

Mirror On the Wall Model for Civics Education Learning to Foster Conflict Resolution Skills

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Abstract. Civic Education learning can be used as a solution in dealing with conflicts. However, implementing the most appropriate model to cultivate conflict resolution skills needs to be constructed and researched further. Through Research and Development (RnD), a model of learning Mirror on the Wall in 7 cycles of authentic learning and assessment for one semester in class 12 SMA Negeri 3 Bandung was built. Implementation of problem-based learning by implementing the competencies of Civics, namely Civic Knowledge, Civic Skills, and Civic Disposition, becomes the benchmark of the syntax. This research suggests that students have problem solving skills in a responsive and responsible manner by adhering to the values and norms prevailing in the society, nation, and country of Indonesia, as well as experiences that foster sensitivity to social issues.

Keywords: Conflict resolution skills; Mirror on The Wall Model; Three competencies of Civics

1 Introduction

Every event faced by mankind does not omit situations where a gap exists between hope and reality. Similarly, the students encountered as members of a young community who had a greater desire and demand for association than the elderly. What he is expecting is not necessarily the same as the reality he faced. Psychologically, this can interfere with emotional development. Therefore, a skill training about solving conflicts and making it a positive value when we face it with a good inner atmosphere is required.

The phenomenon described above raises an idea to build a model paradigm to apply these skills with the research object of statistical community, namely the community that is in the learning community students. In addition, the social reality problems faced by students both in the family environment, school, friends, and the general public are varied and require a skill to resolve conflicts. One example in this digital era is the exposure to hoaxes and being a follower of echo chamber effect, where one considers the opinion of other groups not true, except that of his own group.

Civic Education is one of the means of learning conflict resolution. Various ways can be done for students' acquisition and mastery. Through the stages of learning syntax and authentic assessments, it is expected to provide experience as a form of conflict resolution skills socialization. Based on the background, the author considers the innovation of learning models to achieve that goal by measuring how effective the model is in implementing Civic Knowledge, Civic Skills, and Civic Disposition in providing conflict resolution skills experience. The

research title with the simple Research and Development (R N D) method raises the problem of Mirror on The Wall Model for Civics Education Learning to Foster Conflict Resolution Skills.

2 Mirror on The Wall Model for Civics Education Learning to Foster Conflict Resolution Skills.

Entering the era of the 2013 National Curriculum, a lot of things of teacher's paradigm should be changed; from internal challenges in the form of motivation to improve learning, personality competence, professional, pedagogic, and social, and also external challenges in the form of IPTEKS demands, social change, culture, economics, to how to deal with the era Digitalization that greatly affects the lives of students, this requires a policy of concept and strategy in the implementation of curriculum. The regulation published by The Indonesian Ministry of Education and Culture Number 81 A, year 2013, becomes one of the answers.

The content of learning concepts and principles that become the basis of the strategy and general model of Civic Education is essentially the principle of learning activities to give students the opportunity to develop their potential attitudes, knowledge, and skills they need to live in a community, in a nation, and to contribute to the welfare of the life of mankind. Learning activities are geared towards empowering all potential students into reliable competent human beings. The mandate in the curriculum document suggests learning activities need to use principles that: (1) Focus on Learners, (2) Develop learners' creativity, (3) Create fun and challenging conditions, (4) rich in values, ethics, aesthetics, logic, and kinesthetics, and (5) provide diverse learning experiences through the application of a variety of fun, contextual, effective, efficient and meaningful learning strategies and methods. [1]

This learning is sought to encourage students to discover and transform complex information on their own, compare new information with existing ones in their memory, and develop raw information into information or abilities that conforms the environment and time he lives in [2]. Students actively seek, cultivate, construct, and use knowledge, structuring it as a cognitive process [3]. Students need to be encouraged to work to solve problems, find everything for him, and strive to realize their ideas [4].

In the other hand, teachers provide the ease by developing a learning atmosphere that gives students the opportunity to discover, apply ideas, become conscious and consciously use their own strategies to learn [5]. Teachers bring about increasingly self-reliant students, shifting the paradigm of learning by being "told" to learning by "actively finding out". One example of a learning model developed in accordance with the characteristics of the Civic Education subjects are proposed by the experts, Winataputra [6] in Rohayani [1] & Hadi [7] which provides an alternative model to manage conflicts.

