Conflict Resolution Education in Improving Learning Motivation for Junior high School

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Abstract
Conflict resolution education is an effort to overcome problems faced by students, especially in increasing learning motivation. Students are inseparable from conflict. Both conflicts that occur from within the individual itself (personality) and conflicts that originate from outside the individual (interpersonal) such as conflicts between individuals and groups. Not all students have conflict resolution skills. Meanwhile, conflict resolution skills are very important for students to have to solve the problems faced in their lives in the future. Conflict resolution skills must be done are: able to orient, able to understand that each individual is different, able to see situations, empathize, and blame others, able to manage emotions, able to communicate well, able to think creatively in solving problems, able to think critically in predicting in analyzing conflicts.

Keywords: Conflict Resolution Education, Learning Motivation

1. Introduction
Conflict is not always perceived negatively. If conflict is perceived positively and resolved constructively, conflict can be used as a means of learning from real-life experiences and helping to develop students' self-concepts. Therefore, students must be educated and trained with knowledge, awareness, and attitudes, as well as skills to resolve conflicts positively. As a result, students are expected to be able to resolve their conflicts constructively throughout their time at school and in their lives in society.

As social human beings, we always interact with each other in life. If someone has something problem with each other’s there will be cooperation, and if someone has a different each other, it will be a conflict, including in school. School as a social system is a place that should have a safe condition to support the learning process. The learning process will be better if the physical and psychological environment is conducive. On the other hand, conflict, and violence in schools, will harm the learning process in schools.

Conflict resolution can be done through conflict management. The term conflict management is often used interchangeably with the term conflict resolution, and there is no difference between them. However, for conflict resolution efforts in schools, experts and practitioners mostly use the term conflict resolution, while educational programs are referred to as conflict resolution education programs (Girard and Koch, 1996).

Therefore, in this paper, it is necessary to improve the ability of conflict resolution education in increasing learning motivation for Junior High School to teach how to solve a problem that can be solved by students in a school environment.
2. Method

The researcher applied descriptive qualitative research. Descriptive qualitative research was used to find the description of conflict resolution education in improving the learning motivation of junior high school. This study included qualitative research because it only described the situation and condition of the conflict resolution education process in improving the learning motivation of junior high school.

Researchers apply descriptive qualitative research. Descriptive qualitative research was used to find descriptions of conflict resolution education in increasing junior high school learning motivation. This research includes qualitative research because it only describes the situation and conditions of the conflict resolution education process in increasing the motivation to learn from junior high schools.

To research social knowledge, especially on the social condition, the data are usually analyzed and interpreted more clearly based on the situation (Moleong, 2017). In this research, gathering the data through observation, interviews, and library references.

3. Results and Discussions

Results

Conflict resolution which in English is conflict resolution has different meanings according to experts who focus on researching conflict. Resolution in Webster's Dictionary according to Levine (1998:3) is: (1) acting of unraveling a problem, (2) solving it, (3) eliminating or eliminating the problem. While Weitzman and Weitzman (in Morton and Coleman, 2000, p. 197) describe conflict resolution as the act of resolving problems collectively, we define it as the process of resolving conflicts (solve a problem together). It differs from Fisher et al. (2001:7), who explain that conflict resolution is an endeavor to address the roots of conflict and to develop new, long-lasting connections amongst antagonistic groups.

According to Mindes (2006: 24), conflict resolution is the ability to reconcile disputes with others and is a crucial part of social and moral growth that involves the ability to negotiate a compromise and build a sense of fairness. In the meanwhile, according to Deutsh (1973:420), conflict resolution is a collection of ideas and experimental studies aimed at comprehending the nature of conflict, investigating conflict resolution procedures, and resolving disputes.

From the description of the idea provided by these experts, it can be inferred that conflict resolution refers to an individual's technique of willingly resolving the difficulties experienced by other persons. Conflict resolution also proposes the use of more democratic and productive means of resolving disputes, such as enabling the conflict parties to address their problems on their own or enlisting the assistance of a smart, neutral, and impartial third party.

Bodine and Crawford (Jones and Knmita, 2001: 2) identify a number of crucial competencies for expanding conflict resolution activities, including:

1) Orientational aptitude
   Individual awareness of conflict and attitudes demonstrating nonviolence, honesty, fairness, tolerance, and self-respect are included among the orientation skills for conflict resolution.
2) Perceptual aptitude
   Perceptual ability is a person's capacity to see that each person is unique, to perceive circumstances through the eyes of others (empathy), and to refrain from assigning blame or making unilateral judgements.
3) Emotional capacities
   Emotional aptitude in conflict resolution comprises the capacity to control a number of unpleasant emotions, such as anger, fear, and impatience.

