

BASIC CURRICULUM ON CONFLICT RESOLUTION

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ABSTRACT

Material for handling social conflict and preventing it needs to be provided at every level of education, including elementary schools. The hope is that through this material, the teacher's role in teaching can teach learning methods for handling conflicts within the school. This research discusses children's role in handling conflicts around them. The curriculum focuses on conflict resolution with social learning and learning objectives in implementing learning. Social issues strengthen the curriculum's conceptual framework and are used to accept students from diverse backgrounds. Apart from that, social problems are also used to understand the sources of conflict management. The method used in this research is a literature study. The discussion results in this research indicate that students were given material regarding learning from life experience, group learning methods, and material about social and political conflict. Apart from that, students are also actively involved in social education activities. Through this process, it is hoped that students can develop the ability to overcome global political issues, as well as strengthen their ability to handle conflict and improve their academic competence.

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1. INTRODUCTION

Education is the most essential thing that every citizen must have. Therefore, the government requires a 9-year compulsory education program in Indonesia. It is very reasonable to create an Indonesia that can compete with other countries in all things, especially in education. According to Law 20 of 2003 concerning the National Education System, the government strives to create an equitable education program in Indonesia in various ways, one of which is by continuously evaluating the education system used, from primary to tertiary education. Thus, the government hopes that the education system in Indonesia will continue to change for the better. However, in reality, the socialization of the new education system has yet to yield significant results. This is proven by the fact that many schools still need to be able to implement the education system or curriculum designed by the government. Of course, this cannot be separated from many factors that influence it, such as teacher readiness, geographical location of the school, student input, and so on. However, the government continues to strive to improve our country's education system and curriculum.

As we know, many subjects are taught in schools, from elementary education to action. Of course, the government has reasons for requiring several subjects to be taught in schools. This is stated in the education curriculum, especially in the elementary school education curriculum. This is also stated in Law 20 of 2003 concerning the National Education System.

Recently, there have been many events at the national and international level that are very important for us to pay attention to regarding conflicts between countries. For this reason, it is crucial to include material

about conflict in the Legi and Samosir elementary school curriculum (2023). Providing knowledge about conflict and its resolution to elementary school students takes much work. However, the earlier we teach and provide knowledge to students, the more they will be trained to think critically. This aims to ensure students can reach fair, rational and practical solutions. best (2023).

Thus, studying knowledge related to conflict resolution is the same as providing our students or students with knowledge so that they are more sensitive to the conditions of their own country. Conflict can occur due to several factors. For this reason, one way to avoid this is a curriculum that contains knowledge about the meaning of conflict and how to resolve it. Most educators consider that elementary school students are still too young to be given knowledge about things like conflict. However, without us realizing it, the way elementary school children think in the current era has developed, namely that guiding children in understanding and handling conflict is a process that takes time. Be a positive role model and always be available to listen and give advice when needed. So, there is no harm in providing knowledge about how to resolve conflict to elementary school students Katty Bickmore (2021).

Providing a curriculum containing conflict resolution material aims to increase citizens' awareness from an early age. Of course, this is not easy, but it is possible. Usually, when you hear the word conflict, it is synonymous with negative connotations related to violence or fundamental conflict. This conflict can occur starting from the sphere closest to the child, for example, problems in the family or school sphere. Differences of opinion can also trigger conflict. Therefore, it is best to provide knowledge about conflict and how to resolve it to students as early as possible Katty Bickmore (2017).

There are various types of conflict ranging from the mildest to the most severe. For elementary school students, you can start by handling minor conflicts that usually occur in the school environment. The teaching method that instructors or teachers should carry out is to provide examples and practice them. There is a term "children are great imitators". In other words, children will more readily absorb information from what they see than they will imitate. This will also be effective if used as conflict-resolution material for elementary school-age children. There are several things that teachers need to pay attention to when explaining material about conflict resolution. As we discussed above, it is easier for children to imitate what they see. So, as much as possible, eliminate the negative stigma about conflict. Start introducing students to the impacts that will occur if a conflict occurs Katty Bickmore (2014).

