

# Action Research:

## Eliminating bullying by applying conflict resolution's skills

Rohayani Ida, AR. Endang Danial, Malihah Elly, Sundawa Dadang  
 Universitas Pendidikan Indonesia  
 Bandung, Indonesia  
 rohayani35@gmail.com, ellyms@upi.edu

**Abstract**—Almost every child has bullying treats to other whether consciously or unconsciously. He adopted through intercourse or imitating from people close to him. Similarly seen in teenagers in high school age, such as discriminatory attitudes and cannot accept the advantages of others. This study describes how conflict resolution action research provides students with skills in managing conflict. This study applies some learning methods that stimulate students to react to conflicts conditioned by the teacher and giving a solution and commitment at the end. They have self-assessment and sociometrist questions to calculate their psychological tendency to be principled, reactive, or permissive to the conflict. This research is applied to 10th graders in Civic Education for one semester (6 months). The results showed that there was a behavioral change that showed a high sense of social responsibility among students and eliminated bullying behavior. If the implementation of this model is applied continuously, it can improve students' behavior even more. The author is a teacher of Civic Education and Sociology in high school who develops conflict resolution models.

**Keywords**—bullying; conflict resolution; conflict

### I. INTRODUCTION

#### A. Bullying Behavior in School-Age children

Mocking behavior and naming parents from a child to another is considered normal and is common among high school teenagers. They do it with a tendency to joke. Even though it can have a negative impact on the victim's psychology. Victims can take action by finding alternatives such as fighting or seeking another escape towards negative behavior. If this is left unchecked, it will become anxious in the world of education in charge of implementing education of values and character.

Davidson, reveals a variety of negative behaviors that can be displayed by high school age children, namely failure, drop out, academic dishonesty, violence, drugs, and sexual activity [1]. Therefore, he also asked, why then did the school not teach character education as a central strategy to improve schools?

We view culture and character broadly as a challenge for schools and society, which is the responsibility of character educators. Even Lickona [2,3] and Davidson [4] revealed the problematic behavior studied in young people is essentially the absence of good character. The main construction offered by Davidson for the Smart and Good school model is the conception of human character which is divided into two [4]:

moral characters and characters displayed [5]. Muriel J Bebeau [6] claimed that the research conducted by Lickona [2], Wynne and Ryan [7], and Kilpatrick [8] all began by suggesting the failure of primary socialization in building young generation by suggesting teaching moral values directly. Bebeau concludes [6], all of the research's main highlights are for "Basic Morals," namely the prevention efforts of young people in relationships and away from harming themselves and their neighbors.

Character education efforts are the hope for a better direction. Character educators must find ways to improve the psychological state of the child so that they can grow and develop comfortably and peacefully.

#### B. Application of Conflict Resolution Skills as an alternative to Character Formation

Conflict resolution skills are chosen as one of the solutions to character problems because of the characteristics of the competencies that must be possessed that is to face conflict peacefully. Conflict resolution is expected to provide fresh air in character education where there are still many problems with bullying and harassment among students.

Research conducted by Purwoko and Tri on conflict resolution models, with a background in school violence and student fights is an extreme phenomenon that often occurs [9]. Violence in school is defined as any act of intimidation, threats, violence, robbery, vandalism, physical assault, rape, sexual temptation or murder that occurs on the school grounds or buses going from and to school [10,11]. The manifestation of violence in schools can take the form of verbal, physical punishment, snapping, extortion, and fighting.

Purwoko and Tri's research results include being able to uncover conflict resolution models as alternative solutions to conflict by giving students skills as mediators at school [9].

A "conflict" can occur in social life, namely there is a conflict of interests, desires, opinions, etc. which at least involves two or more parties. William Chang questioned "is it true that social conflict is only rooted in inner dissatisfaction, jealousy, jealousy, hatred, stomach problems, land problems, housing problems, work problems, money problems, and power problems?" and stated by Chang that even momentary human emotions can trigger social conflict [12]. So that conflict resolution is one of the efforts of an individual or community that seeks a way out of the conflict.

