

Students Conflict Resolution Skills through Social Problem-Solving and Social Inquiry Models in Terms of Organization Experience

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ABSTRACT

This mixed-method research aims to determine the interaction between the learning process using the two models and university students organizational experience on conflict resolution skills (Factor 1), and to determine the difference in influence between organization experience called BSLT (Factor 2). The research by using sequential explanation population was all PGSD university students at Muhammadiyah University of Cirebon, in 30 university students. The sampling technique uses purposive sampling. The research instrument uses test questions and interview guidelines. The results of this study found that the influence of Factor 1 had no effect. However, based on the results of Factor 2, it shows that there is an influence between the conflict resolution skills of university students who have taken BSLT and those who have never taken BSLT. This shows that the experience of taking BSLT has an effect on university students' conflict resolution abilities, compared to just using the learning model. The impact of university students mastering good conflict resolution skills is the creation of a positive climate in the organizational and campus environment. As well as university students' agility in eliminating potential conflicts that develop, so that they can be resolved immediately.

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INTRODUCTION

Dickie (2015) and Rahman, Maftuh & Malihah (2020) said, the quality of education can be determined from two things, namely the quality of the process and products. Indonesia's current young generation, who are in the millennial generation group, are experiencing conditions of moral degradation as a result of information globalization known as cybercrime. Guleria, Pham, Alam, Tran, & Durand, (2024) states if In dealing with conflicts, a series of actions that are responsive to the development of the situation is required. According to Bonache et al (2016) quoting from the opinion of Howe and Strauss, millennials are those born in 1982-2000. Moral degradation itself is defined by Ardyana, et al (2023) as a decrease in awareness of behaving by applicable rules as a result of a lack of awareness to obey the law (in this case the law is a value that exists in the human heart). Globalization entered Indonesia in the 20th century, when

Indonesia began to open itself to international trade. From then until now, globalization in the flow of information has been increasingly widespread and has had a less positive impact on Indonesia's millennial youth.

Sahin, et al (2011) it is explained that the development of conflict resolution can be improved by using learning models that prioritize moral education. University students have the right to receive optimal learning and understand the equality of Human Rights. Aldndni, Meng, & Servant (2023) To say that resolving conflict resolution is to resolve most textual conflicts. Turnuklu, et al (2009) said, understanding human rights material for university students has its urgency, such as equality education, education to respect differences and diversity, education of rights and obligations, attitude education, and others. Various education will help university students understand the concept of conflict resolution and strengthen moral values in themselves. Lience in Syaodih, et al (2017) explained moral cognitive education is based on belief that every child should be able to learn matters relating to justice, honesty and so on so that the character develops optimally. Nugraha & Sapriya (2015) reinforces that strengthening moral values is in line with a good learning climate. A long with that, Turan, et al (2015) wrote, a good climate is created not without conflict, but a climate that can resolve conflicts that arise.

Dianasari, et al (2021) explained, conflict resolution itself is the ability of individuals to process cognition of moral values, which is beneficial for socio-emotional development. It also affects emotional maturity in conflict resolution, not least in the field of human rights. The curriculum in higher education is then updated, by developing courses with moral education content. M. Zhang, Yan, Dai, Xiang, & Low (2023) stated that the conflict resolution curriculum received a lot of attention from the academic field because of the many potential applications. Madalina (2016) and Dianasari, et al (2019) wrote, this effort was initiated as an effort to instill in the psychology of university students, that the moral concepts they learn and embedded in their minds are a form of attitude that they will implement in the real world. In addition, student organizations are one of the University's targets as a forum for student character building, so that they are literate in moral values that they can minimize the negative impact of information globalization. So based on the results of these efforts, research was conducted to see the differences in student conflict resolution skills on human rights material through the Social Problem Solving Model and the Social Inquiry Model in terms of organizational experience.

Prieto-Remon (2015) said, training conflict resolution skills for university students can be said to be an effort to create the character of a society that loves peace, and realizes that conflict is part of social life. Wang, Liu, & Xu (2024) Conflict resolution skills have become a topic of great interest. Olademo, et al (2021) explain, conflict resolution skills are basic things that are used as capital for humans to live in society. Steen & Shinkai (2020) wrote, university students who join organizations relatively socialize more and attend various organizational meetings. This provides experience and trains university students to live a social life with various characters. In this association, university students will practice facing and resolving conflicts that arise when organizing. This research wants to compare the abilities of university students who join organizations through participation in BSLT and university students who do not join organizations.

