

Developing Conflict Resolution Skills Through Scouting Activities at Elementary Schools

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ABSTRACT

The ability to overcome and solve conflicts is a skill that everyone should have. This skill must be taught to students at every level of education in a systematic and structured manner. This study aimed to analyze the urgency of developing a scout activity-based conflict resolution model in elementary schools. This study used a descriptive qualitative approach. The data were collected through interviews conducted with teachers and students, as well as observations on scout activities in elementary schools and used a literature study to describe the application of the conflict resolution model based on several experts and supporting reference studies. The respondents were from 10 elementary schools in the Tangerang area that were selected by using a purposive random sampling technique with 10 Teachers and 30 students. The data were analyzed to determine the urgency of developing a scouting activity-based conflict resolution model in elementary schools. This study used a qualitative descriptive method and used a literature study. The results of the study showed that (1) Scouting activities have great potential to train conflict resolution skills, especially for students in elementary schools, (2) Scouting activities have not been optimized as a means of developing conflict resolution skills, (3) Developing conflict resolution skills also as a means in developing communication skills, self-confidence, adaptation, critical thinking, negotiation, and democracy. The results of this study are expected to provide alternative models of character education and increase students' capacities in overcoming and solving conflicts through scouting activities.

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1. INTRODUCTION

Throughout one's lifetime, individuals will inevitably encounter several conflicts, primarily stemming from divergent viewpoints, opinions, emotions, or interests among themselves (Indrawan & Putri, 2022; Sudarmanto et al., 2021). This conflict can arise in several settings and periods, including but not limited to one's residence, educational institution, workplace, or other social environments.

Conflicts are not exclusive to adults; children can also encounter conflicts, particularly when they are engaging with peers or adults.

The conflict experienced by someone will cause feelings of discomfort, stress and pressure. This situation encourages a person to resolve the conflict. In general, there are 8 general procedures that are commonly used by someone when in conflict namely lumping it, avoidance or exit, coercion, negotiation, conciliation, mediation, arbitration, and adjudication (Jayathilaka & Menike, 2021; Mahfuz, 2020). A person's tendency to deal with conflict is influenced by many factors, such as experience, maturity, personality, level of education and others. There are some people who have a tendency to avoid conflict, even if they have to have a conflict they will try to find a peaceful solution. But there are also people who like to overcome conflict in an aggressive and opportunistic way.

A person's ability to resolve conflict is not innate, but is acquired through experience and practice (Hodges et al., 2022; Van Slyck et al., 2019). It means that a person can develop his ability to solve a problem through a series of reflections on experience. However, a person's ability to deal with and solve problems is not always directly proportional to age and experience. There are times when a person has a tendency to remain the same even though situations change, and this can affect the ability to face and solve problems.

It is crucial for individuals of all ages, especially youngsters, to possess the capacity to resolve conflicts (Hakvoort et al., 2019; Van Slyck et al., 2019). The experience of pressure and discomfort resulting from a fight can have a significant impact on the emotional and social development of children. On the other hand, the acquisition of conflict resolution skills will enhance children's ability to effectively manage and deal with situations. Hence, it is the responsibility of parents and educators to support and aid children in developing conflict resolution abilities. One way to help individuals overcome conflicts is by offering support, guidance, training, and opportunities for experience (Sanders et al., 2019).

For that reason, schools need to make conflict resolution a mandatory skill trained at school through intracurricular and extracurricular activities. Training in conflict resolution will help students develop competencies that are essential for their future. Therefore, this skill must be concerned by educational institutions. Scouting is a mandatory extracurricular activity for students in elementary schools. Through scout activities, students will learn to communicate, cooperate, and adapt to the environment. Apart from that, this activity will also teach students about natural science, basic survival skills, and build a spirit of leadership and independence (Nursamsi & Jumardi, 2022). The important point of Scouting is the concept of fun and varied activities. Scouts have the potential to instill positive values in everyday life through activities that are liked by children (Barron et al., 2020; Yohana & Wijiharta, 2021). Scout extracurricular becomes a vehicle for education that places the foundation of independence and freedom for students and trains emotional abilities. If it can be synthesized that the teaching model of conflict resolution with an affective approach can create peaceful schools/classes, it has been proven effective in teaching conflict resolution. Thus, teaching conflict resolution will be successful.