In addition, BSNP [8] formulated that in the context of forming a citizen who has this nationalism, it has become part of the challenge of 21st century education that education policy should be related to the purpose of cultivating a sense of unity and nationalism. The direction of the teaching curriculums, researches, and social activities (community devotion) proclaimed in schools and colleges must encourage the growth of national integration and strong social integration.

The following themes has been put into focus:

- a. Build understanding/awareness about the ideals of Indonesian development as a nation based on civics (civic nationalism) that rests on the sense of humanity.
- b. Build an understanding/awareness of the importance of tolerance in living life together in order to form a multicultural citizenship toward a creative and responsive community.

- c. Designing teaching resources, themes of research, and social activities that encourage the growing understanding and attitude of mutual respect in indigenous, ethnic, religious, racial, gender differences, origins, and other identities.
- d. Practice mediation and negotiation skills in order to build peace through conflict resolution efforts and conflict transformation. [1]

This is the basis of this research developing a model for practicing conflict resolution skills.

2.1 Applying the Mirror on The Wall Model for Civics Education Learning to Foster Conflict Resolution Skills

Conflict resolution experts state that these skills can help individuals to solve conflicts with the best solutions, as conflict resolution is a planned effort made in the form of discussions, seminars or other deliberations where everyone expresses their opinions and issues on the other in order to have conversations or behaviors that lead them toward problem solving. Bodine & Crawford [9] states that if the distinction is known and appreciated/appreciable, and the parties in the fight build strength for the other, a climate is formed to fill each other, which is to teach a positive way of approaching conflict by effectively controlling the situation.

Everyone is expected to be at the perspective of having certain skills that aim and have the same value principle that is peace and justice [10]. Supposedly, a number of skills must be mastered in conflict resolution as an implication of the training, namely as follows.

- a. Understanding conflicts and their theoretical understanding.
- b. Mapping conflicts, including the identification of actors, behaviors, attitudes, and issues involved in a conflict.
- c. Intervening through the work of conflict resolution either through negotiation or mediation as a form of neutral third-party intervention.
- d. Mediating as a conflict resolution practice in Indonesia's context. [11]

In long-term application, the education of conflict resolution relates very closely to peace education. The most common way of evaluating a peace education is to provide a pre-test and post-test asking learners the objective questions about the focus of certain peace education (such as preventing bullying or peer mediation) [12]; [13]; [14]. Nevertheless, other forms of evaluation have been used to cover case studies involving interview with Learners [15]; [16] and focus groups [17]. Lack of resources and culturally diverse 'peace' and 'empathy' concepts become a continuing challenge of the peace education assessment, according to what the peace educators have found including Bar-Tal [18] and Harris [19].

The approach used is a peaceful class where teachers methodologically teach to students about a variety of conflict resolution skills in Civic Education with the main principle—where peace and justice are formed in the classroom. The mirror on the wall model adapted one of the models of conflict resolution education, the cooperation-competition conflict theory (Morton Deutsch adopted from Kurt Lewin). The focus of Deutsch [20] is not only related to the cooperation and competition of individuals and groups but also with social psychological processes that will bring forth these outcomes. The learning process is using the game theory and the races where this model has central relevance for understanding the processes involved in the conflict.

The game theory contributes greatly to social scientists in a mathematical formulation because it raises the problem of conflict of interest. The formula in question is not normative and does not work to minimize the lack of game theory considered by social psychologists. In the game theory there is a cooperative and competitive interest in conflict situations (or, in Schelling terms, a diverse conflict motive; Schelling, 1960) and apparently had a productive impact on the study of social psychology on conflict, theoretically and methodologically. With

game theory, conflicts consist of a mixture of cooperative and competitive processes that run naturally from the mixture. The sense of cooperative elements involved in the conflict contradicts the competitive struggle.

