

Development of a Conflict Resolution Model Design based on Critical Reasoning in Elementary School Learning

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ABSTRACT

The conflict that occurred in Cirebon Regency is an example of the division between ethnic groups that have been taking place in Indonesia for more than a decade. The emotional toll of living in a conflict-ridden environment has led elementary school children to imitate conflict behavior in their school settings and in dealing with peers. To prevent the internalization and reproduction of conflict behavior, the role of educators is crucial thus the need for effective conflict resolution models- one of which is through the development of a critical reasoning-based conflict resolution learning model. This article aims to examine two main questions: (1) What educational theories underlie the development of a critical reasoning-based model? and (2) What is the preliminary design of a conflict resolution model in elementary school learning? This research adopts the Sukmadinata development model which simplifies the stages of Borg & Gall's educational R&D approach. The findings of this study reveal that: (1) three main educational theories form the foundation for developing conflict resolution models in Civics education—namely humanistic theory, progressivism, and reconstructionism; and (2) the initial design of the conflict resolution model encompasses five key elements: instructional syntax, social system, classroom management, support systems, and both instructional and nurturant effects. The contribution of this study lies in providing a theoretically grounded and practically applicable model of conflict resolution learning for elementary schools, which is oriented toward the cultivation of critical reasoning. This model not only serves as a pedagogical tool for teachers in areas vulnerable to social conflict, but also enriches Civics learning by integrating peace education and democratic values from an early age.

Keywords: Learning Model Development, Conflict Resolution, Critical Reasoning

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INTRODUCTION

In light of the growing importance of social-emotional learning and character education in elementary schools, the ability to resolve conflict constructively has become a critical skill for young learners. Conflict is a natural part of the social dynamics within the classroom, and when properly addressed, it can serve as a valuable learning experience that promotes empathy, cooperation, and moral reasoning. However, many conflict resolution models implemented in schools tend to focus on behavioral management rather than cognitive development. As a result, they often neglect the role of critical reasoning as a foundational skill in helping learners understand, evaluate, and respond to interpersonal conflicts.

Despite increasing interest in character education and critical thinking, there remains a noticeable gap in the literature regarding the integration of critical reasoning into conflict resolution models specifically designed for elementary school learning environments. Most existing models adopt a procedural or discipline-based approach, which fails to foster higher-

order thinking skills necessary for long-term conflict management and moral development. This study seeks to address this issue by developing a conflict resolution model design that explicitly incorporates elements of critical reasoning into classroom-based practices. The goal is to contribute both theoretical insights and practical applications for educators who aim to nurture not only well-behaved learners, but also reflective and responsible young thinkers

Indonesian children live and come into direct contact with diverse ethnicities, races, religions, languages, cultures, customs, and so on. This diversity is something special and brings both positive and negative potential to the nation. Ardyan et al. (2023) said, that it is important to manage the diversity of the Indonesia, so that it does not become a threat, but instead becomes a potential and positive driving force that is useful for the progress and improvement of the nation. The conflicts that occur in Indonesian society are motivated by differences that do not find common ground. The differences included in diversity itself are inseparable realities of social life in all communities. For instance, in the Cirebon Regency in West Java, the official government website opendata.jabarprov.go.id, approximates 15-30 civil clashes, brawls, or riots occur every year.

Knowledge about conflict resolution education is very necessary for society. Even though the world continues to evolve and peace education has been and is being introduced in formal education environments, still the potential for conflict always arises. This is because humans as social creatures will always encounter conditions that expose them to differences in viewpoints that sometimes could lead to potential conflict. Furthermore, conflict resolution education has the potential to change strife-torn society, if it is taught to the younger generation from an early age. Given all these considerations, the initial target of this research is to look at the conflict factors that occur in the Suranenggala community from relevant sources, as initial data to determine the development of an appropriate conflict resolution model. Şahin et al. (2011) argued that the desire to live peacefully and be free from conflict turns out to be quite difficult in the everyday environment. As social creatures, humans will always be in contact with each other that may cause friction which will lead to conflict. Lewin in Turnuklu et al. (2009) emphasized that the difficulties faced in efforts to reduce the occurrence of social conflict have led to the realization that education is not only a rational process but must be translated into practice.

In the Suranenggala District, Cirebon Regency itself, there are at least five clashes, brawls, or riots every year. Based on interviews conducted with community leaders, youth leaders, and the Kapetakan Sector Police (Polsek) that oversees the Suranenggala District area, most of the clashes stemmed from conflicts that occurred between teenagers. The conflict was ignited because of group ego or pride with even a small or petty thing has the potential to spark a major riot. Often, clashes also occur, allegedly because of lack of tolerance among teenagers in the area. Based on Kapetakan Police records which were confirmed to a Bripka, conflicts in Suranenggala District area started more than a decade ago. Conflict data can be seen in Table 1, where the most number of conflict peak occurred in 2017 and even marked as the longest in terms of occurrence.

