

Building Students' Social Skills in Learning Conflict Resolution in Grade IV of Laboratory Elementary School

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Abstract

This study aims to describe the results of students' social skills in learning conflict resolution in the fourth grade of Laboratory Elementary School of UPI Cibiru Campus. The research method used is qualitative research with data collection techniques of observation, interviews, implementation of learning. Research results show that the implementation of conflict resolution learning in building social skills in grade IV is carried out through three stages, i.e., 1) preparation stage, 2) implementation stage, and 3) evaluation stage. The preparation stage is the stage of conducting curriculum analysis to see graduate competency standards, core competencies, and basic competencies; mapping the competencies, determining themes, compiling materials, designing evaluation tools, and designing lesson plans. The implementation phase consists of: 1) opening activities, 2) the main activities which include the following stages: search, logical reasoning, agreement building, decision making, conflict reflection, and 3) closing activities. The evaluation phase includes the assessment of affective, knowledge, and social skills competence. Learning conflict resolution for the fourth graders of Laboratory Elementary School of UPI Cibiru in Bandung Regency has an impact on the development of students' social skills including thinking skills, cooperation skills, and emotional control skills. Teachers have focused attention on setting up learning systems and developing conflict resolution learning that enables students to increase their social skills.

Keywords: Social Skills, Elementary School Students, Learning Conflict Resolution.

INTRODUCTION

Conflict in social life is a result of individual or group interactions due to differences in understanding and interests, indifference between human beings and a temperamental attitude which appears as an outburst of anger. Differences in society, people easily getting angered and provoked by other parties make people vulnerable to division. The behavior of greeting each other, being friendly and helpful shifts into selfish behavior, making humans lose empathy, and solidarity begins to fade.

The essence of humans as social beings recognizes that their existence requires togetherness in their lives to help each other. The need for interdependence and cooperation in order to survive underscores the idea of human obligation to socialize with one another. Social skills have a very important role that is closely related to meeting one's needs for social

activities including communicating, interacting, working together to be able to mix well with others. According to Minarni (2012), social skills are defined as skills to communicate and interact with others. Furthermore, state that social skills are the ability of a person or community member in establishing relationships with other people and the ability to solve problems, so that they can adapt harmoniously to the surrounding community. Maryani (2011: 21) states that "social skills can be achieved through the learning process. Low social skills can cause other problems such as fights caused by the use of inappropriate words, bullying, being arrogant, and tendency to always feel the most right. This is reinforced by data obtained from the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia - henceforth KPAI), the percentage of cases of educational violence: 25.5% of bullies, 22.4% of victims of bullying, 19.3% of brawlers, 18.7% of victims of extortion, 14,3% of victims of brawl (Source: Kompasiana January 30, 2020 23:22). In addition, according to Retno (2019), based on complaints received by KPAI, victims of psychological violence and bullying are still the highest. Researchers note that the barriers to social interaction are less dynamic as a result of low emotional stability. The results of research by Agustini (2019) indicate there is a significant correlation between emotional intelligence and social interaction of fifth grade elementary school students.

In realizing a harmonious and peaceful society, schools must make places to practice ways of socializing and building peaceful social relations and conflict resolution. (Oueijan, 2018; Stevenson 2003; Cowie & Jennifer, 2009). The problem of harmonious culture is a challenge for the world of education, as it has not contributed significantly to the formation of attitudes and social skills, especially in elementary schools. Educational institutions have not taught the vision of education. Violence and aggression due to conflict suppress problems in schools and education (Acker, 1993). Order becomes a behaviour and a vision in the social sphere so that previously negative moral issues are immediately resolved by learning social skills in schools.

The formation of a culture of peace in elementary schools through conflict resolution learning as a form of educational responsibility that will produce students that have respect, courtesy, care, and cooperation, and humility, which leads to the completion of their social skills. In the learning process of conflict resolution in the classroom with the aim of building students' social skills, good cooperation has been seen between them. They are encouraged to interact, dare to express opinions, and build effective communication. Students have been helped to develop thinking skills and problem solving ability, to be involved in teams, also to

classify values that contain the principle of building togetherness. Conflict resolution learning that has been implemented shows indicators of the completion of activities on the development of students' social skills. This completion cannot be separated from efforts to create a conducive classroom environment that is safe, comfortable, and peaceful so that a meaningful learning process has been created by the teacher, including using various methods and strategies in its development. Based on observation result on July 8, 2021, the implementation of conflict resolution learning that has been carried out in Grade IV of UPI Laboratory Elementary School, Cibiru Campus, it is important to trace and identify the results that lead to the success in building students' social skills.

