

Conflict in Cross Cultural Communication at Theological Student Dormitory of Indonesian Bible Institute, Batu, East Java - Indonesia

Lucas M Pattinama
Universitas Sebelas Maret
Surakarta, Indonesia
luckygreatlife@gmail.com

Abstract—The theological education process organized by Indonesian Bible Institute located in Batu, East Java - Indonesia and many theological schools in Indonesia, have a similar pattern by placing students in a dormitory during the course of approximately five years of education process. Students come from different regions with various culture and dialects, make a unique characteristic in how they interact and communicating. The diversity is beautiful yet often creates the problem and conflict in communicating with the language and culture of each cannot be understood by others as a roommate or whom they interact with in dormitory. It is urgent to understand the socio-cultural communication and find a solution to this matter. To understand the culture and later give input to the leaders of theological education to overcome the problems in intercultural communication issue. This research using qualitative method with ethnography approach. Researcher has been in the dormitory as a student in 1983 and become lecturer staff until now. Researcher studied about students from many different areas with active observation of behavioral patterns and find so many things happened in language develop among students at the dormitory. Using the system unit to settle the social communications conflict is the best solution. The problem could be solved of its core before it spread more widely. At the same time, it can help students to address issues related to other people with different cultures.

Keywords—*conflict communication; cultural communication; theological student dormitory*

I. INTRODUCTION

As a nation consisting of various Tribes, Culture and Languages, communication often experiences problems. Because every tribe has their own Language and dialect. When someone meets other people of different tribes and languages, it will look "weird" and often even conflict with each other. Cross-cultural communication requires a good communication pattern so that one can accept the other, what else they have to live in an environment Education for a long time.

The next issue that became the background so that Authors were motivated to write this topic was when looking at the Theological students who shall undergo their education process become a priest or a Religious teacher who lived in a dorm for five years. The five-year process of living together in a

dormitory, in a classroom, and even within a campus of approximately 13 Ha, and mixed from various tribes, cultures and languages from all over Indonesia and even from abroad resulted a conflict often experienced by the student.

There are students who come from very remote areas, and they were well affect with their local languages (such as from Tapanuli Selatan, North Sumatra, NTT, and Papua), would experience difficulties for themselves but often become a junk and toy dialect for those from other regions, and this was the potential for communication conflict.

Differences and unknown Language one with the other being resulted in frequent occurrences of an argument. Both emotionally even to physical clashes, which resulted in some students have to undergo a suspension and even until expelled from the educational process. To overcome various cultural problems in the dormitory, it needs an understanding of social-cultural communication among students and how to overcome communication conflict between cultures. Therefore, the communication system and process that starts from the room, dormitory units to the "Units Parent" as a coach and foster parent for students is absolutely needed to help students in the process of communicating during their education process.

As an institution of religious education, which should have human beings who are obedient to God but the reality is still often experienced conflict with each other, both emotionally and even a physical conflict. With this case, it is necessary to have a complete understanding of cross-cultural communication in order to minimize conflicts that may occur in the future.

The important issue here is how to manage conflicts that might be happen at any time in student's dormitory. How to prevent conflict from the beginning, and how to resolve conflicts that have occurred, even those that have been resulting physical casualties.

II. RESEARCH METHOD

A. Types of Research

The author uses descriptive qualitative research, namely the method with problem-solving procedures being investigated by

explaining the state of the subject or object of a person's research in any event in the communication process at the present moment based on facts, as is.

B. Focus of Research

In this research, the focus of the research is:

- Communication Conflict
- Cultural Communication with in Multicultural Communication.
- Cross Cultural Communication
- Communication conflict within cross cultural communication context
- Solutions for the conflict itself in the Theological Student Dormitory

C. Data Source

Sources of research are taken from:

- Primary Source: The primary data source is the source of the research data obtained directly from the first source or the perpetrator of the conflict, the boarding chairman who handles the problem, the father of the boarding house as the dormitory boarder and the mother of the unit as a parent in the dormitory, the parent substitute from the student.
- Secondary Source: Secondary data sources are research data obtained indirectly from the media such as research journals, books that have been published and unpublished.

D. Data Collection Technique

To obtain these results then required the existence of certain methods in data collection. Data collection methods used in this study are:

- Library Studies
- Field Research, by way of Observation and Interview
- Examining documents and archives relating to sanctions from students experiencing intercultural communication problems at the dormitories.
- Analysis of data used in this study using qualitative data analysis that is to describe and analyze the data obtained, then described in the form of an explanation of the actual events.

