

MAPPING UIN SSN CIREBON STUDENT CONFLICT MANAGEMENT: INDIVIDUALISTIC AND COLLECTIVISTIC LENS

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Abstract

This study explores how undergraduate students at UIN Siber Syekh Nurjati Cirebon manage conflict through the lens of individualistic and collectivistic cultural values. Recognizing that academic environments are culturally diverse and socially complex, the research examines the interplay between students' value orientations and their preferred conflict resolution styles. Drawing on the Thomas-Kilmann conflict management framework and cultural dimensions theory, the study uses a descriptive quantitative method with purposive sampling to analyze survey data from active undergraduate students involved in academic and organizational contexts. Findings reveal that students exhibit both collectivistic and individualistic tendencies, with a slight inclination toward collectivism. Collectivistic values such as maintaining harmony, listening, and considering group well-being are more dominant, especially among female students and those in earlier semesters. However, individualistic traits like self-expression and personal responsibility are also strongly present, particularly among male students and those with higher academic maturity. The results suggest that students adopt a flexible and context-sensitive approach to conflict, blending relational sensitivity with self-assertion. These insights highlight the need for culturally responsive conflict management strategies in higher education and contribute to a deeper understanding of intercultural dynamics among university students.

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INTRODUCTION

Conflict is a natural part of human interaction, including in the academic environment (Wahyudi 2015). In the context of higher education, undergraduate students live in a complex social ecosystem, consisting of individuals with diverse cultural backgrounds, values, and experiences. When differences in interests, views, or expectations arise in those interactions, conflict is often inevitable. Conflict does not only occur in the social relations of the general public, but also in the dynamics of Uin Ssn Cirebon students who face academic pressure, collaboration demands, and diverse cultural backgrounds. In the era of educational globalization, students not only bring cognitive abilities into the classroom, but also personal values that influence the way they deal with conflicts. While conflict is not always destructive, the way individuals deal with and manage conflict is crucial in determining the end result, whether toward a constructive resolution or exacerbating social tensions. Students as the younger generation who are in the phase of identity formation, often do not have sufficient emotional and social maturity in dealing with conflicts. This is where it is important to understand how students manage conflicts that occur in academic life, be it conflicts between friends, between groups, or in the context of student organizations. However, conflict

management strategies cannot be separated from the value system embraced by individuals. These values are usually rooted in the culture in which the individual was raised.

The two most frequently studied cultural value systems in cross-cultural studies are individualism and collectivism (Artina et al., 2020). Individualistic cultures emphasize the importance of independence, personal achievement, and self-expression. In this culture, conflict is considered a normal part of social life that can be resolved through open and assertive communication. On the other hand, collectivist culture prioritizes group interests, social harmony, and loyalty to the community (Akkuş et al., 2017). Individuals who grow up in this culture tend to avoid direct conflict and prefer resolution strategies that keep interpersonal relationships intact. In Indonesia, which is generally known as a collectivistic society, the emergence of urban lifestyles and global values also influences the mindset of students, especially those in big cities. This change has resulted in a diversity of perspectives on conflict. On the one hand, there are still students who uphold the value of harmony and group solidarity. On the other hand, some students began to show a more open individualistic tendency towards self-expression and differences of opinion.

This phenomenon suggests that the approach to conflict among students can no longer be simply generalized as collectivist. There needs to be a sharper and more contextual mapping of how students view and manage conflicts based on their value orientation. To explore this phenomenon further, this study organizes its findings into several thematic clusters that highlight how student conflict management relates to value orientation in practical and cultural contexts.

