THE DEVELOPMENT OF DESIGN MODEL OF CONFLICT RESOLUTION EDUCATION BASED ON CULTURAL VALUES OF *PELA*

Samuel Patra Ritiauw[1], Bunyamin Maftuh[2], & Elly Malihah[3]
[1] University of Pattimura, [23] Indonesia University of Education
E-mail: patra_ritiauw@yahoo.com

Abstract: The development of conflict resolution educationbased on cultural values of *pela* (CRE-BCVP) which is implemented in junior high schools in Ambon is aimed to develop students' competence in resolving conflict constructively. The model design of CRE-BCVP is derived from the local tradition of Maluku peoplecalled *pela*. *Pela* tradition containing the values of togetherness and peace is integrated with social studies education. This study used Research and Development developed by Borg & Gall as the research type. The results of this development showed that in the first stage before conducting a limited testing, the model design of CRE-BCVP gets improved in the stage of broader testing and in the final validation testing on the CRE-BCVP model. This change can be seen by excluding the third phase namely defining the conflict. In addition, the indicator of the third phase is subsequently simplified and included in the second phase namely introducing the conflict. It is aimedin order that teachers easily and properly implement the model ofCRE-BCVP.
Keywords: Model design, conflict resolution education, pela cultural value

PENGEMBANGAN DESAIN MODEL PENDIDIKAN RESOLUSI KONFLIK BERBASIS NILAI BUDAYA *PELA*

Abstrak: Pengembangan desain model PRK-BNBP yang diimplementasikan pada Sekolah Menengah Pertama di Kota Ambon bertujuan untuk mengembangkan kemampuan siswa dalam menyelesaikan konflik secara konstruktif. Pengembangan desain model PRK-BNBP bersumber dari budaya lokal masyarakat Maluku, yakni "*pela*". Budaya *pela* yang sarat akan nilai-nilai kebersamaan dan perdamaian, diintegrasikan kedalam pendidikan Ilmu Pengetahuan Sosial. Penelitian ini menggunakan tipe penelitian dan pengembangan *(Research and Development)* yang dikembangkan oleh Borg & Gall (2003). Adapun hasil dari pengembangan ini memperlihatkan bahwa desain model PRK-BNBP pada tahapan awal sebelum dilakukan uji terbatas, mengalami perbaikan pada tahapan uji lebih luas dan uji validasi akhir model PRK-BNBP. Perubahan tersebut dapat terlihat dari dihilangkannya fase ketiga yakni mendefinisikan konflik dan indikator fase ketiga disederhanakan dan dimasukkan ke dalam fase kedua, yakni mengenalkan konflik. Hal ini bertujuan agar guru dapat dengan mudah mengimplementasikan model PRK-BNBP dengan baik.
Kata Kunci: desain model, pendidikan resolusi konflik, nilai budaya pela

INTRODUCTION

Conflict is defined as a social reality which will always color human's life because actually conflict willcome to an end as the societyis vanished (Jones, 2015:13, Papakitsos and Karakiozis, 2016). All human beings all over the world, therefore, keep seeking the best way in handling conflict. The reality of conflict which

is part of human interaction used to be tragic and gloomy history of the social conflict in 1999 taking place in Maluku that tends to pop up hatred, suspicion, and fear. Moreover, using religious symbols was considered as serious a conflict. A series of nuance that existed in the conflict occured in Maluku was eventually hard to solve. The approaches of harmony based on cultures begin to be questioned. *Pela, Larful Ngabal* and *Masohi,* as the conflict resolution models with the culture approach in Malaku, are now considered to be meaningless (Sulistiyono 2005, p.9) to resolve the conflict which increasingly exists in depriving humans' life in Maluku.

Some tragic recordsof the conflictthat occurred in 1999 in Maluku nowadays disappear due tothespirit oftogethernessrebuilt in the frame of local tradition in Maluku which is so-called *"Pela".Pela* emerges as one of traditions namely by adding others as a relative in which it is carried out by implementing the ancestors' vows that cannot be separated each other. Misbach (2006, p.4)who stated that "...the *Pela Gandong* tradition in Ambon, Maluku, consists of the values of kinship and peace love...", is currently undertakenin society. One of which is undergone through education institution that siginifies as one ofthe heritage institution of world cultural values. Kartadinata (2012, p. 3) contended that: education is a "process" which leads human beings from the factual condition to the expected condition. Based on the definition above, the development of education is currently far from the expectation in which the process of education in schools is hardly able to carry humans (students) to the level of how they are supposed to live and

develop in the middle of society. Education also serves as an effective way that is tolerant to the existence of various diversity and is able to minimize the potential of conflict that may occur. As a result, school is viewed as an agent which is in charge of developingcultural values among students who become young generation of the nation.

