

Validity of Conflict Resolution Education Model based on Sabilulungan Local Wisdom to Build Conflict Resolution Competency of Elementary School Students

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Abstract

This study entitled Development of Conflict Resolution Education Model Based on Local Wisdom Values of Sunda *Sabilulungan*, is intended to develop life skills in a moral frame as the basis for strengthening conflict resolution competence in elementary school students. The research method was carried out by Research and Development (R&D) from Dick and Carey with the ADDIE Model development design (*Analysis Design Development Implementation Evaluations – PRK BKLS*). The results of the research on the development of the PRK-BKLS model were declared to be very valid and suitable for use according to expert judgment. The results of the validation of Sociology and Conflict Resolution Learning experts are 92.4%, Cultural Literacy and Citizenship Experts 88%, Multiliteracy experts and Elementary Schools 96%, and the average achievement is 93.55%. The results of the validation of user 1 are 96%, user 2 94%, user 3 94%, the average achievement of teachers as users is 94.7%. The product of the resolution education model can be assumed to be applied as an education program to build life skills that enable students to resolve conflicts that are constructive in nature. The model can be used for a wider range of practitioners and adapted to the characteristics of students as users.

Keywords: Conflict Resolution Education Model, Sunda *Sabilulungan* Local Wisdom, Conflict Resolution Competence

Introduction

The need for a safe and peaceful life is a basic need for people away from conflict. Humans as social beings are ideally able to accept the differences of each individual with other individuals respecting, appreciating, and working together requires respect for pluralism both vertically and horizontally. Harmony concerns social balance in society, where people are in a conflict-free situation without conflict by creating a more harmonious life, fostering awareness to express each other, and strengthen brotherhood. Ideally, school as a place for inculcating values related to moral issues, empathy, courtesy, and mutual assistance can be a benchmark for the emergence of a culture of peace or non-violence (Pieng & Okamoto, 2020).

To overcome and prevent more widespread conflict, it is necessary to design a conflict resolution education model based on local wisdom "Sabilulungan" through this development research. There are several research results that the model becomes a reinforcement for increasing students' conflict resolution competence through learning programs developed through conflict resolution education that can reduce the level of reactive and proactive aggression (Akgun & Araz, 2014; Sagkal, Turnuklu, & Totan, 2016). Previous research, the Pela cultural value-based conflict resolution education model makes a good contribution to improving the conflict resolution competence of Ambonese students (Samuel Patra Ritiauw, Bunyamin Maftuh, Elly Malihah 2017).

Furthermore, Fikka Nadya, Malihah, Wilodati (2020), the results of the study show that schools as formal educational institutions can implement conflict resolution education in a structured and systematic way in improving students' interpersonal conflict resolution skills. In line with research results

In line with the research above, an interesting part of this development research is aimed at strengthening character to fulfill life skills and being able to constructively resolve interpersonal conflicts by building empathy, sympathy, appreciation in the context of learning in the corridor of difference. Reviewing the results of previous research, we tried to do empirical work with a different point of view that has never been done before. Researchers note that the barriers to social interaction that are less dynamic as a result of low emotional stability allow a weakening of sensitivity to the feelings of others. The results of the research of Ni Ketut Agustini et al. (2019) there is a significant correlation between emotional intelligence and social interaction of fifth grade elementary school students. The results of Dewanta's research, Nurnisa et al. (2014, p. 93) conflicts that occur between students, individuals or groups can take the form of bullying, fights or brawls. Schools must be able to build conditions of harmony, security, and mutual understanding, tolerance, mutual respect among others (Wulandari, 2010; Sue McGregor, 2014; Barbara, & G. Koteswara, 2007; Stevenson 2003).

In this work there were used the following components: the spirit of mutual cooperation, mutual guidance, love as the character of citizens towards collectivity and the culture of togetherness as the concept of the *Sabilulungan* character of the local Sundanese culture of West Java as a strategy to keep life more peaceful. The pillars of learning conflict resolution education based on *Sabilulungan* culture have a role for students in carrying out their functions as interacting beings. (Dasrun Hidayat, Hanny Hafiar, 2019), there are two aspects that prove that the Sundanese people are *soméah* individuals, always look attractive with friendly faces and smile.

