

Conflict Resolution Based on Games for Developing a Peace Culture in Vocational High Schools

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Abstract. The purpose of this research was to obtain a basic concept of the conflict map, including design and source of the conflict, which occurred at SMK in Palu City). Additionally, the data was used as a reference for the importance of the Conflict Resolution Based on Games Model for developing a Peace Culture in Vocational High Schools. This research based on the importance of understanding and developing a peace culture in schools, especially Vocational High Schools. The results of this research in SMK Palu show that (1) In most cases, students had seen and experienced conflict as much as 99%; (2) Interpersonal conflicts was in most cases (29%); (3) the most common forms of conflict are mocking and insulting each other (45%); and (4) conflicts that occur to other students of the school begin with insult each other (34%). Additionally, the cause of conflict with other people in the school is offense to self esteem (52%); and low achievement (35%) is the biggest factor for students that causes conflict in schools.

1. Introduction

Peace is an idea that is always fought for in the nationalism context and also relations between nations. Indonesia itself realizes peace as one of the idea of the nation which is stated clearly in the opening manuscript of the 1945 Constitution. In the text it was written that one of the lofty ideals that became the spirit of the birth of the Indonesia was the struggle to realize world order based on eternal peace and social justice. United Nations (UN) through UNESCO since 1997 has campaigned for a program on peace culture, even in 2000, UNESCO declared a movement known as the year of international peace culture (*International Year for the Culture of Peace*) which then continued with the launching of one next decade as an international decade for a peace culture and non-violence for children around the world (International Decade for Culture of Peace and Non-violence for the Children of the World).

Schools become one of the right environments to teach and establish the values of peace. Schools socially become social and interactive spaces with others of different age groups. These differences can be a trigger for conflict. Both of the behavior have the same chance of occurrence, depending on the basic values, culture, and school climate that created by the community and the civitas academic at the school. Peaceful school is a school that is conducive to the learning process that guarantees comfort and safety in every component in the school because of love, attention, trust and togetherness [1].



Considering the importance of a peace culture and non-violence, efforts are needed to create a peace culture, to build a mindset of teachers, students and stakeholders in schools [2]. This effort must be done even since the child is in elementary school level [3]. The effort is carried out by integrating a culture of peace in the education curriculum so that violence and conflict that trigger repressive actions from students can be prevented [4]. Additionally, education for peace purpose to develop learning that supports social cohesion, justice, and environmental preservation [5].

The implementation of a peace culture in schools has two general views in the education for peace in schools. The first view is to make it a separate subject, and the second is to integrate it with all subjects and aspects of learning at school [6]. Integrating education for peace into the curriculum requires the ability of teachers to mix and adapt to the needs of the school [3]. Education for peace also needs to be displayed more systematically to be more in line with the applicable curriculum and easier to apply because it has been integrated well in the curriculum with other subjects [7].

One strategy that can be used to develop a peace culture is to develop conflict resolution capabilities based on media games. The game is something that is quite familiar in the society. The word game also provides a lighter mental burden and more pleasant impression in learning activities. Games can be an alternative media to bring about a peace culture based on games with the principle of experiential learning, where adolescents will be required to think creatively and solve a particular problem directly [8]. Constructive conflict resolution will bring several benefits in a person and have a positive impact, such as: increase self-esteem, greater trust, increase self-esteem in social situations, and improve relationships socially [9]. In addition, by forming conflict resolution they can find good ways to resolve controversies with others, find creative ideas, learn to listen, behave and equalize these differences [10].

2. Discussion

2.1. Peace Culture

A peace culture is a necessity in human life such as happiness, justice and prosperity. According to Castro [11] peace is one of the desires of everyone, which is marked by the presence of love, compassion, harmony, tolerance, care, interdependence, recognition of the souls of others, and gratitude. Solomon stated that a peace culture will be achieved when people realizing and possessing conflict resolution skills, and striving to uphold justice without violence, living by referring to human rights standards and equality, appreciating cultural diversity, respecting each other. All of this can be achieved through systematic peace education [12].

Galtung [13] Make two types of peace, positive peace and negative peace. Positive peace is a condition that is present in everyday life in social life simultaneously, such as; harmony, justice and equality. While negative peace is a condition where there is no more war and various acts of violence and conflict. Webel & Galtung make structure a number of definitions of peace, such as: 1) a free situation from conflict, a society that is safe and orderly with the existence of norms and laws; 2) mental and spiritual conditions that are free from anxiety and emotional disturbance (inner peace); 3) circumstances free from chaos and violence; 4) life harmony between individuals, where individuals respect each other and live in harmony.

The challenge to live together in peace and harmony is increase highly, including for teachers, while students themselves are also faced with challenges in their personal lives. Reports from the International Commission on Education for Twenty-first Century, or better known as Delors Report have identified seven tensions that threaten humanity that have direct implications on values, namely: global-local, universal-individual, traditional-modern, traditional considerations short-term long-term, competition-cooperation, expansion of science-ability of assimilation, and spiritual-material.