4) Communication skills
   Conflict resolution requires the capacity to listen to others: to comprehend the other person, to explain in simple language, and to simplify or rearrange highly charged comments into neutral or less emotional ones.

5) The capacity for innovative thought
   In conflict resolution, the ability to think creatively encompasses the understanding of issues and the sharing of alternate solutions.

6) Critical thinking ability
   Critical thinking in conflict resolution, i.e., the capacity to foresee and analyze conflict situations as they occur.

Discussion
The Importance of Conflict Resolution Education for Junior High Schools

Experts convey the importance of conflict resolution education in schools, such as Morton and Susan (Frydenberg, 2005: 139) who state that schools are the center of students' social life. Differences in ethnicity, gender, age, wealth, poverty, and skills became fertile ground for conflict and opportunities for development. Therefore, schools must change the basic way of educating students so that they do not fight each other but develop the ability to deal with conflict constructively.

David and Porter (Bunyamin Maftuh, 2005: 102) Despite the fact that Weitzman & Weitzman (in Morton & Coleman, 2000, p. 197), characterize the rationale for conflict resolution education in schools as follows:

a) Conflict is a normal human characteristic and, when handled with expertise, may be a positive force.

b) The conflict resolution problem-solving process can improve school atmosphere.

c) Conflict resolution tactics can minimize violence, vandalism, truancy, and suspensions.

d) Conflict resolution training helps students and teachers gain vital life skills and a deeper knowledge of themselves and others.

e) Training in negotiation, mediation, and consensus decision-making promotes high levels of public engagement.

f) If students are responsible for resolving problems without violence, adults may focus more on teaching and less on disciplinary concerns.

g) To resolve disputes during school activities, a behavior management system that is more successful than detention, suspension, or expulsion (dismissal) is required. Training in conflict resolution increases instructors' fundamental listening, critical thinking, and problem-solving abilities.

h) Conflict resolution education stresses the ability to perceive the other person's perspective and peacefully settle conflicts, therefore preparing students to live in a multicultural environment.

Negotiation and mediation are problem-solving techniques that are particularly appropriate to the issues that young people face, and persons trained in these approaches frequently utilize them to resolve conflicts without seeking adult assistance.

The various reasons regarding the importance of conflict resolution education in schools stated by David and Porter above are considered by experts, experts, and education practitioners to implement conflict resolution education in educational institutions through various approaches. Bodine and Crawford (1994:27) formulate four kinds of approaches in conflict resolution education as follows:
a) Process curriculum approach  
A method of conflict resolution that allots dedicated time for the instruction of relevant conflict resolution materials (negotiation, mediation, etc.) inside a distinct subject, curriculum, or lesson plan.

a) Mediation program methodology  
The conflict resolution education program for students who have received conflict resolution training.

d) Peaceful classroom strategy  
A method of teaching pupils the fundamental skills, concepts, and procedures of conflict resolution. This strategy integrates conflict resolution learning programs into key topics (civics, social sciences, natural sciences, literature, the arts, etc.) and classroom management techniques.

d) Peaceable school approach  
A peaceable classroom approach is a basis for building and realizing a state of a peaceable school. This approach is comprehensive (whole) that uses conflict resolution as a system to manage the classroom and school life. This approach does not only focus on students, but also all school members, such as teachers, counselors, staff & employees, principals, and parents of students.

Improving Learning Motivation for Junior High School

Intrinsic and extrinsic motivation are two distinct forms of student learning motivation. Intrinsic drive originates from the pupils' own desire to study. This motivation might be impacted by a student's desire to attain a particular objective, such as academic success, admission to a preferred high school or college, parental approval, etc.

While extrinsic motivation is the motivation that comes from outside, such as the environment. Examples of extrinsic motivation are the lure of gifts from parents if they excel, following suggestions or advice from teachers, and so on.

Increasing student learning motivation is certainly not an easy job. The way to increase it is as follows.

a) Using appropriate and varied learning methods  
How to increase student learning motivation by diversifying learning methods. It aims to eliminate student boredom during teaching and learning activities. If students are getting bored with the material presented, they can change to other methods, such as group discussions, question and answer sessions, demonstrations, and so on.

b) Make students active learners  
The activeness of students can encourage them to continue learning and enthusiasm in solving a problem.

c) Utilize media optimally as a way to increase students' learning motivation.  
Through the media, students can get new things that they have never gotten before. An example is by displaying a visualization of ongoing learning. Through visualization, students can more easily understand the material. If they understand, surely they will be enthusiastic and motivated to continue learning.

d) Creating competition or competition that occurs during learning, can grow its own motivation for students.  
Through competition, they will prove to each other that they are the best. In order to be the best, students are required to keep learning. This condition will be able to increase student learning motivation.

e) Conduct periodic evaluations  
Evaluation is one way for teachers to measure the competence of their students. If the evaluation results always show good results, it can be concluded that most students have a large enough motivation to learn. An example is by making assessments related
to student activities, such as assignments and quizzes.

f) Convey motivation directly.