Much research has been conducted on the urgency of conflict resolution, both in the context of social, political, and religious life (Adiansah et al., 2019; Indrawan, 2021; Prasojo & Pabbajah, 2020) and in an academic context (Handayani & Muliastri, 2021; Sa'odah et al., 2021; Sidiq & Hariyani, 2022; Wahyuningsih & Oktavia, 2022) initially the conflict resolution model existed in the field of social psychology, through social interaction in all life contexts in the political, school, family and community fields. In the field of education, the application of a new conflict resolution educational model is integrated into subjects at school through the subjects of social sciences (IPS), Pancasila and Citizenship Education (PPKn), and sociology. Conflict resolution shows that this theme is important and interesting. In several studies that have been conducted, conflict resolution activities are more based on religion and culture (Hasudungan et al., 2020; Prasojo & Pabbajah, 2020; Wahono et al., 2021; Wijaya, 2020). However, there is not much research that examines activity-based conflict resolution in schools, both intra-curricular and extra-curricular. This study focused on analyzing the development of conflict

resolution skills through scout activities. Several previous studies have stated that scouting is a means of developing positive values such as nationalism, mutual cooperation, honesty and so on (Lestari & Tirtoni, 2021; Ninik Indawati, 2015; Suluh & Jumadi, 2019). There are also previous studies that stated scouting is often used as a means of *branding* educational institutions (Canada & Febriyanti, 2022). However, the researchers have not found research that specifically examined scout activities in elementary schools, especially those that analyze the potential of scouting activities as a means of instilling conflict resolution skills. Therefore, this study aimed to analyze the optimization of scout activities as a means of instilling conflict resolution skills in elementary schools.

2. METHODS

This study aimed to analyze the potential of scout activities as an effective medium in instilling conflict resolution skills, especially for students in elementary schools. The research method used was a descriptive qualitative. The data were collected through interviews, observations and used is a literature study. The respondents in this study were the teachers and the students from 10 elementary schools in Tangerang area. The research locations were selected by using a purposive random sampling technique, namely SDN Cikokol 2, SDN Cikokol 1, SDN Tangerang 15, SDN Tangerang 12, SDN Pondok Jagung 2, SDN Tangerang 14, SDN Pakulonan 1, SDN Ciakar, SDN Sukasari 5, SDN Puspipstek. The number of respondents in this study were 30 students from grades 4 and 5. There were 13 male respondents while 17 female respondents. There were 10 teacher respondents, 2 of whom were male and 8 of whom were female. The research was conducted from January 2022 to December 2022.

Table 1. Interview Instrument Grid

No.	Indicator	Question Distribution	Total
1	Knowledge about the concept of conflict	1-3	3
2	Experience related to conflict	4-5	2
3	Conflict resolution efforts	6-7	2
4	Obstacles in conflict resolution	8-9	2
5	Impact of conflict resolution efforts	10	1
Total			10

Table 2. Observation Guidelines And Documentation Study of Conflict Resolution Model

No.	Observed Aspect	Data Sources
1.	Experience with conflict	- Principal's Notes - Event Notebook/Educator's Daily Journal
2.	Implementation of the Conflict Resolution Model	- Direct observation of the learning process - Tutorial video - Media used in implementing the model.

This study employed a descriptive qualitative methodology. The data were gathered via interviews performed with educators and students, along with observations of scout activities in primary schools. A literature review was conducted to elucidate the implementation of the conflict resolution model, drawing upon the insights of many experts and corroborating reference studies.

3. FINDINGS AND DISCUSSION

This research was conducted on the teachers and students scouting activities for learning. To collect data that can support the focus of the problem in this study, data collection techniques were carried out, namely by: Observation and interviews. Before conducting interviews and observations, researchers conducted a literature review related to the issues that were the focus of the research

problem. Observations were made by looking directly at the daily social situations carried out by the school community. Then, the researcher conducted a question-and-answer session with the teacher and students related to conflicts that often occur in schools.

3.1. The Urgency of Developing Conflict Resolution Skills for Students

Children in elementary school are in the age range of 7-12 years. Most of them do not have the maturity of thinking and good communication skills (Nadya et al., 2020). Based on interviews with the teachers and the students as well as the results of observations, conflicts or disputes among students in elementary schools are very common. The triggers for conflict between them are varied and can sometimes be said to be trivial for us adults. Such as competition when playing, selecting members when in groups, fighting over seats and so on.

Based on the results of the interviews and the observations, disputes among students are related to (1) competition in activities such as games or competitions, (2) Differences of opinion or views in group activities or games (3) bullying or intimidation either verbally or physically, (4) ownership of goods, (5) differences in academic ability or achievement, (6) selection of friends or playing groups, (7) differences in cultural backgrounds. The things that trigger conflict among students are mostly due to immature social-emotional abilities, such that they cannot control their emotions and behavior properly.