By internalizing the values of local wisdom that serves as the identity of the society in Maluku, it is expected that students are capable of resolving the conflicts that occur in daily life either as an individual or as a constructivesocietythat focuses on the values of *pela* tradition. Hence, the development of the education model of conflict resolution based on *pela* tradition or culture becomes one of positive ways in developing students' competences or skills towards conflict resolutions in schools.

The Nature of Conflict. Conflict appears to be the most important element in human life. It is due to the fact that conflict does not only have a negative impact, but also has a positive impact in forming the existence of human (Simmel, 1918; Coser, 1957). Conflict signifies historical dynamics of human life (Marx, 2003); conflict becomes an entity of social relations (Weber, 1947; Dahrendorf, 1959) and conflict is also part of the fulfillment of basic human needs (Maslow, 1954; Neef 1987; Burton, 1990; Rosenberg, 2003). Human beings are classified as *homo conflictus* which is a creature that is always involved in differences, conflicts and competitions both voluntarily and by force (Susan, 2014: xxiii). Difference, conflict and rivalry or competition occur due to the inability of humans to control the

mode of human existence (to have). Fromm (2008:86) contends that humans are always faced with two modes of existence. The first mode is a tendency to "have" and the second mode is a tendency to "want to be" (to be). The first mode leads to a strong desire "to have" something in the form of materials with status symbols such as being respected in the society.

Conflicts (Huntington, 2004:17) result from several factors namely social structure, values and norms that exist in human beings. If these factors cannot be managed properly, then the result of this collision or conflict may position the victory over "to have" in which it will definitely cause the development of the conflict phenomena in society. Wellek and Warren (1995: 285), stated that conflict is something dramatic referring to the battle between the two balanced forces that imply their action and counter action. Conflicts will occur if there is no agreement or arrangement on a regular basis between one desire and other desires. Conflict can also happen if there is no agreement between one individual and another individual. Hence, Coser (1956:31) points out that it is necessary to provide the availability of savety-values in minimizing the escalation of a conflict. Savety-value is one of specific mechanisms that can be employed to maintain a group of social conflict. Moreover, savety-value is always built in social communities such as in schools, families and society. School serving as one of learning communities always has savety-value which can be set by teachers and students through an agreement for the sustainability of peaceful learning process in the classroom.

The Design Study of Education Model for Conflict Resolution. Developing students' awareness regarding the importance of the conflict resolution education in learning social studies is the prominent principle in developing the design of the learning model in the education of conflict resolution. Model is a conceptual framework that serves as a guidance in learning (Dick & Carey, 1996; Joyce & Weil, 2011). Model should be able to describe (1) syntax, the operational steps of learning, (2) social system, the atmosphere and norms in learning, (3) principles of reaction, describing how a teacher should view, treat, and respond to students, (4) support system, all the facilities, materials, tools, or the learning environment that supports learning, and (5) instructional and nurturant effects--the learning outcomes which are obtained directly based on the targeted goals (instructional effects) and the learning outcomes beyond the targeted goals (nurturant effects).

To resolve the conflict which recently occurs among the people of Indonesia and particularly the students, Manurawan (2015:85) suggests four strategies to reduce aggressive behavior/conflict namely: 1) legal strategy, 2) catharsis strategy, 3) introduction strategy towards the model of non-aggression/conflicts, and 4) the strategy of social skill training. In the world of education, the introduction strategy towards the model of non-aggression/conflict which is developed by (Baron and Byrne, 2004) has also been developed by many researchers worldwide. The implementation of this model is expected to be able to diminish the circumstances that potentially cause aggressive behavior that leads to be

better. One of the steps taken to overcome these obstacles can be initiated by giving a problem or conflict and encouraging students to be actively involved in building a learning based on the conflict resolution. In building this model, Jones, (2015) points out that there are three steps which can be developed namely; 1) *Attitude assurance*, teachers should make sure whether their students has the right attitude and viewpoint towards the conflict, 2) *Cooperation coaching*, it provides opportunities for students to practice with other students to resolve the given conflict, and 3) *Negotiation*, it teaches students about how to negotiate in the right manner to resolve the conflict.

In addition to the education model of resolution conflict above, the Victorian Government through the Department of Education, Employment and Training (DEET)

develops an education model of resolution conflict adapted from the model developed by Coleman, P. & Deutsch, M. (2001). This model demanded to the involvement of students, school staff, and parents in resolving the conflict together. Besides, this model is developed with the assumption that the potential of conflict will always exist because everyone has different needs, viewpoints and values. Therefore, the involvement of school staff, students and parents in handling conflicts is important. To implement this model, the students, teachers, employees, and parents are trained through four ideal systems of conflict resolution including 1) the skill training on conflict resolution in the classroom through the cooperation among students, 2) Negotiation, and 3) mediation. Conflict resolution model developed by (DEET) is demonstrated in the Figure 2.