Why was this goal initiated? The reason is none other than to provide feedback for university students who lack conflict resolution skills. The comparison in this study evaluated the conflict resolution skills of university students who were organized (following BSLT) and those who were not. The results of this research will be evaluated,

and can be used as further research with the idea of strengthening conflict resolution skills for university students who are indicated to still need strengthening. Elias, Campos, Ogasawara, & Murta (2023) stated that conflict resolution skills in young people are important and useful skills for their future. Y. Chen, Xu, Yang, & Hu, 2023 (2023) Conflict resolution skills are becoming important in young people. In general, the purpose of this study is to see the influence/effect/impact of the use of the Social Problem Solving learning model and the Social Inquiry learning model, on human rights material on student conflict resolution skills in terms of organizational experience. Organizational experience observed is university students who have participated in Basic Student Leadership Training (BSLT) and who have never participated in BSLT. BSLT is intended for university students who are members of organizations from all faculties. L. Chen, Xu, & Pedrycz, (2023) Stating that in a community including in the academic community, conflict resolution skills are also important. Kemudian, Wang, Huang, & Xu, (2023b) Also affirmed that in conflict resolution skills are important for participation in the community safely. The research questions asked in this study consisted of four types. The three research questions are: 1) How are university students' conflict resolution skills? 2) Is there a difference in influence between the use of social problem-solving and social inquiry learning models on Human Rights material on student conflict resolution skills? 3) Is there an interaction between the learning process using the Social problem-solving learning model and the Social Inquiry Model and student organizational experience on conflict resolution skills? and 4) Is there a difference in influence between the organizational experience of university students who have participated in BSLT and those who have not BSLT on student conflict resolution skills?

METHOD

The research used a mixed method, design in the implementation of the research is a sequential explanatory design. Creswell in Schutz and Ayres (2005) explains sequential explanatory design is intended to understand the quantitative database at a deeper level using follow-up qualitative data. This design is applied with quantitative data collection and analysis in the first stage followed by data collection and analysis in the second stage that builds on the initial quantitative results. Cresswell in Clinch, et al (2023) explains, the process of data mixing in this design occurs when the initial quantitative results inform the qualitative data collection process. For this reason, the two types of data. These are separate, but related. Explicit theory may or may not be presented in shaping the overall procedure. Gayoso Heredia, Sánchez-Guevara Sánchez, & Neila González, (2024) Affirming if in qualitative requires theory for reference. This type of sequential explanatory design research activity begins with quantitative data collection to answer research questions related to quantitative data processing, then continues with qualitative data collection and processing that answers qualitative research questions. Thus, combination research is conducted to answer quantitative research problem formulations and qualitative problem formulations, or different problem formulations, that complement each other.

Subjects sample of this research are a total 30 university students, at the Faculty of Teacher Training and Education in Universitas Muhammadiyah Cirebon, Indonesia. The research sample took 10 students from 1 of 3 classes randomly, from class SD21-A (n=10), class SD21-B (n=10), and from class SD21-C (n=10). Their randomly selected with the criteria being 5 people with organizational experience and 5 people without organizational experience. The next classification is determined by organizational

experience, meaning that students have participated in BSLT as training for dealing with social life which is always intersected with conflict.

Sampling using purposive sampling technique and stratified random sampling technique or stratified sampling method. According to Zhang, Yang, Wang, & Luo, (2023), the procedure for drawing stratified samples is drawn from each stratum that has more or less similar characteristics. This technique helps researchers estimate population parameters, according to subgroups of elements that can be identified in the population which are expected to have different parameters for the variables under study. In this case, identification is carried out based on the factors of experience in using learning methods and student organizational experience.

The use of instruments in the research conducted consists of two types, namely question instruments and interview guidelines. The questions are given in the form of tests that can measure university students' conflict resolution skills based on criteria obtained from Kohlberg's theory. As a reinforcement of the test results, interview techniques were used for university students, to explore information like student experiences in feeling the strengthening of their conflict resolution skills.

Quantitative data processing was carried out with the SPSS application and qualitative data analysis was carried out by analyzing two-way ANOVA. The presentation of research data is carried out in the discussion.

RESULT AND DISCUSSION

Discussion of research on conflict resolution skills of PGSD university students was carried out by analyzing two-way ANOVA. The average score of student learning outcomes on Human Rights material with each learning model used can be seen in Table 1. Based on the data from the Test of Between-Subject Effects results, conclusions can be drawn on each factor. The hypothesis of Factor 1 (Learning Model) is, H_0 : There is no influence of the use of social problem solving and social inquiry model on students conflict resolution skills. H_1 : There is an influence between the use of social problem solving and social inquiry models on student conflict resolution skills.