**II. METHODS**

**A. Action Research in Applying Conflict Resolution Skills**

Action research describes the treatment and application of the learning cycle, in a group and other groups as a control to find evidence of the truth of an assumption that is applying conflict resolution skills in character education can reduce students' bullying behavior in their environment.

The schools that were sampled were 10th grade students from 3 different schools, namely 471 people. Data collection through interviews and application of models in Citizenship Education subjects as a trigger to reduce their deviant behavior. This study records all behaviors from the application of the conflict resolution model conducted. The competence of citizens applied in the model is civic knowledge, civic skills, and civic disposition measured through path analysis.

The following table illustrates a sample of the population following the action research cycle:

**TABLE I. DISTRIBUTION OF THE NUMBER OF STUDENTS IN EACH MEETING**

No.	Meeting Followed	Number of student	percentage	Percentage accumulation
1	Not at all	74	15.71%	15.71%
2	1	32	6.79%	22.51%
3	2	57	12.10%	34.61%
4	3	49	10.40%	45.01%
5	4	43	9.13%	54.14%
6	5	44	9.34%	63.48%
7	6	45	9.55%	73.04%
8	7	45	9.55%	82.59%
9	8	50	10.62%	93.21%
10	9	32	6.79%	100.00%
Total		471	100.00%	

Impacts that occur from incomplete data for one student is the result of data processing which is not objective. Therefore, after the selection of the data to be valid to be processed, then the number becomes 78 samples taken from students who take 8 or 9 meeting and remove some of the data contained outliers (purposive sampling).

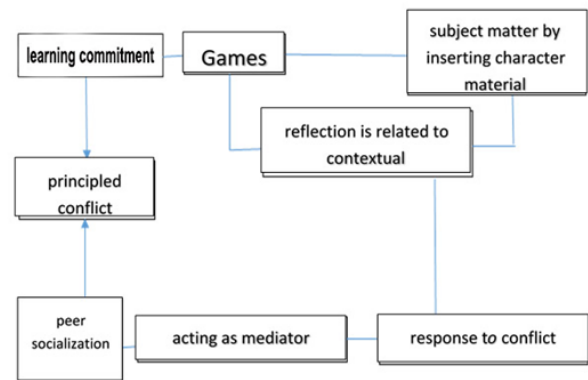
To complete this action research, some of the research questions enhanced by making the self-assessment and peer assessment as one of the data to interpret the description attitude.

In simple terms, the learning model of conflict resolution skills is carried out with the following stages:

- Start with learning commitment, towards understanding and detecting problems (Learning Commitment).
- Involve students through a game which contains collaboration and competition (Games).
- Stay focused on the structure of the learning curriculum by linking it to the material and learning objectives (Character Material Inserts).

- Reflect on the game with real life and the challenges faced to find a solution (Reflection is related to contextual).
- Ask questions or motivate students to ask questions by presenting complexity, ambiguity, ending problems openly, and integrating conflict resolution knowledge and skills (Response to Conflict).
- Ask students to act as mediators of conflicts with arguments and actions (Acting as Mediators).
- Inviting students to the level of knowing higher and rich in knowledge, skills, especially acting through behavioral evaluation by socializing to their friends (Peer socialization).
- The learning process begins and ends in a principled response behavior as a result of Conflict Resolution learning (Principled Response Commitment)

The model is applied when it is described as the following cycle:



**Fig. 1. Design of conflict resolution skills learning model.**

**B. Conflict Resolution in Theory and Practice**

Social researchers reveal that the cause of conflict is one's perception of conflict, namely many laypeople perceive conflict negatively, and history reveals that scientists also have different perceptions in dealing with conflict, they prefer adjustment rather than conflict, adopted by functional structural theories (Parson and Merton). Whereas adherents of conflict theory (Dahrendorf influenced Marx) view the phenomenon of conflict as a fact that is always present in social interaction in society and not to be dysfunctional.