Table 1. Data on brawls (involving teenagers and children) in the Suranenggala District, Cirebon Regency

(Placeholder1)	Year brawl (s) occurred											Conflict Intensity/ Year	Impact
	12	13	14	15	16	17	18	19	20	21	22		
Keraton		v	v	v	v	v	v		v			1	<ul style="list-style-type: none"> • People, including children, experience psychological/traumatic disorders • Community activities are disrupted • Material & immaterial losses
Surakarta				v	v	v	v		v	v	v	2	
Suranenggala Kulon					v	v				v		1	
Suranenggala Kidul	v	v	v	v	v	v	v	v	v	v		≥ 3	
Suranenggala Lor	v	v	v	v	v	v	v	v	v	v		≥ 3	
Karangreja		v	v	v		v	v		v			2	

Information obtained from community leaders states that the main source of these conflicts is the low level of tolerance among young people. For example, loud honking in the middle of the night through a neighboring village or throwing objects at a group of young people and so on. Friction between youth is also exacerbated by the low level of education and lack of employment opportunities among adolescence because many of them dropped out of school. In the evening, unemployed youth spend time hanging out together or with friends. Table 2 presents analysis data on the causes of conflict according to community leaders and youth leaders in Suranenggala District.

Table 2. Analysis of the Causes of Conflict in Suranenggala District

Factors indicated as causes of conflict
Lack of youth awareness to live side by side without conflict
Lack of ability to resolve problems/conflicts
Lack of parental supervision
Human resources, especially young people who are less productive (unemployed)
Association in an environment of negativity and intolerance
Low education/drop out of school
Lack of job opportunities that can absorb young people

Madalina (2016) said that low or poor tolerance skills could trigger conflict. Based on the opinion of youth leaders in the two villages experiencing conflict, there is always someone who 'ignites the conflict'. Sometimes they even receive 'attacks' so they are forced to defend themselves by fighting back. The lack of strong conflict resolution education and tolerance education in young people are things that must be considered for formal and informal education in the area especially for elementary school children. During the peak of conflict in 2017, children were even forced to leave school because the atmosphere was already difficult for residents to carry out normal activities. Every night the electricity had to be turned off, the village border areas were guarded by the authorities (TNI and Polri), all men had to flee the village while the mothers and children were forced to guard their homes and valuables from looting. Psychologically, this has a traumatic impact. Subedi (2010) explained that such post-conflict social conditions have a negative impact on children's psychological development.

Zulkifli, Maftuh & Malihah (2020) stated that conflict resolution education in Citizenship Education subjects is important and urgent since historically, Indonesia has gone through various conflicts due to complicated cultural differences. This being said, the skills important in developing conflict resolution educational initiatives need to be taught to learners from an early age, starting from elementary school. In the same work, Zulkifli, Maftuh & Malihah formulated various competencies or abilities in fostering learners initiative in resolving conflicts, namely: orientation abilities, perception abilities, emotional abilities, communication abilities, creative thinking abilities, and critical reasoning abilities.

In this research, the conflict resolution skills that will be developed and applied to learners are based on elements of critical reasoning values. Critical reasoning is one of the dimensions in the Pancasila student profile. An education observer and Professor at the Indonesian University of Education, Prof. Bunyamin Maftuh said that children who live with the experience of conditions of social conflict and were born and raised in the digital era, present challenges for character education, especially critical reasoning. Critical reasoning abilities are believed to improve learners reasoning abilities in various matters. With critical reasoning abilities, it is hoped that they will become strong foundation that could grow among learners to be used when carrying out the process of testing problems and finding solution.

According to Bodine & Crawford (1998), critical reasoning ability is the individual's ability to predict and analyze the conflict situation being experienced. The hope of developing a conflict resolution learning model based on critical reasoning dimensions for learners is that it can strengthen learners attitudes of tolerance. It is hoped that strengthening attitudes of tolerance can provide learners with awareness to make decisions outside and in the conflict situations they face. Hemafitria in Budimansyah (2016) explains that tolerance is based on moral reasoning. Tolerance requires critical reasoning abilities, and is aligned with the skills needed in conflict resolution. According to Casram (2016), the term tolerance refers to "an open, open-hearted, willing and gentle attitude."

Popescu (2015) said that it is important to teach children that life without conflict is impossible. Conflict will always be encountered in life. This awareness must be instilled so that they grow into adult human beings who are able to resolve conflicts especially when it is close to turning into violence. Casie Landers of the United Nations Children's Fund (UNICEF), a world organization that protects children identified in Hyder (2005), three impacts of violence on children in the form of negative behavioral manifestations, critical manifestations, and spiritual and psychological impacts. From this, it is clear that the violence children see and experience must be reduced with appropriate remedy, one of which is learning conflict resolution.