E. Data Analysis Technique

In this study the authors use interactive data modeling techniques is an analysis consisting of several activities that occur simultaneously [1]. The interactive model analysis activities are data collection, data reduction, data presentation and conclusion drawing.

III. RESULT AND DISCUSSION

A. Communication Conflict

Lewis A Coser, Professor at Brandies University author of *The Functions of Social Conflict* by developing George Simmel's ideas into explanations of an interesting conflict. Coser is very consistent and disciplined with a theme of conflict issues both internally and externally. Coser remains tied to sociological models with a strong social structure. [2]. Coser also distinguishes conflict realistically and conflicts unrealistically. Realistic conflict comes from the disappointment of the special demands occurring in the relationship and from the expected profitability of the participants and the designated objects that are considered disappointing. While unrealistic conflicts are conflicts that are not derived from antagonistic rival goals, but from the need to ease the tension, at least from one party [3].

- Conflict definition: Conflict is the act of one of the parties that result in blocking, obstructing or interfering with others where this can happen between groups of people as well as in interpersonal relationships [4].
- Type of conflict: Conflicts can be distinguished by the position of conflicting actors such as vertical conflicts and horizontal conflicts [5].
- Causes of conflict: The background of the conflict or conflict that is the difference between individuals, cultural differences, differences of interests and social change [6].
- Type of Conflict: Types of conflict consist of no conflict, latent conflict, open conflict, and surface conflict, always reflecting the issues of attitudes, behaviors and situations.

B. Cultural Communication in Multicultural Communication

According to Prof. Andrik Purwasito, communication exist because of human thought which is expressed his existence. Self-existence is being delivered of recognition from other human beings. The recognition exists because of the language. With language exchange ideas and communication was deliver. With the communication between humans is forming the community. People who interact with each other eventually are gaining culture. So, in this cultural life, the first is the human element, the second is the element of communication, the third is the element of society, the fourth is the cultural element, the fifth is the language as a means of communication. The interdependence relationship between these elements is called dependency logic. So, humans are the central subject in communication. Communication underlies the formation of society and culture. While the language is a medium that performs interactive and transactional functions. The continuity of communication through the language media is strongly influenced by culture and society [7].

C. Intercultural Communication

According to Stewart L Tubbs, Intercultural Communication is communication that occurs among people

who have different cultures, in terms of race, ethnic or socio-economic [8].

Intercultural communication shows a communication phenomenon in which participants have different cultural backgrounds engaging in contact with each other, either directly or indirectly [9].

- Different of languages: The scope of language in intercultural communication one of them is interpersonal interaction that is when individuals from different cultures engage in communication, it is clear that will not use their native language, unless both are fluent, but the potential for the wrong is high [10].
- Difference of Norms: Norms are the provisions governing human behavior in society. The provision is binding on any person living in the environment that enforces the norm and must obey it.
- Difference of customs: Customs are cultural behaviors and rules that have been applied in the community. Customs are characteristic of an area that has been inherent in the past in the society. Differences in the region have different customs in the association. Uncomplicated differences in customs with each other in communicating both verbally and non-verbally will lead to communication conflicts.
- Difference in habit: Habits are common and common acts of society. Habit is also a behavioral behavior that has been doing continuously so become familiar with the behavioral behavior.

D. Communication Conflict in the Context Of Intercultural Communication

Purwasito explains some things that could be used as a framework for understanding culture in the context of communication, among others [7].

- Mind Setting: The way each individual communicates is highly dependent of the individual mindset and collective mindset. Individually, because of the source of experience and personality, while collectively comes from the cultural background in which they live. The mindset will in turn affect the individual reaction, stimulation and response in communication with individuals from other cultures
- Stereotype: Stereotypes are a common view of a community group against other community groups. This general view is usually negative. Stereotypes are usually the first reference (general assessment) when a person or group sees another person or group. Stereotypes eventually become potential inhibitors can even be a source of conflict in intercultural communication.
- Ethnocentrism: Ethnocentrism is a cultural egoism. Ethnocentrism is the judgment of a community group on the culture of another group of people by comparing or using its own cultural standards.

- Tradition, values and norms: Tradition is a custom produced by a society in the form of rules or rules that are usually not written but obeyed by the community, which must be obeyed. If it violates it will be subject to sanctions. Norm is the necessity of an action what to do and the prohibition that should be shunned by one's actions. Value is what is good and bad done.