Interestingly, the disputes that occurred among the average students never long lasted. Many cases show that children can quickly return to friendship and reconcile even though they just had a conflict and even cried. Even so, this does not mean that the conflicts that occur in children do not have an impact on their development (Dianasari et al., 2021). When elementary school students are unable to resolve conflicts that occur, this can affect their well-being at school and even outside of school. First of all, students who experience conflict can feel anxious and worried, because they do not know what will happen next. They can also experience stress and physical discomfort, as they may find it difficult to sleep or eat well (Sidiq & Hariyani, 2022). The research findings also showed that unresolved conflict can affect the relationship between students, both with classmates and younger and older siblings. Children who are experiencing conflict feel isolated from society, because they feel uncomfortable mingling with friends who are in conflict with them. In some ways, this situation can also affect students' academic performance because they lose focus and concentration (Maulidiyah & Rohman, 2022). If the conflicts that befall students are not resolved immediately, then their learning process at school becomes disrupted, one of which is not focusing on learning.

In connection with the conflicts that occur in students in elementary schools, the intervention of parents and especially teachers is needed. The intervention provided is not always in the form of mediation between students who are in conflict (Sidiq & Hariyani, 2022). More than that, the role of teachers and adults is to provide support and guidance to elementary school students in resolving conflicts. The support provided can be in the form of learning about social and emotional skills, such as effective communication and managing emotions. In addition, parents and teachers can provide moral and emotional support to students, by listening to their complaints and providing appropriate input. Providing adequate support and guidance will enable students to manage conflict positively, and maintain healthy relationships between students and friends at school (Asrianto & Hasbi, 2021). The importance of educators in fostering a positive school climate to reduce behavior that can cause conflict between students.

The attitude that needs to be developed by elementary school students in dealing with conflict is being able to communicate clearly and wisely. They must learn to listen to each other and understand their classmates' point of view, so that they can solve problems in a good way and not be violent. Students also need to be trained to understand the importance of respecting differences, so that they can properly accommodate their classmates' different views and attitudes (Dianasari et al., 2021). In this way, elementary school students can acquire important social and emotional skills to help them deal with trivial conflicts in everyday life. Disputes over toys or personal items.

Providing opportunities for students to learn to manage and deal with conflict will give students confidence that every problem has a solution. Skills for managing and resolving conflict will develop skills in decision making, assertiveness, communication, negotiation, cooperation, and mental strength. At the same time, students will develop empathy and compassion, respect and appreciate others (Maftuh & Malihah, 2020). Thus schools have an important role in shaping behavior, social attitudes, emotional development, it is important to understand the causes of conflict in the context of school regulations. In an elementary school environment, educators have the ability to influence the school climate, including a culture of bullying in schools which will later become a cause of conflict

3.2. *The Potential of Scouting Activities as a Means of Developing Conflict Resolution Skills*

Researchers ask respondents questions about what benefits they feel most from participating in scout activities. Among the many benefits mentioned, three of the most frequently mentioned answers are (1) the ability to socialize with many people, (2) leadership and conflict resolution skills. Interact and cooperate in many ways in scouting activities, making conflict among fellow members something that is unavoidable. Support from coaches and systems built in scout organizations encourage them to solve these problems.

One form of extracurricular activity that has many benefits for the character and moral development of students at the elementary school level is scouting activities. As is known, the Scout Movement in general can be understood as an association that can be used by educational institutions in fostering future generations, to create character that is in accordance with national identity. It can be said that scouting education itself is a form of non-academic education that is held at every level, with methods and procedures according to the needs of educational institutions or schools (Hardianti et al., 2021). Thus learning the moral values contained in scout extracurricular activities is in fact not limited to the classroom.

In its development, scouting activities are not just a place for students to channel their talents and hone their skills in non-academic fields, but also help students to learn identifying problems and solve problems. This is also in line with the implementation of curriculum 13 in all schools in Indonesia. Where in its realization, students are also equipped with character education and instilling a sense of compassion for others, so that what is obtained at school can be directly implemented in everyday life (Kusumawati, 2021). Learning the moral values contained in scout extracurricular activities is in fact not limited to the classroom. Educators and students learn various things that come from outside the classroom, for example studying actual cases related to subject matter. This also encourages students' abilities to solve problems after problems they face (Hardianti et al., 2021). These cases can be explained through problem solving skills.

The scouting is an effective means of training conflict resolution skills in elementary school students. Through activities such as camping, exploring, and talking in groups, students can learn to work together, understand friends' feelings, and find solutions to disagreements that may occur. In addition, by following the principles of the scouting such as mutual cooperation and kinship (Saraswati, 2017), students can learn the values of togetherness and tolerance for differences. The Scout Movement also has special programs to equip students with conflict resolution skills such as negotiation, mediation and arbitration. Thus, the scouting can be an effective tool for elementary school students to build good conflict resolution skills.