METHOD

The research method used is qualitative research, which aims is to understand the phenomena experienced by the research subjects, such as behaviour, perceptions, actions and others holistically, by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2009). Data collection techniques used in this study were observation, interviews, and documentation. The research subjects selected by the researcher using purposive sampling, consist of class teachers, and fourth grade students. The stages in data analysis are data reduction, data presentation and conclusion drawing. The research method used is qualitative research with data collection techniques of observation, interviews, implementation of learning

RESULTS AND DISCUSSION

1. Implementation of Conflict Resolution Learning

Conflict resolution learning in education is a solution in answering social problems, as its goal is to prepare students' behaviour to adapt to their environment, socialize, interact, care, and solve social problems. It is directed towards the development of students' potential social skills using various strategies and methods. The focus of learning is directed to the discussion of the themes that are most closely related to students' daily lives, emphasizing student participation/involvement in the discovery process.

Furthermore, the knowledge and practice of conflict resolution applied by the students have fulfilled the process curriculum, by creating peaceful classrooms, and peaceful schools. Managing a peaceful class is done by creating an interesting, comfortable class for students to

learn. The instructional process that guarantees a comfortable and safe atmosphere for students will encourage a peaceful environment at school. To help facilitate the development of students' knowledge, skills, and attitudes about conflict and its resolution or conflict knowledge constructively, the curriculum functions as a means of implementing instructional activities in achieving goals. Given that the curriculum plays a very important role for educational purposes, the role of the curriculum can provide learning directions regarding conflict resolution.

From the perspective of the goals of conflict resolution education in relation to its instructional practices in grade IV, the values of local wisdom *sabilulungan* from West Java have functioned effectively as guidelines in building harmonization capable of reducing conflict. In the meantime, conflict resolution materials are integrated with social studies subjects, civics education, science also art and culture as cross subject areas. Explicitly, the instructional objectives have led to high-level student activities, i.e., 1). cognitive domains C4, C4, C6, 2). affective domain, 3) psychomotor domain. The application of conflict resolution learning into thematic social studies consists of searching, logical reasoning, agreement building, decision making, and conflict reflection (Istianti, 2022) has elements of flexibility, reflection of the real world, and alignment of students' ways of thinking to solve problems based on issues. Cases raised in conflict resolution learning are: water boundary conflicts in Indonesia, inter-tribal conflicts, labor and employer conflicts, illegal logging, traders and police conflicts, racial conflicts, illegal fishing, and territorial boundary struggles using thematics in the 2013 Curriculum.

Regarding the role of students and teachers, their interactions in the context of social systems in conflict resolution learning, have shown a balanced pattern of teacher-student relationships. The teacher's role in initiating challenging learning strategies for students to learn at a high level of critical thinking ability is to teach how to solve conflicts. The teacher has served as a mentor, director, facilitator, and motivator in teaching conflict resolution. The teacher as a mediator, in addition to developing constructive resolution strategies, provides examples for students to mediate in discussions. An important role for teachers as evaluators is to be able to assess the knowledge, skills, and attitudes of conflict resolution. The role of students is to perform conflict resolution strategies, negotiation activities, accommodation, compromise, and mediation. The pillars of the child's character that are carried out are cooperation, tolerance, togetherness, and understanding in an integrated theme.

The results of interviews with teachers stated that the implementation of conflict resolution learning could use thematic or stand-alone methods as in social studies subjects. The implementation is carried out through 3 stages, i.e.:

First, the planning stage, which includes curriculum analysis activities by checking graduate competency standards, core competencies, basic competencies; mapping the competencies; determining themes; compiling materials; and designing lesson plans. In this process, the teacher has created a theme that is not based on student books only, but is deepened so that it is adapted to the needs of students.