Much material can be given to students regarding applying a curriculum that contains conflict resolution. Teachers can provide picture or video illustrations about the impact of conflict. By providing an overview of the impact of conflict, students will start to think about how to avoid conflict. Apart from that, teachers can provide material and ask students to play roles so that students understand the material on how to resolve conflict. Teachers can change the classroom atmosphere into a conflict area by adding pictures or having students wear costumes. With this, students will usually be very interested and enthusiastic about role-playing. When students play roles, teachers should record what they do so that all training activities regarding how children play a role in resolving this conflict can be documented and kept as an archive.

So many losses have befallen residents affected by the conflict. For example, the impact of the conflict was that many residents lost their homes, parents, and siblings, and many public facilities were also destroyed as a result of the conflict. Many people are hungry because they need food aid. After all, access is prone to conflict. Curriculum on how children handle conflict must begin to be promoted because it does not solely occur because of humanitarian conflict. As we discussed, conflicts can occur because of trivial things in our environment, especially where children often spend their time. We can also train students' leadership skills by providing material about handling conflict.

That is why a curriculum about conflict and how children deal with it is essential, and implementing it is necessary. Because teachers and parents are obliged to provide actual information to children or students even though the incident is a human tragedy, we must be able to explain to children or students that such things are not only for public consumption and only adults should know about them. There is nothing wrong with children being taught about handling conflict from an early age. So that they can overcome and prevent conflicts in the future. Because we cannot escape conflict in our daily lives, with this curriculum, students can participate more actively in helping countries or places experiencing conflict. Assistance can be through prayer, money, or assistance for daily needs. This can also foster students' feelings of sympathy for their brothers and sisters who are in conflict areas.

Considering the importance of this material, hopefully, this curriculum will be more than just a discourse and will be implemented in a few countries. Nevertheless, this material about the role of children in overcoming conflict can be applied in all schools, especially elementary schools. Children need to be trained as early as possible to think critically and be more sensitive to their surroundings so that later, they do not become a generation that is indifferent and does not care about others. In other words, we teach children to pay more attention to humanitarian affairs. From this background, the problem formulation can be formulated as

follows: (1) What does conflict mean? (2) how is conflict resolved in elementary schools? (3) What are the learning methods for conflict resolution? (4) What curriculum addresses conflict resolution?

2. METHOD

This research uses library research or library research because this research aims to analyze and explain the basic conflict resolution curriculum. A total of 18 articles discussing conflict resolution have been read and analyzed by the author. According to (Pringgar and Sujatmiko 2020) the library study research method is carried out to search for information or research data through books, scientific journals, theses, dissertations and other published materials in the library.

3. RESULT & DISCUSSION

3.1. Definition of Conflict

Conflict comes from the Latin configure, which means hitting each other. In contrast, as quoted by Kathy Bickmore (2021), the definition of conflict is the thought or idea of strong organization contained in social education. Understanding the concept of conflict helps learners to manage interpersonal and social problems. According to Kathy Bickmore, conflict is an element of natural human life, even though conflict conflicts with the main ideas and processes of knowledge development when viewed from curricular subjects, especially in social studies Kuntarto (2018). Below is a view of the meaning of conflict:

1. According to (Mustamin, 2016), conflict is a process carried out by individuals or groups to achieve their goals by opposing opposing parties and without paying attention to applicable norms and values; this is carried out accompanied by threats and violence.
2. According to Suhardono (2020), conflict is a struggle to gain value, status, and power to gain profit; apart from that, they also want to defeat their rivals. It can also be interpreted as an intense struggle, and some interests exist between one group and another group to compete for resources from society, namely in the form of political, economic, social, cultural, etc.
3. Muspawi (2021) explains that conflict is a disagreement between members or groups of organizations caused by the distribution of limited resources or differences in status, values, and perceptions in daily activities.
4. According to Hardjana (1994:34), Conflict cannot be avoided in everyday life; conflict will always exist in relationships between individuals and organizations or groups. A person or group involved in conflict has a problem, a development process, background conditions, causes and triggers.
5. According to St. Aisyiyah (2014:193), conflict occurs due to interaction but is differentiated by differences in goals so that disagreements, controversy, and conflict occur.