Conflict management in the context of education not only acts as a problem-solving mechanism, but also as a tool to encourage the creation of a more harmonious and productive learning environment. As explained by Murni (2015), conflict is a natural and unavoidable phenomenon, but it can have positive value if managed properly. Authoritative, honest, and transparent leadership is the key to creating healthy communication and building a work culture based on trust and moral values. This strengthens previous findings which show that conflict management strategies in the world of education do not only rely on technical solutions, but also require a value and relational approach that balances collective interests and personal integrity. In sociological learning, the case study approach facilitates students' reflective involvement (Hasbi, Komariah, & Wilodati, 2023), while discipline management through collective participation emphasizes the importance of synergistic social relations (Andira et al., 2024). In addition, conflict resolution counseling has been proven to be effective in fostering collaborative attitudes while increasing self-awareness (Purwoko et al., 2016), and transformational leadership is a key solution in the dynamics of school organizational conflict (Paryono, Asmara, & Sindju, 2015). From all these findings, it can be concluded that students' dominant strategies in dealing with conflict are reflected as a result of the internalization of individualistic values, such as responsibility and self-reflection, which go hand in hand with the habituation of collectivistic attitudes, such as cooperation, harmony, and respect for social norms, which have been formed since secondary education. Conflict management in the context of education not only acts as a problem-solving mechanism, but also as a tool to encourage the creation of a more harmonious and productive learning environment. As explained by Murni (2015), conflict is a natural and unavoidable phenomenon, but it can have positive value if managed properly. Authoritative, honest, and transparent leadership is the key to creating healthy communication and building a work culture based on trust and moral values. This strengthens previous findings showing that conflict management strategies in education do not only rely on technical solutions, but also require a value and relational approach that balances collective interests and personal integrity. In sociology learning, the case study approach facilitates students' reflective involvement (Hasbi, Komariah, & Wilodati, 2023), while discipline management through collective participation emphasizes the

importance of synergistic social relations (Andira et al., 2024). In addition, conflict resolution counseling has been shown to be effective in fostering collaborative attitudes while increasing self-awareness (Purwoko et al., 2016), and transformational leadership is a key solution in the dynamics of school organizational conflict (Paryono, Asmara, & Sindju, 2015). From all these findings, it can be concluded that students' dominant strategies in dealing with conflict are reflected as a result of the internalization of individualistic values, such as responsibility and self-reflection, which go hand in hand with the habituation of collectivistic attitudes, such as cooperation, harmony, and respect for social norms, which have been formed since secondary education.

Conflict management in higher education is not only shaped by personal coping strategies, but also influenced by broader social structures, such as gender, ethnicity, and organizational involvement. In a study involving students from multiple cultural backgrounds, male students were more likely to apply assertive strategies, while female students tended to avoid confrontation, showing how gender socialization impacts conflict approach (Febriani et al., 2023). Similarly, students with organizational experience demonstrated stronger negotiation skills and emotional regulation, suggesting that institutional engagement fosters both self-efficacy and group-oriented thinking (Hapsara et al., 2024). Ethnic background also emerged as a relevant factor; students from majority ethnic groups were more confident in asserting their views, while minority group members showed a tendency to prioritize group harmony, indicating an early internalization of collectivistic values in response to social positioning (Syawal et al., 2020). Furthermore, exposure to media portrayals of ethnic conflict was found to increase empathy and prosocial behavior among students involved in humanitarian activities, reflecting the transformative role of mediated narratives in cultivating solidarity (Silviana, 2019). These findings resonate with the educational setting of Islamic boarding schools, where conflict resolution practices rely on communication, empathy, and character-based understanding to maintain harmony among diverse individuals (Alamsyah, 2019). At the organizational level, conflict is addressed through mechanisms such as win-win solutions and shared goals, emphasizing how effective management depends not only on personal disposition but also on structural support and interpersonal sensitivity (Deca & Pitriani, 2024). Altogether, these studies highlight that students' conflict strategies are not merely personal choices but are deeply shaped by cumulative social experiences, where the assertiveness and responsibility often tied to individualism are tempered and enriched by empathy, harmony, and loyalty to the group, hallmarks of a collectivistic orientation embedded since early educational and social encounters.

Peaceful conflict resolution in student organizations depends not only on individual decisions, but also on cooperation, cultural values, and the way the organization builds communication. In Islamic higher education environments, conflict resolution between leaders is carried out with principles such as *tabayun* (clarification), *tafahum* (mutual understanding), and *ta'awun* (mutual assistance), which emphasize the importance of dialogue and shared responsibility in dealing with leaders who are authoritarian or hinder the development of members (Aminuddin, 2024). In the context of organizational communication, the role of public relations also contributes greatly, for example, through confirming facts, making official statements, and collaborating with related parties to calm the situation, as described in media studies (Syarifah, 2023). A similar approach can be found in Indonesia's foreign policy when helping to resolve the Rohingya ethnic conflict, where the government uses diplomatic channels and humanitarian aid; this method can be an inspiration for student organizations to voice social issues with a peaceful and structured approach (Chamil, 2022). In another case, religious figures in Lebanon showed that dialogue between groups with different backgrounds can be a way out of prolonged conflict, emphasizing the importance of cross-value communication (Diku, 2020). Even in indigenous communities, customary institutions function as mediators in land conflicts,