Second, the implementation stage of the instruction, which consists of: 1) Opening activities, 2). The core activities including the following steps: searching, logical reasoning, agreement building, decision making, and conflict reflection, 3) Closing activities. The evaluation phase includes the assessment of affective competence, knowledge competence, and social skills competence.

Opening stage of learning consists of teacher greeting the students, praying together led by the class leader. The teacher presents Theme 1: Diversity of Living Creatures in My Environment, with the main subject: Implementation of Rights and Obligations in protecting and maintaining Marine Natural Resources. The teacher reviews the material that has been discussed. The teacher conveys the learning objectives and the tasks that students must complete in the main activity. The teacher conveys the importance of studying the material to be studied. In the opening phase of the lesson, the teacher began with the question-and-answer (henceforth Q&A) activity with the students. The following is an excerpt from teacher-student interactions: "Have you ever had a disagreement or fight with your friends? What's in dispute? Is it permissible to disagree with friends? Can a dispute with a friend drag on without a resolution? How do you solve it? The teacher occasionally gives reinforcement to students who answer the teacher's questions. To attract students' attention to the main subject matter being taught with the theme Caring for Living Creatures, in caring for marine animals sub-theme, the teacher still conducts Q&A with students regarding problems that occur in Indonesian seas. Several students expressed their opinions, revealing the problems that occurred in Indonesian waters. The following are excerpts from the answers given by students, as follows: "garbage in the sea, fishing using bombs, border struggle, foreign ships often steal fish in Indonesian seas". The teacher responds to students' answers by giving praise. The teacher conveys the scope of the material to be taught in accordance with the problems found by students.

The main activity, which includes:

Searching stage: the teacher displays a marine map of Indonesia as a maritime country for students to observe, which is often the subject of disputes. The teacher divides students into small groups asking students to compare the area of the waters and the land, and to find the facts of the four borders of Indonesia's marine territory for the sovereignty of the Republic of Indonesia as a reference for the management of Indonesia's marine areas. In groups, students search the territorial waters of Indonesia with the help of a map. Student representatives are asked to come forward to show the borders of Indonesian waters based on territorial borders. To explore students' love for water, the teacher asked students to express their pride in being part of Indonesia and possessing marine resources. Untuk To avoid the impression of verbalism and to encourage students' motivation in learning, the teacher displays the facts of Indonesian water territory with all the potential they have through a video. The teacher held a question and answer session with the students to identify the problems that arise due to the vast sea conditions in Indonesia. The teacher divides students into groups to look for and find problems with the state of marine waters in Indonesia and the threat of conflict by filling them out on worksheet. In group activities, students find various problems of marine in Indonesia, and water problems have been identified, such as illegal fishing, garbage problems, and shark hunting. The teacher reminds students to focus on the issues that will be discussed together and assigns students to make questions according to the topic of the problem raised. To attract students' interest in learning to solve problems, the teacher asks students and determines that one of the cases will be solved together, i.e. procedures for securing waters in Indonesia from the threat of theft or destruction. Students agree on the case to be solved, i.e. the problem of illegal fishing to be the object of discussion.

Logical reasoning stage to create an interactive classroom atmosphere and inquiry activities, the teacher assigns students to solve problems using real contexts. The teacher gives a brief explanation of the importance of the rights and obligations of all Indonesian citizens in maintaining and utilizing marine natural resources for the welfare of the population. The teacher asks students to put forward their arguments from a problem they find, interpret, analyze, build causal relationships with illegal fishing carried out by foreign fishermen from neighboring countries in the area who enter Indonesian waters illegally. The teacher observes / assesses / checks the results of student work, occasionally corrects students' misconceptions, and listens to the conclusions put forward by students.