Figure 1. Victorian government-Department of Education, Employment and Training (1999)

This model entails the training in conflict resolution skills to create a peaceful classroom and the procedures to

resolve the problem. With the full involvement of students, parents, teachers and administrative staff, the conflict can

be resolved fully and continuously. As a result, the potential of the conflicts that arises can be resolved peacefully.

Pela Culture as the Model of Conflict Resolution Education. The expression stating that 'Indonesia is a land that is full of social conflict' is seemingly not excessive. As noted by the *Impartial*, a non-governmental organization which focused on the development of Human Rights in Indonesia (Rusdiana, 2015: 1), in 2008 there were at least 1,136 mass violent conflicts in Indonesia with an average of three incidents per day. The its indicate that the Indonesian people are confronted with social pathology which is barely controlled. In this case, conversely, Indonesia has the valuesof local wisdom that can be used as a reference for resolving conflicts that develop in people's lives. In Sundanese community, for instance, they have special and famous expression such as "*silih asih, silih asah, and silih asuh*" in their Suda culture in which it is used to maintain human relations. This kind of expression means 'to love one another, to teach one another, and to care one another' so that their community life is colored with familiarity, harmony, peace, tranquility, and kinship.

In Maluku society, one of the local wisdom values that can serve as the model of conflict resolution education is "*Pela* culture". Ralahallo, (2009:178) states that "In the frame of *pela* culture, difference is not a problematic conflict; it is precisely because the difference has been fused and fastened into a promise concept and serves as *'orang basudara'* (brotherhood)". The idea of the term "basudara" is literally "derived from the same womb". In this language, there seems to be a concept that includes the affirmation of human equality. The concept of "basudara" has become the social identity of Maluku people experiencing an attachment to the *pela* culture. If it is dug deeper, the *pela* culture can be regarded as a representation of culture of peace which is applied to the totality of the people life in Maluku.

If viewed from the basic principles of the *pela* culture, it is appropriate when "pela" is developed through a learning model. As a result, the valuesof brotherhood contained in the culture of "pela" can be internalized in each student who eventually contributes to the settlement of the conflict constructively. The focus of the development of the CRE-BCVP model design is that students have knowledge, attitudes and skills towards the conflict and resolve the conflict rooted in *pela* cultural values constructively. Ritiauw, (2008) illustrates the expectation that can be attained by learning conflict resolution and it is denoted in the Figure 2.
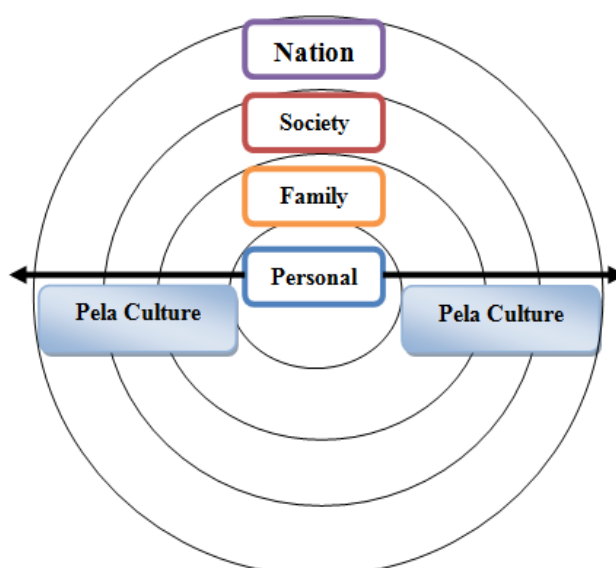
Figure 2. The Direction of Conflict Learning Based on *Pela* Cultural Values

Figure 2 denotes the expected direction by learning conflict resolution in which the values of "pela" serve as the basis of the conflict resolution that occurs in personal life, family, society and nation. Hence, if the cultural values of "pela" can be internalized in every individual/student, it is expected that the students can resolve the conflict in a constructive way based on "pela" cultural values in Maluku.