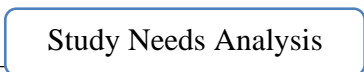
Methodology

The method that will be used in this research is the research and development (R&D) method, which is the research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2009: p. 407), strengthened by Ali's opinion (2011: p. 393) that Research and Development "is essentially an effort in developing a prototype of a research-based tool or device." The selection of the Research and Development (R&D) method in this study is assumed, because basically the main purpose of this research is to try to develop a conflict resolution learning model that has reliable estimation values of reliability and validity and becomes a standard learning model, so it can be used. as a social studies learning model in elementary schools. The research development method is the basis for developing the product to be produced. The development research method is based on the type of development research used. As explained by Borg and Gall (1989: p. 782:), R & D is intended to increase the potential impact of basic research findings and or applied research in the world of applied research which consists of ten steps, namely research and information collecting (collecting information), planning (doing planning), develop preliminary form of product (initial product development), preliminary field test (limited test/small group test), main product revision (revision of limited test results), main field test (field test/large group test) , operational product revision (revised field test results), operational field test (feasibility test), final product revision (revised feasibility test results), and dissemination and implementation (dissemination and implementation of the final product). The development cycle flow using the ADDIE model is carried out in several stages systematically, including: analysis, design, development, implementation and evaluation

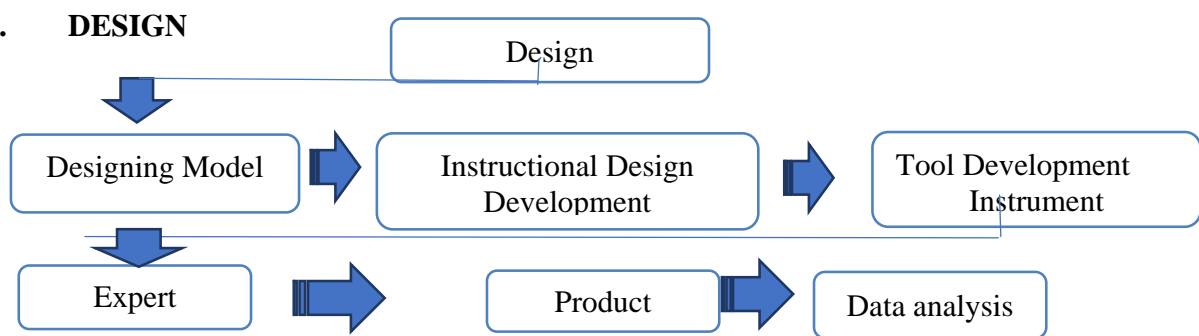
Qualitative and quantitative data collection techniques. The qualitative data used interviews, filling out validation sheets, documentation, observations, tests, and questionnaires. Quantitative data using an experimental approach, this design involved two groups of subjects, one was given experimental treatment (experimental group) and the other was given nothing (control group). The data analysis technique used is descriptive, namely describing the state of the data that has been collected to be analyzed in depth to give meaning to the results that have been obtained. The process of data analysis begins with examining all available data from various sources, namely student and teacher observations, field notes, cognitive learning outcomes. The data analysis used was student test analysis, student activity observation analysis, data analysis on the level of implementation of the model implementation, and analysis of student responses to the results of model application. Akbar (2013), the learning model is declared valid if the three validation elements have been declared valid. The three elements of validation include: 1) expert validation from three expert lecturers in the field of Sociology, Multiliteracy and Elementary School experts, Cultural Literacy and Citizenship Experts; 2) user validation by three practitioners (professional teachers).