One way to increase students' motivation is to motivate them by telling success stories of other characters. When they hear about other people's success, they are often motivated to follow in their footsteps.

g) Praise

Compliments are words that can give a positive touch verbally.

Through praise, someone will feel appreciated, as well as students such as giving appreciation in the form of praise to students who successfully complete assignments well.

Several Forms of Conflict Occurred in Junior High School

Conflict between individuals in students is common. The conflict between individual elementary school students has the potential to cause reactions that cause violence such as ridicule and fights. This kind of conflict will ultimately damage the friendship that is established and disrupt the concentration of students in the lesson.

This conflict is sometimes substantive, involving ideas, opinions, interests, or emotions in nature, involving differences in tastes, and feelings of liking or disliking. Some of the conflicts in elementary schools are as follows:

a) Conflicts that lead to ridicule

The occurrence of fights and mocking each other in elementary school students is influenced by dislike, selfish interests such as sending friends, uncontrollable emotions, and differences of opinion.

b) Conflicts that lead to fights

The fights that occur are a form of students' emotions towards the unpleasant behavior they receive. Like being ridiculed with harsh words and beaten. This behavior causes students to fight. Fighting was done to vent his anger so that no more students dared to disturb him or put up a fight.

Handling Conflict Resolution in Learning Motivation for Junior High School

If the group shows aggression or hostility, the first step the teacher should take is to analyze the situation. After knowing the root of the problem, the most important thing is to immediately find a solution. In this case, all parties must play a role, namely family, school, community, and government.

a) The role of the family in solving this problem.

1) Basic education begins at home. Parents must actively take care of their children's emotions. The pattern of education should also be changed. Parents should not dictate to their children but set an example.

2) In addition, do not restrain children from doing something and let them express themselves as long as they are within reasonable limits.

3) Avoiding domestic violence to create comfortable and conducive home conditions. No less important is limiting children's viewing of television shows that contain elements of violence. Parents must be good at choosing a positive spectacle for children so that they can be used as role models. Restricting teenage children is indeed more difficult because they can access any information from anywhere.

4) Instilling religious values from an early age needs to be done so that children will be able to fortify themselves from negative things if they are not in the family environment.

b) The role of schools is very important in solving this problem.

1) To minimize conflict, schools must make strict rules so that students can be more disciplined.

2) In addition, the role of BK in the mental development of students is also needed. BK
helps find solutions for students who have problems. So that things that can trigger conflicts can be prevented.

3) Conditioning a friendly and affectionate atmosphere. The teacher does not only act as a distributor of knowledge but also acts as a parent, namely educating.

4) Provide facilities to channel student energy. For example, providing extracurricular activities for students. The age of teenagers' energy is high, so it needs to be channeled through positive activities so that it does not lead to detrimental things.
   a. The role of the community in solving problems.
   b. Society provides space for youth to express themselves.
   c. Appreciate positive actions taken by teenagers.
   d. Provide an example outside the family circle.
   e. The government's role in problem-solving.

   c) In organizing extracurricular activities in schools, funds are needed. So the government must provide subsidies to improve the facilities and infrastructure of these activities.

   d) The government must be firm in implementing punitive sanctions.
     Provide a deterrent effect on students who violate the rules, so that they will think again and again to repeat the same thing. If you see a strict sanction, then other people will be reluctant to imitate it.

4. Conclusions

Conflict resolution is an individual's way to resolve problems that are being faced by other individuals voluntarily. The conflict resolution capabilities that must be carried out are: 1) being able to be oriented; 2) able to understand that each individual is different and able to see the situation or empathize and delay blaming others; 3) able to manage various emotions; 4) able to communicate well; 5) able to think creatively, in solving problems; and 6) able to think critically in predicting and analyzing conflict situations. Approaches that can be taken in conflict resolution education are as follows: 1) Process curriculum approach, 2) Mediation program approach, 3) Peaceful classroom approach, and 4) Peaceful school approach. In addition to these ways, there are a number of popular sorts of approaches utilized in conflict resolution education programs in schools, namely: the Cadre Approach and the Comprehensive Approach. However, in resolving conflicts all parties must play a role, namely family, school, community, and government.

References


