Conflict Resolution Learning Model As A Strategic Effort in Building Peace Amidst Indonesia's Diversity

Laros Tuhuteru
Institut Agama Islam Negeri Cirebon
larostuhuteru0@gmail.com

Yanry Budianingsih
Universitas Subang
budiyanry@gmail.com

I Gusti Ngurah Santika
Universitas Dwijendra
ngurahsantika88@gmail.com

I Made Kartika
Universitas Dwijendra
kartika@undwi.ac.id

I Gede Sujana
Universitas Dwijendra
dalungsujana@gmail.com

Esto Bula Wiri Memang
Universitas Dwijendra
estobwmemang@gmail.com

Abstract-As a pluralistic country, peace still seems to be a mere wishful thinking. Because all this time conflicts that are rooted in pluralism have injured and damaged the peace that was actually agreed upon by the founders of the nation. The purpose of this research was to find out the conflict resolution learning model as a strategic effort in building peace in the midst of Indonesia's diversity. The method used in this research was a library method or approach. Data collection techniques in this research used documentation and literature. The data obtained were then analyzed in depth and presented descriptively. The results of this research indicated that strategic efforts to build peace in the midst of Indonesia's diversity are carried out by educational institutions through the application of conflict resolution learning models. The application of the conflict resolution learning model aims to train students' skills in solving critical problems, communication, and interpersonal skills better. Conflict resolution methods can optimize student competence, especially training social values, social sensitivity and problem solving skills. In relation to the diversity of the Indonesian nation, there is a significant influence from the use of conflict resolution learning models on students' multicultural attitudes. The multicultural attitude of students who take part in learning with the conflict resolution learning model obtains good results.

Keywords: learning model; conflict resolution; peace; diversity

I. INTRODUCTION

Indonesia is a country with the highest level of pluralism in the world. The plurality in question can be seen from the Indonesian people. Indonesian society consists of diverse gender, ethnicity, language, culture, social structure, values, traditions and so on (Baharun & Awwaliyah, 2017).

The diversity of ethnicity, nation, language, race, and religion is something that is inevitable in Indonesia. Since ancient times, the Indonesian people have been known as plural society (Manullang, 2019). The diversity of the Indonesian nation existed long before Indonesia became a modern nation state (Arip, 2018).

As a pluralistic country, peace still seems to be a mere wishful thinking. Because all this time conflicts that are rooted in pluralism have injured and damaged the peace that was actually agreed upon by the founders of the nation. Throughout the journey of the Indonesian nation so far, it seems as if there is no more

space for peace in addressing the various conflicts that arise from differences. The reality shows that the plurality of nations has actually been used as a trivial reason to spark endless conflicts.

Starting from the conflict that arises because of religious differences. Indonesia is a plural country with a multi-religious society often creates conflict (Rahmelia, 2021). Conflicts between religious communities, both between sects and between certain sects within a particular religion, have become an inseparable part of the reality of social conflicts that often break out in Indonesia. Especially if you look at the dark history of religious conflicts that have occurred in Indonesia.

There were several cases of religious disputes in various regions, such as the religious conflict in Poso in 1992, the conflict between Sunni and Syiah in East Java in 2006, religious conflict in Bogor related to the development of GKI Yasmin since 2000, and continued in 2008. Records of various cases This shows that the phenomenon of religious conflict has been a bitter experience in the history of civilization of religious tolerance in Indonesia (Yenuri et al., 2021).

In addition to religious conflicts, inter-ethnic conflicts are no less serious in Indonesia. Inter-ethnic conflict is a form of natural conflict that is produced by individuals or groups of different ethnicities (ethnicity, race, religion, class, etc.) because they have different attitudes, beliefs, values or needs (Mediawati, 2019). Several ethnic conflicts that have occurred in Indonesia such as inter-ethnic conflict in Central Lampung, ethnic conflict in West Kalimantan (Sambas, Sampit), Maluku, Poso and other areas (Humaidy, 2017).

The facts above are portraits which should be able to make the Indonesian people aware that this is happening a decrease in acceptance of pluralism in Indonesia (Apner, 2018). The community seems to have started to lose grip and direction in resolving the diversity conflicts that occurred some time ago.

In connection with the conflicts that occur in each, it turns out that not all individuals have the same attitudes and skills in efforts to resolve conflicts positively. Ways of responding to conflict inappropriately are often related to one's point of view in seeing conflict (Safitri, 2012). Seeing various simple problems then grow and overflow into large-scale conflicts, is proof that the community does not understand how to describe conflict.

