

ABSTRACT

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THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN THE IMPLEMENTATION OF SCHOOL-BASED CONFLICT MANAGEMENT TO CREATE A CULTURE OF PEACE AT SUKMA BANGSA SCHOOL OF SIGI IN CENTRAL SULAWESI

(xvii +208 pages; 3 figures; 5 tables; 4 appendixes)

This study aims to explore the role of transformational leadership in implementing School-Based Conflict Management (MKBS) to foster a culture of peace at Sekolah Sukma Bangsa Sigi, Central Sulawesi. The research is grounded in the context of a post-disaster and post-conflict area where the school community comprises diverse backgrounds, which often leads to conflict. Employing a qualitative descriptive approach with a case study method, the data were collected through semi-structured interviews and observations involving the school director, principals, vice principals, counselors, and teachers. The findings here revealed that transformational leadership—characterized by visionary communication, ethical role modeling, and two-way engagement—plays a crucial role in cultivating school-wide commitment to MKBS implementation. The MKBS program is carried out through four main pillars: curriculum integration, peer mediation, peaceable classrooms, and peaceable school practices. School leaders empower teachers and students as peace agents by facilitating conflict resolution education. The study concludes that transformational leadership significantly contributes to the formation of a peaceful school culture and the sustained success of MKBS implementation.

Keywords: Transformational Leadership, School-based Conflict Management, Peace Education.

References: 51 (1997-2024)

ABSTRAK

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PERAN KEPEMIMPINAN TRANSFORMASIONAL DALAM IMPLEMENTASI MANAJEMEN KONFLIK BERBASIS SEKOLAH UNTUK MENCIPTAKAN BUDAYA DAMAI DI SEKOLAH SUKMA BANGSA SIGI DI SULAWESI TENGAH

(xvii + 208 halaman; 3 gambar; 5 tabel; 4 lampiran)

Penelitian ini bertujuan untuk mengeksplorasi peran kepemimpinan transformasional dalam implementasi Manajemen Konflik Berbasis Sekolah (MKBS) guna menciptakan budaya damai di Sekolah Sukma Bangsa Sigi, Sulawesi Tengah. Latar belakang penelitian ini didasarkan pada kondisi lingkungan sekolah yang berada di wilayah pasca bencana dan konflik sosial, serta keberagaman latar belakang siswa dan guru yang berpotensi memicu konflik. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus. Data dikumpulkan melalui wawancara semi terstruktur dan observasi terhadap direktur, kepala sekolah, wakil kepala sekolah, konselor, dan guru. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional yang ditunjukkan melalui penyampaian visi yang inspiratif, keteladanan, dan komunikasi dua arah memainkan peran penting dalam membangun komitmen warga sekolah terhadap penerapan MKBS. Program MKBS diimplementasikan melalui empat pilar utama: pengembangan kurikulum, mediasi sejawat, *peaceable classroom*, dan *peaceable school*. Pemimpin sekolah memfasilitasi pembelajaran resolusi konflik dan memberdayakan guru serta siswa sebagai agen perdamaian. Studi ini menyimpulkan bahwa kepemimpinan transformasional berkontribusi signifikan terhadap terbentuknya budaya damai di sekolah dan keberhasilan pelaksanaan MKBS secara berkelanjutan.

Kata kunci: Kepemimpinan Transformasional, Manajemen Konflik Berbasis Sekolah, Pendidikan Perdamaian

Referensi: 51 (1997-2024)