Research Design

I. ANALYSIS



II. DESIGN



III. DEVELOPMENT

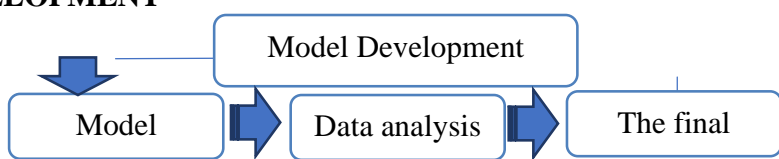


Figure 1. Research Design

Table 1. Criteria for the validity of the PRK-BKLS Model

| No | Score | Validity Criteria |
|----|------------------|-------------------|
| 1 | 85,01 - 100,00 % | Very valid |
| 2 | 70,01 - 85,00 % | Quite valid |
| 3 | 50,01 - 70,00 % | Not valid |
| 4 | 01,00 - 50,00 % | Invalid |

Source: Akbar (2013)

Results

The model development stage is carried out through an expert validation process by 3 lecturers carried out by means of instrument validation. The design of the PRK-BKLS model begins with the preparation of a model development draft which contains: background of model development, model development objectives, model description and model advantages, model support system, model social system, use of learning approach, step-by-step model of integrated local wisdom *Sabilulungan*, system evaluation and assessment, learning outcomes.

The basis for developing the draft PRK-BKLS model is built on the theory that underlies it provide certain explanations and directions about all forms of meaningful learning processes. The learning theory that underlies the development of the model has a link with the scope of the field of psychology which is the main foundation of education. Learning theory comes from psychological theory, especially regarding the problem of learning situations. Learning theory has made a significant contribution to the learning process, including the procedures for its application.

The theoretical foundations that develop the model are: 1) constructivism learning theory from Piaget and Vigotsky; 2) About controlling emotions from Goleman (2009: 200) and about the ability to handle feelings from Goleman (2002: 58); 3) The theory of moral development from Piaget and Kohlberg; 4) Thinking as all activities of Maxwell's theory, (2004: 82), 4) The theory of reflective thinking from Robert H. Ennis (2011). Models of Teaching from Joyce, Weil, M., and Calhoun, E. (2011), 5) Kolb with experiential learning theory (1984) describes ideas from experience and reflection. 6. Theory Cognitive elaboration theory from Hertz-Lazarowitz, R., Kirkus, V. B., & Miller, N. (1995), 7) Cooperative Learning Theory from Slavin, Robert E. (2008), 8) Syntax (syntax) model from Joyce and Weil, (1980). 8) On constructivists from Jean Piaget (1971), 9) (Mayer, 2000); that attitudes are determined by emotional reactions to conflict situations, 10) Contextual Teaching and Learning from Sears (2002: 12-13), including Gestalt psychologists (Max Wertheimer, Kurt Kofka, and Wolfgang Kohler).

On the basis of theoretical support, which is then linked to empirical studies, the researcher's arguments give birth to a learning model syntax with five phases: 1) Search, 2) Logical Reasoning, 3) Consensus Building, 4) Decision Making, 5) Conflict Reflection. Each stage of the model is supported by the competency skills of students: leadership, communication skills, problem solving, teamwork, strategic thinking skills without leaving the substance of the wisdom side.

The validity test of the PRK-BKLS model was carried out by educational experts and practitioners with the aim of providing a valid or invalid description of the model construct that was developed so that it had the opportunity to be applied in learning in elementary schools.

Before the product model is implemented in students, first, this product is assessed by three educational experts and users to ensure the feasibility of its use in learning activities in the classroom. The results of the logical validator experts can be stated in the form of Table 2. Here below