showing that local and collective approaches can produce more mutually acceptable decisions (Syafril, 2013). All these findings indicate that the way student organizations resolve conflicts peacefully needs to combine an active attitude and strategic thinking (individualistic) with a spirit of togetherness, mutual respect, and loyalty to the group (collectivistic).

To answer this gap, this study does not only rely on literature review, but is also supplemented with a survey conducted on students at the State Islamic University (UIN) Siber Syekh Nurjati Cirebon. This survey aims to map the relationship between individualistic-collectivistic value orientations and conflict resolution styles used by students in the context of campus life. This approach is expected to provide a more concrete and contextual picture of how cultural values play a role in shaping conflict management strategies in a multicultural higher education environment.

RESEARCH QUESTIONS

What is the conflict management style used by Uin Ssn Cirebon students with individualistic and collectivistic value tendencies?

LIMITATIONS AND FOCUS

This focus and limitation directly support the analytical framework built in the study. By limiting the subjects to undergraduate students and socio-academic conflicts, this study can be more focused in mapping three main dimensions: students' dominant strategies in dealing with conflict, how social structures such as gender, organization, and ethnicity influence conflict resolution styles, and students' contributions in resolving internal organizational conflicts peacefully. Each cluster is analyzed based on the individualistic and collectivistic value tendencies possessed by students, so that the results of the study are not only descriptive, but also interpretive in understanding the dynamics of cultural values in conflict management. Thus, this delimitation not only clarifies the scope of the study, but also ensures that the resulting analysis remains focused, relevant, and in accordance with the local context.

THEORETICAL FOUNDATIONS

1. Conflict Management Theory

Conflict management refers to a series of strategies used to identify, respond to, and resolve disagreements in ways that minimize negative impacts and promote constructive outcomes (Mulyani, 2024). In organizational or group contexts, conflict often arises due to differences in goals, values, expectations, or perceptions. Rather than simply eliminating conflict, effective conflict management seeks to channel conflict energy into improved relationships, increased creativity, and more thoughtful decision-making.

One widely used model is the Thomas and Kilmann framework, which categorizes conflict management into five styles:

- **Competing:** High assertiveness, low cooperativeness. This style involves pushing one's own agenda, often at the expense of others. While it can produce quick decisions, it risks damaging relationships.
- **Collaborating:** High assertiveness and cooperativeness. Individuals seek win-win outcomes through dialogue and problem-solving. It fosters trust but can be time-consuming.
- **Compromising:** Moderate assertiveness and cooperativeness. Each party gives up something to reach a middle-ground solution. It is often practical but may leave parties only partially satisfied.
- **Accommodating:** Low assertiveness, high cooperativeness. Individuals prioritize others' needs, which can preserve harmony but also lead to self-neglect.

- **Avoiding:** Low in both assertiveness and cooperativeness. Conflict is delayed or ignored, which might ease tension temporarily but often leaves the root issue unresolved.

2. Individualistic and Collectivistic Values

Individualism and collectivism are cultural value orientations that describe how individuals relate to others and their social environment (Zahroh, 2023). These values influence personal goals, communication styles, and conflict responses.

Individualism emphasizes personal autonomy, achievement, and self-expression (Landa-Blanco, 2025). Individuals with this orientation tend to prioritize independence and are more comfortable with direct confrontation when resolving conflict.

Collectivism values social harmony, group loyalty, and shared responsibility (Bhawuk, 2017). Individuals with this orientation often avoid direct confrontation, preferring consensus or silent negotiation to preserve relationships and group unity.

3. The Relationship Between Cultural Values and Conflict Management

Cultural values act as cognitive and emotional frameworks that shape individual behavior, especially in conflict situations (Baan & Anastasya, 2022). In communication theory, cultural values are not only collective traits but also personal belief systems that guide how individuals interpret and respond to conflict.