Conflict resolution, critical reasoning dimensions, and tolerance are related to each other. Based on the study above, the research focuses on developing a conflict resolution learning model based on critical reasoning elements to strengthen elementary school learners attitudes of tolerance. It is hoped that the development of this conflict resolution learning model will become a new perspective for elementary school pupils, who will one day grow into teenagers. Unknowledgable elementary school pupils may repeat society's habits (which are prone to giving rise to conflict), but with conflict resolution skills it is hoped that they will be resistant to conflict and with critical reasoning skills they will be able to resolve conflicts they face in the future.

Indonesia's diversity in its development is faced with various complicated problems, one of which is the issue of morality, including a culture accustomed to living in conflict. Lickona (1991) examines ten morality issues that are indicators of a country's failure. The ten conditions are: (1) increasing violence among teenagers, (2) use of bad language and words, (3) strong peer group influence in acts of violence, (4) increasing self-destructive behavior such as drug and alcohol use and free sex, (5) increasingly blurred moral guidelines for good and bad, (6) declining work ethic, (7) lowering respect for parents and teachers, (8) lower sense of individual and civic responsibility, (9) the culture of dishonesty, as well as (10) the existence of mutual suspicion and hatred between people.

Efforts to minimize the phenomenon of conflict amidst the diversity of Indonesian society can be done by implementing conflict resolution education. Pasir (2016) explains the following three important reasons (1) naturally humans always learn from what their senses capture throughout their lives, including character, emotions, ability to solve and analyze problems, (2) the medium that makes it possible to learn conflict resolution as a skill through methods that are clear, structured and applicable, (3) educational institutions are one of the parties that have the greatest responsibility in shaping human character. These three opinions can be a benchmark for the importance of implementing conflict resolution education in schools.

In practice, conflict resolution education has been proven to make a big contribution to learners. In Indonesia Mulyani, Marsidin & Kosasih (2021), for example, succeeded in developing a conflict resolution model to develop critical thinking skills in learners. Ritiauw, Maftuh, & Malihah (2017), succeeded in developing a conflict resolution learning model based on Pela cultural values. Suprpto, Maftuh, Sjamsudin, & Malihah (2021), shows indirect impacts such as practicing self-control, eroding stereotypes, and forming a peace-loving person. The results of these three studies explain that the conflict resolution model plays a role in improving conflict resolution skills in terms of knowledge, attitudes and skills. Referring to this research, researchers are interested in contributing to developing a conflict resolution model.

METHOD

This research was conducted with the aim of developing an initial plan for a conflict resolution model. The development process followed the Research and Development (R&D) approach. According to Gall et al. (2002), the R&D method consists of ten stages: (1) research and information gathering, (2) planning, (3) development of the initial product prototype, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product, and (10) dissemination and

implementation. Sukmadinata (2005) later simplified Borg and Gall's R&D stages into three main phases: (1) preliminary research which includes literature review, field study, and initial planning; (2) model development, which involves limited and extended trials; and (3) model validation using an experimental method with two sample groups: experimental and control. This study adopts the stages of research as proposed by Borg and Gall.

The development of the conflict resolution model is only focused on the steps taken in conducting research on the development of the learning model design. In general, this model design examines three aspects, namely preliminary studies, model development, and model validation. However, this article focuses on the steps of developing the conflict resolution learning model only without discussing the results of product development. The research steps can be seen in Figure 1.

The development of a conflict resolution model involved several elementary schools in Suranenggala District, Cirebon Regency, West Java. The schools used as research locations include SDN Keraton, SDN Purwawinangun, SDN Surakarta, SDN Karangreja, SDN Suranenggala Lor, SDN Suranenggala Kidul, and SDN Suranenggala Kulon. The seven schools are spread across several villages, and were chosen taking into consideration the locations where conflicts occurred with the intensity of which clashes between residents often occur to this day. Apart from that, the research was conducted at schools with a student culture that is closely related to the harsh character of society (difficult to resolve conflicts).