From the definitions above, it can be concluded that conflict is a conflict or disagreement between individuals or groups to want something they want, utilizing threats or even violence. Conflict occurs because of ideas or thoughts that violate the rules that apply both in the institution and the community; this is a social learning process.

3.2. Conflict resolution in elementary schools

Every social creature wants to live in peace, tranquillity and comfort. This means that if a student has a problem and creates a conflict, it will make them uncomfortable, and they will want to resolve it. In dealing with these problems, the teacher's role is expected to be to help with the problems students face because their job as parents in the school environment is to provide lessons and guidance to all students.

According to (Bickmore t.t.), handling conflict in the classroom can be overcome with an education integrated with academic subject matter, incredibly social and language education; lessons are organized around ideas central to conflict resolution based on conflict resolution. Interpersonal conflict resolution is often taught in elementary schools. Learning about exploration can develop a conceptual framework for understanding and implementing conflict education within a broad academic curriculum to prepare for democratic citizenship in a pluralistic context.

Meanwhile, according to (Kurniawan and Marzuki, 2021), conflict resolution at the elementary school level has three aspects: planning, implementation and evaluation. Planning in resolving conflict:

1. The teacher identifies the causes of conflict through differences in perceptions, opinions and goals, student dependency in carrying out tasks, and disharmonious communication.
2. The teacher identifies types of conflict in the form of conflict between individuals, individuals and institutions or groups, and between institutions or groups.
3. Teachers can classify conflicts in the form of functional conflicts and dysfunctional conflicts.

4. The teacher immediately completes the conflict analysis so that it does not cause an impact and the individuals involved do not spread.

Teachers who act as the leading movers in the school environment can at least manage conflict. As stated by (Heridiansyah, 2014), managing conflict: The next choice and relationship is the thematic unit. Ms. Alison aims to broaden the understanding of students in conflict, hopefully being able to apply the concept more directly to their role as participants in society. Next, several lessons will discuss the idea of each student in conflict having a choice, and the consequences of each possible response to Conflicts can occur and be evaluated.

Conflict resolution, according to (Bickmore & Parker, 2014) in another journal titled "Education for Peace and Conflict", suggests that before damage occurs, it can be done through implementing fair classes, school management practices, developing inclusive community relations, teaching conflict management, The teacher provides concepts about anti-discrimination skills. Intervenes in dealing with conflict through modelling and teaching wise, respectful and fair dialogical conflict resolution. Through restorative justice practices to repair relationships overcome problems that cause conflict, and rebuild cross-sectoral social relations.

Good leadership figures are part of resolving conflicts; leadership characteristics should be instilled in elementary schools. Good leadership teaching will later help resolve problems fairly and wisely, as is done by (Bickmore t.t.) in his journal "peace education and conflict" conflict resolution using program mediation with a cadre or leadership approach to mediate with peers in the class, in its implementation, students are trained to work as a peer leadership team and provide mediation services in their school, in the program the teacher trains the entire class to handle conflict. Students take turns changing roles to act as mediators. Teams of mediators that represent a variety of social, gender, and cultural identities in achieving levels of conflict resolution are more effective than other groups of students. If the mediation program is implemented well, it will positively affect students, including reducing aggressive behaviour, which can damage behaviour, developing the reasoning of mediators and participants, and becoming more socially skilled and open to handling conflict constructively.

This is in line with what was conveyed by (Anon t.t.-b) in his journal entitled "Establishing Leadership Studies in the Liberal Arts Curriculum Through Conflict Resolution Education." leadership carried out by students must learn about the theory and practice of conflict resolution, which means to act as leaders in dispute situations and consider social and moral aspects in carrying out the consequences of resolving conflict problems, students carry out these considerations from parents, teachers and peers in resolving problems.