Students with an individualistic orientation may lean toward assertive and direct conflict styles, while collectivist students often adopt more accommodating or avoiding styles to protect harmony (Dewi & Widaningsih, 2024). However, cultural globalization increasingly blurs these distinctions. In campus environments, students may express hybrid styles that shift depending on the context, academic collaboration, group assignments, or student organization dynamics, making it important to understand conflict management through both lenses

PREVIOUS RESEARCH

Meta-analysis research on individualism and collectivism values has been conducted by Tjipto Susana, which shows that differences in I-C values are not always consistent as assumed by Hofstede. The I-C dimension is multidimensional and contextual, so that individuals can show individualistic and collectivistic tendencies simultaneously depending on their social situation (Susan, 2015). This finding is in line with the author's study approach which also views cultural values as something flexible and situational. However, the difference lies in the scope and method; Susan's research is theoretical and secondary quantitative, while the author's study is more empirical and contextual, focusing on the conflict management strategies of undergraduate students in Indonesia.

Another relevant study was conducted by Gunkel, Schlaegel, and Taras who examined the influence of cultural values on conflict resolution styles through the mediation of emotional intelligence (Gunkel, Schlaegel, & Taras, 2016). Based on global data from students in various countries, it was found that values such as collectivism, power distance, and uncertainty avoidance have an influence on conflict style preferences, with emotional intelligence as the main mediator.

This study is relevant to the author's research because both examine cultural values and conflict management styles in college students, although different in scope (global vs. local) and variable approaches (mediation vs. direct). Ndraha and colleagues conducted an associative quantitative study of junior high school students to see the effect of the ability to deal with conflict and criticism on the quality of social relationships (Ndraha et al., 2024). The results showed that the higher the students' ability to deal with conflict and criticism, the better the quality of their social relationships. This study supports the relevance of the theme of conflict in the world of education, similar to the author's focus, although with different subjects, approaches, and contexts. The author emphasizes mapping conflict strategies in undergraduate

students in the context of cultural values, while Ndraha focuses more on the functional effects of interpersonal skills in junior high school students in general.

RESEARCH METHODS

Research design

This study uses a descriptive quantitative approach to identify patterns in student conflict management styles based on their individualistic or collectivistic value orientations. The descriptive quantitative approach is useful because it helps researchers show clear and organized patterns in the data, making complex information easier to understand (Tumiran, 2024). This makes the research process more logical and reliable. This approach was chosen to capture measurable trends and statistical relationships between cultural values and conflict resolution strategies among respondents. By using numbers like averages, percentages, and frequency, this method gives a simple picture of what is happening in the study. It also helps researchers build a basic framework based on real data before moving on to deeper analysis.

This research follows a descriptive quantitative design to examine the relationship between students' cultural value orientations and their conflict management styles. The steps of the research are as follows:

Instrument Development

A questionnaire was designed using Google Forms, consisting of two main sections: (1) items measuring individualistic and collectivistic value tendencies, and (2) items assessing conflict management styles based on the Thomas-Kilmann model. All items used a 4-point linear scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) to avoid neutral responses and better capture respondent tendencies.

Using questionnaires in quantitative research is very helpful because they allow researchers to collect data from many people in a short time and at a low cost (Kuphanga, 2024). The format is usually structured, so the answers are easy to organize and compare. This makes it easier to find patterns and understand the results. Questionnaires are also accessible, meaning they can be shared online or on paper, depending on what is needed. Although there can be problems like low response rates or bias, the method is still useful for getting clear and consistent information from a wide group of people. One example of how this method is applied in education is through the use of Google Form, which acts as both a questionnaire and an assessment tool. Using Google Form in ELT has many advantages because it is easy to use, saves time, and helps teachers collect students' answers quickly (Adelia et al., 2021). It allows teachers to create quizzes or tasks that can be accessed anytime and anywhere, which is very helpful during online learning. Also, the automatic grading feature makes it easier for teachers to give feedback. However, even though Google Form is effective for basic assessments, teachers still need to design the questions carefully so that they match the learning goals.

Sampling and Distribution

The questionnaire was distributed to undergraduate (Uin Ssn Cirebon) students at UIN Siber Syekh Nurjati Cirebon using purposive sampling. The selection criteria included active student status and involvement in academic or organizational activities likely to involve conflict situations.