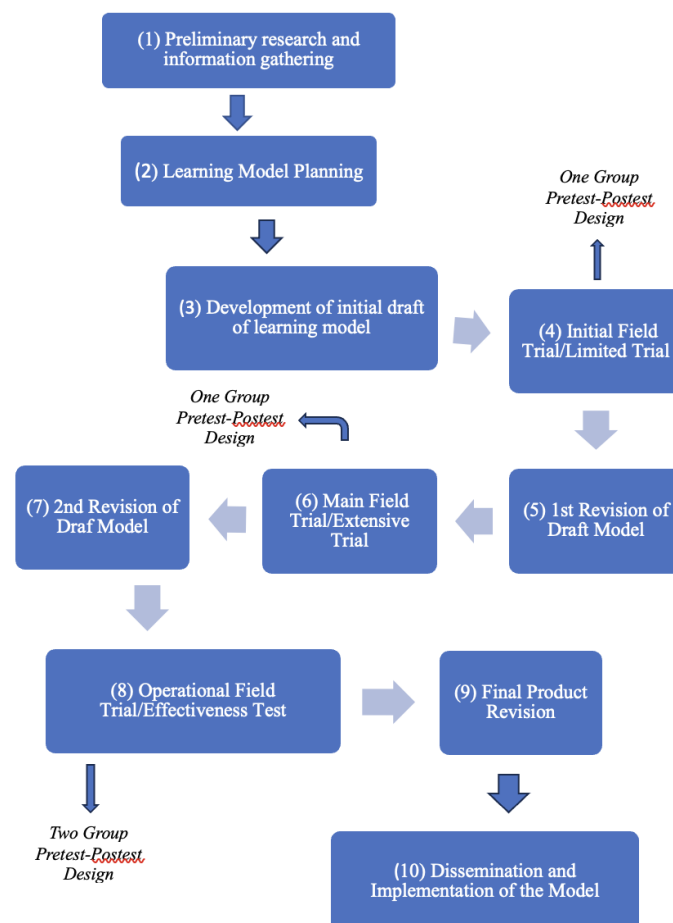


Figure 1. Stages of Model Development

Table 3. Research Implementation Stage

No	Research Stages	Description
1	Preliminary research and information gathering	Theoretical Studies Explanation of the grand theory of each research variable (Conflict Resolution, Critical Reasoning & Tolerance)
		Empirical Study Analysis based on the results of observations of one school in Suranenggala District shows that learners do not understand what conflict is, how potential conflict can develop, how to deal with conflict situations, how to reduce conflict, and how to resolve conflict.
2	Learning model planning	Based on the results of theoretical studies & empirical studies, an initial draft of the Conflict Resolution Learning Model based on Critical Reasoning was prepared. The result of this stage is the initial draft of the learning model that was developed.
3	Development of initial draft of learning model	Focus Group Discussion (FGD) Phase 1 was conducted involving two (2) Elementary School Teachers. The goal was to collect information on the needs of the Conflict Resolution Learning Model that can strengthen learners tolerance attitudes. The result of this stage was the 1st draft of the learning model.
4	Initial Field Trial/Limited Trial	Conducting learning in two (2) Elementary Schools with one group design learning type. With the aim of conducting limited trials using tolerance attitude instruments and obtaining input results for subsequent revisions.
5	1st Revision of draft model	The results of the limited trial in two (2) schools were then processed in the revision of the draft stage 1, then a re-FGD was conducted involving three (3) teachers to obtain input before the draft was tested widely.
6	Main Field Trial/Extensive Trial	Conducting learning in three (3) Elementary Schools, with one group design learning type. With the aim of conducting a wide trial using the tolerance attitude instrument and obtaining input results for stage 2 revision.
7	2nd Revision Draft Model	The results of the extensive trial in three (3) schools then entered the revision of the draft stage 2, then a repeat FGD was conducted with the same 3 teachers in step 6 (revision stage 1) to conduct a feasibility test and validation test. The result of this stage is to produce a final draft to be tested for effectiveness.
8	Operational Field Trial/Effectiveness Test	The results of the second stage revision were then tested for effectiveness in two (2) schools with a two group control and experiment design learning type. With the aim of seeing the effectiveness of the application of the developed learning model in elementary school pupils.
9	Final Product Revision	The final product revision results are then validated to material experts (lecturers), learning model experts (lecturers), and teaching device experts (practitioners). The results of this stage are in the form of a validated final draft. The activity will be packaged through FGD with experts, teachers, and Promoters. The final draft of the model is presented to the audience, to get input for improving the draft regarding improvements and others.
10	Dissemination and Implementation of the Model	In this final step, the dissemination and implementation of research results will be carried out through: 1. ISBN registration 2. Intellectual property rights registration 3. Socialization of the developed learning model through Youtube 4. Dissemination of YouTube links to elementary school teachers in the Cirebon area, especially Suranenggala District and the Indonesian region in general.