The purpose of this study is to obtain the depiction on the model design ofthe conflict resolution education based on cultural values of *pela.*

METHOD

The research method used in this study is Research and Development proposed by Borg & Gall (2003) with their assumption namely*"a process used to develop and validate educational products"*. To obtain a precise depiction about the function of the model and to effectively gain an education model on conflict resolution based on the value of *pela* tradition (CRE-BCVP) so that it can be utilized in limited and broader scale, Borg & Gall (2003:570-571) provide research procedures comprising ten procedures related to the implementation of research and the development as a solution to determine the success of the model emplyoed. These ten procedures consist of: 1) Research and information collecting, 2) Planning, 3) Developing preleminary form of product, 4) Preliminary field testing, 5) Main product revision, 6) Main field testing, 7) Operational Product revision,8) Operasional field testing, 9) Final product revision), and 10) Dessemination and implementation. In order to make the researchers easy in developing the model of CRE-BCVP, the researchers categorized three stages, namely: 1) Preliminary research, 2) Development and implementation of models, and 3) Final model of validation testing. To analyze the data, the researchers used the average percentage of the implementability on the limited testing, broadertesting and validation testing of the final model.

RESULT AND DISCUSSION

The Implementability Test of the CRE-BCVP Model Design

To determine the readiness of the learning model prior to the

implementation, in this study the researchers used the implementability instrument of the model that aims to assess the syntaxt implementation of the CRE-BCVP model. The syntax of the model which is assessed comprises :1) Internalizing the value [IV], 2). Introducing conflict [IC], 3) Defining conflict [DC] 4) Collecting conflict facts [CCF], 5) Negotiation in Conflict [NC], and 6) Conflict Resolution [CR]. Table 1 displays the average and the percentage of implementability aspects of the CRE-BCVP model in the limited testing conducted for four meetings.

Table 1. The Implementability of CRE-BCVP Model, Limited Testing

No.	Syntax	Limited testing				Average (%)
		1		**2**		
		Rating average (Rg) of the Implementability				
		Rg	%	Rg	%	
1	IV	1.25	41.67	1.5	45.83	45.83
2	MC	0.75	25	1.25	41.67	33.33
3	DC	0.5	16.67	1	33.33	25
4	CCF	0.75	25	1.25	41.66	33.33
5	NC	0.5	16.67	1.5	50	33.33
6	CR	0.75	25	1.5	50	37.5

Rating (Rg) of the implementability assessment (source of the rating*The New Teacher Project*)

3 = If all indicators are successfully implemented

2 = If most of the indicators are implemented, yet some other indicators are not implemented

1 = If more than a half of the indicators is not implemented

0 = If all indicators are not implemented

The six syntaxes developed to assess the implementability of the model do not show that there is no significant development in the third syntax (3) namely MDK when compared to the other syntaxes. It is due to the confusion of the teachers in developing DC and CCF syntaxes. DC in the implementation of the limited testing is frequently included in the CCF syntax and vice versa. To eliminate this rigidity, the broader testing eventually excludes the DC syntax, yet the soul of the syntax is inserted into the CCF syntax.

Table 2 exhibits the average and the percentage of the aspects of the implementability of CRE-BCVP model in the broader testing 1, broader testing 2 and broader testing 3.

The implementability of CRE-BCVP model in the stage of the broader testing 1, testing 2 and broader testing 3 has improved in line with the findings obtained in the limited testing. The improvement is demonstrated by the syntax of the CRE-BCVP model in which the limited testing initially consists of six (6) syntaxes and then turns into five (5) syntaxes in the CRE-BCVP model. The implementability of the model for IC syntax is also the same as the attainment of the implementability of the model for the third syntax namely CCF. The improvement of the CRE-BCVP model in the broader testing as illustrated in Table 2 above denotes that the model of the CRE-BCVP gets ready to be developed in the stage of validation testing of the final model.

Table 3 displays the data of the implementability of CRE-BCVP model in the stage of validation testing of the

final model for the experimental and control groups which are developed through three (3) stages namely validation testing 1, validation testing 2 and validation testing 3.

Table 2. The Implementability of the CRE-BCVP model, Broader Testing

No.	Syntax	Broader testing						Average (%)
		1		2		3		
		Raing average (Rg) of the implementability						
		Rg	%	Rg	%	Rg	%	
1	IV	1.75	58.33	2.25	75	2.75	91.67	75
2	IC	1.5	50	2	66.67	2.25	75	63.88
3	CCF	1.5	50	2	66.67	2.15	75	63.88
4	NC	1.75	58.33	2.25	75	2.5	83.33	72.22
5	CR	1.75	58.33	2.25	75	2.5	83.33	72.22

Table 3.The Implementability of CRE-BCVP Model, Validation Testing

No.	Syntax	Experimental						Average(%)	Qualification
		1		2		3			
		Rating Average (Rg) of the Implementability							
		Rg	%	Rg	%	Rg	%		
1	IV	2.5	83.33	2.75	91.67	3	100	91.67	Very high
2	IC	2.5	83.33	2.75	91.67	3	100	91.67	Very high
3	CCF	2.25	75	2.5	83.33	2.75	91.67	83.33	High
4	NC	2.5	83.33	2.75	91.67	2.75	91.67	88.89	Very high
5	CR	2.25	75	2.5	83.33	2.75	91.67	83.33	High

