



A Conflict Resolution Learning Models using Carton Ekspresi Card Media in Developing Conflict Resolving Skill in Elementary School

Sinta Maria Dewi^{1*}, Tarpan Suparman², Yulistina Nur DS³, Tia Latifatu Sa'diyah⁴, Ayu Fitri⁵ 

^{1,2,3,4,5} Universitas Buana Perjuangan, Karawang, Indonesia

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ABSTRAK

Kedamaian peserta didik di sekolah dalam kenyataannya tidak mudah diwujudkan. Indikasi yang berkonotasi tidak damai di sekolah semakin kentara. Berbagai konflik, mulai dari bentuk yang paling sederhana, yakni perilaku verbal, hingga kepada kekerasan yang lebih serius berdimensi fisik berupa tawuran, penganiayaan, bahkan hingga pembunuhan telah dilakukan oleh beberapa peserta didik di sekolah. Tujuan penulisan ini adalah menganalisis model pembelajaran resolusi konflik dengan media kartu ekspresi kartun dalam pengembangan keterampilan menyelesaikan masalah siswa di sekolah dasar. Metode penelitian ini terdiri dari beberapa Langkah, yaitu desain research, subject research, data collection instruments dan data analysis. Berdasarkan hasil penelitian dan pembahasan yang telah dilakukan, diperoleh kesimpulan data tentang kemampuan awal siswa menyelesaikan konflik yang sering terjadi di kelas 5 pada jenjang sekolah dasar yaitu dari 4 sekolah terkategori pada kelompok kemampuan awal siswa dalam menyelesaikan konflik masih perlu ditingkatkan lagi karena capaiannya relatif rendah. Dihasilkan data tentang kajian analisis kebutuhan model pembelajaran konflik dengan media kartu ekspresi kartun konflik anak berdasarkan kuesioner dan hasil dari wawancara menyatakan bahwa belum adanya model atau strategi khusus dalam rangka membelajarkan mengenai konflik dan cara menanganinya. Pada akhirnya, dinyatakan oleh guru dan siswa bahwa dibutuhkan model khusus yang berbasis pada penanganan konflik. Melalui model tersebut maka diharapkan para guru memiliki alternatif yang dapat digunakan sebagai bagian dari proses pembelajaran itu sendiri. Bahkan siswa menyatakan model seperti itu diperlukan untuk memberikan pengertian kepada setiap siswa agar tidak mudah berkonflik.

ABSTRACT

The peace of students in school in reality is not easy to realize. Indications that connotes not being peaceful at school are increasingly obvious. Various conflicts, ranging from the simplest form, namely verbal behavior, to more serious violence with a physical dimension in the form of brawls, persecution, and even murder have been committed by some students in schools. The purpose of this paper is to explain the study of the need for a conflict resolution learning model with cartoon expression card media in developing students' problem-solving skills in elementary school. This research method consists of several steps, namely research design, subject research, data collection instruments and data analysis. Based on the results of research and discussions that have been carried out, data conclusions were obtained about students' initial ability to resolve conflicts that often occur in grade 5 at the elementary school level, namely from 4 schools categorized in the group of students' initial ability to resolve conflicts still need to be improved because the achievement is relatively low. Data were produced on the needs analysis study of conflict learning models with children's conflict cartoon expression card media based on questionnaires and the results of interviews stated that there was no specific model or strategy in order to learn about conflicts and how to handle them. In the end, it is stated by teachers and students that a special model based on conflict handling is needed. Through this model, it is hoped that teachers have alternatives that can be used as part of the learning process itself. Even students stated that such a model is needed to provide understanding to each student so as not to easily conflict.