Data Collection

Responses were automatically recorded and organized via Google Forms. The data were then exported into spreadsheets for cleaning and simple coding.

Data Analysis

Descriptive statistical techniques were applied to analyze the data. Frequency distributions, percentages, and mean scores were used to describe students' value orientations

and conflict styles. Pie charts and bar diagrams were used to visualize the proportion of students in each conflict style category and their alignment with individualistic or collectivistic tendencies.

Descriptive statistical techniques are very useful in educational research because they help summarize large amounts of data in a simple and clear way (Parsada et al., 2024). By using measures like averages and percentages, researchers can easily compare responses between groups, such as lecturers and students. This method also helps show general trends or patterns without needing complex analysis. For example, in the study about Learning Management Systems (LMS), descriptive statistics were used to compare how lecturers and students feel about the benefits and challenges, making the results easy to understand and explain.

Interpretation and Reporting

The findings were interpreted by comparing dominant conflict management styles among students who showed high individualism versus those with high collectivism. Patterns and tendencies were reported narratively and visually to highlight the cultural influence on conflict behavior.

Data Sources and Types

The data source in this study is undergraduate (Uin Ssn Cirebon) students at UIN Siber Syekh Nurjati Cirebon, selected purposely based on their value orientation tendencies. The determination of whether a student leans toward individualism or collectivism was conducted through the distribution of a value orientation scale embedded in the online questionnaire. Only students who showed clear tendencies toward one of the two value orientations were included in the final analysis to ensure balanced representation. The type of data used is quantitative, collected through Likert-scale responses measuring both cultural value orientation and conflict management styles. Using a Likert scale in educational research is very helpful because it makes it easier to measure students' attitudes in a structured and consistent way (Widyastuti, 2022). This method allows researchers to collect responses using levels of agreement, such as "strongly agree" to "strongly disagree," which helps show how students really feel about certain topics. For example, in the study about authentic assessment, the Likert scale helped capture students' feelings toward new ways of assessment in mathematics class. Because the items on the scale were tested for validity and reliability, the results became more trustworthy and clear. These numeric responses were then processed using descriptive statistical techniques to identify dominant patterns and tendencies in how students with different value orientations manage conflict.

Data Collection Techniques

The data collection technique in this study was conducted using a structured questionnaire distributed via Google Form. The questionnaire consists of statements related to individualistic and collectivistic value orientations, as well as conflict management styles, which were measured using a 4-point Likert scale ranging from "strongly disagree" to "strongly agree." This technique allows researchers to quantitatively identify patterns of value orientation and preferred conflict resolution strategies among participants. The questionnaire was distributed to undergraduate students of UIN Siber Syekh Nurjati Cirebon, and responses were automatically recorded and organized in digital form. The use of a digital platform (Google Form) ensures accessibility, ease of analysis, and the ability to visualize data through bar charts and pie charts, which helps in presenting clear statistical trends.

Data Analysis

The data analysis technique in this study was carried out using descriptive statistical analysis. After data were collected through the structured questionnaire, the responses were exported from Google Form into a spreadsheet for processing. Each item in the questionnaire

was rated using a 4-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (4). The first stage of analysis involved calculating the frequency and percentage of each response to identify general patterns in value orientation (individualistic or collectivistic) and preferred conflict management styles. The second stage involved grouping participants based on their dominant value orientation, then comparing their responses to statements representing the five conflict management styles (competing, collaborating, compromising, avoiding, and accommodating) as defined by Thomas & Kilmann. The results were visualized using bar charts and pie charts to present trends clearly and accessible.

RESULT

This study focuses on undergraduate students of UIN Siber Syekh Nurjati Cirebon, who come from diverse cultural, organizational, and personal backgrounds. To examine their conflict management styles, researchers distributed a questionnaire consisting of 10 closed-ended statements structured around the five styles proposed by Thomas and Kilmann: dominating, avoiding, obliging, compromising, and integrating. Each item was rated using a 4-point Likert scale, Strongly Agree, Moderately Agree, Moderately Disagree, and Strongly Disagree, deliberately designed without a neutral option to encourage more decisive responses. By analyzing the response patterns, the study aims to map student tendencies in resolving conflicts and interpret them through the lens of cultural value orientations, particularly individualism and collectivism. In the next sections, the findings will be presented based on patterns that emerged from the responses and categorized according to whether they reflect individualistic or collectivistic values.