The massive conflict that has occurred in Indonesia recently shows how many people are still ignorant of not only understanding of conflict but also their ignorance of 'conflict resolution' (Sudira, 2017). This is because from the beginning the community was not used to resolving conflicts by seeking existing resolutions.

The description of the low quality of society in destroying the conflicts that occur is of course a deep reflection for educational institutions to improve the learning system that has been carried out by teachers so far. Therefore, teachers should be able to present learning models that favor students with the aim of developing aspects of knowledge, attitudes and skills in solving the problems they encounter (Santika, Sujana, et al., 2022).

Observing the rampant conflicts that occur, including those that drag students along, such as brawls and bullying, the learning model that teachers use in class should no longer be conventional. In the future the learning model that is applied must be able to prepare students to have skills that can make a real contribution in resolving conflicts that develop in society.

One strategy that can be used by teachers to teach students in an effort to resolve the conflicts they face is to apply a conflict resolution learning model. In its implementation, this learning model has the advantage that students can solve problems with critical thinking skills and communication based on interpersonal skills.

With the application of the conflict resolution learning model, a new hope emerges in Indonesia, that the existing pluralism will not become a source of conflict. On the basis of these problems, the title raised in this article was Conflict Resolution Learning Model as A Strategic Effort in Building Peace Amidst Indonesia's

Diversity.

II. METHODS

The method used in this research was a library research method or approach. Literature study used in this research was related to library data collection, reading, and writing related to conflict, pluralism, and conflict resolution. The type of research used in this research was library research which in collecting research data collects data or scientific papers, which have the same purpose as the object of research or by collecting data of a literary nature. The literature used in this research aims to unravel the problem of conflict due to pluralism based on research that is relevant to what is being studied.

So that before conducting a review and analysis of library materials, researchers must know in advance about the sources or scientific information to be obtained. Furthermore, it is used as a series of data development and assessment, from mature and in-depth secondary data sources in order to obtain appropriate results. Data collection in this research was carried out using documentation techniques and literature studies, namely reviewing several journals, books, theses, scientific works sourced from the internet as a source of information that can be studied according to the theme of this research. The data obtained were then analyzed in depth to be presented descriptively.

III. RESULT AND DISCUSSION

A. Conflict Resolution

Conflict comes from the Latin verb "configere". It means hitting each other. Etymologically "conflict" comes from the Latin "con" which means together and "fligere" which means collision. Sociologically, conflict is defined as a social process between two or more people. Where one party tries to get rid of the other party by destroying it.

Conflict is a social phenomenon that is always present and complements social life, so that conflict is inherent, meaning that conflict is inherent in human life and will always exist in every space and time, anywhere and anytime. Conflict is something that cannot be avoided in everyday life when interacting with other people (Darmawati & Harsono, 2021)

In this view, society is an arena of conflict or an arena of ongoing conflict and integration. Therefore, conflict and social integration are phenomena that always fill every social life. Things that encourage conflict and integration are the similarities and differences in social interests.

However, it must be understood that conflict is contrary to integration. Conflict and integration run as a cycle in society. Controlled conflict will result in integration, conversely, imperfect integration can create conflict (Rusdiana, 2015).

The conflict is motivated by differences in the characteristics that individuals bring in an interaction. These differences involve physical characteristics, intelligence, knowledge, customs, beliefs, and so on. The cause of the conflict is due to differences in stance; thoughts and perceptions between individuals; There are differences in personality caused by differences in socio-cultural background; There are differences in the interests and goals of each individual or group; and There is rapid social change followed by changes in the system in society (Khatimah et al., 2022).

A conflict that occurs should be resolved because it becomes a problem that interferes with the creation of an order and peace in life, especially social life. Indeed, we can realize that resolving a conflict is not easy depending on the weight or light weight of the conflict and also whether or not the parties in conflict or dispute are willing to find a bright spot or a way to resolve it (Santika, 2021).

But that does not mean the conflict is not resolved. Conflict resolution can be used as a strategy in solving conflicts that undermine public order and security.

Conflict resolution in English is known as conflict resolution which has different meanings according to experts who focus on researching conflict. Webster Dictionary defines it as (1) the act of breaking down a problem, (2) solving, (3) eliminating problems.