As for what brings together the functional structural theory and conflict theory conducted by Coser which is influenced by Simmel by stating that conflict is not always dysfunction (having no function) in a certain degree can be an important element in group formation because it has a positive function, including social conflict can strengthen group identity by strengthening group awareness (group consciousness and awareness) [13], and if the conflict occurs with other groups, can increase the integrity of the group itself (internal group cohesion) [14].

Conflict resolution education is a planned effort that is carried out in the form of discussions, seminars or other deliberative forums where everyone expresses their opinions and problems on the other side so that there is talk or behavior that leads them towards problem solving. When differences are known and appreciated / appreciated, and when the conflicting parties build strength for others, a climate is formed where self-worth accompanies each individual and gives him the opportunity to complement each other. Education teaches positive ways to approach conflict by controlling conflict situations effectively [15].

Bodine and Crawford reveal several ways to diagnose intact conflict, namely limited scope (time, space, money, equipment, and tools) the easiest things to solve, and different values: beliefs, priorities and the principle of life tends to be difficult to solve. This can cause a response to conflict, including [15],

- Subtle responses (soft responses) involving friends or people who want to do good to others because of future considerations.
- Hard responses (hard responses) that assume other people are opponents.
- Principled Responses (principled Responses), involving people who see themselves as problem solvers aiming for an efficient and peaceful outcome.

Types of education models approved by Maftuh through several approaches. The Ohio Commission on Dispute on Resolution and Conflict (OCDRCM), there is [14]:

- The cadre approach, which is only a small number of students trained in conflict resolution skills, is not carried out in one broad school but is focused on only one particular class.
- Comprehensive approach where a conflict resolution strategy is integrated into the curriculum, mission formulation, and school policies and procedures. All students are trained in various conflict resolution strategies such as negotiation, mediation, and creating a peaceful environment. The goal positively influences the school climate, standards and procedures, education development, supports the system and the whole school community by increasing awareness and skill levels.

The conflict resolution skills approach proposed by Crawford and Bodine is [15]:

- Process curriculum which is the provision of special time to teach basic skills, principles, and problem solving through negotiation, mediation, etc. as a special subject and program that is by integrating it into other subjects.
- The mediation program is to prepare several selected students to be trained as facilitators, while the stages that must be mastered are: a) arranging the situation, b) gathering views or perspectives, c) identifying interests that contribute to the conflict, d) creating choices for the interests of the two parties disputes, e) evaluates the choice with objective criteria, and f) withdraws an agreement that satisfies both parties to the dispute.

- Peaceable classroom (a peaceful class) uses a whole class methodology where students are taught basic abilities, principles, and one or more problem solving processes from integrated conflict resolution in core subjects such as Civics, Literature, Science, art, etc. There are several stages in the creation of a peaceful class, namely: a) Creating a cooperative context, b) Implementing a peer mediation / peer mediation resolution program: students negotiate problem solving, students become mediators (mediators) conflict their schoolmates, arbitrate (arbitrate) student conflict, c) Use of learning about academic controversy

Peaceable school is based on a peaceful class but is applied comprehensively to all elements in the school such as teachers, counselors, school employees, principals, and parents.

This study uses a Peaceable classroom conflict resolution approach (a peaceful class) using a whole class methodology where students are taught basic abilities, principles, and one or more problem solving processes of integrated conflict resolution in civic education subjects.

The learning strategy used is to use Game Theory and competition. Deutsch states that this theory is not only related to cooperation and competition between individuals and groups but also with social psychological processes that will bring about these results. He argues that this model has central relevance for understanding the processes involved in conflict [16].

The discussion in changing character takes a postulate and several theories put forward by Kurt Lewin. Kurt Lewin's postulate about individual behavioral attitudes towards situations that are influenced by several things and referred to as an analysis of conflict situations by using psychological illustrations to maintain the general potential of several concepts, namely from the case of plus-plus, plus-minus, and minus-minus conflicts [16].