No	Syntax	Control						Average (%)	Qualification
		1		2		3			
		Rating average (Rg) of the Implementability							
		Rg	%	Rg	%	Rg	%		
1	IV	1.25	41.67	2	66.67	2.25	75	61.11	Medium
2	IC	1.25	41.67	1.75	58.33	2	66.67	55.56	Medium
3	CCF	1.5	50	1.5	50	1.75	58.33	52.78	Low
4	NC	1.25	41.67	1.75	58.33	2	66.67	55.56	Medium
5	CR	1.75	58.33	2	66.67	2.25	75	66.67	Medium

Rating (Rg) of the implementability assessment (Source of the Rating:*The New Teacher Project*)
3 = If all indicators are successfully implemented
2 = If most of the indicators are implemented, yet some other indicators are not implemented
1 = If more than a half of the indicators is not implemented
0 = If all indicators are not implemented
Description:
Qualification percentage (Ku)   ST (Very high) : 85,0 - 100
        T (high)   : 70,0 - 84,9
        S (medium)   : 55,0 - 69,9
            R (low)   : 40,0 - 54,9
                                                    SR (very low)   : 0,00 - 39,9

The validation testing of the final model 1, 2 and 3 indicates that the CRE-BCVP model can be properly implemented by the teacher in learning. It can be evidenced by the attainment of the average percentage in the model syntax of the experimental class that reaches in high qualification and a very high qualification. The qualification attainment obtained in the stage of this validation testing model illustrates that the CRE-BCVP model can be easily developed by the teacher in the learning on social studies for eighth grade in junior high school. However, it does not mean that there is no problem found in the stage of the validation testing of the final model. The emerging problem does not quiteaffect the implementability of the developed model; it merely relates to technical problems in learning.

Final Design of the CRE-BCVP Model in the Results of Validation Testing

The design of CRE-BCVP model is implemented in three testing stages namely limited testing, broader testing and validation testing. The findings of the limited testing serve as an input in revising the model before implementing broader testing. The findings of the broader testing are subsequently revised and implemented in the validation testing of the final model. The final design of the CRE-BCVP model can be described as follows.

The Rationaleof CRE-BCVP Learning Model

The culture of violence (destructive) such as fights among students or among citizens has occurred recently in Ambon. This phenomenon proves that this nation has not been able to resolve conflicts constructively. If this kind of conflict phenomenonoccurs in the midst of people who are less educated or uneducated, it may be perfectly natural due to the lower people's intellectual.Nonetheless, if this violence is precisely struck in society who are quite educated as junior high school students (secondary school) in Ambon, it subsequently indicates that there is something wrong with the educational process in the schools where the education process has not been able to develop properly regarding tolerance and mutual respect between each individual. In addition, the educational process has also failed to teach students to actively notice what the problems faced in society, understand the escalation of the conflict, comprehend the feelings of others, understand the people's viewpoints and perspectives, problem-solving skills and how to properly build negotiation and mediation.

As a result, students tend to be unable to resolve every faced problem properly and constructively. The ability to understand and see the differences among individuals are psychologically associated with interpersonal intelligence factor of the students. By and large, students who do not have good interpersonal intelligence tend to be unable to constructively manage and resolve the conflicts they confront with. Thus, the phenomenon of conflict that is accompanied by acts of violence which lately occurred to the students as well as our society demonstrates that their interpersonal intelligence in managing and resolving conflicts constructively is still quite low.

The reality above is not in line with the values of *pela* culture that developed in the life of the people of Maluku in general and the city of Ambon in particular in which *pela* culture in public life of Ambon City is one of the rescuer valves in avoiding or resolving conflicts that occur in the students' life. Cultural values in *pela* uphold the valuesof social,

religious, legal, democracy that are inherent in the society. Hence, the Education Model for Conflict Resolution Based on Cultural Values of*Pela* (CRE-BCVP) is designed to train students in resolving conflicts that occur in students' life when they are at school, home, and society based on the values of *pela* culture.

The Objectives of the Implementation of CRE-BCVP Learning Model

CRE-BCVPdeveloped in the social studies learning in junior high schools is aimed at improving the competence of students' conflict resolution, aspects of knowledge, attitudes and students' skills based on cultural values of*pela*. This principle is grounded on the fact that the conflict is a prominent and natural part of students' lives. Consequently, students are required to be able to resolve conflicts that occur in their daily life constructively. The specific goals of the implementation of CRE-BCVP are as follows:

a. Helping students understand the nature of conflict in society.
b. Helping students understand the conflict that heats up including their response to the conflict.
c. Helping students overcome the anger that emerges as a result of the conflict.
d. Training students peacefully to resolve conflicts based on the cultural values of *pela*.
e. Creating a classroom with a safe and peaceful atmosphere.
f. Training students to prevent them from being the trigger for violence.