1. INTRODUCTION

In March 2020, there was a virus outbreak caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) or better known as Covid-19, which resulted in the paralysis of various human activities, including individuals, companies and governments. The spread of the pandemic virus has caused 185 countries in all parts of the world to be affected by the ferocity of the virus. Indonesia is no exception, according to data from the National Task Force for the Acceleration of Handling Covid-19, in April there were 9,771 confirmed positive cases of corona. Pandemic Covid-19 has a big impact on various sectors, one of which is education (Larastati & Munastiwi, 2021; Naziah et al., 2020). The world of education is also feeling the impact. Humans as social creatures always interact with other humans in various ways. If two individuals have the same goals, then cooperation occurs. If one individual wants more than another, competition or rivalry occurs, and if two individuals have different or conflicting interests, then conflict occurs (Panggabean, 2017; Suriadi et al., 2021).

Conflict is a natural occurrence because it is caused by a lack of harmonious social interaction. Education in schools requires a peaceful climate to support a quality learning process. Quality learning does not only teach knowledge, skills and attitudes, but also develops and fosters feelings of love, mutual understanding and friendship (Indarini et al., 2013; Suragangga, 2017). Thus, advancing quality education and learning is synonymous with promoting peace in the minds and hearts of students. In reality, the peace of students at school is not easy to achieve. In fact, recently indications that have a connotation of not being peaceful at school have become increasingly clear. Various conflicts, ranging from the simplest form, namely verbal behavior, to more serious violence with a physical dimension in the form of brawls, abuse, and even murder have been carried out by several students at school (Fakhri, 2022; Rahman & Ramli, 2022).

School as a social system is a place that should have a conducive climate to support learning activities (Junanto & Kusna, 2018; Zuriah & Sunaryo, 2022). The learning process will run very well if the physical and psychological environment is conducive. A peaceful and pleasant environment is very conducive to facilitating a better learning process (Lesilolo, 2019; Viona et al., 2022). If we pay attention to current conditions, the school climate is not always peaceful and safe. This happens because several conflicts often occur in schools in the form of simple or more serious conflicts. Many conflicts occur, including among elementary school age children. The fact regarding the occurrence of conflict among school students in Indonesia in various information media today is a truly sad fact (Muslim, 2020; Nasrudin et al., 2021).

Some cases and conflicts that occur can be triggered by various different things, from trivial things to more profound ones. Violent incidents in schools have adverse effects on students' physical and psychological health. Conflicts that occur in schools can occur in various forms, namely horizontal and vertical (Muslim, 2020; Panggabean, 2017). Horizontal conflicts occur between students (interpersonal conflict), between groups of students in one school and between students from one school and students at school. Whatever the form, conflict will disrupt the learning process and will then weaken the student achievement process. Conflicts that occur among school students, especially elementary school students, can be an indicator that they do not have good conflict resolution skills. The ability and skills to resolve conflict without violence must be taught to children and the younger generation as early as possible when they start entering school, so that they will later have the skills to resolve conflict constructively (Hamzah et al., 2022; Irawati et al., 2022).

The results of observations and interviews conducted at 4 (four) elementary schools consisting of 3 state elementary schools, 1 private elementary school in Karawang, obtained information that among elementary school children the conflicts that often arise are horizontal conflicts such as impatience in queuing, making fun of friends, fighting over the queue to memorize it to the front of the class, and so on. Conflicts that occur in elementary school students are caused by several things, namely the child's desire to be noticed by friends/teachers, problems at home that are carried over to school, there are some children who do not yet have the awareness that teasing can hurt their friends. Elementary school students do not yet have independence in resolving conflicts, requiring a third party to resolve conflicts by being assisted by peers or teachers. Schools do not yet have a special program for handling children's conflicts, while schools that become driving schools will receive a bullying program from the ministry. The provision of material regarding conflict is inserted in several subjects such as Social Sciences, Civics, Religion using the lecture method only, and the time is very limited so that the teacher does not introduce all competencies related to conflict resolution; and the absence of conflict resolution learning media in elementary schools.

