sosial, dan proses belajar peserta didik. Bentuk perundungan yang sering terjadi di MTsN 17 Jombang berupa perundungan verbal dan relasional, seperti ejekan, body shaming, dan tindakan yang merendahkan siswa lain. Oleh karena itu, diperlukan pendekatan manajemen konflik yang tepat oleh guru Bimbingan dan Konseling (BK) dalam menangani permasalahan tersebut. Penelitian ini bertujuan untuk mendeskripsikan pendekatan manajemen konflik yang dilakukan oleh guru BK dalam mengatasi perundungan di MTsN 17 Jombang serta mengidentifikasi faktor pendukung dan penghambat dalam penerapannya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (*field research*) dan desain deskriptif kualitatif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi kepala sekolah, guru BK, serta siswa MTsN 17 Jombang. Teknik analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan data dilakukan melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa pendekatan manajemen konflik yang dilakukan oleh guru BK dalam mengatasi perundungan di MTsN 17 Jombang dilaksanakan melalui mediasi, komunikasi interpersonal, pemberian pembinaan, pendekatan persuasif, serta penanaman nilai-nilai Islami kepada siswa. Pendekatan tersebut mampu membantu mengurangi perilaku perundungan dan membangun hubungan sosial yang lebih baik antar siswa. Faktor pendukung dalam penerapan pendekatan manajemen konflik meliputi kerja sama antara guru BK, wali kelas, dan pihak sekolah, serta adanya dukungan dari sebagian orang tua siswa. Adapun faktor penghambatnya meliputi kurangnya kesadaran siswa, pengaruh lingkungan pergaulan, serta keterbatasan pengawasan di luar sekolah. Dengan demikian, pendekatan manajemen konflik oleh guru BK dinilai cukup efektif dalam membantu mengatasi perundungan dan menciptakan lingkungan sekolah yang lebih aman dan kondusif.

ABSTRACT

Khoerunisa, Alfiah. 2026. Conflict Management Approach by Counseling Teachers in Overcoming Bullying at MTsN 17 Jombang. Thesis, Islamic Education Management Study Program, Al-Urwatul Wutsqo Islamic Institute Jombang. Advisor: Senang, M.Pd.I.

Keywords: Conflict Management, Counseling Teacher, Bullying, MTsN 17 Jombang.

Bullying in the school environment remains a problem that affects students' psychological, social, and learning conditions. The forms of bullying that often occur at MTsN 17 Jombang include verbal and relational bullying, such as mocking, body shaming, and actions that demean other students. Therefore, an appropriate conflict management approach by Guidance and Counseling (BK) teachers is needed to address these problems. This study aims to describe the conflict management approach carried out by BK teachers in overcoming bullying at MTsN 17 Jombang and to identify the supporting and inhibiting factors in its implementation. This study used a qualitative approach with field research and a descriptive qualitative design. Data collection techniques were carried out through observation, interviews, and documentation. The research subjects included the principal, BK teachers, and students of MTsN 17 Jombang. The data analysis technique used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data validity was tested through source triangulation and technique triangulation. The results of the study indicate that the conflict management approach implemented by BK teachers in overcoming bullying at MTsN 17 Jombang was carried out through mediation, interpersonal communication, guidance, persuasive approaches, and the instillation of Islamic values among students. This approach was able to help reduce bullying behavior and build better social relationships among students. Supporting factors in the implementation of the conflict management approach include cooperation between BK teachers, homeroom teachers, and the school, as well as support from some parents. Meanwhile, the inhibiting factors include students' lack of awareness, the influence of social environments, and limited supervision outside the school. Therefore, the conflict management approach conducted by BK teachers is considered sufficiently effective in helping to overcome bullying and create a safer and more conducive school environment.