Hypothesis Factor 2 (Organizational Experience), namely, H_0 : there is no influence between the organizational experience of university students who have participated in BSLT and those who have not BSLT on student conflict resolution skills and H_1 : there is an influence between the organizational experience of university students who have participated in BSLT and those who have not BSLT on student conflict resolution skills. The significance level at $\alpha = 0.05$, with Testing Criteria: If the significance value $\geq \alpha$ then H_0 is accepted or H_1 is rejected. Then if the significance value $\leq \alpha$ then H_0 is rejected or H_1 is accepted. Data Processing Results 0,000.

Table 1. Results of Data Processing

		Factor 2: Organizational Experience	
		Not Do BSLT	Do BSLT
Factor 1: Learning	Social Problem Solving Model &	76	86
		78	86
		80	84
		79	81
		72	85
		75	80

		Factor 2: Organizational Experience	
		Not Do BSLT	Do BSLT
		72	82
		72	87
		79	81
		78	88
		76	82
		82	88
		79	88
		83	84
		81	85

The next research data is data from grounded theory qualitative research collected through interview guideline instruments. Data processing was carried out with the N-Vivo 12 application. To answer qualitative research questions regarding student conflict resolution skills, and to find out the differences between the organizational experience of university students who have participated in BSLT and those who have not done BSLT on conflict resolution skills on Student Rights material.

The results of data processing to answer qualitative research questions regarding student conflict resolution skills are divided based on several criteria. Namely, the ability to understand social problems in human rights materials, the ability to analyze social problems in human rights materials, the ability to examine the potential social symptoms/conflicts that arise over social problems in human rights materials, and the ability to interpret problem-solving for social conflicts in human rights materials. This can be seen in Figures 3 to 6.

Figure 3. Social problem understanding skills on human rights material

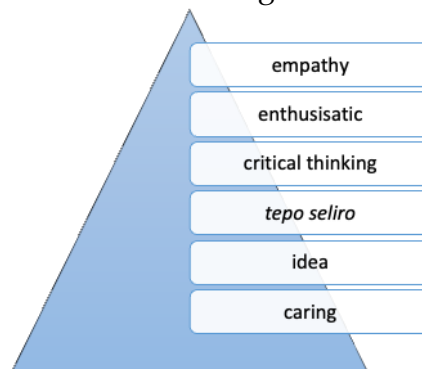


Figure 4. Ability to analyze social problems on human rights material

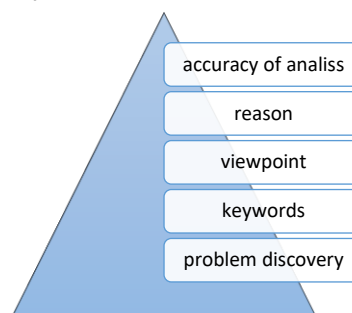


Figure 5. Ability to analyze potential social symptoms/ conflicts that arise over social problems on human rights material

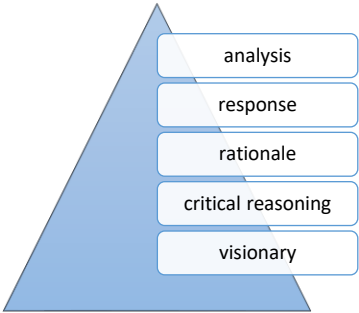
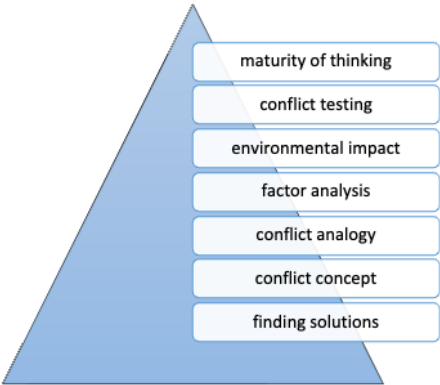


Figure 6. Ability to interpret problem solving on social conflicts on human rights materials



Meanwhile, to answer the fourth research question about the difference between the organizational experience of university students who have participated in BSLT and those who have not BSLT on conflict resolution skills on Student Rights material. The answer can be seen in Figures 7 and 8. The insight criteria of university students who have participated in BSLT and those who have not participated in BSLT affect their conflict resolution skills.