1. Collectivism

Collectivism is a value that emphasizes care for others, group harmony, and shared responsibility. People who hold collectivistic values tend to think about how their actions affect others, listen actively, and prefer working together to solve problems. In conflict situations, they may choose to maintain good relationships, consider others’ perspectives, and seek a balanced solution for everyone involved. In this study, there are five statements that reflect how students show collectivistic values when facing conflict.

Collectivism									
No	Statements	SA (%)	F	MA (%)	f	MD (%)	f	SD (%)	f
1	Think about what the other person wants and needs.	40.0%	16	37.5%	15	7.5%	3	15.0%	6
2	Pay attention to both the conflict and how we handle it.	42.5%	17	37.5%	15	17.5%	7	2.5%	1
3	Listen carefully to what the other person is saying.	42.5%	17	25.0%	10	15.0%	6	17.5%	7
4	Try to find a middle ground where both sides agree.	25.0%	10	47.5%	19	15.0%	6	12.5%	5
5	It is important to always maintain good relationships with others.	30.0%	12	47.5%	19	15.0%	6	7.5%	3

Statement 1: *“Think about what the other person wants and needs.”*

40% (f = 16) of respondents strongly agreed, and 37.5% (f = 15) moderately agreed, showing that most students care about the needs of others during conflict. Only 7.5% (f = 3) chose moderately disagree, and 15% (f = 6) strongly disagreed. These results suggest a strong orientation toward empathy and relationship sensitivity, core aspects of collectivism.

Statement 2: *“Pay attention to both the conflict and how we handle it.”*

A combined 80% of participants (SA = 42.5%, MA = 37.5%) agreed with this statement. This highlights a collectivistic concern not just for solving the issue, but for maintaining a respectful process. The small number who disagreed (MD = 17.5%, SD = 2.5%) shows that attention to relational dynamics during conflict is a common value among students.

Statement 3: *“Listen carefully to what the other person is saying.”*

42.5% (f = 17) SA and 25% (f = 10) MA, indicating that active listening is widely practiced. Although 32.5% disagreed to some extent (MD+SD), the majority show a collectivistic pattern of valuing others' voices in conflict.

Statement 4: *“Try to find a middle ground where both sides agree.”*

While 25% strongly agreed and 47.5% moderately agreed, 27.5% (MD+SD) still resisted compromise. However, the overall majority chose agreement, suggesting a collectivist tendency to seek harmony and fairness rather than winning a dispute.

Statement 5: *“It is important to always maintain good relationships with others.”*

This statement received the strongest collectivistic signal. A combined 77.5% (SA+MA) agreed, emphasizing students' strong value on relational harmony, healthy communication, and empathy in every interaction.

2. Individualism

Individualism is a value that focuses on independence, personal goals, and self-expression. People with individualistic values often prefer to make their own decisions, speak their opinions clearly, and rely on themselves to solve problems. In conflict situations, they may choose to stand firm, protect their self-respect, and focus on what feels right for them. In this study, there are five statements that reflect how students show individualistic values when dealing with conflict.

Individualism									
No	Statement	SA (%)	f	MA (%)	f	MD (%)	f	SD (%)	f
1	Find a solution that makes me feel good and successful.	42.5%	17	27.5%	11	12.5%	5	17.5%	7
2	Focus on solving the problem in a clear way.	50.0%	20	25.0%	10	15.0%	6	10.0%	4
3	Speak confidently to share my opinion.	30.0%	12	30.0%	12	30.0%	12	10.0%	4
4	Make strong choices about how to resolve/fix the conflict.	27.5%	11	25.0%	10	37.5%	15	10.0%	4
5	Make sure to protect my own self-respect.	45.0%	18	22.5%	9	22.5%	9	10.0%	4

Statement 1: *“Find a solution that makes me feel good and successful.”*

42.5% (f = 17) of respondents strongly agreed (SA), and 27.5% (f = 11) moderately agreed (MA), showing that most students want solutions that benefit themselves and give them a sense of success. Only 12.5% (f = 5) moderately disagreed and 17.5% (f = 7) strongly disagreed. These results show a strong sense of self-focus and achievement, which are key parts of individualism.

