

Conflict Resolution Model Advocates Citizen 'Good Character Building

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Abstract: The influence of educational life experience gained comes not only from schools and families, it could be from a place where a child develops well in the rare place as well. It raises a social problem when a deviation occurs in the behavior of students well in their environments. This study will resolve with indepth analytical descriptive based on case studies conducted to students who are considered be a victim or perpetrator. The data collected through interviews and application of conflict resolution model to reduce their deviant behavior. The study was conducted over a period of 6 months by noting all the behaviors of the adoption of the conflict resolution model, and observing the impact of the model implementation, it confirmed by self-assessment questionnaire and sociometry to measure students' responses to conflicts with soft, hard, and principled response classifications. The result is that student who has been subject to discriminatory treatment from his friends are ultimately treated better. Students in other schools who always use abusive language, showed good behave and able to say with ethics. The research based learning methods found the fact that improving character by figuring out causes and consequences of irregularities.

1 INTRODUCTION

The behavior of the psychological side of a human is determined from the education gained in the family environment and the formal education world. But sometimes, there are moments that family and school education can not be reached. Among the various problems faced by students include the use of abusive language, bullying, sarcasm, and mistakes in the search for identity obtained from the environment where they are, such as playgrounds, groups, and their closest relatives. Schools play an important role in improving the character of students through the character education that has been studied by various experts such as Matthew Davidson, Thomas Lickona, Vladimir Khmelkov (2008).

Some of these researchers found that there is a legitimacy of the second goal of character education: that is to help reduce negative behavior by young people by hurting themselves and society. Booker T. Washington states "character is power" (Brameld, 1955). They consider culture and character to be a challenge to the school and the community, that is, to the character educators (Lickona, 1991, 2004; Lickona and Davidson, 2005) they argue about the problematic behaviors observed by young people,

including some examples that adults show to Youth have the core of equation, that is about bad character. The main construction based on Davidson, for the Smart and Good school model is the conception of human character that is divided into two, the moral character and the displayed character (2008: 373).

In this study the researcher undertook the character education step by applying a conflict resolution model with mediation method and Research based learning which aims to provide experiences as well as treatments to students who become perpetrators or victims of abuse of language, bullying, sarcasm and mistakes in finding identity in Bandung education environment. These behaviors often occur among peers because they think it is done as one of the approaches to be more familiar or just a mere joke. But not infrequently also accepted by the victim as discrimination characterized by character assassination.

Based on this phenomenon, case studies have been attempted to reveal the background of a person's discriminatory behavior, providing empathetic empathy, sympathy, and problem solving through mediation and research methods with conflict resolution models.

2 APPLICATION OF CONFLICT RESOLUTION MODEL THROUGH MEDIATION AND RESEARCH-BASED LEARNING

On Wednesdays, in the 3rd and 4th hours or 8.30pm in normal time, XIPS 1 class becomes the classroom of conflict resolution model using mediation method. Preliminary observations obtained from interviews with teachers lecturer that note the condition of students in this class as follows:

1. There are some students who have problems because the absence without explanation.
2. The way of speaking is impolite.
3. Labeling of friends with the intention of joking.
4. Lack of focus in learning.
5. Some students are not confident in expressing opinions.

Conditioning with conflict resolution model by doing throwing Ball activity, directed to be responsible, polite, and mutual respect. On that day the students who were supposed to attend were as many as 39 people, but 7 people did not present with permission and without explanation. This condition inspires the Researcher to apply the resolution of the achievement of the target by applying respect for togetherness. The game of throwing the ball is played as in other classes, but the discussion is tailored to the needs of the classroom situation.

Learning was conducted by analyzing 5 cases, where each case was discussed by two groups. They are required to express their opinions, but some students remain reluctant to speak, when they are forced to disclose the results of their analysis, there is a group of students reacting to show a negative appreciation, and then the researchers warned him. In attitude learning, direct handling of a case must be done because the situation can not be postponed because it can not be repeated. The findings obtained by Researchers are solved by: assigning class tasks to all students to invite non-school friends that day to attend the next meeting. This task aims to train them to motivate others to do good deeds. This is done based on Kurt Lewin postulate where a person can move from his starting zone because there is an impulse and an outside driver so he can resolve himself with the help of his friend (Levinger, Dec 1957, pre-1986).

A week later, the researcher enters the class in the hope of fulfilling the promise of a student who will bring a friend who is not present at the first meeting.

But after checking the presence, students who are not present on this day more than the previous day, ie as many as 12 people. Classroom management begins with the assumption of having to do something with this situation. There is a concern that the psychological burden is caused by many absent friends bringing others to do the same. At that time the conflict resolution was made with the theme of the round table even though without the bulkhead table because we will conduct hearings on this issue.