### III. RESULTS AND DISCUSSION

#### A. *Conflict Resolution Skills Train Students to be Good Listeners*

Research has been carried out for 6 months, with the results of education can affect a child's growth and development, even school can be a place to solve student problems in the form of deviations in social behavior. This study presents a descriptive analytical study based on case studies for high school students in the city of Bandung to prove that schools can shape the character of citizens through the application of conflict resolution models.

This study records all behaviors from the application of the conflict resolution model conducted. The competence of citizens applied in the model is civic knowledge, civic skills, and civic disposition measured through path analysis. The result is that students who have been treated discriminatively from their friends in the previous semester have been treated better. Students in other schools who use crude language, with the application of conflict resolution models are able to say ethically. Whereas schools that implement research models and

classical discussions, find the fact that looking for causes and consequences of irregularities is learning to improve character.

This is the impact of a characteristic of resolving a conflict including communication. There is an individual's commitment to listen to others talk about a conflict. But that does not mean he does not clarify ambiguous statements or unify perceptions. In this case discussed by a conflict and communication researcher namely Krauss and Morsella which states that there is an encoding-decoding approach to communication where the listener is a passive recipient whose job is to process the meaning of the transmitted message, but a participant in communicative exchange is not limited to this role [16]. Listeners actively ask questions, clarify ambiguous declarations, and strive to ensure that they and their partners have the same understanding of what has been said.

#### *B. Conflict Resolution Trains Students to Compete and Cooperate Well*

There is a class condition that is not conducive to expressing opinions on one of the classes that are used as research subjects. Every time someone speaks, there is ridicule and ill treatment from his friends. This took place in a class that had twice changed members of the study group.

The researcher assumes as a class that has not been able to make a commitment to be a solid group. So one solution is to practice empathy and resist emotions. Classroom management with restraint techniques in the mannequin challenge game was carried out to test their patience, it turned out that they were very unable to hold themselves even for a few seconds.

Finally, strengthening and motivating them is an important solution that must be reminded of themselves with a rather firm emphasis. Researchers try to get them to break away from their negative comfort zones. One by one was revealed about how to resolve the psychological and social conditions so that they are able to achieve a better future.

In game theory there is cooperative and competitive interest in conflict situations (or, in Schelling's terms, diverse conflict motives) and turns out to have a productive impact on social psychology studies about conflict, theoretically and methodologically [17]. Game theory, conflict consists of a mixture of cooperative and competitive processes that run naturally. the sense of cooperative elements involved in conflict contradicts the competitive struggle [16].

Games that provide a natural experience between collaboration and conflict provide students with the experience to understand, map, and identify conflict actors so that they come up with ideas for negotiation, mediation, or seeking a neutral third person. If applied in contextual learning about conflicts that occur in real life, then this conflict resolution game work will be effective because it is fun but resolves conflicts.

The conflict resolution theory is in line with the research results of Jamil which reveals some of the skills that must be possessed in conflict resolution as the implications of training, namely as follows [18].

- Understanding conflict and theoretical understanding of it.
- Conduct conflict mapping which includes identification of actors, behavior, attitudes, and issues involved in a conflict.
- Intervene through conflict resolution work both through negotiation and mediation as a neutral third party intervention.
- Conduct mediation as a conflict resolution practice in the Indonesian context.

Application of conflict resolution in the world of education has its own characteristics both in terms of delivery and training it to students. The most important learning process in a learning strategy is how to apply the model and assess it.

#### *C. Conflict Resolution Trains Students to Face Conflict Positively*

The conflict experienced by each individual does not always deal with negative events. Even positive events can become conflicts. Therefore, Bullying does not only occur due to negative conditions. When a student is in the position of someone who is smart and number one, he also has a conflict in maintaining his position. Everyone considers it perfect, so this assumption becomes a burden in his life.