Conflicts that occur in schools are generally caused by a lack of communication, cooperation and collaboration. Several efforts have been made to handle conflicts among students. Using comic media as a tool to help teachers shape character and improve children's interpersonal intelligence when learning at

school (Ayu et al., 2021; Puteri et al., 2022). Comics are a learning medium that is used as a tool to help teachers during the learning process, which has characteristics so that students enjoy reading them. One alternative for handling conflict prevention that will be developed in this research is a conflict resolution learning model using video cartoon art media which contains conflict stories and their handling that are adapted to the characteristics of elementary school children (Megantari et al., 2021; Wicaksana et al., 2020). Expression Card learning media in conflict resolution learning to develop children's conflict resolution skills is designed to teach conflict resolution using material on environmental themes for fifth grade elementary school students. The development of a conflict resolution model through cartoon art is a series of learning activities that emphasize the process of solving problems faced by students scientifically (Lestari et al., 2022; Wicaksana et al., 2020). In the learning process, students are faced with problems that require problem solving. To solve this problem, students must select and reorganize the knowledge and learning experiences they already have. The conflict resolution material that will be developed is integrated into theme 8 (eight) in the third lesson, namely KD IPS, where it is hoped that learning will be more meaningful by integrating the concept of conflict resolution into the subject. In this model, learning will be presented through cartoons which can provide a pleasant learning atmosphere and increase student learning motivation and creativity (Hidayah & Suyitno, 2021; Utami, 2018).

Educators must ensure activities Study Teaching continues, even though students are at home. In this case, educators are required to be creative in designing learning media as innovation by utilizing online media. The hope is that after the Covid-19 pandemic, we will become accustomed to the current system as a culture of learning in education. From the explanation above, in the use of online media, video media is the media currently needed by schools. Based on research that has been carried out, data is obtained that the use of learning video media developed through Sony Vegas Pro software shows better learning achievement than the average learning achievement using book media. Video media is a substitute for natural surroundings and can show objects that students cannot normally see, such as conflict resolution material. Videos can describe a process accurately and can be seen repeatedly, videos also encourage and increase students' motivation to keep watching them. Revealing that video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes (Ramdani et al., 2020; Sumanto & Sadewo, 2021). Based on this, the aim of this research is analyzing the conflict resolution learning model using cartoon expression cards in developing students' problem-solving skills in elementary schools.

2. METHOD

This research consists of several steps, namely research design, subject research, data collection instruments and data analysis. Researchers will choose the Ex Post Facto research model. Causal Comparative Research because the research model (case-control) has several criteria that follow the research design created by previous researchers. Ex Post Facto research or what can be called retrospective is research in which the independent variables appear when the researcher starts this research (Afriyanti et al., 2021; Surifah et al., 2018). Causal comparative studies conduct systematic empirical investigations in which the researcher does not control the variables and essentially cannot be manipulated. Population is a generalization consisting of an object or subject that has certain qualities and characteristics determined by the researcher to be studied and then deduced. Researchers used the Purpose Sampling technique because the sampling had been planned and the respondents had been determined (Afriyanti et al., 2021; Suryaningsih et al., 2022). The subjects used were 120 students and 4th grade elementary school teachers consisting of four schools in the city of Karawang.

This research uses a questionnaire to collect data related to the study of the need for a conflict learning model using expression card media in developing children's problem-solving abilities in elementary schools. This research uses instruments in the form of observations to collect data about conflicts that students often encounter in elementary schools and to study the need for learning models through expression cards. The questionnaire to assess the need for a learning model using expression card media consists of 12 statement items using yes and no. The data analysis technique used is qualitative methods and analyzed using percentage descriptions. The qualitative data analysis method is a method of in-depth data processing using data from observations, interviews and literature. The data analysis technique in this research was used to analyze data about conflict using expression cards as media. The resulting data is presented with percentage descriptions and visualized with diagrams to make it easier to interpret the data produced by researchers.