Table 2. Expert validation results of the PRK-BKLS Model Draft

| Rating Indicator | Expert | | | Average |
|---|--------|---|---|---------|
| | 1 | 2 | 3 | |
| Background to the Development of the PRK-BKLS Model | 4 | 3 | 5 | 4,0 |
| Objectives of the Development of the PRK-BKLS Model | 5 | 4 | 4 | 4,3 |
| Description of PRK-BKLS Model and Advantages | 4 | 3 | 5 | 4,0 |

| Rating Indicator | Expert | | | Average |
|--|--------|-----|-----|---------|
| | | | | |
| PRK-BKLS Model Support System | 5 | 5 | 5 | 5,0 |
| PRK-BKLS Model Social System | 4 | 5 | 5 | 4,6 |
| PRK-BKLS Model Syntax , Supporting Theory and Integration of <i>Sabilulungan</i> Values | 5 | 4 | 4 | 4,3 |
| PRK-BKLS Model Syntactic | 5 | 5 | 5 | 5,0 |
| Explanation of PRK-BKLS Model Based on Syntax | 5 | 5 | 5 | 5,0 |
| Explanation of PRK-BKLS Model Based on Syntax | 5 | 5 | 5 | 5,0 |
| Evaluation and assessment | 5 | 5 | 5 | 5,0 |
| Amount | 47 | 44 | 48 | 46,2 |
| Average score | 4,7 | 4,4 | 4,8 | 4,62 |
| Average value max | 5,0 | 5,0 | 5,0 | 5,0 |
| Eligibility Percentage = $\frac{\text{Average value} \times 100\%}{\text{Average value max}}$ | 94% | 88% | 96% | 92,4% |
| Criteria Validity = Very valid (92.4%) | | | | |

Table 3. User validation results of PRK-BKLS Model

| Rating Indicator | User | | | Average |
|--|------|-----|-----|---------|
| | | 2 | 3 | |
| Background to the Development of the PRK-BKLS Model | 5 | 5 | 5 | 5,0 |
| Objectives of the Development of the PRK-BKLS Model | 5 | 5 | 5 | 5,0 |
| Description of PRK-BKLS Model and Advantages | 5 | 5 | 5 | 5,0 |
| PRK-BKLS Model Support System | 5 | 4 | 5 | 4,7 |
| PRK-BKLS Model Social System | 5 | 5 | 4 | 4,7 |
| PRK-BKLS Model Syntax, Supporting Theory and Integration of <i>Sabilulungan</i> Values | 4 | 5 | 4 | 4,3 |
| PRK-BKLS Model Syntactic | 4 | 4 | 5 | 4,3 |
| Explanation of PRK-BKLS Model Based on Syntax | 5 | 5 | 5 | 5,0 |
| Explanation of PRK-BKLS Model Based on Syntax | 5 | 4 | 5 | 4,7 |
| Evaluation and assessment | 5 | 5 | 4 | 4,7 |
| Amount | 48 | 47 | 47 | 47,3 |
| Average score | 4,8 | 4,7 | 4,7 | 4,7 |
| Average value max | 5,0 | 5,0 | 5,0 | 5,0 |
| Eligibility Percentage = $\frac{\text{Average value} \times 100\%}{\text{Average value max}}$ | 96% | 94% | 94% | 94,7% |
| Criteria Validity = Very valid (94.7%) | | | | |

Table 4. Average Percentage of Eligibility of Experts and Users

| Indicator Evaluation | Expert / User | | | Average | Criteria Validity |
|--|---------------|-----|-----|---------|-------------------|
| | 1 | 2 | 3 | | |
| Expert Eligibility Percentage | 94% | 88% | 96% | 92,4% | Very Valid |
| Percentage of User eligibility | 96% | 94% | 94% | 94,7% | |
| Average Eligibility Percentage experts and users | 95% | 91% | 95% | 93,55% | |

