



Development Of Conflict Resolution Education Model In Banyuwangi District Senior High School

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ABSTRACT

The Tumpangpitu mine conflict in the village of Pancer Pesanggaran Banyuwangi involved people concerned with the pros and cons of mining and involved students in high schools around mining. The horizontal conflict manifested by various protests was joined by the children of parents involved in the conflict in the Pesanggaran District. So that the competition does not spread and impact schools, this study aims to analyze a model for developing educational conflict resolution in high schools in Banyuwangi to minimize conflict in schools. The research method uses a qualitative approach. Data collection through in-depth interviews with high school teachers in Banyuwangi. The result is that students are involved in conflict because they join in. The educational conflict resolution development model is more directed at integrating conflict resolution education with other subjects. From discussions through FGDs, the teachers revealed that this integration model was considered the most suitable because, with separate issues, the burden on teachers and students was already very high.

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1. INTRODUCTION

Since time immemorial, human-being has experienced conflict. In response, societies have established mechanisms that aimed to resolve conflicts (Wilson, 1993). Values are personal and have a profound impact on the ability to encourage employees (Zellweger and Astrachan, 2008). Neoliberals, Saito observes, advocate for lean governments and subcontracting of public sector services to “markets or private service providers” because they believe that it will make the public sector efficient, transparent, and more responsive to citizens’ needs (Askerov, 2010; Schillemans, 2011). Thus, the proponents of decentralization who subscribe to this school of thought, believe that local governments can deliver services that are “more responsive to public aspirations” because they understand the various needs of citizens better than central governments.

Research in the Tumpangpitu Banyuwangi mine revealed the problem of mining conflicts between the Sumberagung village community and PT. BSI, as the manager, added. The escalation of the conflict was still increasing, and there was even a horizontal conflict between the pro-mining and mining communities.

The problem is that this mining conflict becomes complicated because it does not rule out the possibility of stakeholders in the region or region being involved in the game of mining companies commonly known as octopus capitalism (Lin, 2011). The players involved have various roles, ranging from exchanging business networks and multinational information to granting mining operational permits. The capitalist system became dominant in multiple businesses, from economic systems to agriculture and mining enterprises (Allen, 2000).

Various studies on intercropping mines are more about horizontal conflicts. (Allerano, 2011) revealed that mining conflicts occur between communities around the mine, local governments, and corporations. (Schillemans, 2011; Brown and Langer, 2010) found that horizontal conflicts occurred because there was no agreement between the parties involved in mining.

(Brown and Langer, 2010) found that this intercropping mining conflict is increasingly complicated because political dynamics accompany it. The horizontal conflict study in Pesanggaran Subdistrict does not discuss conflict resolution education much. Therefore, this study focuses on the Conflict Resolution Education Development Model in Senior High Schools in Banyuwangi.

2. LITERATURE REVIEW

The realistic conflict theory (RCT) view proposed by Muzafer Sherif at the beginning of 1970 contributed greatly to the formation of conflict resolution education theory, where in that theory, Muzafer conducted experiments on cooperation which then occurred conflicts between groups and found solutions to solve conflicts by creating common goals that concern the interests of society or common groups (Terhune and Matusitz, 2016; Tyrman and Spencer, 1983).

Theoretically, conflict resolution with a cultural approach through conflict resolution education in schools and communities is based on cultural values and local wisdom. Conflict resolution education is basically to create a harmonious society.

Conflict resolution education programs focus on developing critical skills and abilities for a person to deal constructively with conflict. In most cases, these programs occur in schools, but they may also be used in after-school programs, community centers, church groups, Etc (Harris, 2004).

(Akgun and Araz, 2014) formulate four kinds of approaches in conflict resolution education. First, the process curriculum approach. An approach to conflict resolution that provides a certain amount of time to provide instruction related to conflict resolution materials (negotiations, media, etc.) in a clear subject, curriculum, or lesson plan. Second, the mediation program approach. It is a conflict resolution education program for selected students (cadres) trained in conflict resolution. Third. Peaceable classroom approach.

An approach that teaches students in a classroom about the basic abilities, principles, and processes of conflict resolution. In this approach, conflict resolution learning programs are integrated into core subjects (citizenship, social sciences, natural sciences, literature, art, Etc.) and classroom management strategies. Fourth, Peaceable School Approach (Hansen, 2008).

The peaceable classroom approach is the basis for establishing and realizing the state of a peaceable school. This comprehensive approach uses conflict resolution to manage classroom and school life. This approach focuses on students and all school residents, such as teachers, counselors, staff and employees, principals, and parents (O'Reilley, 1984; Levin, 1994).

3. METHODS

This The research method used is qualitative method. To get a good picture of the functioning of the model and to obtain an educational model of conflict resolution based on cultural values and local wisdom effectively so that it can be utilized on a limited and broad scale, provide a research procedure consisting of ten procedures related to the implementation of research and development as a solution to determine the success of the applied model.

Researchers subsequently conducted field research. Field research is a series of data collection processes in the field. This team is in charge of observing and visiting Bangorejo State High School, Pesanggaran State High School, and Purwoharjo State High School. The selection of the three public high schools is purposively based on the geographical rationality of the place where the tumpang pitu mine conflict is. The conflict over the intercropping mine is located in Pesanggaran District, so the neighboring high schools of Pesanggaran State High School are taken by Bangorejo State High School and Purwoharjo State High School.