RESULT AND DISCUSSION

In studying learning models, we must be able to distinguish several terms that are commonly encountered in the learning process (layering). The terms approaches, strategies, methods, techniques and tactics, including models are some of the terms commonly

encountered in learning activities. This term is often found in several research results such as theses, dissertations, scientific journals, and articles. Mistakes often occur in differentiating these learning terms, so to explore knowledge about learning models, there is a need to differentiate terms in the hierarchy of learning process components. Referring to Sudrajat's position (Sudrajat, 2008), the classification is illustrated in Figure 2.

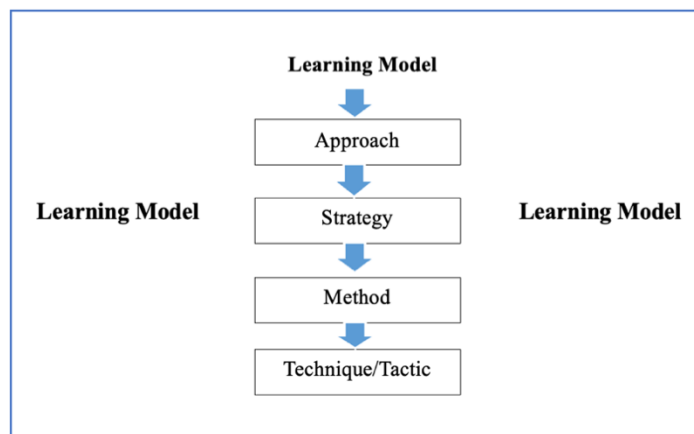


Figure 2. Hierarchy of Learning Process

The results of this study describe the process of developing a conflict resolution learning model based on critical reasoning systematically through ten stages of R&D. In the research and information collection stage, the researcher conducted observations and interviews in several elementary schools in Cirebon Regency that were affected by inter-ethnic social conflicts. Field data shows that these conflicts have affected children's behavior in the school environment, such as the emergence of discriminatory attitudes, verbal bullying, and tension between groups of learners. This stage also strengthens the theoretical basis by reviewing the relevant literature, thus obtaining the foundations of three main theories of education: humanistic, progressivism, and reconstructionism. Furthermore, in the planning stage, the initial framework of the model is compiled based on the results of the initial findings and theories, with a focus on integrating the values of peace, empathy, and critical reasoning into the learning of Citizenship. The initial development phase of the product resulted in a prototype model consisting of five components: learning syntax, social systems, classroom management, support systems, and instructional and nurturing effects.

The initial model was tested at the initial field test stage in one elementary school with positive results – pupils began to demonstrate reflective thinking skills and avoid direct conflict, even though teachers asked for more detailed guidance. Based on the evaluation, the main product was revised by clarifying the syntactic flow into six steps, adding local story media, and strengthening the role of teachers as facilitators. Then at the main field test stage in three schools, the model showed effectiveness in increasing pupil participation and reducing confrontational behavior. Teachers also feel more ready to implement it. The revision of operational products is carried out by simplifying the language, adding supporting images, and integrating formative assessment rubrics. The results of operational field tests in five elementary schools showed that the model could be flexibly adapted in a variety of school contexts, and pupils showed improvements in cooperation, empathy, and the ability to resolve conflicts peacefully.

The final product stage gave birth to the Critical Reasoning-Based Conflict Resolution Learning Model (MRPBPK) which is equipped with teacher handbooks, student modules, learning media, and assessment instruments. Finally, the dissemination and implementation stages were carried out through teacher training and the dissemination of the model to ten schools in conflict-prone areas with the support of the local Education Office. Qualitative data analysis using thematic techniques shows that there is an urgent need for a learning approach that explicitly teaches the value of peace. Quantitative data from the pretest and post-test showed an increase in learners understanding of conflict resolution by an average of 25%. Expert

validation states that this model is feasible to use with a content feasibility rate of 92%, design of 88%, and applicability of 90%. Therefore, this model is considered effective, relevant, and applicable as an alternative to learning Citizenship in elementary schools, especially in areas prone to social conflict.

To find out the results of the development, we will first examine the conflict resolution learning steps that were first developed. Conflict resolution education in Indonesia was developed by Bunyamin Mahtuh, a Professor in the field of Social Education. He views the ability to resolve conflicts for Indonesian people as a skill that must be developed because Indonesia is a multi-cultural country. The steps for implementing the conflict resolution learning model and description of teacher activities, described by Maftuh (2008) are explained in Table 4.