Table 5. Input and revision of the draft PRK-BKLS model from experts

| Validator | Input | Revision |
|-----------|---|--|
| Expert 1 | Clarify the position of the model compared to similar models by emphasizing the need for model development | Model development is an effort to develop various aspects related to the learning process, including ideas in designing learning systems that can meet students' conflict resolution competencies. The development of a learning system is not much different from the development of other model products that have been developed previously, but the difference is in selecting and compiling strategies, methods, skills, concepts and student activities based on the phases. |
| | Explain the advantages of this model over similar models | The design of the PRK-BKLS model was adopted from the local Sundanese culture of <i>Sabilulungan</i> . <i>Sabilulungan's</i> philosophy becomes a strategic value in building students' conflict resolution competencies. |
| | Clarify the scope of the social system referred to by the model | Teachers have a role in developing constructive resolution strategies through real conflicts, The role of students in the performance of conflict resolution strategies for negotiation, accommodation, compromise, cooperation, peer mediation |
| Expert 2 | Clarify the factual problem, which is the rationale. How to relate it to the Local Wisdom Value approach as a model | Coexistence is a necessity of community life which is always faced with conflict. Utilizing the potential of local knowledge with <i>v</i> Culture has very valuable potential as a media for conflict resolution |
| | Conceptually clarify the purpose of model development associated with teaching strategies | Improved teaching strategies to achieve specific conflict resolution instructional goals through activities seeking |

| Validator | Input | Revision |
|-----------|--|--|
| | | constructive or constructive conflict resolution |
| | Explain the superiority of Sundanese philosophy | <i>Silih Asah</i> (competitive learning), <i>Silih Asuh</i> (guiding each other) and <i>Silih Asih</i> (loving each other; became the basis for the actualization of SABILULUNGAN social activities which became a strong model for |
| | Exploration again the values of local wisdom in Sundanese culture that underlie the concept of social interaction SABILULUNGAN | Exploration of the function and value of Local Wisdom in <i>Sabilulungan</i> in the construction of Sundanese culture is a positive behavior that is carried out through habit. Instilling an understanding of what is good and right to be done in accordance with social ethics through many ways, including the actualization of <i>Sabilulungan</i> social activities which strengthen the model. |
| Expert 3 | Explain the difference between the design of the conflict resolution education model that was developed with a similar model | The product of conflict resolution education adapted to the <i>Sabilulungan</i> culture to be implemented in elementary schools in the form of teaching conflict resolution which is oriented towards conflict resolution constructively towards inculcating a culture of peace in everyday life. |
| | Strengthen the theory of Sundanese culture, there is little difference with similar models | The design of the Conflict Resolution Education model refers to the ethical values of Sundanese people being polite, friendly, smiling (Hendriana & Setiyadi, 2018) The life philosophy of the Sundanese people is <i>Soméah Hade ka Sémah</i> , which means being friendly, being kind, caring, entertaining and making every guest or everyone happy even though they are not known. Ekadjati (1995, p. 62) The moral value of Sundanese culture is the Sundanese ethnic identity which is rooted in Sundanese values, beliefs, and cultural heritage which is used as a reference in behaving in society. |

Table 6. Input and revision of the draft PRK-BKLS model from users

| Validator | Suggestion | Repair |
|------------------|---|--|
| User 1 | It is necessary to limit the values of <i>Sabilulungan</i> to fulfill the completeness of student material | Values adopted by <i>Sabilulungan</i> : penance honing, nurturing, <i>silih asih</i> (mutual cooperation, educating each other, guiding, loving) |
| | It is necessary to clarify the activities carried out by teachers and students to include the concept of local wisdom | Organize the involvement of student activities together in each model syntax |
| User 2 | Clarify the support system used by teachers in KBM | Teacher conditioning in carrying out learning strategies as required by the model stage |
| | Clarifying work steps: teacher and student activities | Provide direction for students to explore problems with various strategies in solving problems |
| | Clarify the use of operational verbs that can be used for conflict resolution competencies | Verbs used: accommodate, help, propose, compromise, negotiate, favor, welcome, support, teamwork, agree, display, report, vote, say, sort out, justify |
| User 3 | Clarify the function of the teacher's role in designing instructional materials on <i>critical thinking</i> | Involve students in discovery learning through refraction |
| | It is necessary to bring up the dynamics of mutual cooperation that is evenly distributed among all students | Cultivate students to behave in mutual cooperation across differences in the form of activities |
| | Clarity of the assessment strategy used | Observational <i>assessment</i> based on observation of attitudes and behavior: perspective on conflict, concern for conflict, overcoming conflict |