Consensus building stage: In order to support social and responsive skills, at this stage, the teacher helps students negotiate and exchange ideas to be mutually agreed upon to obtain problem solving that is considered most appropriate related to maintaining order in areas bordering the region and neighboring countries. The teacher asks some questions "What causes illegal fishing activities? Is it considered breaking the law? How do you deal with it? What do you think will be the impact on waters in Indonesia if there is no resolution? If there is no resolution, can there be potential conflict? and How to overcome it so that conflicts between neighboring countries do not last long? Students discussed and agreed to overcome illegal fishing activities carried out by fishermen, that to overcome illegal fishing activities it was not enough for the Indonesian government to do it alone, but there needs to be bilateral cooperation between Indonesia and neighboring countries. Students look for alternative actions in cases of illegal fishing as a solution, including: preparing a fleet or marine patrol boat, asking Vietnam to stop fishing boats from entering Indonesia, negotiating with neighboring countries so that they can live peacefully side by side. The teacher responds and provides reinforcement for student answers.

Decision Making Stage. In this decision-making process, the teacher helps students to find alternative ways of acting to solve problems appropriately that adheres to the principle of thinking on a sense of caring. The teacher asks students to reveal the decisions they made based on the evidence they found at the beginning. Students find needs that must be met in order to establish good relations with neighboring countries that lead to agreed rules between countries, also reveal the reasons for the need for cooperation between countries and a caring attitude towards Indonesian waters from all forms of threats, i.e. to achieve the goals of common interest. The teacher repeats the students' answers, so that other students have a clear picture of the student's mindset in resolving conflicts. The teacher strengthens the students' answers by arguing that life must be in harmony with members of the community, including between countries, so that the society coexists in harmony. The teacher allows other students to have different opinions as long as it doesn't lead to hostility and even has to be ready to accept criticism from friends. Teachers and students conclude that Indonesian people love peace. war is the last resort that must be taken if all attempts at a peaceful settlement fail. Indonesia adheres to the understanding of harmony between obligations and rights in realizing order.

Conflict Reflection Stage, which aims to express a constructive impression, message, interest in learning and expectations that students have for the learning process. At this stage, the teacher evaluates the instructional process that has taken place as well as reflects on the

attitude decisions taken by students, for example whether they produce positive decisions or vice versa for conflicts that occur. The activity carried out by the teacher is asking students to express their interest in learning to solve water conflicts that occur in Indonesia. The following is an excerpt from the teacher's question on the reflection activity: "When the learning process takes place, what activities are difficult for you? What kind of learning do you want? What is expected from the incident so that there are no violations at sea?" The teacher also asks students to reflect the lesson that can be learned from the urgency of harmony between the obligations and rights of Indonesian citizen over the countries' marine area. The students are also asked to express the importance of building unity that is associated with uniformity, mutual support, and respect by constructing the knowledge experienced by students using their own language.

Closing Stage, where the teacher and students conclude the material that has been conveyed. The teacher provides psychological encouragement to students to love peace. The teacher invites students to pray after studying and takes leave.

Assessment of the affective aspect is carried out by the teacher using observation techniques. As for the knowledge aspect, it is carried out by written and oral tests and assignments. For the skill aspect, it is assessed with practice, and product assessment. From the implementation of conflict resolution learning, teachers have created classes as community groups so that there is balance, harmony, peace away from pressure and intimidation from classmates or school members. They also provide space for children to respect each other, and appreciate the differences integrated in the material. The teacher has focused attention on setting up the learning system and developing instruction that allows students to improve their social skills, such as the concept of difference, negotiation, mediator, collaboration, and unity. Social skills as a critical form of conflict resolution strategies are: finding problems, criticizing events, doing alternative collaboration in solving problems, and making joint decisions to find solutions that are considered effective.

2. Students' Social Skills

Social skills are an important part of what a person needs in social life when interacting with other people. Cartledge & Milburn (1992) state that social skills are the ability of a person or community member to establish relationships with other people and the ability to solve problems, so that they can adapt in harmony with the surrounding community. Arends (2008: 28) mentions that social skills are behaviors that support the success of social relationships and enable individuals to work with others effectively. Gresham, et al (Bremer and Smith, 2004:1)

define five dimensions of social skills, namely: 1). peer relational skills, 2). self-management skills, 3). academic skills, 4) compliance skills, and 5). skill to express opinion (assessment skills). Establishing relationships with other people requires social skills so that there are no disputes or fights. Social skills are very much needed because they can help someone to have and maintain positive interactions with others in a group. Relationships or social interactions are an important and mandatory aspect of an individual's life. To resolve conflicts, it is necessary to have good social skills in order to reduce and resolve various conflicts that occur.