3. RESULT AND DISCUSSION

Result

Learning activities or processes are always related to learning objectives, as well as planning and implementing learning. By planning and implementing good learning, effective learning will be created. Researchers measured the level of nationalist character of elementary school students using a questionnaire in the form of 23 statements. Researchers collected data in ten different schools involving 203 research subjects in grades 4-6 of elementary school in the city of West Jakarta. The study of the need for virtual reality-based learning models was obtained using a questionnaire in the form of 18 statements. Researchers involved 12 research subjects, namely elementary school teachers at 10 elementary schools in Palmerah subdistrict, West Jakarta city.

First, the researcher conducted a preliminary analysis regarding the initial conflict resolution abilities possessed by students in elementary school. The observation indicators made by researchers refer to nine abilities that are relevant to the ability to resolve conflict. The indicators referred to are orientation skills, perception, emotions, communication, critical thinking, creative thinking, negotiation skills, mediation and correct decision making. Previously, researchers made initial observations regarding students' abilities in resolving conflicts, such as conflicts that often occur between students, namely teasing each other. For example, when one student taunts another student with the phrase "hey, item kudel" which means the student commits an act of verbal violence by calling the other student the dirty black one. In this condition, students who are teased usually experience inner pressure if they do not have the courage to fight back, this could be due to economic incompetence compared to the student who is mocked or other backwardness. If that happens then the problem-solving process shown by the student who is the victim of teasing is to keep quiet or ignore it, this is of course a solution so that a bigger conflict does not occur, but what actually happens is an inner conflict within the student who is being teased. It needs to be understood that in this process there are two moments, namely when the student who is being teased chooses to remain silent to avoid a bigger conflict and a new conflict arises within the student himself. In the first condition, a solution to a conflict occurs, namely by ignoring the teasing. However, at the same time, students who are teased must also consider a solution for themselves in order to accept the ridicule, namely making peace with a situation that is no better than the condition of the student who mocked them. So, in this case example, it can be stated that the student who was teased had good ability to manage emotions, but on the other hand, the student who was mocked did not have the ability to control himself, which means that his ability to manage his emotions was still lacking.

Another example encountered by researchers in the initial observation process was a conflict between students who were picketing (cleaning the classroom) and other students. This happened because some students entered the classroom which was being cleaned by picket officers, with some of the students' shoes dirty. This sparked an argument between the picket officer and other students, because the picket officer asked the student to leave the classroom first while the class was being cleaned, but the other students ignored it, thus inflaming the emotions of the students on picket duty. In this condition, the role of other students, especially class officials (class leader), is very helpful in resolving conflicts. Next, the class leader mediates the conflict that occurs between the two groups of students by building communication on both sides. This action reflects that the class leader's communication, negotiation and mediation skills are quite good. In the end, both groups of students agreed that when the classroom was being cleaned, other students were prohibited from entering the classroom first, as well as the picket officers who cleaned the classroom should arrive early at school so that the classroom cleaning could be done before the other students arrived in class.

These things are a reflection of the students' problem solving abilities in the initial observation process carried out by the researcher. To provide a more comprehensive picture, researchers conducted structured observations using several indicators of conflict resolution abilities. Nine indicators were observed, including orientation, perception, emotion, communication, creative thinking, critical thinking, negotiation, mediation and decision-making abilities. The lowest mean score for students' initial ability to resolve conflicts was achieved by SDN Cimahi 1, while the highest mean was at SDN Pancawati II. If the students' initial ability scores in resolving conflict are interpreted in the conflict resolution ability table, then the four sample groups or students in the four schools are still categorized in the same group, namely the students' initial ability in resolving conflict still needs to be improved further because their achievements are relatively low. To understand conflict resolution activities by students based on the observed indicators, they are described comprehensively. The first indicator observed is orientation ability, in this indicator there are five observation descriptors, so that if each descriptor is carried out by students then the highest score achieved is 6, however if there is no activity whatsoever but students are present in the classroom then they are still given a score of 1 as a form of appreciation for participation in learning. The average total score of observations made by researchers for orientation ability only reached

2.8 (data processing results are attached), which means that overall students only carried out activities related to orientation ability on the average of the two visible descriptors. This means that this capability still needs to be developed considering that the visible descriptors have not yet reached some of the observed descriptors.