Figure 7. Attitudes that emerge from university students who have experience taking BSLT



Figure 8. Attitudes that emerge from university students who have never taken BSLT



Based on Figures 5 and 6, we can see the skills that are often demonstrated by university students, based on the results of data processing on university students who have taken BSLT and university students who have never taken BSLT. So through this picture we can see how university students' experiences can influence the formation of conflict resolution skills. Results of the research is:

a. Student conflict resolution skills progress

Based on the results of data processing, university students' conflict resolution skills show frequent responses based on four criteria: the ability to understand social problems in human rights materials, the ability to analyze social problems in human rights materials, the ability to examine the potential social symptoms/conflicts that arise over social problems in human rights materials, and the ability to interpret problem-solving for social conflicts in human rights materials. Sabino & Rêgo (2023) emphasized that the ability to understand social problems related to human rights includes the ability to analyze these problems, evaluate potential symptoms or social conflicts that can arise, and have skills in interpreting problems and formulating conflict resolution solutions. Hsu & Chaudhary (2023) add mastery of human rights material content and critical ability to detail, analyze, and identify the social implications of human rights violations. Thus, this ability allows individuals to not only understand in depth the aspects of human rights. In this study, It can be seen in Figures 1, 2, 3, and 4 regarding statements that appear frequently.

b. The difference in influence between the use of *social problem solving* and *social inquiry* learning models on human rights material on student conflict resolution skills on human rights material

Yang, Ma, & Liu, (2022) menegaskan jika Perbedaan dalam dampak penggunaan model pembelajaran Social Problem Solver dan model pembelajaran Inkuiri Sosial dalam konteks materi hak asasi manusia terhadap keterampilan resolusi konflik siswa dapat terlihat pada pengaruh keduanya terhadap proses pembelajaran. Kemudian, McKinnon, Brannan, & Keith (2023) menambahkan jika dalam model Social Problem Solver menekankan pada pemecahan masalah sosial secara kolaboratif dengan fokus pada situasi konkret, model Inkuiri Sosial lebih menekankan pada pengembangan keterampilan penyelidikan dan pemahaman konsep melalui eksplorasi mandiri. Based on Table 2 above, we can discuss the conclusion of the quantitative data of this study. Conclusion Factor 1 (Learning Model): The significance value of $0.052 \geq 0.05$ then H_0 is accepted or H_1 is rejected. This means that there is no influence between the use of social problem-solving and social inquiry learning models on human rights material on student conflict resolution skills on

- human rights material. Conclusion Factor 2 (Organizational Experience): The significance value of $0.000 \leq \alpha$ then H_0 is rejected or H_1 is accepted. This means that there is an effect of using social problem-solving and social inquiry learning models on human rights material on student conflict resolution skills on human rights material.
- c. The interaction between the learning process using the *Social Problem Solving* learning model and the *Social Inquiry* Model and student organizational experience on conflict resolution skills on human rights material. Wang, Huang, & Xu (2023a)(2023a)(2023a)(2023a)(2023a)(2023a) explained that in the context of interaction in the learning process using the Social Problem Solving and Social Inquiry Model learning models with students' organizational experiences towards developing conflict resolution skills on human rights materials. Yin, Yu, Fang, & Li (2023)(2023)(2023)(2023)(2023)(2023) added that in moodel learning Social Problem Solving emphasizes solving social problems through collaboration, while the Social Inquiry Model views the development of inquiry skills and understanding concepts through independent exploration. Based on the results of data processing, it can be stated, that based on the data from the Test of Between-Subject Effects results, conclusions can be drawn on each factor. The hypothesis of Factor 1 (Learning Model) is, H_0 : there is no effect of using social problem solving, social inquiry, and project citizen learning models on student conflict resolution skills. H_1 : There is an influence between the use of social problem solving, social inquiry, and project citizen learning models on student conflict resolution skills.
- d. The difference influence between the organizational experience of university students (doing BSLT and not doing BSLT). Pang, Low, & Lv, Explain if (2022) differences in the impact of student organization experiences highlight the variation in influence that may occur as a result of participation in such activities. Then, Pang et al (2022)(2022)(2022)(2022) added that someone involved can experience different impacts from an individual who is not involved, especially in terms of developing leadership skills, discipline, and a sense of responsibility. The results that can be seen in terms of scores obtained in the Human Rights material are not very significant. However, this difference can be seen from attitude. In Figure 5, those who take BSLT tend to have critical thinking, a sense of responsibility, internalization of values and so on. Meanwhile in Figure 6, those who have never participated in BLST tend to be less confident, less critical, have less strong character, and so on. This attitude will more or less influence university students' conflict resolution skills, in the process of their development in the everyday world.