Tabel 4. Description of teacher activities in Conflict Resolution Learning

Stages	Description of Teacher Activities
Identification Stage	Activities at this stage include assimilation, explaining learning objectives, exploring concepts that learners already have through questions and answers, providing examples of forms of conflict/issues/problems, checking personal values of the conflicting parties, and discussions related to the conflicts presented.
Exploration Stage	Activities at this stage are the presentation of the main material, identification of conflicts that exist at the identification stage, searching for reading sources to support problem solving, discussing the relationship between the various parties in the conflict that is raised to be studied, linking concepts that pupils already have with socio-cultural problems faced in the lesson.
Critical Reasoning Stage	Activities at this stage include formulating conflict hypotheses, seeking out authorized or responsible parties or institutions in handling the conflict, re-clarifying the concepts that learners already have to strengthen learners' cognitive elements, forming a work team to discuss further matters (as needed), and testing the truth of the hypotheses that have been explained.
Conflict negotiation stage	Activities at this stage are pupils holding discussions under the supervision of the teacher, guiding pupils to come up with ideas for solving problems, helping learners collect information as needed, presenting group reports or presentations, and concluding the results of the discussion together.
Conflict resolution stage	The activities at this stage are to guide pupils to determine their attitude towards the conflict that has been discussed, as well as re-checking learners' understanding, re-checking how they formulate conflict resolution (decisions) that they take regarding the conflict presented, re-checking the parties recommended by the pupils in solving the problem.

The steps in Table 4 explain the teacher's activities in each stage that is passed through in the context of learning in the classroom. Furthermore, an analysis is carried out on the stages of critical reasoning skills taken from Ennis's opinion (1985), presented in Table 5. These stages include, among others: 1) Elementary Clarification, 2) Basic Support, 3) Inference, 4) Advance Clarification, and 5) Strategies and Tactics.

Table 5. Stages of Critical Reasoning Ability

Stages	Description	Implications in Learning
Elementary clarification	At this stage, learners are trained to obtain and process information to identify issues or opinions being discussed, understand the meaning, formulate questions and concepts used, formulate relevant and fundamental critical questions, and understand arguments clearly and accurately. In the context of conflict resolution learning, this skill is important so that learners are able to grasp the main problem without bias and prejudice.	Learners are guided to understand the position and statements of others before making an assessment, which is the basis of an open and non-reactive attitude.

Basic support	At this stage, learners are trained to obtain and process ideas, by compiling and evaluating reasons or evidence that support an opinion, practicing the ability to draw conclusions, assess the credibility of information sources, and using data or facts as the basis for arguments.	Learners learn to distinguish between opinions and facts and to evaluate opposing arguments fairly, which reinforces a fair attitude in dealing with differences.
Inference	Inference is the process of drawing conclusions from existing information. At this stage, learners are trained to analyze and evaluate reasoning, related to the ability to draw logical conclusions from existing premises or information, identify the implications of an argument, and distinguish between valid and invalid conclusions.	This skill enables learners to assess the consequences of intolerant attitudes and consider more inclusive alternatives.
Advance Clarification	At this stage, learners are directed to reflect on their thoughts and thinking processes, to be able to elaborate and structure arguments logically and systematically, structure reasons and conclusions in a coherent form, and be able to explain their own position and understand the positions of others in depth.	Learners do not only agree or disagree, but are able to convey the basis of their arguments constructively, strengthening a culture of dialogue and respect for differences.
Strategies and Tactics	This stage requires learners to have the ability to make final decisions, then choose the most appropriate thinking approach or evaluation method for a particular situation, develop problem-solving strategies, anticipate objections and respond to them rationally, and use metacognition (thinking about oneself).	These skills strengthen learners' ability to act wisely in conflict situations, choose non-provocative communication methods, and demonstrate self-control as a real form of tolerance.

The stages of critical reasoning ability itself are explained by Ennis (1985), providing a strong theoretical basis for the development of a conflict resolution learning model that is oriented towards strengthening tolerance. Each stage of thinking, from simple clarification to reflective strategies, contributes to shaping the personality of learners who not only think logically, but also have intellectual integrity and openness to differences. Therefore, the systematic integration of these critical reasoning stages into the conflict resolution learning model allows for the development of individuals who are tolerant, fair, and rational in responding to social and ideological conflicts. The integration of critical reasoning stages in the conflict resolution learning model can be seen in table 7.

Tabel 7. Integration of Critical Reasoning Stages in Learning Model Conflict Resolution

Stages of Conflict Resolution	Purpose	Integrated Critical Reasoning Stages	Description
Identification Stage	Learners recognize the issues, actors, and values involved in the conflict.	Provide a simple explanation	Learners are invited to identify the basic facts of the conflict being studied, be able to restate the main issue clearly and neutrally, and formulate initial critical questions such as What happened? Who was involved in the conflict? What was the main cause of the conflict?
Exploration Stage	Learners collect information, viewpoints, and supporting evidence from	Build basic skills	Learners are invited to evaluate various information, evidence, and relevant data sources; analyze the validity of arguments and narratives from each party in the