The second indicator observed is perception ability, in this indicator there are five descriptors observed according to perception ability. It is the same as the first indicator, if all the descriptors are visible in the observation then the student gets a score of 6, but if there are none of the descriptors then they still get a score of 1 provided the student is following the learning well. The results of the data processing carried out by the researcher showed that the average total score for perception ability at the beginning was 3.0, which means that the average of two descriptors for perception ability appeared. This condition is relatively good but still needs to be developed, because only a few students carry out activities on perception abilities. The third indicator observed was emotional ability, with a total of four activity descriptors observed. Through the results of data analysis (data processing is in the attachment), an average total observation score of 2.8 was obtained, which means that there are three visible descriptors in the emotional ability indicator, basically in this indicator the highest score that can be achieved is 5.0. The average achievement of students still needs to be further developed so that they are better able to solve problems.

The fourth indicator observed was students' communication skills. There were three observation descriptors for this indicator. The results of data processing carried out by researchers show that the average total score achieved by students for communication skills is 2.3, which means that there are three descriptors visible in students' learning activities in resolving conflicts. This result is relatively good, because some students already have good communication skills when viewed from the total average. However, developing the ability to resolve conflicts must still be carried out to optimize the abilities that already exist. The fifth indicator observed was the ability to think creatively, with two observation descriptors. In this indicator, the total average score achieved by students is 2.0, which means that on average there is only one descriptor that appears in the learning process that students participate in. Therefore, it is necessary to develop this ability so that students can be more creative in solving problems in their surrounding environment. The sixth indicator observed is students' critical thinking abilities. In this indicator there are three observation descriptors. The total average score achieved by students for this indicator is 2.3, which means they have seen more than one descriptor but have not reached the average of two visible descriptors. Therefore, this research needs to be carried out to develop students' abilities in critical thinking as part of problem solving. The seventh indicator observed is negotiation ability, which has two observation descriptors. The total average achieved by students for negotiation skills is 2.0, which means that on average students already have negotiation activities in at least one visible descriptor. As for the eighth and ninth indicators, namely regarding mediation ability and decision-making ability, the total average achieved for each indicator is 1.6 and 1.5. This condition shows that there are already some students who are active in mediation and decision-making activities but are not yet dominant, because for these two indicators there is only one observation descriptor each. So, after examining each achievement of the initial condition of the ability to resolve conflicts in elementary school students, it is certainly understood that improvements need to be made through learning that represents conflict resolution in the school environment. Considering that the initial condition of students in each indicator observed still needs to be further developed to be able to resolve conflicts well.

At this stage, the researcher first analyzed some information regarding conflicts that occurred among students at the basic education level. Through literature studies, researchers believe that in the last decade conflicts in elementary schools have increased, known through various news in both conventional and digital media. To confirm the researcher's findings from the literature study, the researcher distributed questionnaires to students at one of the schools where this research was carried out. A total of 10 (ten) students at Sukasari II Elementary School became the researcher's initial informants. The researcher used ten students as initial informants because in the process of observing conflict resolution abilities at the beginning, a classification of conflict resolution ability achievements had been formed. For this reason, the researcher believes that these ten students are able to represent the students observed. Of the ten students who were given the questionnaire, there were four students with good final scores regarding their ability to resolve conflicts, three were classified as quite good, and three others were classified as having poor conflict resolution abilities.