Conflict resolution is a process of trying to reduce or even resolve a conflict. That means minimizing violence arising

from conflict, overcoming hostilities that occur between conflicting parties, creating an outcome that is mutually acceptable to the conflicting parties and a settlement that can be maintained properly and is peacefully sustainable (Wahyuni et al., 2022).

Conflict resolution is any effort aimed at resolving conflicts or disputes in various lines of human life. In essence, conflict resolution is seen as an effort to deal with the causes of conflict and try to resolve it by building new, long-lasting and positive relationships between hostile groups or parties (Buka et al., 2022).

Conflict resolution is a method of conflict resolution in which the source of conflict is eliminated or eliminated by mutually agreeing or negotiating and other similar activities between the conflicting parties. Third parties can also assist in eliminating conflicts through negotiation, conciliation and mediation processes (Santika et al., 2019).

It can be seen that conflict resolution has become a study material offered as an effort to resolve conflicts. Peace studies and conflict resolution have been extensively studied and developed in universities in Europe and America, thus giving rise to a rich variety of conceptions and practices. Mediation, for example, has developed in such a way as to give birth to various approaches, such as facilitative mediation, evaluative mediation, unity-based mediation, narrative mediation, transformative mediation, and settlement mediation. Not to mention other conflict resolution models, as well as approaches in peace-making, peace building, and other conflict interventions (Fanani, 2013).

B. Rationale Learning Conflict Resolution

The ability to resolve conflicts does not occur naturally in students. The ability to resolve conflicts is needed for students in real life, but is often neglected in the learning process. The ability to resolve student conflicts can be developed through a learning process using a conflict resolution model. This model has the advantage that students can solve problems, think critically, communicate, and better interpersonal skills (Santika, 2020).

The conflict resolution model is the

ability and skills of students in responding, solving and taking action on various socio-cultural phenomena and problems that occur in their community environment (local, regional, national and international) by relying on the social and cultural values of the society in which they live. live and thrive (Na'u et al., 2015).

Rational reasons for practicing or applying conflict resolution learning in schools are as follows:
1. Conflict is a natural human trait and can be a constructive force when approached with skill.
2. The process of solving problems in conflict resolution can improve the school climate.
3. Conflict resolution strategies can reduce violence, vandalism, severe absences from school and suspensions.
4. Conflict resolution training helps students and teachers deepen their understanding of themselves and others and develop important life skills.
5. Training in negotiation, mediation, and consensus decision-making encourages citizen activity at a high level.
6. Transferring responsibility to students for solving conflicts.
7. A behavior management system that is more effective than detention, suspension, or expulsion (dismissal) is needed to deal with conflict in the school arena.
8. Conflict resolution training improves listening skills, critical thinking, problem solving skills which form the basis of all teaching.
9. Conflict resolution education emphasizes skills to see other people's perspectives and resolve differences peacefully which helps one to live in a multicultural world.
10. Negotiation and mediation are problem-solving tools particularly suited to the problems faced by young people, and people trained in these approaches often use them to solve problems without seeking adult assistance.

C. Conflict Resolution Learning Model

The conflict resolution learning model provides strategies for teachers to make

learning that takes place more interesting, quality and meaningful for students. Through the conflict resolution learning model, teachers can find out how to design learning programs that are more student-oriented, how to manage classes so that learning takes place effectively, actively and interactively, how to provide learning services, and how to carry out comprehensive learning evaluations, so that they are able to optimize student success in learning during the learning process (Santika, Suarni, et al., 2022).

The use of conflict resolution models can optimize the competence of students. In particular, it trains social values, social sensitivity and problem-solving abilities. Through the conflict resolution learning model, learning activities are of higher quality, interesting and more meaningful for students, because learning activities are oriented to students, class management is carried out actively and interactively, learning services are provided, and assessment and evaluation are carried out in a comprehensive manner.

In its implementation, the conflict resolution learning model consists of 5 stages, namely: (1) the identification stage, at this stage the teacher facilitates students in finding and determining problems through a question and answer process and giving examples of problems to students, (2) the exploration stage, at this stage students collect data and information from various sources that can be used to solve problems that have been determined in the identification stage, (3) the explanation stage, at this stage the teacher guides students in testing the hypotheses that have been formulated based on the data and facts that have been collected, (4) the conflict negotiation stage, at this stage the teacher facilitates discussions between students who discuss and test hypotheses regarding the problems discussed, (5) the conflict resolution stage, this stage is formulated definitively solutions and decisions regarding the problems that have been discussed (Hasbi, 2021).