By implementing CRE-BCVP learning model, students and teachers are required in order to build up the competence to deal with and resolve conflicts in positive ways. Eventually students and teachers can serve asthe agents of change in civil society.

Syntax of CRE-BCVP Learning

The overall model of the CRE-BCVP comprises syntax that consists of the first phase (internalizing values), second phase (introducing conflict), third phase (collecting conflict facts), fourth phase (conflict negotiation) and fifth phase(conflict resolution). The stages of syntax are demonstrated in Figure 4.
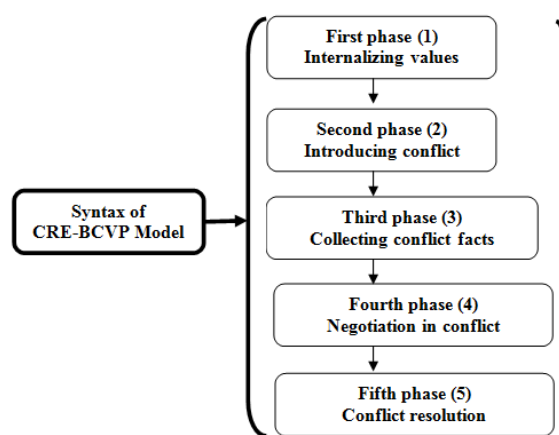

Figure 4. Syntax ofCRE-BCVP Model in The Final Model of Validation Testing

The teachers and students' activities during the learning process can operationally be illustrated inTable 4.

Table 4. The Roles of Teachers and Students in Learning Process

No.	Learning stage	Teacher Activities	Students' activities
1	Internalizing values	Motivating students in learning	Students pay attention, understand, and do what their teachers convey.
		Encouraging students to sing the song of Maluku	
		Leading students to listen to the history of Maluku	
		Relating the story/song to the objectives of learning	
		Explaining the objectives of learning	
2	Introducing conflict	Finding a conflict through pictures related to the subject materials.	Giving an example and response towards the developing problem.
		Explaining the happening conflict phenomena	
		Giving a conflict example	
		Giving question-answer session about conflict	
		Giving a reinforcement about the developing problem	
3	Collecting conflict facts	Forming cooperative groups	Collecting data including information and analyzing the given problems
		Dividing conflicts [dialogue of the conflict and film of 'Bangun Maluku']	
		Conducting an investigation	
		Analyzing the problems given	
4	Negosiation in conflict	Forming group discussion	Actively involve in the discussion and activity related to the groups [role playing].
		Presenting the results of group work	
		Giving responses to the results of the other group work	
		Correcting the understanding among the groups	
		Describing the values obtained from the discussion	
5	Conflict resolution	Determining students' attitude towards the conflict	Determining attitudes, skills, and decisions based on the cultural values of *pela* and carrying out a reflection together
		Determining the skills that should be owned	
		Making a precise decision	
		Decision-making	
		Carrying out a reflection related to the values that should be owned	
		Conducting final evaluation	

The behavior required in implementing CRE-BCVPafter undergoing the stages of limited testing and broader testing, the needed attitudes in supprting the implementation of CRE-BCVP to generate a "peaceful" class as followed.

1) Respecting each other: Maintaining mutual respect between students and teachers can be a starting point to createa positive and effective learning environment and reduce harmful relationships.

2) Appreciating diversity: Exploring the diversity of individuals in various ways will help young students move from tolerance towards mutual respect and accept

other people sincerely that thereby can minimize prejudice. In addition, it helps build relationships among positive groups.

3) Buliding an effective communication- the quality of learning is influenced by the effectiveness of the communication that occurs within it. Teachers are the most responsible ones for the ongoing effective communication in learning. Hence,the teachersare required to have good communication skills in order to produce an effective learning process. The learning activities signify educative message transformation process in the form of learning materials from learning resources to the learners.

4) Building a concern- Encouraging an active listening, assertiveness and an open and honest dialogue. Allow students to disagree respectfully and listen to others' viewpoints.

5) Cooperation and Problem-Solving: Using a cooperative learning and problem solving togetherthrough the ways in which everyone in an integrated manner contributes to create the goals of the group.

6) Managing and resolving the conflict: Helping students develop a set of strategies and skills that help them to prevent, manage and resolve conflicts constructively without violence anddeveloping the skills of an effective negotiation and mediation.