Based on this, some conflict theories can be solved in the case of plus-plus, plus-minus, and minus-minus as stated by Levinger from the postulate of Kurt Lewin. A plus-plus case is a psychological conflict in which a person is faced with between two positive degrees [19]. He must choose one of two interesting objects or activities. For example, he must choose a television program where both are believed to be equally interesting. Plus-plus conflict is a simplification of the concept of an ordinary situation where reaching two of the goals also leads to negative things, namely reaching one goal but making suffering for the other.

The minus-minus case where a person is between two negative degrees with the same strength. For example, he is faced with an alternative task that is very extreme and dangerous or gets punishment for not wanting to do it, in this case he is in a minus-minus conflict. The behavior that results from the situation depends on how large the characteristics of the situation are. The stronger the barriers that hold a person in a situation between two negative degrees, the more he will be motivated to choose one from an unpleasant alternative.

The plus-minus case where in this situation the attraction of the regional destination detains someone to stay in his place, even though the unattractive aspect prevents him from achieving it. These cases can be solved by the psychological concept proposed by Kurt Lewin as follows [19]:

- Life space. The totality of the psychological and biological environment of a person who has an effect on him at a particular time including the personalities, events, or various things that are part of the outside environment as well as the needs, values, thoughts, or

feelings that come from within the internal environment so that the person is some degree aware of it.

- Region (region). Is a part of living space that shows some potential and contemporary activities of a person? For example, in some instances he might be in a bicycle ride by being aware of other areas such as where to stop, stop, bicycle parking, and others.
- Locomotion (driving force) is the driving force associated with traversing time, this is indicated by changing the location of a person from his territory and the space of his life.
- Barrier, a barrier made by the area, or the boundary of an area where it offers resistance from movement
- Valence (degree) interesting or disgusting character corresponds to "valence / positive degree" and "valence / negative degree". The area of positive degrees causes an approach, while negative degrees cause avoidance.
- Goal (goal). Is an area of positive degree?
- Force, where between the driving forces of causes and obstacles from one region to another. Lewin distinguishes between "self-encouragement" which arises from someone's self, and "cause of encouragement" where it arises from outside the environment like that of other people. The point is the urge of psychology is personal (person).

1) *Driving force, an impulse to move directed to locomotion, this is produced by one or more positive or negative degrees.*

2) *Restraining force radiates from the barrier (barrier).* This does not push toward locomotion but affects the driving force effect.

3) *Resultant force.* Behavior sometimes or never produces just one push. Usually this is suspected by an impulse of results, where it directs and the magnitude of the complex constellation of the overall results between the impulse of movement and the strength of restraint which is indicated by a person's behavior in a particular event.

4) *Field of force (field of strength).* The constellation of the various impulses given in the area that will appear if a person is placed in the area. On the other hand the negative degree makes the plane of impulse branch out.

5) *The gradient of force field (the speed of change from the plane of strength) is the level of force changing in the direction or away from one region to another* [19]. Based on these two theories, it can be concluded that conflict resolution can be used as a skill to shape individual characters and social psychology in a situational learning process. Individuals who are involved in a game and race are invited to collaborate at the same time to compete, while the final decision is in determining who considers the situation to be positive, negative, or even just adjusting it. Of the two theories, a researcher can deduce the characters of participants involved in the game [9].

#### IV. CONCLUSION

Civic education through Conflict Resolution Skills with Civic Knowledge has a positive correlation. This shows that the stronger students' knowledge, the students are able to implement conflict resolution skills well. There is a tradition of conveying the value of belief to students as good citizens, namely students need to gain knowledge as "self-evident truth".

Civic education correlation through Conflict Resolution Skills towards Civic Skills is strong and positive. This shows that conflict resolution skills applied in learning contribute significantly to Civic Skills.

This research also produces an analysis of the character of citizens in groups that use learning models of conflict resolution skills that can significantly shape the character of citizens compared to groups that use conventional learning models. Once it is known that the learning process does indeed affect the intellectual skills and participatory skills of students, then there are significant results that students can reduce the desire behavior of bullying their fellow students.

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