



Model For Learning Conflict Resolution Education Through Approaches To 12 Peace Value

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Abstract.

The inheritance of conflicts in social, cultural and religious systems, which is inherited from an early age, is one of the factors causing hatred towards certain ethnicities, ethnicities and religions that are fostered from an early age to adulthood. The need for an understanding of the value of diversity and diversity is a key factor in building future generations of peace. These values of peace need to be taught in the formal education system at every level of education which is integrated through the Pancasila and Citizenship Education subjects. Through the values of peace a person is able to understand differences both physically, culturally and thoughtfully. This research takes the subject of the Peace Generation Indonesia community who have conducted training for trainers as agents of peace about learning models of 12 values of peace. The 12 values of peace taught are 1. Acceptance, 2. Prejudice, 3. Sukuism, 4. Religious Differences, 5. Sex Gender Differences, 6. Economic Status Differences, 7. Group / Gang Differences, 8. Understanding Diversity, 9 Understanding Conflict, 10. Refusing Violence, 11. Recognizing Mistakes, 12. Apologizing.

Keywords. model for learning, conflict resolution education, 12 basic values

1. Introduction

The background of this research is based on the emergence of horizontal conflicts that often occur in Indonesia because of differences in ethnicity, ethnicity, culture, and religion. Society still often stereotypes the differences, especially on minorities who live among them. These stereotypes often cause prejudice, discrimination and even hatred of certain groups that are passed on to children as generations to live in the future. In some of our children and adolescents there is a tendency to weaken social feelings and empathy for other parties. From these problems, an alternative solution is needed by instilling peace values from an early age to prevent horizontal conflicts in the future. The solution is to include conflict resolution education that is inserted in various subjects in schooling. Schools have considered that conflict resolution skills are urgently required for their students. This study takes the subject in one of the organizations that has implemented a conflict resolution education based learning model, namely Peace Generation Indonesia (PeaceGen).

2. Research Method

The first paragraph after a heading is not indented (Bodytext style). In this study using a qualitative approach because it produces descriptive data based on the results of the analysis of the information and behavior of the research object. Bogdan and Taylor in Moleong suggest that qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. Qualitative research relies on a natural background holistically, positions humans as subjects, conducts data analysis inductively, is more concerned with the process than the results and the results of research conducted agreed upon by researchers and research subjects. In accordance with the research method, this study seeks to describe the role of conflict resolution education learning models through the 12 basic values of peace approach that have been applied by the Indonesian Peace Generation organization.

In qualitative research the main instrument is the writer himself who jumps directly into the field to search for information through observation and interviews. For qualitative researchers human is the main instrument because it becomes everything for the entire research process. He is also a planner, executor, data collector, analyst, interpreter, and in the end he becomes a research reporter.

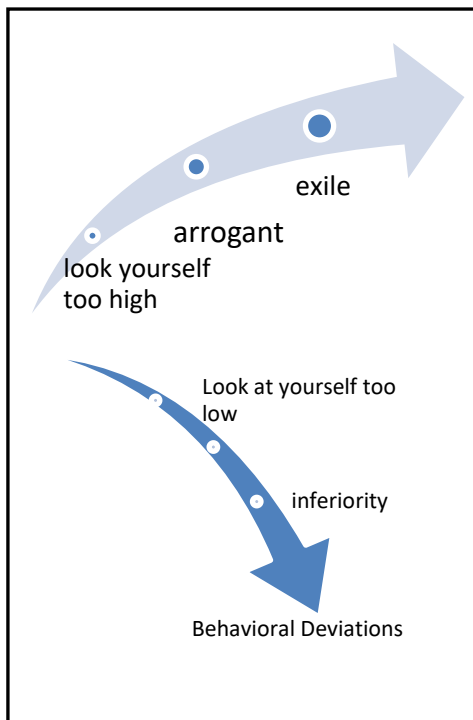
3. Results and Discussion

The learning model of 12 basic values of peace was created by Erik Lincoln and Irfan Amalee. Erick Lincoln is a citizen of the United States of Abraham Lincoln who has lived in Indonesia since 1992. Erik Lincoln is a graduate in the field of religious studies and a Master of arts in the field of cross-cultural studies. Erik Lincoln works as a drug prevention counselor and he is the founder of the Peace Generation organization. Through Peace Generation Erik Lincoln continues to strive to build bridges of closeness between culture and religion. Irfan Amalee is a colleague of Erick Lincoln who is a Creative Media Specialist who together with Erick Lincoln built a peace generation organization in Indonesia. Irfan Amalee works as an editor in the Mizan book publishing industry. He got his authority in the field of peace from the master's program of peace studies at Brandeis University Boston, USA. Irfan Amalee often helps a number of institutions in making learning modules. The application of the learning model 12 basic values of peace uses three aspects namely peace with oneself, obstacles to peace, and paths to peace.