The purpose of building social skills in students, among others are: 1). creating a climate of student cooperation in the classroom to respect each other for differences 2) involving students in making class rules, 3) creating a democratic, calm, conducive and fun atmosphere in solving problems, 4) building closeness with students so that the class becomes more active and participatory in solving problem or completing a project. 5) building good communication with students so as to build a sense of empathy and social skills such as a sense of responsibility, mutual respect, and tolerance. 6) encouraging and guiding students to interact with friends 7) building and maintaining positive interactions with students, 8). guiding, informing, directing, and familiarizing students with friendship skills. According to the National Association for Early Childhood Education (NAEYC), classrooms are a great place to learn about human relationships to form social skills, including: group play, environmental conditioning and Jigsaw cooperative learning strategies. These will strengthen social skills, create a calm and conducive learning atmosphere and change the atmosphere to become calmer, and democratic. Scriven, Michael (1994, p. 151) explains that the teacher is one of the most important factors in determining the quality of social studies instruction in the classroom which ultimately has an impact on increasing democracy and the realization of peaceful learning, (Ahrari, at all. 2013, p. 1-8). Thronberg also explained that in order for a school to become a democratic school, students must be accustomed to listening, negotiating, seeking arguments, and evaluating. (Thronberg, 2010, p. 923).

Regarding the purpose of social skills, from the results of observations on September 5, 2021 with the theme of The Beauty of Diversity in My Country / Sub Theme: Issues of Ethnic and Religious Diversity in My Country. The teacher has integrated reasoning skills, cooperative skills, and emotional control skills. The reasoning skills possessed by students include: a) the ability to identify and find issues b) making hypotheses; c) analyzing and synthesizing data d) distinguishing facts and opinions e) formulating causal factors f) submitting opinions from different perspectives g) making value judgments in making

decisions. h) self-control, i) ability to exchange ideas. As for social skills carried out in group discussions, students take roles in groups, participate in discussions, and in making group decisions. Emotional control skills can be seen when discussing or debating, students listen to their friends when talking, do not dominate the conversation, and express opinions politely. Through the implementation of conflict resolution learning, students get a complete understanding in the aspects of knowledge, social skills, and social attitudes as seen from student responses, student activities, and learning outcomes achieved.

However, teacher's weaknesses are still found, especially in the concept of developing learning goals for social skills, as they are still having difficulty in determining operational verbs, resulting in the obstacles in implementing them.

CONCLUSION

The implementation of conflict resolution learning in grade IV Elementary School is carried out through three stages, 1) the preparation stage, 2) the implementation stage, and 3) evaluation Stage. The preparation stage consists of curriculum analysis activities by checking graduate competency standards, core competencies, and basic competencies; mapping those competencies, determining themes, compiling materials, designing evaluation tools, and designing lesson plans . The implementation phase, which consists of: 1) opening activities, 2) core activities, including stages of searching, logical reasoning, agreement building, decision making, and conflict reflection, 3) closing activities. The evaluation phase includes the assessment of attitude competence, knowledge competence, and social skills competence.

The social skills of 4th graders of Laboratory Elementary School of UPI Cibiru, Bandung Regency through conflict resolution learning have been possessed by students including their reasoning skills, which includes: a) the ability to identify and find issues b) make hypotheses; c) analyse and synthesize data d) distinguish facts and opinions e) formulate causal factors, f) stating opinions g) making decisions on values. As for social skills, the ability to exchange ideas is carried out in group discussions, takes roles in groups, participates in discussions and making group decisions. Emotional control skill can be seen when discussing or debating, listening to friends when talking, not dominating the conversation, and expressing opinions politely.

Factors that support the success of building students' social skills through conflict resolution learning cannot be separated from the role of the teacher. The teacher has created the class as a community group so that there is balance, harmony, peace, away from pressure

and intimidation from classmates or school members. They also provide space for children to respect each other, appreciate differences through hands-on practice. Teachers have focused attention on setting up learning systems and developing instructions that allow students to improve their social skills.

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