In relation to the diversity of the Indonesian nation, there is a significant influence from the use of conflict resolution learning models on students' multicultural attitudes. The multicultural attitudes of students who take part in learning using the conflict resolution learning model obtain better results than the multicultural attitudes of students who follow conventional learning models. The multicultural attitude of students can be seen from their attitude in accepting differences based on ethnicity, race, religion, socioeconomic status, and other differences which include competency attitudes and skills to be able to live in diversity, understanding diversity, democratic attitudes and skills, having an attitude empathy for others, skills and responsibilities, as well as skills in planning, implementing, and evaluating (Dewi et al., 2013)..

IV. CONCLUSION

Based on the discussion above, it was concluded that conflict is something that cannot be avoided in everyday life when interacting with other people. To resolve conflicts, conflict resolution models can be used. The application of the conflict resolution learning model aims to train students' skills to solve critical problems, communicate, and better interpersonal skills. Conflict resolution methods can optimize the competence of students. In particular, it trains social values, social sensitivity and problem-solving skills. Through the conflict resolution learning model, learning activities are of higher quality, interesting and more meaningful for students, because learning activities are oriented to students, class management is carried out actively and interactively, learning services are provided, and assessment and evaluation are carried out in a comprehensive manner.

REFERENCES

Apner, G. J. (2018). Kehadiran Gereja dalam Kemajemukan Indonesia dalam Terang Yes 49:6 dan Mat 28:19. Jurnal Teologi, 7(2), 185–196. https://doi.org/10.24071/jt.v7i2.1639

Arip, S. A. (2018). Kemajemukan Visi Negara Hukum Pancasila Dalam Misi Hukum Negara Indonesia. Refleksi Hukum: Jurnal Ilmu Hukum, 2(2), 109–124.

https://doi.org/10.24246/jrh.2018.v2.i2.p109-124

Baharun, H., & Awwaliyah, R. (2017). Pendidikan Multikultural dalam Menanggulangi Narasi Islamisme di Indonesia. Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies), 5(2), 224. https://doi.org/10.15642/jpai.2017.5.2.224-243

Buka, V., Santika, I. G. N., Kartika, I. M., & Sujana, I. G. (2022). Implementasi Nilai-Nilai Pancasila dalam Budaya Mana ' o di Desa Manu Kuku Kabupaten Sumba Barat. Jurnal Ilmiah Ilmu Sosial, 8(1), 109–117. https://doi.org/https://doi.org/10.23887/jiis.v8i1.40757

Darmawati, A., & Harsono, M. (2021). Perkembangan Pemikiran Konflik: Sebuah Tinjauan Mengenai Sejarah dan Sifat Konflik. Jurnal Ilmu Manajemen, 18(1), 41–48. https://doi.org/10.21831/jim.v18i1.54794

Dewi, K. P. H., Lasmawan, W., & Dantes, N. (2013). Pengaruh Model Pembelajaran Resolusi Konflik Berbantuan Media Lingkungan Terhadap Sikap. E- Journal Program Pascasarjana Universitas Pendidikan Ganesha, 3(3), 1–11. https://media.neliti.com/media/publications/119251-ID-pengaruh-model-pembelajaran-resolusi-kon.pdf

Fanani, A. (2013). MODEL RESOLUSI KONFLIK ALTERNATIF DALAM HUKUM ISLAM Ahwan Fanani. Jurnal Kajian Hukum Islam, 7(2), 1–20.

Hasbi, M. (2021). Penggunaan Model Pembelajaran Resolusi Konflik Dalam Meningkatkan Kompetensi Multikultural Siswa. Qalam: Jurnal Ilmu Kependidikan, 10(2), 109–114. file:///C:/Users/Asus/Downloads/jurnalumsorong,+Journal+manager,+5.+Asrianto+110-114.pdf

Humaidy, A. A. M. (2017). Analisis Stratifikasi Sosial Sebagai Sumber Konflik Antar Etnik Di Kalimantan Barat. Karsa, XII(2), 186–195. https://doi.org/https://doi.org/10.19105/karsa.v12i2.142