Discussion

Conflict Resolution Education Concept

Conflict resolution education as the most possible medium to learn conflict resolution as a life skill; has a clear and structured method and can be applied. Practically in its application in formal education, conflict resolution education is an educational program aimed at educating students to be able to overcome or resolve conflicts constructively. Tricia S. Jones (2002) defines conflict resolution education as "a spectrum of processes that utilize communication skills and creative and analytical thinking to prevent, manage, and peacefully resolve conflict". Bodine & Crawford (1998, pp: 4), conflict resolution education is needed considering the rise of the phenomenon of social conflict, especially in the school environment. In some countries, such as the UK, conflict resolution is part of Edwards and Fogelman's (civic or citizenship education) materials. Lynch as quoted by Edwards and Fogelman (2000) suggests twelve points if schools are to be effective as education for global citizenship, including that school activities must include an emphasis on character. In line with Lynch, Costello (Maftuh, 2008, p. 97) also advances several suggestions to schools relating to Civic Education and conflict resolution. Among his suggestions

was that schools should provide opportunities for children to discuss differences and resolve conflicts (Skordoulis et al, 2020).

The culture of peace in this context is the fulfillment of a set of values, attitudes, traditions, ways of behavior and ways of life as well as promoting ways of solving problems without violence. Peace character education is a must because education does not only make students intelligent, but is able to build the emergence of personal awareness that has civilization. Civilization is a cultural entity. In the same sense, civilization can mean "improvement of thought, manners, or taste". Culture touches more on aspects of values, ideas, high culture, intellectuals, morality as a manifestation of the teachings of goodness in supporting better social relations. The importance of a culture of peace in order to prevent violence cannot be separated from social life. Cultivating a culture of peace (peace culture) is very urgent to do through education. In this context, education is a key element for cultivating a culture of peace in order to build a future in establishing a better, open, fair and democratic social life relationship (Sanjaya et al., 2022; Sekerci & Yilmaz, 2021).

Conflict resolution education in schools must be able to regulate and transmit the goals of tolerance and neutrality (Turk, 2018). Conflict resolution education program that every student has the same right to acquire knowledge, attitudes (skills) and problem-solving skills. Likewise, United States schools have been shown to have a positive impact on students, schools, and communities (Johnson and Johnson, 1996; Jones and Kmitta, 2000). There are more detailed objectives regarding the objectives required for conflict resolution learning in schools, namely: (1) to create a safe and enjoyable learning environment for all; (2) can train students not to become a trigger for violence or conflict; (3) can train students to be able to solve problems and train emotionally; (4) can discuss to solve problems and can mediate in the event of a conflict; (5) can train students to become peacemakers (Cohen, at all, 2000; Johnson & Johnson, 1995).

Development of the Sabilulungan Local Wisdom-Based Conflict Resolution Education Model (PRK-BKLS)

The purpose of developing the PRK-BKLS Model is to find important and effective changes to achieve the knowledge, skills, and attitudes that are specified in the instructional objectives as expected, namely conflict resolution competence. The main purpose of the model is to improve and fulfill various student skills including leadership, communication skills, problem-solving, teamwork, and strategic thinking skills. Students are required to be proactive in solving problems around conflicts. Model designed beforehand by conducting analyzes, including 1) Curriculum, 2) Core Competence - Competence Standard - Basic Competence, 3) Characteristics of Students, 4). Materials, 5) Methods, 6) Media, Tools, and Resources, 7) Indicators, 8) Objectives, 9) Learning procedures, 9) Assessment. Analysis of learning tools is needed to develop a complete and systematic learning system. Learning is modified in such a way as to clarify the sequence of activities, determine activities, and modify assessments. The development of the PRK-BKLS model is a development to get a product prototype that requires a support system that contains learning tools as tools or equipment to carry out the teaching and learning process and its development is needed.