Stages of Conflict Resolution	Purpose	Integrated Critical Reasoning Stages	Description
	various parties.		conflict; and separate opinions, facts, and biases.
Explanation Stage	Learners convey their interpretation or arguments regarding the conflict.	Making inferences and further explanations	Learners are directed to construct logical explanations regarding the causes and effects of conflict and the positions taken by the parties involved, draw conclusions from various information that has been studied previously, and explain personal or group positions rationally and openly to criticism.
Conflict Negotiation Stages	Learners carry out a simulation of mediation or dialogue between conflicting parties.	Set strategy and tactics	Learners are invited to design a way to convey opinions persuasively but remain ethical, choose the communication approach and solution that best suits the context and parties involved, and anticipate and respond to opposing arguments with openness and respect.
Conflict Resolution Stage	Learners develop alternative conflict resolutions that are fair, sustainable and tolerant.	All Stages	Learners are invited to combine all critical reasoning skills to make decisions that reflect justice, empathy, and respect for differences, and to evaluate solutions from an ethical and social sustainability perspective.

Next, a schematic integration can be presented according to the steps of the conflict resolution learning model, according to the stages of critical reasoning which are translated into the form of learning activities carried out by learners. The schematic integration is presented in Table 8.

Table 8. Schematic Integration of Conflict Resolution and Critical Reasoning Stages

Stages of Conflict Resolution	Stages of Critical Reasoning	Examples of Learning Activities	Specific Learning Objectives
Identification Stage	Simple Explanation	Reading conflict narratives (social or historical cases), underlining key points, creating conflict maps	Understanding the root causes and actors of conflict
Exploration Stage	Basic Skills.	Document studies, video testimonials, mini interviews, or field observations (if possible), followed by small group discussions.	Collecting & evaluating evidence from multiple perspectives
Explanation Stage	Inference and Further Explanation	Group argument presentations, short essay writing, or class discussion forums with argumentative rules	Constructing arguments and explaining positions
Conflict Negotiation Stage	Strategy and tactics.	Simulation of debate, mediation, or conflict resolution hearing; each group plays the role of a party in the conflict and tries to find common ground through guided dialogue.	Conveying positions fairly and dialogically

Stages of Conflict Resolution	Stages of Critical Reasoning	Examples of Learning Activities	Specific Learning Objectives
Conflict Resolution Stage	Integration of all stages	Drafting a "Peace Charter" or "Social Contract" based on shared values, personal reflection, or writing a real-life tolerant action plan.	Developing solutions with an ethical and tolerant approach

The development of the conflict resolution model that was developed also took into account the following assumptions: (1) the learning approach is centered on learners; (2) learning strategies are carried out with group or individual learning; (3) the methods used vary; (4) learning techniques are carried out outdoors to explore facts about conflicts in society and indoors to present field data and review related theories; and (5) learning tactics can be explored by dividing learners into several groups because each group has its own style in exploring conflicts and conducting learning simulations.

The first stage of developing a conflict resolution model is conducting curriculum analysis. Curriculum analysis was carried out by reviewing the existing syllabus for Civics subjects. Based on the results of the analysis, it is known that the Civics subject in class V specifically contains studies on peace learning/avoiding conflict. In general, the study of conflict resolution has been touched on, although not in detail. This condition provides an opportunity for researchers to develop conflict resolution models.

Development of initial design of conflict resolution model for class V Civics subjects in Cirebon Regency

Initial Design Analysis of the Model

Joyce et al. (2011) recommended that each model must contain the following five aspects: (1) syntax or learning stages; (2) a clear social system or rules; (3) management system, namely the teacher's efforts to treat learners in learning activities; (4) support system, namely facilities to support learning; and (5) instructional and accompanying impacts. The model syntax can be seen in Table 9.

Tabel 9. Integrating Critical Reasoning Syntax into Conflict Resolution Learning Models

Conflict Resolution Syntax	Purpose	Integrated Critical Reasoning Stages	Description
Identification Stage	Learners recognize the issues, actors, and values involved in the conflict.	Provide a simple explanation	Learners are encouraged to identify the basic facts of the conflict under study, restate the main issue clearly and neutrally, and formulate initial critical questions such as: What happened? Who was involved in the conflict? What were the main causes of the conflict?
Exploration Stage	Learners collect information, viewpoints, and supporting evidence from various parties.	Build basic skills	Learners are encouraged to evaluate various relevant information, evidence, and data sources; analyze the validity of arguments and narratives from each party in a conflict; and distinguish between

Conflict Resolution Syntax	Purpose	Integrated Critical Reasoning Stages	Description
Explanation Stage	Learners convey their interpretation or arguments regarding the conflict.	Making Inferences and Further Explanations	opinion, fact, and bias. Learners are directed to construct logical arguments regarding the causes and effects of the conflict. Positions taken by the parties involved, conclusions from various pieces of information have been previously studied, and explain group positions rationally and openly to
Conflict Negotiation Stage	Learners recognize the issues, actors, and values involved in the conflict.	Set strategy and tactics	Learners are invited to design ways to convey opinions persuasively but remain ethical, choose the communication approach and solution that best suits the context and parties involved, and anticipate and respond to opposing arguments with openness and respect.
Conflict Resolution Stage	Learners develop alternative conflict resolutions that are fair, sustainable and tolerant.	All Stages	Learners are invited to combine all critical reasoning skills to make decisions that reflect justice, empathy, and respect for differences, as well as evaluate solutions from an ethical and social sustainability perspective.