After 10 minutes of round table, one student went into a class named Ackly, a student who had special needs. Whereas the other students had lost hope of presenting him, their reason was how difficult it was to communicate with him. But this surprise gave a tremendous phenomenon in character education that is when Ackly enters the class he did not directly join us but separates himself to the back wall and then lies on the floor. Researchers tried to call him softly but failed, then two students said that they were the ones who would persuade him. The phenomenon that occurred was that the two men had touched his arm, brought the chair and put him close to them so that Ackly was comfortable. And indeed Ackly can do the things that are instructed in the game of concentration and hand coordination exercises before the learning begins. The appreciation and applause we give to the two people who do the humane deeds.

On that day, the lesson with the material on the meaning of Bhineka Tunggal Ika (Unity in Diversity) by recognizing the values and norms using varied lectures and demonstrating the struggle song with full appreciation and performing the value analysis of the symbol of the state. Learning by touching their concern for the nation and state ended with a mention of one word to describe Indonesia, of the 27 students who attended spontaneously said positive things about Indonesia. Such responses sometimes give psychologically insistent situations to someone to say whatever comes to mind to be honest. Researchers assume that they can understand how to love the nation by recognizing the values and social norms that occur through the analysis of state symbols.

In other schools that have high learning-learning characteristics, the application of conflict resolution models is directed by research-based learning methods. The research theme is determined by the teacher about the disorientation of identity and other cases of bullying. The results of the study in addition to sharpening the power of reasoning students also provide experience about empathy. The experience of empathy is for students to learn to position themselves as people who have personality disorders as a process of identifying identity. This process does

not emphasize the application of the model but provides experience resolving conflicts by thinking resolutions. Case studies prove that students are able to provide objective information about the disorientation of identity as a fatology and as a side effect of environmental influences.

This experience adds value to students who do research to be wise in treating others, assuming they understand the problems faced by others with research and science, so the results are more effective and open to insights about how to treat others.

Both methods applied to implement the conflict resolution model are in line with applying conflict resolution skills Crawford and Bodine (1996) propose the following approach:

1. *Process curriculum is the provision of special time to teach basic skills, principles, and problem solving through negotiation, mediation, etc. As a special subject and program by integrating it in other subjects. In this case the Researcher tries to integrate conflict resolution in the subject of Civic Education to prove that this learning is able to contribute in shaping the character of the citizen.*
2. Mediation program is preparing some students to be trained to be facilitator, while the stage that must be mastered is: a) arranging the situation, b) collecting views or perspectives, c) identifying the interests that contribute to the conflict, d) creating a choice for the interests of two The parties to the dispute, e) evaluate the choice with objective criteria, and f) withdraw an agreement satisfactory to both parties. For this program, the Researcher tries to divide it into two methods where one class in a different school uses interactive intermediate mediation skills while the other school by giving experience to the students through research learning, but which has not been achieved optimally is point d and f. Secara optimal adalah poin d dan f.
3. Peaceable classroom uses a whole class methodology where students are taught basic skills, principles, and one or more problem-solving processes from integrated conflict resolution in core subjects such as Civics, Literature, Science, the arts, and so on. In this case, the Researcher integrates it with Civic learning. There are several stages in the creation of a peaceful class: a) Creating a cooperative context, b) Implementing a peer mediation conflict resolution program: students negotiating problem solving, students mediating

their school friends' conflicts, committing (arbitrating) conflict Students, c) Use of learning about academic controversy (Maftuh, 2008: 68)

4. Peaceable school is based on peaceful class but applied comprehensively to all elements in school such as teachers, counselors, school employees, principals, and parents. In a peaceful school program, still in the form of assessment and learning with peers, the greatest hope is that any student who has learned a conflict resolution model can pass it on to his peers.

2.1 Mediation in the learning process of conflict resolution

The mediation method applied in the conflict resolution model, which applies the understanding that each conflict encounters provides learning. When conflicts are perceived as positive impulses, an individual will be responsible for generating conflict outcomes. Strengthening yourself to control his life with respect for others. Building awareness that there is a potential for positive conflict. The basic psychological conditions needed to survive are:

1. Needs to have: loved, shared, cooperated with others
2. The need for power: achievement / achievement,praise, recognition and appreciation
3. The need for freedom: making choices in life
4. The need to be happy: laugh and play (Richard J Bodine & Donna K Crawford, 1998: 36-37)

The mediation skills learned by students are able to understand the 4 needs in mediating the conflict they face.

There are several ways to diagnose intact conflicts: Limited scope (time, space, money, tools, and tools) is easiest to solve, and different values: beliefs, priorities, and life principles tend to be difficult to solve. This can lead to a response to conflict, including:

1. Soft Responses involving friends or people who want to do good for others because of future considerations.
2. Hard Responses that assume others are opponents.
3. Principled Response, involving people who see themselves as problem solvers aimed at obtaining efficient and peaceful wisdom. (Richard J Bodine & Donna K Crawford, 1998: 39-42)

The three responses are presented into case studies with statistically calculated as learning

process which then used as dependent variable (Y) as a standard measure of attainment of the desired character. Then the third response is used as a reference to the success of the learning process through mediation.