Meanwhile, according to (Wulandari, 2015) in his journal entitled "Creating Peace Through Peace Education in Schools", conflict resolution in schools can be resolved with the role of subjects such as: (1) PPKN lessons teach material about tolerance, democracy, tolerance, human rights, etc. (2) Religion Lessons teaches material about peace in all religions. (3) Social studies lessons teach material about multiculturalism (4) In Indonesian lessons, students are asked to read material about conflict and peace.

From the statement above, it can be concluded that the role of the teacher and students resolves a conflict in elementary school. The teacher's role in resolving the conflict can be in the form of providing lessons at school or taking action using methods such as leadership mediation. And the role of students in resolving conflicts using action methods such as learning leadership in the classroom.

3.3. Learning Methods for Handling Conflict in the Classroom

The teaching and learning process is often considered boring by students. Therefore, there is a need for variations or learning methods in the teaching and learning process, aiming for students to like and understand what will be taught. In handling conflict in the learning method, students will play an active role in the process while the teacher gives advice to the students who practice it; this aims to be able to put it into practice and know the problems and their handling.

According to (Bickmore & Parker, 2014), the learning method for handling conflict problems is through discussion with group presentations, each guessing what is needed in the conflict. This is so that students know that conflict applies to both groups, between groups, politics and personal problems. In the following method, Ms Alison showed a dramatic photo to the students. The photo is cut from the latest newspaper. In the photo, two hungry children are holding out their food to refugees in Zaire. Then, the teacher guides the students to interpret the meaning of differentiation in the picture. Primary need – food - from various desires. Then, the teacher asks the students to imagine the picture and what the problem is. Then a student answered that there were not enough biscuits to eat and they were hungry. Then the teacher asks the students to stand up and spread around the room, then the teacher gives directions to the students, "You are a worker who distributes food, then you run out of food. How do you feel?" the second "you are a hungry person, queue to eat, the food comes, and then it is finished show how you feel. In this exercise, students provide various

responses to the conflict of words in the form of shame, frustration, fear, resignation, and misery. In this picture, there are two ideas in understanding, namely interpersonal and social conflict, the idea of human needs from different points of view regarding these needs. The learning method with the imaging system is a way for students to know what to do in a conflict situation, what to do in a situation of urgency, and then what to do in that situation; it will indirectly be recorded in memory, and if in such conditions the students can indirectly apply in real life.

Applying teacher learning methods about conflict (Anwar, 2015), written by Rusminiati, Putra, and Abadi, uses the conflict resolution model (MRK) learning method with a peer tutoring pattern. Apart from learning lessons well, students can also practice social skills. And ethics. In learning, using games agreed upon by the teacher and students, conflict resolution learning is based on contextual problems; the first is identification, which in the initial stage is in the form of questions and answers to students along with examples of problems. This aims to show students about finding problems, which second, exploration, namely collecting problem facts from various sources to solve the problem; third, explanation, namely testing students to provide guidance on hypotheses formulated based on facts; fourth, conflict negotiation, namely using the teacher's method of supervising and giving direction to the discussion. The course of discussion and testing hypotheses regarding the conflict being discussed, the fifth is conflict resolution, namely formulating a decision on the problem being discussed definitively.

The previous discussion reviewed MRK (Tisna, Kertih, and Sriartha 2019). In theory, then we will discuss the practical implementation of MRK through society. As a medium, the role of life in the community environment on the learning model is also interesting if we make a learning model. In terms of social life, the community environment in the neighboring environment is a real and close example in front of us and in it there is often friction or conflict, whereas according to Arieyanti, Lasmawan and Marhaeni The use of learning methods for handling conflict, one of which is using the conflict resolution model (MRK). This learning model uses existing perspectives such as current social phenomena and having responsibilities in social life and can create a more harmonious life. The conflict resolution learning model is learning that is based on disciplinary movements in the community environment and is linked to past, present and future relationships with various kinds of conflicts, then every community is obliged to be knowledgeable and skilled in resolving conflicts in the community environment. If teachers are sensitive to problems in society, at least MRK can be used within the community for students, while students are not too unfamiliar with these conditions because students are social creatures who communicate with peers in the home environment.