Of the three components, these are then transformed into twelve values as an application of the learning model. In the aspect of reconciling with oneself having an quadrant rises when the proper view of self shows self-esteem too high at the first level, arrogant at the second level, and seclusion at the third level, then vice versa when the quadrant down indicates self-esteem is too low at the first level, low self-esteem at second level, and distorted behavior at the third level. Module 12 basic values of peace were born in 2007, compiled by Irfan AmaLee and Eric Lincoln. The module was born after a long process that they went through. Eric, who is experienced as a teen counselor in America, and Irfan who is experienced in the world of children's books, adds weight to the quality of the module. As the name implies, the module contains 12 basic values of peace, each of which contains a fun game. The 12 values include: self-acceptance, prejudice, ethnic differences, religious

differences, gender differences, differences in economic status, differences in groups or gangs, diversity, conflict, rejecting violence, admitting mistakes, and finally forgiveness. Until now, using this module many people have been trained, ranging from students to teachers. Facilitators who have been trained have implemented this module a lot in their respective regions. In addition, these 12 values are also applied in various PeaceGen programs in collaboration with various communities and institutions.

PROPER VIEW OF SELF

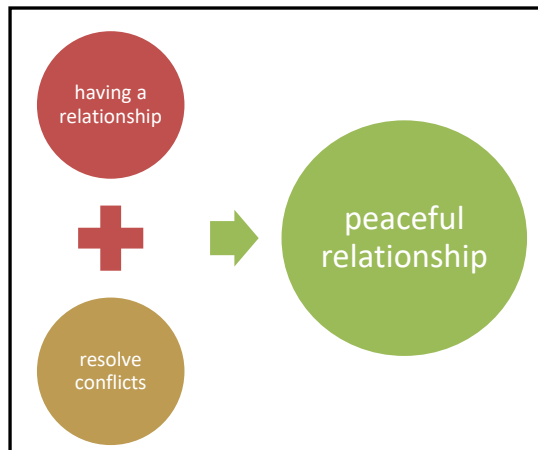


Scheme of Peace Value Learning Model

From the scheme above shows that the need for balance in instilling acceptance of oneself in the application of the learning model of the value of peace in students. This is important because of the importance of students being able to be proud of themselves despite all their shortcoming. At the point of obstacles to peace there are five models for applying the basic values of peace, namely ethnicism, religious differences, gender differences, differences in economic status and group differences. In the tribal model, the tribal world is used. In this game students are divided into four groups consisting of two members. Each member has their own strengths. The teacher prepares four corners as the area of each member. Each member may not enter the corner filled by other members, but there is an empty corner in the middle as a free area that can be filled by each

member. From this game, students are expected to be able to respect the boundaries of the area so that they do not go into other members who are westernized by the social system values of certain tribes. In the free angle in the middle are universal values agreed upon together as a common ground for each ethnicity. The application of this model gives the message that tribal differences are not a matter of contention but rather to learn to understand one another. From this model students are able to understand that each tribe has its own uniqueness, therefore students can understand that each custom and culture has its own good and weaknesses. Then students can understand about human similarity regardless of the advantages and disadvantages of each existing tribe. From here students are able to dispel negative prejudices and stereotypes that are often attached to certain tribes. In this learning, it opens perspective on students to be able to open friendships with other tribes so that students are able to understand all forms of difference, strengths and weaknesses of each.

THE WAY TO PEACE



Goals of Peace Value Learning Model

From the picture above is the purpose of using learning models about 12 basic values of peace. From this model students are trained as early as possible to be able to build peaceful relations with others and their surroundings. Therefore it is very important that the curriculum in Indonesia contains conflict resolution education that teaches students to live the values of peace before it's too late. Teachers are also trained on

how to teach students to be able to forgive each other sincerely when conflicts occur in the family, home and school. The lesson on conflict was important as see that among racial groups. This model students learn here is how forgiving became the goal of all peace making.

4. Conclusion

From this discussion it can be concluded that the use of the learning model of 12 values of peace that has been applied by the Indonesian Peace Generation organization has an important role in instilling the values of peace in students at the school level. The learning model of the value of peace has a mission in forming a generation that can manage conflict in peaceful ways so that in the future students become a generation that has a peaceful relationship to all forms of difference around it. 12 basic values of this peace are acceptance, prejudice, sukuism, religious differences, sex gender differences, economic status differences, group / gang differences, understanding diversity, understanding conflict, refusing violence, recognizing mistakes, apologizing.

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