For the sake of learning, integrating the values of local wisdom into the content and learning process is very important in order to create students who have characters that are in accordance with their culture. The learning paradigm of the PRK-BKLS model combines a contextual problem approach, thinking skills, affective development, and student-centered values instilling base. The aspect that underlies the development of the model is directed at strengthening the character of students which is the focus of attention, namely equipping skills and provisions for the development of social and religious values as well as the preservation of regional culture. At the elementary

school level, character education programs should help students understand universal values (Josephson Institute Center for Youth Ethics, 2012) . For this reason, the concept of conflict education refers to an idealized educational mechanism that is correlated with the nation's cultural values. The PRK-BKLS model is the right choice because it has elements that are serving and helping students in respecting and respecting fellow human beings

Conclusions

The study of the development of the *Sabilulungan* Local Wisdom-Based Conflict Resolution Education Model to improve the conflict resolution competence of elementary school students can be concluded that the model is categorized as very valid or very good to use. Model validation is carried out by experts according to their expertise and users provide assessments and suggestions that must be improved based on the assessment items.

a . PRK-BKLS Model Syntax Based on Stages

| Stage | Student Activities | Teacher Activities |
|---------------------------------------|--|--|
| Search | Looking for information and finding from various sources for proof | Guide students looking for information in small teams |
| | Composing questions | Guide students' questions |
| | Reveal broad answers | Asking to reveal broad answers |
| Logical Reasoning | Discuss with the causal relationship team | Counseling with students determines small groups |
| | Presenting arguments in the form of reasons, | Encouraging students to give arguments |
| | Criticizing events/events | Encouraging students to criticize |
| Building Deal | Disagree, offer alternative solutions | Encouraging students to discuss |
| | Make an agreement to determine the solution | Guide to determining alternative solutions |
| | Formulating a real action plan based on the values of <i>Sabilulungan</i> | Guiding a real action plan |
| Decision-making | Real action on conflict resolution in playing drama activities, discussions, debates, making posters, etc. | Real-action student conditioning |
| | Revealing the reasons for real action being taken | Fishing reveals real action |
| | Describe the <i>Sabilulungan</i> values obtained in discussions, debates, etc. | Help uncover the <i>Sabilulungan</i> values obtained in the discussion |
| Conflict Resolution Reflection | Revealing points of view on conflict | Fishing reveals the point of view |
| | Can judge right and wrong | Guide two different values |
| | Arguing determines the value decision to have | Fishing for argument |

b. Social System

The learning applied in the PRK-BKLS model utilizes students' thinking processes. All students are free to respond and express opinions in debate and discussion. Students practice mediating between two opposing views to make the right decision. There is a pattern of interaction between students and other students negotiating to reach an agreement so that both parties can

satisfy each other, referring the other party to agree on their point of view. There is a relationship between teacher and student interactions to reveal the reasons for making decisions.

c. Reaction Principle

Fulfillment of teachers in managing learning effectively, creating a comfortable classroom atmosphere for students to learn. The teacher always helps students uncover conflict cases for discussion. Helping students learn through negotiation and cooperative practice.

d. Support System

It can be shown from the teacher's activities in developing strategies to the stage of learning them. The teacher provides important materials and case materials for students to explore, provides media to support student interaction, makes LKPD as a student discussion tool, learning resources as problem solving activities, evaluation sheets are used to measure the level of student achievement and the rating scale used.

e. Instructional Impact

The impact of the instructional model, students are more skilled at listening and looking for information from reading texts and videos as a search stage, dare to argue through debating activities convey assumptions through logical reasoning stages, dare to make decisions *based on* previous *value* adjustments through the stages of building agreement, skilled in making decisions in the form of real action/performance of anti-dispute or violent campaigns through the decision-making stage.

f. Accompaniment Impact

The accompaniment impact is in the form of understanding conflict resolution. Critical and creative thinking skills to resolve conflicts. Managing Circumstances/Situations, Appreciation, ability to sympathize/empathy, do love of peace as a conflict resolution attitude

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