The second learning method from (Bickmore t.t.) The teacher asks students to form small groups, then asks students to imagine and draw a picture of the bully and then asks students to add words to what the bully did. Then the teacher conducted a question and answer session in class explaining about the bully, then one of the students explained that the man was big, strong, rude, stupid and wearing torn clothes. The teacher asks who usually gets hit? Learners answered usually smaller people, younger people, and disabled people. Then the teacher asked again "who wants to bully someone?" around 10 students raised their hands and the others waited to see what their friends would do. Why not raise your hand? Master asked. Children have been hurt themselves, both from others and the same person. Because he felt that his heart couldn't bully and felt sorry. The literature about bullying describes groups that choose or exclude other children, not bad children, but ostracize those who are weak. This concept allows students to externalize the problem, namely blaming it on those who bully or are evil. It is hoped that the application of this learning method will make those who often bully feel embarrassed and those who are bullied dare to bully together with other friends even though their friend is not being bullied. This is aimed at defending.

Implementing fun learning so that these concepts can be implemented is not only the responsibility of the teacher but also of the students. Teachers at least also know the methods preferred by students which can be involved in conflict, applied with drama, with pictures, and so on. based on conflict in the community are some examples and there are many other examples, the most important thing is that the example is in accordance with the wishes of students so that students are enthusiastic and can understand and carry out well.

3.4. Curriculum that discusses conflict resolution

According to (Zulpicha 2018) in the journal "Study of Implementation of the 2013 Curriculum in Calistung Learning in Elementary Schools" the curriculum was created with the aim of providing broad lessons to students in developing attitudes, skills and knowledge. The results of this learning are the results of learning from students who describe the qualities as stated in the SKL. So the role of the curriculum as an education system is very reliable in changing phenomena that occur, so it is not surprising that the curriculum often changes starting from CBSA, KTSP, KBK, K13. This is because the conditions of development of the times and technology and the problems are also different, so the curriculum is also updated.

In this discussion, the curriculum will discuss conflict resolution according to (Bickmore and Parker 2014), the first of which is understanding conflict understanding and the expectations of the common

curriculum, which include: (1) Listening to information to understand other people's experiences. (2) Speak confidently to provide information, question and understand other people's experiences of situations at school. (3) Explain the relationship between present and future actions with various options and possibilities. (4) Get to know fictional relationships, feelings and experiences through role plays and presentations. (5) Use appropriate language to resolve conflicts. (6) Expressing personal views through works of art. (7) Demonstrate understanding and appreciation of diverse communities through drama and music. The second is a hope curriculum with the theme of human needs and perspectives as a source of conflict, examples of actions are as follows: (1) Realizing that events have more than one cause. (2) Identify sources of conflict in school and society and suggest ways to deal with them. (3) Reading fiction articles and news and other materials that contain global diversity in society. (4) Analyzing media influences our perceptions of other people. (5) Using inclusive and free language. (6) Describe a perspective on an issue and explain how those perspectives are formed and explanations about them change with new information. The third one is managing conflicts of additional curriculum expectations including: (1) Outlining cyclical events and changes in nature that influence daily life. (2) Applying concepts from mathematics subjects to new situations and other subject areas (for example, making cakes about graphs and graphs depicting water use). (3) Checking explanations and solutions to a problem and determining their validity, and implementing appropriate conflict handling solutions. (4) Discussing how technological development is a human endeavor that is influenced by all factors that influence individuals and society. (5) Make judgments based on considerations about what is fair in a particular case study. The curriculum above is a curriculum that discusses the implementation of conflict management in elementary schools.

If applied to the elementary school curriculum in Indonesia according to (Diana and Hufad 2018) regarding the 2006 curriculum related to the conflict resolution curriculum, many of the thematic applications are about preventing conflict before it occurs, such as respecting, obeying rules, caring, etc. And in the 2013 curriculum, conflict resolution takes the form of a view of one's own behavior in the form of faith, caring and honest character, responsibility. And in the curriculum, it is hoped that students will be able to carry out these roles in the school, family and community environment. The teacher's role in handling conflict is considered to be more able to explore what is in the curriculum, as well as adjusting the school environment in accordance with what steps will be taken.