This mediation method provides students with experience to be able to understand how to identify the parties involved in the conflict, identify the perpetrators and issues that occur, so that conflicts can be mapped and problems resolved by win win solution (Jamil, 2007).

2.2 Resolving conflict of social issues through research-based learning

Learning through research, students attempt to diagnose conflict with the science of social psychology and sociology, they seek the problem of identity disorientation through scientific study and collect data through surveys and interviews. In this learning the students learn not only as mediators but as conciliators as they try to listen to all the explanations from victims and perpetrators and confirm them with the theory they can.

Specifically for this method, researchers measure their success through student research results and presentation. Assessment is determined by the way they expose the problem, behave as a scientist without subjective tendencies, and attempt to provide solutions to the problems of their respondents. At the end of the course the student must reveal reflections that benefit both himself and the audience.

This research-based learning is based on a philosophical constructivism, in which students are led on how to build a mindset and behavior to develop ideas that can lead to more useful and meaningful thinking in their lives. In this case it constructs stereotyped thinking toward positive thinking. However, there is a possibility of confusion that will arise in the understanding of constructivism education because its identity is not as instructional or learning theory but rather to simple epistemology (Porcaro, 2010).

In this case the teacher should be able to be a trigger for students in processing the data and make it as a foothold to change the paradigm of thinking and behaving them. Not infrequently found many differences between the instructions given and the environment in favor of different directions. Therefore, the role of teachers to be involved in the guidance of this research is needed especially in building ideas, studying them with appropriate theory, making conclusions and recommendations.

3 GOOD BEHAVIOR AND CITIZEN'S CHARACTER THROUGH CONFLICT RESOLUTION

Lickona (1992: 50-51) defines characters containing "operative values" or values that are practiced. Character has three elements: "moral knowing, moral feeling, and moral behavior" or moral knowledge, moral feelings, and moral behaviors that are mutually interconnected. Because it is a good character consists of elements of "knowing good, desiring the good, and doing the good" or know the good, want the good, and do good or said also "habits of the mind, habit of the heart, and habit Of action "or habits of mind, heart and action.

Conceptually a citizen should have five main attributes (Cogan, 1998: 2-3) namely: identity; Freedom to enjoy certain rights; Fulfillment of related obligations; The level of interest and involvement in public affairs; And ownership of the basic values of society.

To measure the success of the conflict resolution model, the authors provide questionnaires to 3 schools studied for 6 months. The questionnaire contains three things that are always identified as citizens' competence, namely civic knowledge (X1), Civic skills (X2), and civic disposition (X3), where these three competencies are correlated with 3 aspects of attitude expressed by Thomas Lickona as the value of one's character ie moral knowing, moral feeling, and moral acting (Y). The correlation results show as follows:

The complete structure of the relationship between variables can be seen as follows:

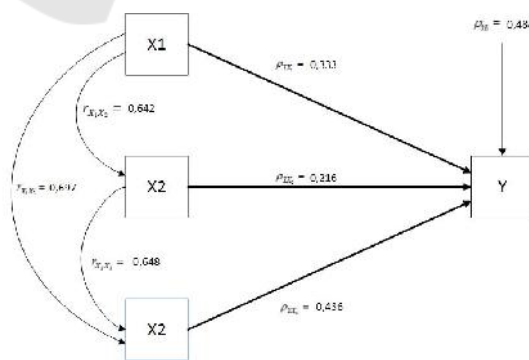


Figure 1: Relations between Structural Model X1, X2, X3 and Y.

The results above can be summarized as the table as follows:

Table 1: Results of line analysis of civic competence contribution through conflict resolution model in constructing citizen character.

Variabel	coefficient Line	Contribution		Shared Contributions
		Direct	Indirect	
X ₁	0,333	11,09%	4,61% (melalui X ₂) 10,12 (through X ₃)	↓
X ₂	0,216	4,66%	4,61% (through X ₁) 6,102% (through X ₃)	
X ₃	0,436	19,0096%	10,12% (through X ₁) 6,102 (through X ₂)	
V	0,484	23,5%		
X ₁ , X ₂ and X ₃				

Based on the above table the results of confirmation through self-assessment and sociometry showed the success of the conflict resolution model as the formation of citizen character proved significant by 76.5% by integrating the model on the competence of citizens packaged in learning Civics.

4 CONCLUSION

Teachers can make various efforts in guiding students in learning to meet the needs of cognitive, affective, and psychomotor in accordance with the subjects he received. But the main thing in a learning is how the process can change the student's behavior by touching the three aspects. Conflict resolution model with mediation method and research based learning can be one of the means in forming the character of good citizen. Where students can engage directly in identifying conflicts, charting offenders and finding the best solutions to avoid repetition, and teaching lessons to not make conflict a negative impetus but to be a positive energy toward better human beings.

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