There are 12 (twelve) statement items in the questionnaire prepared by the researcher, these statements are related to the conflicts that occur and the methods of resolution that are often carried out. Based on the results of distributing questionnaires related to existing conditions in schools regarding conflict resolution, it is clear that some of the students who were research respondents stated that they had seen their peers fighting with students from other schools. This is an important phenomenon for

teachers and parents to understand so that it can be anticipated so that similar incidents do not happen again. Of the ten respondents, the majority stated that they had never been involved in conflict with other students, and even stated that they preferred to avoid conflict. What needs to be noted is that conflicts that occur between students are caused by games, or when they are playing and fighting over something, which ends in conflict. There is a phenomenon that should also be of serious concern, when some students state that conflict is a way to train themselves to be more prepared, of course this statement is not completely true. Likewise, the statement that states that being involved in conflict is a normal thing needs to be addressed, because you should not involve yourself in conflict, but when conflict does occur, you should make every effort to minimize the risk of conflict. If you understand the respondent's statement which states that conflicts often occur in schools between students and there are even conflicts with teachers, that is why in learning it is important to emphasize understanding of conflict and dealing with it so that it does not become a bigger conflict. The efforts that have been made by the school are actually quite good, because students who are in conflict are first given guidance by the school through warnings and advice from the class teacher. If a conflict still occurs, then the second stage is carried out, such as reconciling students who are in conflict while providing sanctions such as cleaning up rubbish around the classroom. If conflict continues to occur, the school will call the parents of the students in conflict for further guidance. These stages are normative procedures that have been implemented well in every school. However, looking at the existing conditions, efforts should be made in learning to provide students with a complete understanding of the conflict itself, how to avoid conflict and ultimately resolve the conflict so that it does not become more widespread. To achieve this, one thing that is needed is learning which simultaneously provides an understanding of conflict resolution,

Moreover, through interviews conducted by researchers with teachers and students, conflicts that occur at school usually start because of bullying or teasing each other, which eventually sometimes leads to fights. The thing that is highlighted is that there is no specific model or strategy for teaching about conflict and how to handle it. So far, students have received an introduction to how to resolve conflicts when taking part in religion, character and citizenship lessons. In fact, in every lesson, there is an introduction to conflict and how to resolve it. Just like the learning model, it can of course be applied to every lesson, while there is still room for understanding conflict. In the end, it was stated by teachers and students that a special model based on conflict management was needed. Through this model, it is hoped that teachers will have alternatives that can be used as part of the learning process itself. Students even stated that such a model was needed to provide understanding to each student so that they would not easily conflict.

Discussion

As it is understood, conflict resolution means conflict resolution. If it is related to students, conflict resolution can be learned by students through the knowledge conveyed by the teacher when learning takes place. In elementary school, it essentially introduces simple conflicts that are often encountered by students, both in the school environment and in the family and community (Muslim, 2020; Nasrudin et al., 2021). In accordance with what has been stated, conflict as a natural form of interaction between individuals needs to be understood by students from an early age. Remembering that students have an understanding of conflict from an early age is believed to be able to minimize the occurrence of conflict between themselves and their environment. The small potential for conflict is carried out by students who have a good understanding of conflict, which is a necessity, because their understanding of conflict has been rooted from an early age so that the potential for conflict can be avoided. In fact, even if a conflict does occur, students already know the appropriate actions to resolve the conflict and not spread it, creating new conflicts. It is realized that, by providing an understanding of conflict to students in elementary schools who are still categorized as children at the age of concrete operational development, the form of learning cannot be done in abstraction. Children as individuals have personality or psychological development according to their age. In the age range of children studying in elementary school, especially grade V students, they are still included in the sub-stage phase of circular reactions, which means that children are trying to find solutions to simple problems through various experiments or trials (Khaironi, 2018; Prasetiawan, 2019).

In this condition, it is certainly the right thing, considering that learning about conflict is in harmony with the psychological development of children at that age. It is understood that the personality of students at elementary school age will be greatly influenced by the conflicts they see, feel, hear and even experience themselves. As stated, at this age, which is believed to be the golden age, everyone is responsible for forming a positive personality, by displaying positive things in front of children and avoiding negative actions because they can affect the child's personality (Khaironi, 2018; Prasetiawan, 2019). When at school and a conflict occurs, the school should try to handle it persuasively first by giving