According to (Doğanay, 2012) in the book "A Curriculum Framework For Active Democratic Citizenship Education", within the scope of general skills, students are expected to think critically, distinguish between facts and opinions, and make critical decisions to achieve a particular position. The following are general skills: (1) Solving problems, (2) Being able to make decisions, (3) Thinking creatively, (4) Skills in investigation, (5) Ability to communicate (6) Using media actively. Furthermore, participation skills: (1) Observe and influence policies and decisions, including participation in peace processes (2) Can resolve conflicts peacefully (3) Build cooperation and coalitions (4) Democratic Leadership (5) Live in a multicultural environment (6) Can overcome all types of differences including gender, race, religion, culture, social (7) get involved in protecting the environment. A student is still thirsty for knowledge and learning because they do not have much knowledge; sometimes, they are easily ignited in conflict because in social activities, the more frequently they are involved in the conflict, the more significant the role of the curriculum as a benchmark. Teachers are critical as rules must be achieved.

The curriculum aims are the ideals of schools and the government in dealing with problems and becoming independent, active, intelligent, etc., in the country's life. The aims of the curriculum, according to (Doğanay, 2012), are (1) It is hoped that students can understand and appreciate the basic principles and institutions of democracy, (2) to Understand the rights and responsibilities of citizens, namely political, social, cultural and economic (3) Understand and assess the process of deciding political decisions (4) Can understand the function of cooperation in society (5) Can understand the role of the media in personal and social life (6) Have an understanding of awareness of issues circulating in society that can influence the national and global levels. (7) Knowledgeable and appreciative of participation in society (8) Open-minded and critical (9) Having democratic values and attitudes and caring about people's rights and welfare, being responsible, tolerant and respecting differences and believing in democracy and peace. (10) Can obtain information from different sources and evaluate it critically, think critically, critically evaluate reasoning decisions and information, and be in dialogue with different views.

If all of the curriculum above can be implemented well, then conflicts can be handled in writing, and it has been planned well. It is a matter of how the teacher can insert it into the lesson with a method that suits the students' character so they are enthusiastic and can digest the concept well.

4. CONCLUSION

The existence of conflict is a difference of opinion to achieve something from each individual or group. Everyone will definitely have different views in assessing something. If taken from the positive side,

conflict will result in learning and can be used as a reference for a better life, the learning can be applied to the environment. school and society, starting from how to respond to problems, the way we speak, and assessing someone's character.

As children grow, their social and developmental patterns with peers also often result in conflict. The teacher here as a teacher can understand the students and can prevent conflicts from occurring among the students. The teacher's understanding of the students' condition is the main thing. In class lessons, the teacher can also insert learning materials or methods that teach students skills and work together so that conflicts can be minimized.

The goal for students in this learning process is character formation, and so on, this is the goal of the curriculum and its achievement, namely the teacher's role in educating, for example in the curriculum it emphasizes caring for others, being honest in acting, and always working together. In writing, the goal for students is to achieve these actions in order to minimize conflict and make students aware of the importance of mutual cooperation.

Students in learning materials provided by teachers tend to like new things, with learning methods that make the class active, materials in the form of drama, and so on. With enthusiastic students, the lessons or core that the teacher will convey can be accepted by the students. It will be a challenge for teachers to teach in class so that students can enjoy knowledge as well. And if applied in conflict, you can use the drama method which discusses cooperation when in the forest or a place far from the crowds. And teachers also update students about developments that can later be applied in learning materials.

Children are provided with lessons that discuss life experiences, group learning systems and material about social and political conflicts. As well as making students involved in social education. Answering the question above, the answer is that children can handle global politics and can help and increase their capacity in handling interpersonal conflicts and academic skills. The elementary school curriculum in Indonesia in dealing with conflict still needs changes, the implementation of conflict is already at the completion stage for handling global politics and handling conflict. It is hoped that the curriculum in Indonesia will be studied and compared with the curriculum implemented by Ms. Alison, which can be appropriately reviewed, studied if it can make changes in handling conflict, it can be included in the curriculum in Indonesia.

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