The design of mirror on the wall model is as follows:

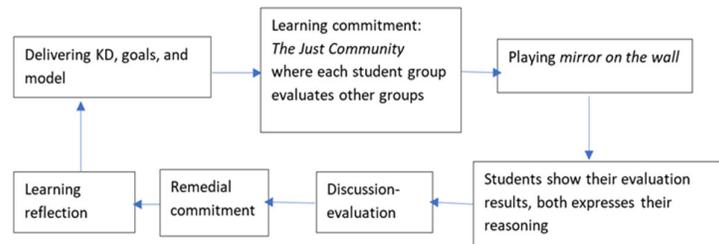


Fig 1. Mirror on the Wall Learning Design

Basically, the Mirror on The Wall learning model was inspired by an animated film "Snow White" where the witch's mother always asked the mirror of who was the most pretty in the world, but her mirror answer was unpleasant. The mother was outraged. Similarly, in this Civic Education study, students are faced with a situation where he or she has to give a position as a citizen with the competence of human beings and citizens.

This study consists of 3 chapters that are violation of rights cases based on the value of Pancasila, the legal and judicial system, and IT in support of the NKRI. Each chapter is treated in 1 cycle of learning by using this model, and concluded with an evaluation using a lot of options as many chapters are taught, and one cycle of remedy in the form of reflection and enrichment, up to a total of 7 cycles.

2.2 Authentic assessment of Mirror on The Wall Model for Civics Education Learning to Foster Conflict Resolution Skills

In arranging the evaluation process, the following principles are implemented:

- Provide a positive solution and don't get stuck with negative answers to the real story.
- Associate it with a theory according to the material discussed.
- Provide resolutions for positive future behaviors.

The main approach is to study the nomothetic personality [21], where it is related to a research "trait" and its application to behavior. Properties can be defined as words that summarize a set of behaviors or describe a consistent response to the relationship and the situation measured through the assessment instrument [22]. This was stated by Martin [20] as an assumption that assessment is one way of measuring the behavior change of an individual over a learning treatment. Character appraisal can be done by assessing the "nature" of individual as both conflict and personality.

It is assumed that in a well-designed and tested assessment instrument, many individuals can legitimately report social-emotional responses and behaviors that are broadly consistent throughout the situation [23] (some characteristics are unstable in all situations than the other). Personality assessments can also be very useful in placing children or adults in the most effective educational settings or in identifying a cognitive mediator that affects behaviors, such as attribution intentionality Individual as a reaction to the imagined enmity of others. [22]. A good assessment is that it invites participants to think highly (Higher Order Thinking Skills) [24] assuming that the instrument is made not to complicate the respondent, but it can involve thoughts, emotions, and how to decide with both a statement and a question [25].

Conflict resolution skills direct learners to peace education [26]; it is derived from the theory expressed about the purpose of the resolution of conflict itself is to the order of the structured community with the principal response to a conflict [27]. Thus, the creation of a peaceful classroom [9] is the process goal of applying this skill. Fisher [28] asserted that peace education could be taught in formal education, such as religion, history, geography, science, and literature. The main subject in its study is the development of self-respecting attitudes, tolerance, empathy, fairness, and equality [29].

Furthermore, Fisher [28] considers that the conflict resolution education is to address the imbalance in the subject of education. For example, when history explains war, there needs to be a counterbalance in teaching that in negative situations there is a positive function. The final proposal for the benefit of conflict resolution is to influence social structure by changing the context and attitude that is the direct cause of conflict.

The meaningfulness of this conflict resolution may affect three things universally:

- a. Peace and Justice education
- b. Promoting participation in decision making
- c. Developing good obedience

The aforementioned items are topics from the subject of The Education of Pancasila and Civics, so that the subject can be used as a driver for peace education by managing learners to have their conflict resolution skills trained.

The factors that are found are:

- a. Authentic Assessment Movement
- b. Each child learns about characters with High-Order Thinking Skills so each child learns before acting to cultivate a sense of responsibility.
- c. Each child is challenged to have a fundamental reaction to a conflict of both negative and positive values. [1]

This research therefore uses a learning pattern that combines authentic Civic Education learning through an authentic assessment process with a coherent, unique Civic Education material with Spiritual competence (KI-1) and social competencies (KI-2). The authentic assessment is taken from three phases at the same time: the observation by the teacher (observation) is used to reinforce the statistics from self-assessment and among friends. Journals are only used when there are extreme events in the implementation or outside of learning. [1]

2.3 The effectiveness of the application of Mirror on The Wall Model for Civics Education Learning to Foster Conflict Resolution Skills

Based on the theory and background of the problem, the research results are as follows to reveal the effectiveness of model implementation to the success of the experience of conflict resolution skills through 3 stages of testing.