Statement 2: *“Focus on solving the problem in a clear way.”*

Half of the students (50%, f = 20) strongly agreed, and 25% (f = 10) moderately agreed. This means many students prefer to solve problems directly and logically. Clarity and

independence in problem-solving are part of individualistic thinking, showing that they want to take control and find their own path to resolution.

Statement 3: “Speak confidently to share my opinion.”

This statement shows more mixed results: 30% (f = 12) SA, 30% (f = 12) MA, 30% (f = 12) MD, and 10% (f = 4) SD. Although many students are confident in expressing their opinions, others are still unsure or more reserved. This may show that while individualism is present, it is not as strong in all students, especially in situations that involve public disagreement.

Statement 4: “Make strong choices about how to resolve/fix the conflict.”

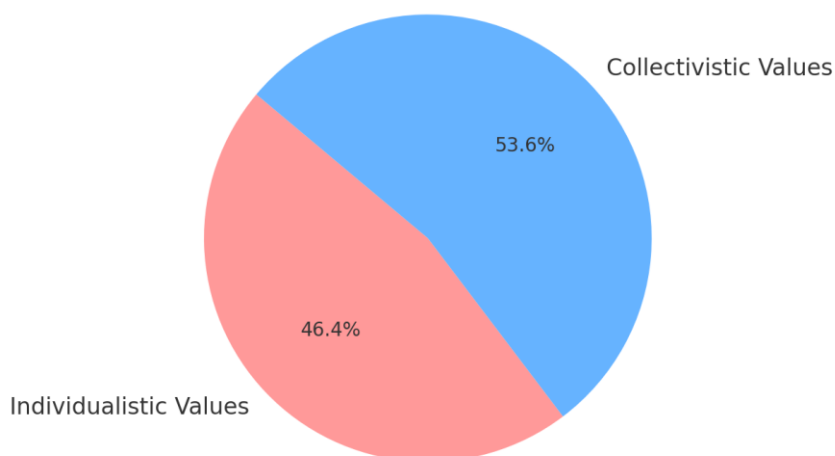
Only 27.5% (f = 11) strongly agreed and 25% (f = 10) moderately agreed. But 37.5% (f = 15) moderately disagreed and 10% (f = 4) strongly disagreed. These results suggest that some students hesitate to take full responsibility in conflict. While strong decision-making is part of individualism, not all students feel confident doing so in practice.

Statement 5: “Make sure to protect my own self-respect.”

This statement received the highest support: 45% (f = 18) SA and 22.5% (f = 9) MA. Only 22.5% (f = 9) MD and 10% (f = 4) SD. These results show that many students strongly believe in protecting their dignity and personal value. This aligns closely with the core of individualism, where self-worth and identity are very important.

DISCUSSION

Overall Value Orientation: Individualism vs Collectivism (SA + MA Combined)



To calculate the overall agreement with each value type, researchers added the number of responses marked as Strongly Agree (SA) and Moderately Agree (MA) for all five statements in each category. With 40 respondents and 5 items per value category, this gave a total of 200 responses per value. The number of SA and MA responses was divided by 200 and multiplied by 100 to obtain the final percentage. As a result, collectivistic values received 87% agreement, while individualistic values received 82.5%, showing a slightly stronger preference for collectivism in conflict situations.

Based on the calculations, it appears that collectivistic values are slightly more dominant than individualistic values among students in this study. The total percentage of Strongly Agree and Moderately Agree responses for collectivism reached 87%, showing that many students

prioritize harmony, mutual understanding, and maintaining positive relationships during conflict. These values are reflected in behaviors such as listening to others, considering shared solutions, and focusing on group dynamics.

Meanwhile, individualistic values received a slightly lower total percentage of 82.5%, indicating that many students also value independence, self-confidence, and personal responsibility. These include actions such as speaking up, protecting self-respect, and making firm decisions in conflict situations.

Although both value orientations are strongly represented, the results suggest that students tend to lean slightly more toward collectivism when navigating conflict, highlighting a preference for social harmony over assertive self-expression in their interpersonal interactions.

These findings illustrate that students tend to embrace both individualistic and collectivistic values when handling conflict, although with a slightly stronger preference for collectivism. The high level of agreement with collectivistic items reflects students' tendency to prioritize group harmony, empathy, and cooperation. This suggests that many of them value maintaining positive relationships and resolving conflict through mutual understanding rather than asserting dominance.