Khatimah, H., Kartika, I. M., & Santika, I. G. N. (2022). Pengaruh Implementasi Pendidikan Karakter Terhadap Sikap Sosial Pada Siswa. Widya Accarya, 13(2), 127–132. https://doi.org/10.46650/wa.13.2.1266.127-132

Manullang, M. (2019). Misi Dalam Masyarakat Majemuk. Jurnal Teologi Cultivation, 3(2), 49–63. https://doi.org/10.46965/jtc.v3i2.267

Mediawati, D. (2019). Konflik Antar Etnis Dan Upaya Penyelesaian Hukumnya. Konflik Antar Etnis Dan Upaya Penyelesaian Hukumnya, 1(Konflik Antar Etnis Dan Upaya Penyelesaian Hukumnya), 36–49. https://doi.org/10.15575/kh.v1i1.

Na'u, M. I. K. M., Marhaeni, A. A. I. ., & Lasmawan, W. (2015). Pengaruh Model Pembelajaran Resolusi Konflik Dan Kemampuan Berpikir Kritis Siswa Terhadap Hasil Belajar IPS Siswa Kelas V Sekolah Dasar Gugus II Kecamatan Bajawa Kabupaten Ngada-NTT. Jurnal Program Pascasarjana Universitas Pendidikan Ganesha, 5(1). https://media.neliti.com/media/publications/124818-ID-pengaruh-model-pembelajaran-resolusi-kon.pdf

Rahmelia, S. (2021). Pemaknaan Mahasiswa Terhadap Narasi Konflik Beragama. Jurnal Kewarganegaraan, 5(1), 45–54. https://doi.org/10.31316/jk.v5i1.1288

Rusdiana. (2015). Manajemen Konflik Rusdiana.Pdf. CV Pustaka Setia.

Safitri, I. (2012). Application for Conflict Resolution Services Interpersonal Conflict Class X-8. Jurnal BK Unesa, 4(1), 154–159.

Santika, I. G. N. (2020). Menelisik Akar Kegaduhan Bangsa Indonesia Pasca Disetujuinya Hasil Revisi UU KPK

Dalam Perspektif Pancasila. Jurnal Ilmiah Ilmu Sosial, 6(1), 26–36. https://doi.org/10.23887/jiis.v6i1.25001

Santika, I. G. N. (2021). Pendidikan Kewarganegaraan (Studi Komparatif Konstitusi Dengan UUD 1945). Lakeisha.

Santika, I. G. N., Suarni, N. K., & Lasmawan, I. W. (2022). Analisis Perubahan Kurikulum Ditinjau Dari Kurikulum Sebagai Suatu Ide. Jurnal Education and Development, 10(3), 694–700. https://journal.ipts.ac.id/index.php/ED/article/view/3690

Santika, I. G. N., Sujana, G., & Winaya, M. A. (2019). Membangun Kesadaran Integratif Bangsa Indonesia Melalui Refleksi Perjalanan Historis Pancasila Dalam Perspektif Konflik Ideologis. Journal of Etika Demokrasi (JED), 4(2), 89–98. https://doi.org/https://doi.org/10.26618/jed.v4i2.2391

Santika, I. G. N., Sujana, I. G., Kartika, I. M., & Suastika, I. N. (2022). Alur Pemikiran Finalisasi Pancasila Dalam Undang-Undang Dasar Negara Republik Indonesia Tahun 1945. Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan, 7(3), 552–561. https://doi.org/http://dx.doi.org/10.17977/um019v7i3p552-561

Sudira, I. N. (2017). Resolusi Konflik dalam Perubahan Dunia. Global: Jurnal Politik Internasional, 19(2), 156. https://doi.org/10.7454/global.v19i2.301

Wahyuni, N. P. S. W., Widiastuti, N. L. G. K., & Santika, I. G. N. (2022). IMPLEMENTASI METODE EXAMPLES NON EXAMPLES DALAM PEMBELAJARAN DARING UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS SISWA SD. Jurnal Ilmiah Pendidikan Citra Bakti, 9(1), 50–61. https://doi.org/https://doi.org/10.380

48/jipcb.v9i1.633

Yenuri, A. A., Islamy, A., Aziz, M., & Muhandy, R. S. (2021). Paradigma Toleransi Islam Dalam Merespons Kemajemukan Hidup Di Indonesia. POROS ONIM: Jurnal Sosial Keagamaan, 2(2), 141–156. https://doi.org/10.53491/porosonim.v2i2.216