DISCUSSION

Overall, based on the results of research on students' conflict resolution skills, between those who have organizational experience and those who do not. Their conflict management styles have quite significant differences. As in Table 1, the learning outcome scores can illustrate that there are differences in conflict resolution skills among students, during the use of the Social Problem Solving and Social Inquiry learning models.

Enewey & Ayalew (2023) said, the ability to interpret conflict is seen as important if individuals can function effectively at various levels or organizations. Ensari, Schlaerth, & Camden-Anders (2023) The ability to interpret conflict is considered a fundamental critical skill, especially when individuals are expected to operate effectively at multiple levels or within an organization. This ability involves the capacity to identify,

understand, and analyze disagreements or disagreements, as well as outline the root causes that may arise. In this research studied including problem-solving on social conflict on Human Rights material. Based on Figures 3, 4, 5 and 6, the order of measured abilities that appear per criterion is presented in Table 2.

Tabel 2. Summary of measured abilities that appear

Figure	Criteria	Measured abilities
3	Social problem understanding skills on human rights material	1. Empathy 2. Enthusiastic 3. Critical thinking 4. Tepo seliro 5. Idea 6. Caring
4	Ability to analyze social problems on human right materials	1. Accuracy of analysis 2. Reason 3. Viewpoint 4. Keywords 5. Problem discovery
5	Ability to analyze potential social symptoms/donflicts that arise over social problems on human rights material	1. Analysis 2. Response 3. Rationale 4. Critical reasoning 5. Visionary
6	Ability to interpret problem solving on social conflicts on human rights material	1. Maturity of thinking 2. Conflict testing 3. Environmental impact 4. Factor analysis 5. Conflict analogy 6. Conflict concept 7. Finding solution

Measured abilities in each criterion are measured and observed based on learning outcome scores and qualitative data collection. The collected data was then observed and presented in Figures 3 - 6 and also presented in Figures 7 - 8.

From various literature, it can be concluded that conflict itself has various benefits. Li, Fu, Chu, & Liu (2022) The ability to interpret conflict allows individuals to respond constructively, create sustainable solutions, and minimize negative impacts on cooperation and productivity. Munuera Gómez & Armadans Tremolosa (2023) adds that adeep understanding of conflict can be a foundation for individuals to manage interpersonal dynamics and challenging situations. Adjusted from the research results obtained,, positive benefits of conflict which consist of 9 kinds: (1) Conflict can form individual awareness of the existence of problems that need to be solved in interpersonal relationships; (2) Conflict can form awareness and encourage individuals to make internal changes; (3) Conflict can foster an internal drive to solve problems that may not have been realized; (4) conflict can give life more interesting dynamics; (5) differences of opinion can guide towards achieving more mature and quality joint decisions; (6) conflict can eliminate tension in interpersonal relationships; (7) conflict can make individuals aware of their true identity; (8) conflict can be a source of entertainment; and (9) conflict can strengthen and enrich relationships. Although conflict has benefits for

the development of conflict resolution skills, it must also be explained that conflict cannot be avoided in social life. This is because conflict is a part of human life that has emotions, reason, and interests to be fulfilled.

The two learning models used in the research can represent learning models that can be used in moral value-planting education for students as pedagogical actors. Moral intelligence itself according to Kohlberg in Popescu (2015) is the ability of individuals to judge something right and wrong by interpreting the situation and combining the state of moral psychology before making moral judgments. Cognitive morality is a study conducted by each individual that focuses on how a person makes moral judgments. In simple terms, it can be said that cognitive morality is moral education that expects students to arrive at moral considerations before they make a decision. It requires good conflict-resolution skills.

Kiralp, Dincyurek & Beidoglu (2009) developed research on determining conflict resolution strategies for university students. The aim of this research is to see how university students face and resolve the conflicts they face in their daily college interactions. In Kiralp et al's research, the differences in how students resolve their conflicts with friends, close friends, emotional friends, and their parents are discussed.

But in this research, novelty was developed to see university students' ability to resolve conflicts in college relationships based on their organizational experience. Research will compare the use of two learning models to see how much influence they have on the conflict resolution abilities of university students who have organizational experience. Conflict resolution is defined by the following five behavioural patterns from Howell (2014): *Competing* (use a competing strategy try to increase authority or influence by the use of open hostility), *Collaborating* (individuals seem to be just as concerned with the wants of others as their own; however, they are not willing to give up their own positions to merely soothe the wants of other individuals), *Compromising* (individuals realize that every party cannot always be entirely satisfied in every conflict situation), *Avoiding* (is characterized by the acceptance that any effort to either discuss or contest the conduct of another is desperate and pointless), and *Accommodating* (regarded as the acceptance that the preservation of pleasant interpersonal affairs is more significant than forming disagreements among colleagues). Five methods of Managing Conflict can be seen in Figure 1, and five styles of responding to conflict can be seen in Figure 2.