E. Solutions for Resolving Conflicts in the Student Theology Dormitory

In the process of communication of boarding students coming from various regions, potentially for various conflicts, solutions are needed to solve problems in student communication in dormitories.

- Student placement in the room must be with different tribes. Student placement in a dormitory being created with special design, which is one room consists of four to six people, they are required to be roommate with different tribes, cultures and languages. Students from one area are forbidden to occupy the same place in one room. This allows for inter-cultural socialization. Thus, will be able to teach each other culture, Language and customs of each and can receive each other in the advantages and deficiency. The language used is the national language, Indonesian.
- The presence in the room is occupied by senior and junior students. The placement of students in the room, in addition to different tribes, cultures and languages, also must be various levels. Junior students must occupy a room with a senior student. It is not easy for senior students, but for the sake of spiritual mental coaching is required to follow a system like this. Senior students should be able to show good examples to junior students, while helping juniors to be able to socialize well, between their own culture with the culture of others.
- Dormitory activities are arranged in the system unit.

Unit Chairman: The unit chairman's job is to organize units in practical activities. The unit chairman's role is to familiarize his unit members and minimize conflict due to communication difficulties.

Unit Foster Parents: The role of the father of the mother unit is more to the role of shepherding. The mother of the unit will call each student to ask what the problem is, ranging from communication problems with abandoned family to the problem of life together in unit and student learning process. What are the obstacles and how to get a solution together.

- Students Cultural Eve: Student Cultural Evening Activity is a long-awaited event. Because in this cultural event, every student can express themselves as their culture and students will feel no stranger in the dormitory. In addition to dances and songs that become an expression in cultural evening events, also attempted to as far as possible students can provide typical food from their respective regions. In addition, there are

important terms in regional languages that can be used in expressing their respective cultures.

- Prohibition to create an association of fellow students in a campus environment: Students are forbidden to hold meetings amongst college students or a group. Even while in a dormitory and campus, students are not allowed to use the local language to talk to their peers as long as there are other tribal friends. This is to avoid closed conversations among fellow students. If there are students who feel depressed then the student must communicate with the chairman of his unit or can directly to the head of the dorm.

IV. CONCLUSION

Students are coming from different cultural backgrounds need of adjustments in new places. To let alone living together for long periods in strange, new environment. Changes from past cultures and habits require time and assistance to change to a current culture, which is unfamiliar.

The system unit is very important. Starting from the smallest unit in the dormitory to the unit in the larger number of students with the guidance of foster parents called the “Bapak/Ibu Unit” (Foster Parents in Dormitory). The role of

the unit chairman (in this case senior students) and the head of unit (coaching staff) is very important for the adaptation of students from different regions and cultures.

REFERENCES

- [1] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif*. Bandung: R&D Alfabeta, 2007.
- [2] D.T. Wardhani, *Teori Konflik Lewis A Coser*, 2016. Retrieved from dwiasitrisikawardhani.wordpress.com: <https://dwiasitrisikawardhani.wordpress.com/teori-konflik-lewis-a-coser/>
- [3] C. Chotimah, *Teori Konflik Sosial Lewis A Coser*, 2015. Retrieved from digilib.uinsby.ac.id: <http://digilib.uinsby.ac.id/4281/6/Bab%202.pdf>
- [4] S.Z. Antonius, *Komisaris independen : Penggerak Praktek GCG di Perusahaan*. Jakarta: PT Indeks, 2004.
- [5] Wirawan, *Konflik dan Manajemen Konflik (Teori, Aplikasi dan Penelitian)*. Jakarta: Salemba Humanika, 2010.
- [6] S. Soekanto, *Sosiologi Ilmu Pengantar*. Jakarta: PR Raja Grafindo Persada, 2007.
- [7] A. Purwasito, *Komunikasi Multikultural*. Yogyakarta: Pustaka Pelajar, 2015.
- [8] A. Sihabudin, *Komunikasi Antar Budaya: Suatu Perpektif Multidimensi*. Jakarta: PT Bumi Aksara, 2013.
- [9] Suranto, *Komunikasi Sosial Budaya*. Yogyakarta: Graha Ilmu, 2010.
- [10] L.A. Samovar, *Komunikasi Lintas Budaya Edisi 7*. Jakarta: Penerbit Salemba, 2010.