The most significant strategy to promote a peace culture is through education for peace [14]. Wenden [5] explained that based on Epistemological, peace education emphasizes the following aspects. First, Education for peace purpose to develop learning that supports social cohesion, justice, and environmental preservation. Social cohesion and mutual understanding among citizens involved in disputes are learning goals achieved that is through the provision of education that focuses on providing skills to manage potential conflicts, the though formation and literacy about the unequal distribution of opportunities, as well as capacity development for students as global citizens (global citizen) with a local identity.

Realizing education for peace must be based on understanding the pedagogy of peace. The pedagogy of peace is not only and is not limited to conflict resolution education, but includes the mindset and the formation of mindsight about how differences must be resolved and conflicts must be brought together so as not to cause social upheaval. Education is a project of awareness about the meaning of being human and how they should interact with nature and other creatures. Learning to care and care for the environment are included. In the context of the application of the science of educating for peace (pedagogy of peace) in education based on peace (peacefulness-based education) [15].

2.2. Conflict Resolution

The school climate has not always been peaceful and safe because conflict has begun to spread to schools in recent years, both in simple and serious conflict. Based on the research results of the types of conflicts in Indonesia, the Titian Peace Foundation [16] released the fact that the most frequent conflicts in 2009-2010 were brawls. The number of laughter reached 30% with 182 conflicts in 2009 and the number of conflict conflicts rose to 231 conflicts in 2010. Student brawl is not only a juvenile delinquency, but has tended to be a criminal behavior area of conflict often accompanied by violence, destruction, persecution, and even murder. Whereas, as an educational environment, schools actually become a place to seek knowledge and a vehicle for the development of human potential.

Considering the importance of a peace culture and non-violence, efforts are needed to create a peace culture, to develop a teachers mindset, students and stakeholders in schools [17]. But not many schools have succeeded in building such a climate of life. This is reinforced by the phenomenon that sticks to the surface. Data collected by UNESCO shows that 246 million children and young people experience violence every year at school including physical violence, psychological violence, sexual violence, and bullying [18]. More than 60% of children experience violence directly or indirectly at school [19] and around 1.5 million fatal crimes have been committed against students each year at school [20] [21]. In Romania in 2006, 38% of primary schools experienced violence with an average of around 29 crimes per 1,000 students [21].

The data reported by the National Commission on Child Protection from 2011-2016 on child abuse in schools has increased by 14% every year in Indonesia. This was confirmed by Plan International and International Center for Research on Women (ICRW) research in five Asian countries (Vietnam, Cambodia, Nepal, Pakistan, and Indonesia) stat that Indonesian students experienced 84% of violence in schools [22]. Based on data from the Central Sulawesi Palu Police Directorate in 2012-2018 in Palu city, the conditions of conflict in adolescents in Palu showed that conflicts in adolescents on hammers since 2012-2018 were generally quite high. Data on adolescent conflict in 2012 increased from 23.2% to 36.5% even though it had decreased to 28.9% in 2013, but the following year in 2014 actually experienced a significant increase to 42.5%. This increase was triggered by one by inter-religious conflict that occurred that year. Violence adolescents against in Palu declined again in 2016 and 2017, but unfortunately the number of violence adolescents in Palu increased again in 2018 to 16%. The facts found are sufficient to illustrate the need for the development of a culture of peace in adolescents in Central Sulawesi (Public Relations of the Central Sulawesi Regional Police, 2018).

The results of research in vocational high school students in Palu show categories of conflict forms which include: (1) The majority of students have seen and experienced conflict as much as 99%; (2) Majority conflicts are interpersonal conflicts (29%); (3) the most common forms of conflict are mocking and insulting each other (45%); and (4) conflicts that occur with other students of the school are started by mocking each other (34%). Furthermore, the cause of the emergence of a source of conflict with other students in the school is self-esteem confusion (52%); and improper achievement (35%) is the biggest factor for students that causes conflict in schools. From the results of the study above, it can be said that conflict is something that often occurs in student life.

These phenomena indicate the need for concrete efforts to resolve conflicts that occur in adolescents. If this violence continues then it is not only students who become victims but students who interfere also have the risk of poor psychological health. Efforts to respond the problems of conflict and violence must be based on teaching love, affection, trust, fairness of cooperation and respect for family and with others.

Games can be an alternative media to bring about a peace culture through games with the principle of experiential learning, where adolescents will be required to think creatively and solve a particular problem directly [8]. The game is expected to be one of constructive conflict resolution media. Constructive conflict resolution will have many positive social impacts on a person [9]. In addition, constructive conflict resolution through games can help someone to find a good way to solve controversies with others, find creative ideas, learn to listen, behave and equalize these differences [10].

2.3. Conflict Resolution Based on Games

Playing is a fun activity carried out for the benefit of the activity itself [23]. Erikson and Freud argued that playing is a form of human adjustment that is very useful to help someone own anxiety and overcome conflict [23]. The game is an activity that has a purpose in it, but that goal leads to the formation of an attitude [24]. Activities in the game create conditions that allow participants to feel conflict in safe situations accompanied by engagement with emotions, assumptions, and communication challenges [25]. This is based on the theory that play and games provide an appropriate way for the channeling of anger in an acceptable process, in other words the game is a simulation of fighting or fighting in a tolerable corridor [26]. Games often mimic the characteristics of real life situations, especially in the field of competition and cooperation, so that the game can reveal the typical characteristics of conflict in group situations [25]. An important point in games is that they rely on social situations, involve learning, have rules, problem solving, self-discipline and emotional control and adopt roles of leaders with followers who are all important components of socialization [26].