Figure 1. Five methods of managing conflict by Howell (2014)

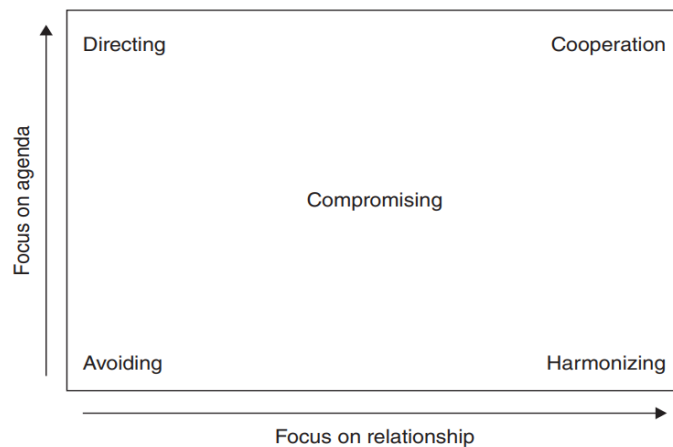
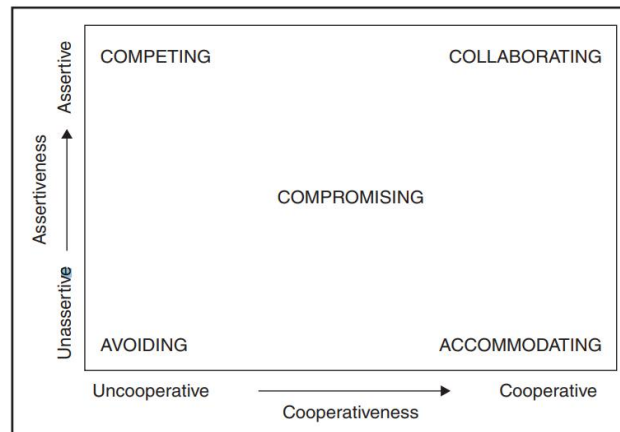


Figure 2. Five styles of responding to conflict by Howell (2014)



It is hoped that the implications of this research can build awareness that the need for conflict resolution skills for children is currently something that is really needed. Therefore, this research is aimed at prospective elementary school teacher students, with the hope that when they become teachers they can teach conflict resolution education well. Some limitations and shortcomings in this study can be conveyed as follows: The limited research time did not allow researchers to collect data with more research subjects. The strength of *mixed methods* research is still very limited in this study. The shortcoming of this research is that it has not been able to make a broader comparison of influences on other aspects that can be explored in university students, in order to find an efficient learning model in increasing university students' understanding of moral literacy.

Further need/areas for research or expansion of ideas. In line with opinion from Vela, et al (2021) research on peace education, one of which is research on strengthening resolution conflict skills and so on, is very broad. So future development of this kind of research could target conflict resolution practices, such research in several regions in Indonesia is really needed.

CONCLUSION

Referring to the research that has been carried out, and looking at the results of data processing. This study found that the influence between Factor 1 (learning model) and student conflict resolution skills does not affect, both the use of the social problem-solving model and the use of the social inquiry model. However, Factor 2 (student organization experience), based on the results shows that there is an influence between the conflict resolution skills of university students who have participated in BSLT and have never participated in BSLT.

The Suggestions of student conflict resolution in Citizenship Education (Civics) courses, university students not only need to be treated with learning models. However, providing insight for university students in the form of leadership training, skills, independence, and national insight in the form of Basic Student Leadership Training (BSLT) also needs to be given, so that the theory that university students get from class can be applied in the form of direct experience and practice. Based on the results of the analysis, it show that organizational experience is directly proportional to university students' conflict-resolution skills. For other researchers who want to develop organizational forms to improve conflict resolution skills, there is nothing wrong with

providing research treatment through organizational activities that can improve university students' skills, understanding, and insight.

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AUTHOR CONTRIBUTION STATEMENT

D, BM, and ES conceptualized the study; D wrote the original draft; BM, ES, and S reviewed and edited the manuscript

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