warnings and reprimands that are inviting to correct inappropriate behavior. It is important to understand that conflict at school between students can occur because one of the students feels superior to other students, such as feeling more powerful and thus having a personality that wants respect from other students. So, the parties at the school should also understand the source of the conflict, not just carry out evaluation or warning stages but also analyze the reasons for the conflict. If you have an understanding of the source of the conflict, the potential for similar conflicts to occur can be minimized. Considering that conflict is something natural, it does not rule out the possibility of similar conflicts occurring by the same students. If this condition occurs then the school can increase the escalation of giving mild sanctions such as giving suspensions to students in conflict. In the end, when conflict persists, the school invites the student's guardian to provide understanding and guidance regarding the negative behavior of the student concerned. The hope is that through tiered levels of problem solving, students can improve their own image and provide lessons for other students to avoid conflict (Muslim, 2020; Panggabean, 2017).

In general, in schools there is no specific model or strategy implemented related to providing a complete understanding of conflict, let alone training for conflict resolution. For this reason, conflicts are usually resolved according to habit and in the end evaporate without a trace. Such conditions must of course be a serious concern for education people, especially in the learning process they must emphasize understanding conflict and how to resolve conflict so that it does not escalate or become a bigger conflict. So, the initial conditions of conflict resolution abilities possessed by students at school vary greatly. As explained by researchers, there are nine indicators that are observed in order to measure students' conflict resolution abilities at school. Observations carried out by researchers proved that of the four schools observed, all four stated that the average achievement of students' initial abilities in resolving conflicts was in the quite good category (Muslim, 2020; Panggabean, 2017). When a comparison was carried out, the result was that SDN Cimahi 1 had the lowest average achievement compared to other schools; while at SDN Palumbosari IV, SDN Pancawai II and SDN Sukasari II achieved higher scores.

Following up on these results, it is appropriate that learning about conflict resolution or how to resolve conflicts should be given to students from an early age. For this reason, an integrated model is needed in order to improve students' abilities in resolving conflicts around them. To achieve this goal, every teacher should have the responsibility and authority to provide assistance to students through a special model that is able to accommodate general learning possibilities to implement conflict resolution in every lesson. The initial condition of students' ability to resolve conflict is very normal if not optimal, considering that learning about conflict is not carried out specifically. Previous research states that to provide students with a good understanding of conflict, it is better to provide conflict resolution education first. This is certainly in accordance with the current conditions, because students basically know that conflict is a problem but do not yet understand how to manage it or even resolve the conflict themselves if it happens to them (Muslim, 2020; Nasrudin et al., 2021). This is supported by the statement that schools do not guarantee that students are free from conflict, especially verbal conflict, namely bullying, therefore conflict resolution skills need to be developed using various ways and learning methods (Ningrum et al., 2023; Panggabean, 2017).

This is the main point in learning conflict resolution, that a special model is needed that is able to invite students to understand conflict in an interesting way. In relation to students who are still children and like cartoons, there is nothing wrong if the conflict resolution learning process uses cartoon media as part of contextual learning as stated so that students' understanding of the material being studied becomes easier if it is held in something that is fun for them. the student himself. So, the initial condition of conflict resolution abilities achieved by students is an illustration that becomes the basis for the process of developing a more interesting conflict resolution learning model.

4. CONCLUSION

Data was generated regarding the needs analysis study of conflict learning models using children's conflict cartoon expression cards as media based on questionnaires and the results of interviews stated that there are still often conflicts in schools between students and there are even conflicts with teachers, that is why in learning it is important to emphasize understanding of conflict and dealing with it so that it does not become a bigger conflict. The thing that is highlighted is that there is no specific model or strategy for teaching about conflict and how to handle it. So far, students have received an introduction to how to resolve conflicts when taking part in religion, character and citizenship lessons. In fact, in every lesson, there is an introduction to conflict and how to resolve it. Just like the learning model, it can of course be applied to every lesson, while there is still room for understanding conflict. In the end, it was stated by teachers and students that a special model based on conflict management was

needed. Through this model, it is hoped that teachers will have alternatives that can be used as part of the learning process itself.

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