7) Shared-Decision Making: Using various decision-making processes in the classroom; helping students to consider the consequences and implications of the choices before making a responsible decision.

The Effect of ApplyingCRE-BCVP Learning Model

The effectof applying CRE-BCVP modelleads to: 1) The competence improvement of students' conflict resolution based on the cultural values of *pela,* aspects of knowledge, attitudes and skills. This competency improvement is expected to be a reference in shapinggood students at school and in a better society; 2). Development of critical thinking skills in problem-solving both in school and in the community. 3). Students are expected to understand the nature of conflict in society, understand the escalation of the conflict,overcome the emerging anger from conflict, and how to resolve conflicts peacefully. 4). Students are expected to respect each other, respect for diversity, establish an effective communication, build awareness with others, manage and prevent conflicts, have a sense of responsibility and can take part democratically.

DISCUSSION

CRE-BCVP model design usessome strategies namely: planning, coordination, training, implementation, evaluation and revision (PKPIER). The stages of planning and coordination of the first stage should be carried out by the researchers before undertaking the stages of training, implementation, evaluation and revision. Overall, these stagesare related to the site preparation and research subjects who are targeted in the development of the CRE-BCVP model. The content design of the CRE-BCVP modelleads to several components including: 1) the rationale of CRE-BCVP learning model, 2) the purpose of the implementation ofCRE-BCVP learning model, 3) the syntax ofCRE-BCVP learning model, 4) the behaviors required in the CRE-BCVP learning model, 5) the effect of the CRE-BCVP learning model. Joyce and Weil (2011) stated that the learning model has four certaincharacteristics of particular strategy or procedure. These four characteristics comprise: (1) the structure of teaching, (2) social system, (3) supporting system (4) instructional and accompanist impacts.

The development of CRE-BCVP starts from the assumption stating that

conflict will always exist and flourish in the life of society. Therefore, social studies education must be able to develop some aspects of knowledge, attitudes and skills of students based on the cultural values of *pela* developed in the life of the people of Maluku. As aresult, when the studentsare confronted with the conflict at school, home, playground and community, they can eventually resolve conflicts constructively. Fisher et al (2001) mentioned that "the resolution of the conflict attempts to build a new relationshipthat can last for a long time among the groups that get involved in conflict ...". It is thus suggested to apply some methods that are more democratic and constructive to resolve the conflict by giving the opportunity to the parties towards the conflict in order to solve the problem on their own or with the involvement of a third party.

To implement the model of the CRE-BCVP, a learning syntax is ultimately developed. Syntax or also known as sequence patterns in a learning describes the overall sequence of steps that will be undergone in learning activities. The syntax of learning must be able to demonstrate clearly as to the activities that need to be done by teachers and students, the chronological order of these activities, and the specific tasks that need to be undertaken by the students. Syntax in the CRE-BCVP model consists of several stages such as: 1) Internalizing values, 2) Introducing conflict, 3) Collecting conflict facts, 4) Negotiation in conflict, 5) Conflict resolution. At the beginning of the development of model CRE-BCVP, syntax comprises six phases namely 1) internalizing values, 2) introducing conflict, 3) defining conflict, 4) collecting conflict facts, 5) conflict negotiation, and 6) conflict resolution. These six stages are implemented in the stage of limited testing 1 and limited testing 2.

Based on the results of the evaluation of the limited testing, the syntax of theCRE-BCVPmodel namely the third stage (defining conflict) is excluded. It is due to the fact that the implementation in syntax 2 (introducing the conflict)is closely linked to the syntax 3 (defining conflict). When students are introduced to the conflict provided in the learning materials including in their daily life, the studentsshould define the conflict properly. Accordingly, it is not necessary to have the syntax related to the definition of conflict. It is undergone due to avoiding the emergence of confusion and makes the teachers easy in implementing CRE-BCVP model. Thethird syntax is finally ommited and the phase indicator that defines the conflict isoperationallyincluded in the second phase namely introducing conflict.Syntax improvements have resulted in the improvement and achievement of learning that occurs, where learning is an event or situation that is deliberately designed in order to assist and facilitate the learning process with the hope to build students' creativity, (Delors, 1996; McQuillan, 2007).

The achievement of the learning process in the implementation of the CRE-BCVP modelalso highly depends on behaviors expected in the development of CRE-BCVP. There are a number of expected behaviors that can be awakened in the implementation of the CRE-BCVP model namely: 1) mutual respect, 2) respecting for diversity, 3) good communication, 4) concern, 5) cooperation, 6) managing and resolving conflict, 7) decision-making, 8) democratic participation, 9) social responsibility, and 10) student-centered. The ten components of this development are the results of the stages of limited testing, broader testing and the final model of validation testingin which they

serve asthe main pillars in generating a peaceful classroom in learning process. The achievement of the aspects of knowledge, attitude and good skills will be largely determined by the roles of teachers and studentsto create a peacefulclassroom. Delors (1996: 11) contended that "education should be a place for people to learn how to respect the rights of others, or other groups and use the advancement of knowledge to preserve human development rather than creating a larger difference between human beings that will lead to the conflict."