The game has a positive impact on one's development both personally and socially. In its development the game has a significant function in the development of culture and especially in psychological phenomena or psychological reflection [27]. According to Dockett & Fleer [24] players have symbolic, meaningful, active, fun, willingness, role-building, and consist of episodes or stages. Games can develop a person's ability to communicate, channeling pent-up emotional energy, channeling needs and desires, providing opportunities to learn things, stimulating creativity, being able to compare their abilities with the abilities of others so that they can build self-concepts more clearly and visibly, learn to socialize, help find moral standards, learn to play with gender roles, learn to work together, practice honesty, and sportsmanship [28].

The game in the educational is not something new, it has even become commonplace. The game even becomes one of the learning methods in various learning opportunities. Guidance and counseling as one of the services in schools also makes the game as an alternative choice in providing its services. The study of playing in guidance and counseling is described by Russ [26] by observing the game process, the counselor can see the expression of a number of processes of cognition, affection, interpersonal processes and problem solving. The process of cognition through the process of play includes (1) organization, (2) divergent thinking, (3) symbolism, (4) fantasy or fantasy.

Scannell in his book, *The Big Book of Conflict Resolution Games*, mentions 48 kinds of games that are divided into 6 types of games that can be used in developing conflict resolution capabilities [25].

3. Method

3.1 Design

The method used is descriptive method. This method is used to describe the conflict in class X students at one of the Palu City Vocational Schools. The research design used was a survey, with a cross-sectional design that is by collecting data at one point in time [29]. This research design was used to provide information about conflict for students in the Palu city. Here is a cross-sectional design chart:

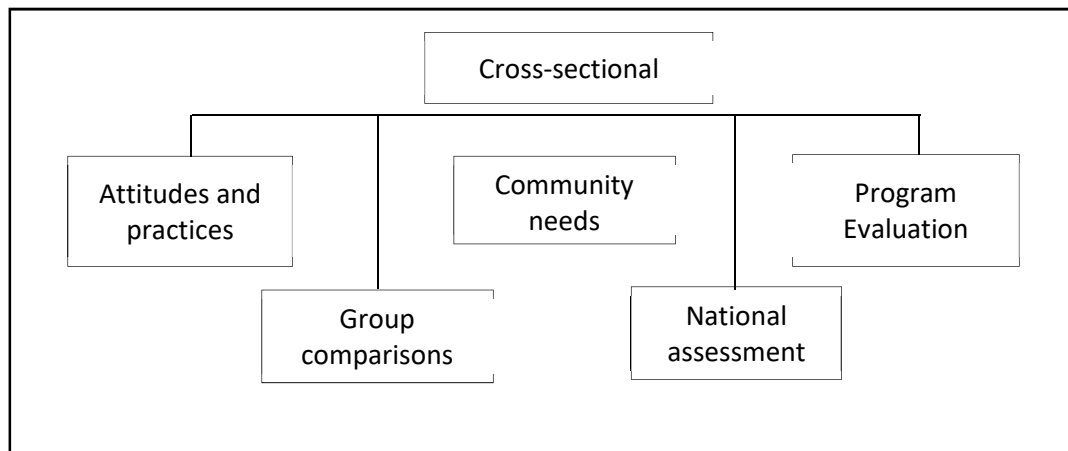


Figure 1. cross-sectional design chart

3.2 Participant

The population of this research is the students of SMK in Palu City 2018/2019 Academic Year. The population was chosen based on the following considerations: 1) Basically at SMK is intended for anyone, but in fact male students dominate. In general, adolescent boys like to think that fighting is a natural thing because of this thinking that makes individuals in vocational schools prefer to settle problems peacefully; 2) In previous studies conducted in high school and are recommendations from previous researchers; 3) Participants in the X grade SMK vocational education are teenagers with a transition period, transitioning from junior high school to vocational high school. Teenagers who are experiencing a transition period are adolescents who are vulnerable to conflict.

3.3 Instrument

The instrument uses a modified instrument by Bunyamin Maftuh, so that the dimensions revealed about studies in vocational high school students in Palu, conflict maps are classified into 4 types: conflict forms, sources of conflict, conflict impacts, and conflict reactions. Attempts to identify and describe conflict maps in schools using interview guidelines and observation guideline.

3.4 Procedure

The procedure in this research is distributing conflict questionnaire instruments, then observing in class for 5 times to find out the significant results between the results of the instrument and the behavior shown by students, processing data on the results of the instrument of student conflict maps, analyzing test results and pouring the results of observations and interviews, and finally reporting on writing articles about conflict maps in vocational students throughout Palu City.

3.5 Data analysis

Data analysis regarding the conflict resolution questionnaire instrument, using descriptive statistics, while for the analysis of interview and observation guidelines can be done with theme analysis.

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