At the same time, the strong support for individualistic values, such as protecting one's self-respect and making clear decisions, shows that independence and self-expression still play an important role. Rather than relying solely on one orientation, students appear to combine relational sensitivity with personal strength.

These results can serve as an early insight into the value orientations of university students in intercultural settings, providing useful input for developing more balanced and inclusive conflict management strategies within higher education environments.

DISCUSSION

The research findings show that students tend to adopt both individualistic and collectivistic values in managing conflict, with a slightly stronger inclination toward collectivism. This tendency is particularly visible among female students and those in earlier semesters, who showed a higher percentage of agreement with collectivistic statements such as maintaining good relationships, listening to others, and seeking mutual understanding. In cultural studies, collectivism is often seen as better than individualism because it helps people stay connected, live in harmony, and take responsibility for their group (Triandis & Gelfand, 2012). Collectivist cultures focus on working together, understanding others, and making decisions that are good for everyone. On the other hand, individualism, while it encourages freedom and personal success, can sometimes lead to too much competition and weaker social bonds. For this reason, collectivism is believed to create a more supportive and stable social environment. These patterns suggest that gender and academic maturity may influence the preference for harmony-preserving strategies. Overall, the responses indicate that students generally prioritize shared solutions and interpersonal harmony, especially in contexts involving interpersonal or intercultural interactions, even within a limited sample, these variations point to meaningful trends worth further exploration.

Collectivistic values like thinking about what others want, listening attentively, and trying to find middle ground suggest that students are highly aware of the importance of group dynamics, which reflects how collectivist cultures focus on harmony, empathy, and group unity in everyday decisions (Triandis & Gelfand, 2012). This orientation is particularly evident among female students and those in the early stages of their academic journey, who tend to show greater sensitivity toward maintaining interpersonal harmony and group cohesion. These patterns are consistent with social environments that encourage respect and cooperation, especially in academic settings with diverse cultural backgrounds, where early-semester students may rely more on group support and relational strategies to adapt. Choosing to resolve

conflict in ways that benefit the group shows that collectivism plays a significant role in students' decision-making and that gender and academic maturity may further reinforce this tendency.

However, individualistic values are also strongly present. Statements related to self-confidence, protecting one's self-respect, and making strong choices received considerable agreement. This indicates that many students still value independence and personal integrity, which reflects the way individualistic cultures emphasize self-expression and personal responsibility (Triandis & Gelfand, 2012). Interestingly, this pattern appears more evenly distributed across gender and semester, suggesting that the desire to assert oneself and maintain autonomy is not limited to any one group. While they may avoid being overly dominant, students do not completely suppress their own voice in the name of harmony. The balance between individual expression and social responsibility shows a nuanced understanding of conflict, where personal needs are respected, but not prioritized at the expense of others.

Interestingly, while collectivistic values were slightly more dominant overall, the high scores for individualistic traits such as solving problems clearly and expressing opinions confidently suggest that students are not strictly bound to one orientation. This reflects how individuals in modern cultural settings may combine both independent and group-oriented ways of thinking (Triandis & Gelfand, 2012). The hybrid tendency is particularly visible among male students and those in higher semesters, who appear more confident in expressing personal ideas while still valuing cooperation. This pattern indicates that as students gain academic experience and maturity, they may become more comfortable balancing self-expression with social expectations. Instead of choosing one cultural orientation over the other, they demonstrate a flexible and adaptive conflict style, combining independent thinking with a strong desire to stay connected and work collaboratively with others.

These findings may reflect the influence of both local cultural values and the globalized academic environment where intercultural interaction is common. In such contexts, students are encouraged to be open-minded, socially aware, and communicatively effective. Interestingly, patterns from the data suggest that younger students in earlier semesters and female students tend to show stronger collectivistic leanings, while older students and males display more balanced or hybrid orientations. This variation hints at how both gender and academic maturity may shape the way individuals navigate cultural values. The combination of collectivistic and individualistic tendencies reveals a flexible approach to conflict, one that adapts to different situations, respects others, but still maintains a strong sense of self-awareness, which aligns with the idea that cultural orientations can shift and blend depending on context (Triandis & Gelfand, 2012).

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