This study found that the development of a conflict resolution learning model at the elementary school level that is oriented towards critical reasoning can be an effective strategy in preventing the reproduction of conflict behavior experienced by children in conflict-prone areas such as Cirebon Regency. The model is based on three main theories of education: humanistic, progressivism, and reconstructionism, and consists of five essential elements: instructional syntax, social systems, classroom management, support systems, and instructional-parenting effects. These findings emphasize the importance of teachers' roles as peace agents and facilitators of critical thinking in the context of civic education.

The main implication of this research is that education in conflict-prone areas should not only emphasize cognitive and academic aspects, but also equip learners with social and emotional skills through critical reasoning and peace education. This model can be used as a practical tool by teachers in organizing citizenship learning that is more contextual, democratic, and transformative. At the policy level, these findings provide a basis for developing a curriculum that is responsive to local socio-political contexts especially in areas with high potential for social conflict.

Limited Scope- the research was conducted in a specific geographical and sociocultural context (Cirebon Regency), thus the generalization of the model to other regions needs modifications or adjustments. Early Development Stage-the developed model is still in the initial design stage not yet at the stage of widespread implementation and longitudinal impact evaluation. Lack of Empirical Data- the research is more conceptual-theoretical so the effectiveness of the model still requires trials in various elementary school settings with different social conditions. Dependence on Teacher Competence- the model implementation is highly dependent on the teacher's capacity to understand and apply critical reasoning approaches which are not necessarily evenly distributed.

The difference in the findings in this study compared to previous studies lies in the integration of humanistic educational theory, progressivism, and reconstructionism into conflict resolution learning models designed specifically for primary school contexts in areas of social

conflict. For example, research by Galtung and Fischer (2016) still focuses on macro approaches to conflict resolution in international contexts, while this model is directed at micro-contexts in primary school settings. Davies (2017) developed a peace education approach based on global citizenship, but has not explicitly linked it to the critical reasoning-based civic learning structure. Zembylas (2018) does emphasize the importance of emotional literacy in peace education but his approach has not integrated learning syntax systematically as done in this study. Meanwhile, Bajaj and Hantzopoulos (2016) examine peace education in schools but highlights more policy and institutional context than the development of concrete instructional models. McCully and Emerson (2016) emphasize the importance of narratives and dialogue in addressing historical conflicts, but does not directly attribute them to classroom-based learning strategies at the elementary level. Bar-Tal and Rosen (2020) developed a framework for education in conflict societies but have not technically formulated syntactic components, classroom management, and parenting effects as in this model. Research by Burns and Aspeslagh (2021) also develops peaceful global education but emphasizes aspects of the global curriculum, rather than strengthening the capacity of local teachers to manage conflict through critical learning. Finally, Harris and Morrison (2019) in revising their approach to peace education still use the traditional moral development framework while this study expands the approach by combining social-emotional and critical thinking dimensions into a whole, contextual learning structure. Thus, these findings fill a gap in the literature by offering an applicable and contextual learning model for primary schools in conflict areas, which has not been explored in depth in previous post-2015 studies.

CONCLUSION

Based on the findings of this study, it can be concluded that the development of the conflict resolution model design was grounded in three key educational philosophies: progressivism, reconstructionism, and humanism. This model design represents an initial step toward producing a comprehensive and contextually appropriate conflict resolution framework aimed at addressing issues faced by children and adolescents in Suranenggala. Importantly, the value of this research lies not only in the preliminary design of the model but also in its underlying mission—to contribute to reducing the risk of social fragmentation among youth caused by ongoing conflicts in the region. The model aspires to foster a more cohesive and peaceful environment through education-based interventions tailored to the specific sociocultural context of Suranenggala. It is recommended that further research be conducted to validate the effectiveness of the proposed model through experimental implementation in educational and community settings. Collaboration between educators, community leaders, and policymakers is also essential to ensure the model's relevance, sustainability, and broader impact. Moreover, integrating local wisdom and youth participation in future model development can enhance the model's responsiveness to real-world challenges faced by adolescents.

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