4. RESULTS AND DISCUSSION

The mining conflict that occurred in Sumberagung is a long-standing conflict. The emergence of the mining conflict was first triggered by mining permits in the Mount Tumpangpitu area through the Regent's Decree Number 188/57/KP/429.022/2006, which was given to PT Indo Multi Niaga after which the IUP OP permit was then granted to PT Bumi Suksesindo.

Mass protests against PT realized the conflict that occurred. BSI and Banyuwangi Local Government, by conducting demonstrations. Most residents flocked to the open pit mining area to protest. This event is an initial condition where the extraction waste above Tumpangpitu is washed away by floods and enters the Red Island pariwisata area. Even what residents consider quite worrying is the proximity of the location of the mining waste collection pond to the Fish Auction Place (TPI) of Pancer Hamlet, Sumberagung Village, which is only about 6.7 km away.

The horizontal conflict, whose escalation is increasingly widespread, has caused concerns about spreading and affecting high schools in the surrounding area. These concerns are based on the argument that these conflicting parents have children of high school students around the region. The children of high school students are also worried about experiencing conflict

because every time there is a protest, these children also participate because of their parents or join in.

Conflicts between children of middle and high school students that occur in society are very likely to be brought to school, so teachers and schools often have to strictly control them so that conflicts in schools do not occur. Moreover, the teachers in high school research revealed that it is always persuasive that children do not need to follow along because it is the business of parents and the community. The settlement mechanism has been carried out so that the children focus on learning.

According to teachers in high schools in the area around the conflict, at the beginning of the conflict, the students also experienced a polarization between the pros and cons of mining following their parents. However, when this research was carried out, the students were already aware, and fewer were involved in mining conflicts and brought to school.

Currently, only about 7% of the 100 respondents still participate in protests if there is a protest in the community, but this conflict is no longer brought to school. According to the confession of one of the Pesanggaran High School students who was involved in the conflict, he said, "if there is a demo, yes, I just follow it, to be crowded, but even if there are friends who are different parties, we are still friends at school."

To dig deeper into this societal conflict, nowadays, the students already dislike protest or resistance but are much more tolerant, leaving the conflict to the apparatus of the law. Of the 100 student respondents in the Three High Schools around the mining conflict area, most (89%) students had a tolerant attitude and did not want conflict. However, there are still 6% who continue to follow the conflict because of the parental factor and 5% who follow the conflict because it is crowded in the community.

According to the students, resolving conflicts that occur is quite diverse, but most (87%) students want conflicts resolved by deliberation and consensus. This method of deliberation has actually been taken dozens of times by the Banyuwangi regional government, PT. BSI and between the communities the pros and cons of mining. However, the results have not been optimal, so there are often protests, and the atmosphere of peace in the community is not conducive to being true.

Another student (7%) said that the conflict was resolved legally to find out which party was wrong and which party was right. This has also been done, but it is felt that the community needs to be fairer because partiality towards the company is still considered high.

When asked about their perception of conflict resolution education held in schools, the response of the students was positive, namely agreeing to hold conflict resolution education. According to them, conflict resolution education is not only to prevent mine conflicts from spreading to schools but also so that students understand the importance of conflict resolution education. The results of simple statistical calculations were mostly (94%) of students in three high school studies agreed to hold conflict resolution education, 3% did not answer, and 3% disagreed because the conflict was resolved by the authorities.

To respond to students' perceptions of the importance of conflict resolution education in schools, researchers conducted focus group discussions (FGDs) with teachers in three research high schools. The teachers also expressed their agreement, while the conflict resolution education model, in the opinion of the teachers, was quite diverse. Some argue that it is integrated with the curriculum (38%), some argue that it should be integrated with certain subjects (40%), some agree that a separate issue of conflict resolution education is held (14%), and some argue that it is carried out through extra-curricular activities (8%).

Looking at the configuration of teachers' opinions on the development model of conflict resolution education in schools, there are at least two developments that need to be

considered, namely a mixture of integrated curriculum models and integrated models of certain subjects. In the teacher FGD, the teachers agreed that this conflict resolution education development model could be left to each school so that flexibility and achievement of goals are strongly influenced by school policies.

Through FGD (Focus Group Discussion), initially, conflict resolution education or peace education is provided by integrating every possible subject. The main choice of teachers is to integrate conflict resolution education in the subjects of Pancasila and Civic Education or other social studies education.

The choice of integrating conflict resolution education in relevant subjects, especially Pancasila and Civic Education (PPKn), because:

1. The burden of chasing and learning teachers and students is already very high, so it is considered ineffective if it is carried out by providing its own subject on conflict resolution education.
2. The results showed that the choice of integration into relevant subjects was the main choice.
3. Not all teachers understand and are experts in providing conflict resolution education because educational backgrounds are different, especially in science subjects.
4. In its development, conflict resolution education was agreed not only to be integrated into subjects but also integrated into the curriculum.

5. CONCLUSION

Conflict resolution education is one of the cultural approaches to prevent, or at least minimize, horizontal conflicts in both schools and communities. For implementation in schools, conflict resolution education can be carried out by integrating relevant subjects and curricula. If integrated into the curriculum and into policy, conflict resolution education can be implemented throughout high schools.

Therefore, through this research activity and based on the findings of this study, it is recommended that:

1. The Banyuwangi District Education Office is expected to be able to decide on policies that can accommodate conflict resolution education in each school, both integrated with relevant subjects and integrated into the curriculum.
2. In order for conflict resolution education to be implemented at the community level, the Education Office can coordinate with relevant agencies so that the polarization of the pros and cons that cause conflicts can be resolved through a cultural approach so that the community can return to living in harmony.

6. RECOMMENDATION

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