The instructional effectwhich is the achievement of the CRE-BCVP learning model isthe achievement of the learning objectives on the cognitive aspects that consist of 1) understanding the essence of conflict, 2) the elevated conflict and the responses to the conflict, 3) overcoming anger and 4) conflict resolution strategies. Meanwhile, the accompanied effects in the implementation of CRE-BCVP modelare: 1) How the students behave in facingthe conflict, 2) understanding anger, 3) controlling emotion, 4) making the right decision, and 5) resolving conflicts constructively.

CONCLUSION

The development of CRE-BCVP model is one step of the strategy in resolving conflicts that occur in students' daily life based on the cultural values of *pela* which is the identity of Maluku people. The development of CRE-BCVPdesign gets improved in the syntax model in which it initially contains six phases, but then turns into five phases in the stage of broader testing. Itis aimed in order that teachers caneasily implement the design model ofCRE-BCVP. Consequently, it can result in flexible learning and itgeneratesactive, creative and enjoyable learning which ultimately

creates such a peaceful class that is well implemented.

REFERENCES

Borg & Gall. 2003. *Education Research*. New York: Allyn and Bacon.

Burden, Paul, R and Byrd, David M. 1999. Methods For Effective Teaching (2nd ed). Needham Heights: Allyn and Bacon A Viacom Company.

Bunyamin Maftuh. 2008. Education of Conflict Resolution. Study Program: Civics Education. Post-graduate School. Indonesia University of Education: Bandung.

Coser. Lewis. 1956. *The Function Of Social Conflict*, New York : Free Press.

Delors, Jacques. (1996). *Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-First Century*.Paris:UNESCO Publishing.

Dick, Walter & Carey, Lou. 1996 .*The Systematic Design of Instruction*. Fourth Edition. Harper Collins College Publishers, New York, USA.

Evangelos, C. Papakitsos1i, Konstantinos Karakiozis. (2016). Conflict Management Viasystemically Planned Peer Mediation. European Journal of Alternative Education Studies. Vol 1. Issue 2.

368

Fisher, et al. 2001. Managing Conflict, Skills and Strategies for Action, The British Council: Jakarta.

Fromm, Erich. 2008. *To Have or To Be*?. London. New York:Continuum.

Huntington, Samuel P. 2004. *The Clash of Civilizations and The Remarking of Word Order. M. Sadat Ismail.* Yogyakarta: Qalam. Cet. VIII.

Jones, Mrs. Deana C. 2015. Conflict Resolution for the Classroom, *TEACH Journal of Christian Education*. Vol. 9: Iss. 2, Article 4.

Joyce, Marsha Weil, Emily Calhoun. 2011. *Models of Teaching*, Learning Edition 8. References: Yogyakarta.

Kartadinata, Sunaryo. 2012. *Restructuring Education Culture*. Indonesia University of Education: Bandung.

McQuillan, Mark K. 2007. A guide to the Early Childhood Development Program. Connecticut State Department of Education. Online, 16 March 2017. Available; http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/early_childhood_guide.pdf.

Ministry of Education. 2005. Development Guidance of Syllabus on Social studies (IPS) for Junior High School (SMP)/MTs (MTs). Jakarta: Ministry of Education.

Misbach, I. 2006. *Role of the Educative Traditional Games Charged in Forming Identity and Attribute of Nations*. Research Report. Indonesia University of Education: Bandung.

Rusdiana. 2015. *Conflict Management*. Pustaka Setia : Bandung.

Sulistiyono, Adi. 2005. *Rationalizing Negotiation Culture to Develop the Use of Dispute Settlement of Win-win Solution*. Scientific Oration in the framework of XXIX Anniversary at the Sebelas Maret University.

The whole school model links to the Department of Education, Employment and Training (DEET). 1999. Framework for student support services in Victorian government; Adapted from the work of David and Roger Johnson, University of Minnetsota "Coleman, P. & Deutsch, M. (2001). Introducing co-operation and conflict resolution in schools:A systems approach. In D.J. Christie, R.V. Wagner & D.D.N. Winter (Eds.). Peace, conflict and violence: Peace psychology for the 21st century. N.J.: Prentice-Hall.

Wellek, Rene dan Austin Warren. 1995. Theory of Literature (translated by Budianta). Jakarta: Gramedia.