The results are as follows:

- a. Determining simultaneous line coefficients (aggregate)

The aggregate test results are displayed with an ANOVA Table as follows:

Table 1. Anova test**ANOVA^b**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	105.071	3	35.024	16.303	.000 ^a
Residual	560.702	261	2.148		
Total	665.774	264			

a. Predictors: (Constant), CS, CD, CK

b. Dependent Variable: R

From the ANOVA Table, it is found that the probability value of Sig. = 0.00. Based on the test criteria, then the decision is to decline H₀. This means contributions from CS, CD, CK together are very significant against Y. Therefore, individual tests can be performed.

Individual tests

Individual tests for all independent variables are displayed through the following coefficients table.

Table 2. Coefficients Test**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.371	.647		5.211	.000
CD	.359	.086	.239	4.181	.000
CK	.192	.056	.200	3.440	.001
CS	.126	.042	.174	2.997	.003

a. Dependent Variable: R

Based on individual tests, it is obtained that the variable CD, CK, CS have a significant contribution to Y. Thereby acquired framework of causal relationship empirical between CD, CK, CS against Y, can be made through structural equations as follows.

$$\text{Structure: } Y = \rho_{yx_1} CD + \rho_{yx_2} CK + \rho_{yx_3} CS + \rho_y \varepsilon$$

where, ρ_{yx_1} : Line coefficient from CS toward Y

ρ_{yx_2} : Line coefficient from CK toward Y

ρ_{yx_3} : Line coefficient from CS toward Y

ρ_y : Line coefficient from other variables toward Y

The complete relationship structure between variables can be seen as follows:

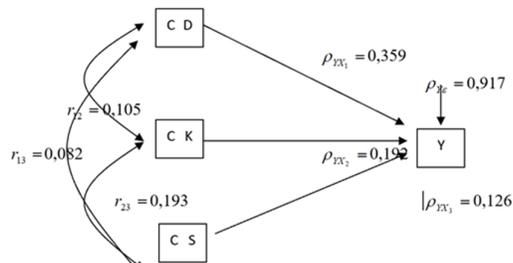


Fig 2. Relationship variables

b. *Line Analysis Result Summary*

The above research results can be summarized through a table as follows:

Table 3. Variables Contribution Relationship

Variable	Line Coefficient	Contribution		Joint Contribution
		Direct	Indirect	
X1	0.359	12.8881 %	0.723744 % (through X2)	
			0.3709188 % (through X3)	
X2	0.192	3.6864 %	0.723744 % (through X1)	
			0.4669056 % (through X3)	
X3	0.126	1.5876 %	0.3709188 % (through X1)	
			0.4669056 % (through X2)	
E	0.917	84.0889 %		
X1, X2, and X3				15,8%

According to the table above, the findings of the research objectively are as follows:

- Contribution magnitude x_1 , x_2 , and x_3 that jointly affects Y by 15.8%.
- The magnitude of contribution of X_1 that directly affects Y is 12.88%
- The magnitude of contribution of X_1 to Y indirectly is 1.09% (via X2 and X3)
- The magnitude of contribution of X_2 that directly affects Y is 3.68%
- The magnitude of contribution of X_2 to Y indirectly is 1.19% (via X1 and X3)
- The magnitude of contribution of X_3 that directly affects Y is 1.58%
- The magnitude of contribution of X_3 to Y indirectly is 0.83% (through X2 and X1)
- The direct contribution from the other unmeasured variable (\mathcal{E}) to Y is 84.08%

3 Summary and Recommendation

Based on the results of the data processing correlation using SPSS 16, it can be concluded that mirror on the wall model with 7 learning cycles, evaluated with HOTS assessment instrument, then significantly shows progress. This gives a recommendation that Civic

Education learning can foster conflict resolution skills by using mirror on the wall model. Precise evaluation instrument results in a defined conflict outcome decision making experiences. But there are certain aspects that need to be put into attention. It is required an advanced study of the comparison between the use of this model with a popular model and commonly used by other teachers to obtain a concrete, defined conclusion.

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