Scout teachers and coaches stated that the aim of scouting activities is to train the younger generation, especially students, to maximize their potential. Be it physical, intellectual, spiritual and social. The results of observations made by researchers on pramuk activities also show that the activities designed are classified as varied, in order to facilitate the development of some of these aspects. In the physical aspect, students are trained to have skills and prowess in various physical activities, such as camping, hiking and other outdoor activities. In the intellectual aspect, students are expected to develop the ability to think, make decisions, and solve problems. In the spiritual aspect, students are trained to understand religious values and beliefs and apply them in everyday life. Meanwhile, in the

social aspect, students learn to interact with others, work in teams, and contribute to society. By training students' potential through scouting activities, it is hoped that this will create a younger generation that is more qualified and has readiness to face life's challenges in the future.

As a means for instilling character in students, scouts which are held compulsorily in schools can also become an arena for students to learn about social situations in society. It is likened to the scouting movement as a community ecosystem, that consisting of many different elements. There students are fostered to learn and exploring their potential also discover their talents and interests. Scouting activities which are held compulsorily also become a space for improving the quality of student personality, not only in terms of responsibility but also personality more specifically, including physical, psychological, knowledge, and skills or skills (Saraswati, 2017) .

In the social context, in order to foster community excitement in students, some scouting activities deliberately involve various elements of society directly. While Camping, students inevitably have to interact with local residents. Students are also met with itinerant traders, farmers, and other residents with various work backgrounds. Even so, when students want to get a general proficiency mark (bet tanda kecakapan umum), there are several requirements that must be met by involving other people. Such as helping parents, providing assistance to residents in need, participating in community service, and so on (Rahmayani & Ramadan, 2021) . Then, during the exploring session, students were also invited to learn to work with their groups, find the source of the problem, face it together, and solve the problem together.

Several respondents shared their experiences of conflict with fellow Scout members and even with the coaches. This kind of thing is actually something that naturally happens in an organization that involves many people. One member even mentioned that "Experiences of conflict with friends in scout activities actually made us closer when we managed to overcome the conflict". Of all these things, it proves that the scout movement and scouting agendas actually have the potential to instill an understanding of conflict resolution in students, even from the elementary school level. Starting from the introduction of material to practice and almost all of them are a means to increase students' understanding of conflict situations, and help these students be proficient in handling the conflict.

3.3. Forms of Developing Conflict Resolution Skills through Scout Activities

In interviews and observations of research respondents regarding the form of developing conflict resolution skills in scout activities, there were several interesting results. One form of developing conflict resolution skills that is commonly carried out in scout activities is through role simulation. In this simulation, the scouts will be given the role of characters in conflict situations, which they must then resolve in a constructive manner. In addition, the development of conflict resolution skills is also carried out through games that teach the values of cooperation, tolerance and mutual respect. Respondents also stated that the development of conflict resolution skills in scout activities also involves training in effective communication, so that scout participants can understand other people's perspectives and avoid unnecessary conflicts. This is considered important in developing conflict resolution skills that are constructive and useful in everyday life.

In the implementation of scouting activities in elementary schools, it turns out that there are some differences from those at the secondary school level. This is due to the fact that there are groups and levels that are structured in the scout movement itself. If in elementary school, students who take part in scouting activities are in the *Siaga* and *Penggalang* scout group. In this group, students age from 7 to 10 years will be at three different levels, namely the *siaga mula*, *siaga bantu*, *siaga tata* and *Penggalang ramu* (Sa'odah, 2017). However, apart from this level, the provision of theory and understanding related to conflict resolution in fact, began to be given from an early age.

During the interview and observation, it was found that there were several aspects in scouting activities that served as a means for students to learn and understand conflict resolution. These aspects included scouting materials, field activities, and assignments that were contained in the general and specific skills requirements. The training of conflict resolution skills through scout activities involved

role playing, group discussions, understanding the concept of conflict resolution, negotiating exercises, cruising, and mediation exercises.

The scout movement had implemented role-playing exercises by playing out conflict situations and trying to find solutions through discussions and collaboration with their peers. Since the students were from the elementary school level, the role-playing activities required direction and assistance from scout coaches and teachers who were involved in the activities so that the students could obtain a comprehensive understanding of the objectives of the exercises being conducted. In the scout movement, students of various levels were able to learn theories about conflict resolution and practice the knowledge gained through role-playing exercises or group discussions. The material in the form of theories was provided by the supervisor in an effort to provide students with an initial understanding, including making it easier for students to obtain general and specific skill marks.

Group discussions were used as a means for students who were included in the Siaga group to share experiences and opinions about conflict resolution. Students were also invited to learn how to have productive discussions. In these group discussions, the coach took turns giving directions to each group regarding the issues being discussed, how the steps to discuss them were, and what students needed to do, so that the group discussions were effective. Students who were still at the initial level in the scout movement could also do negotiation exercises in conflict situations. Students were also actively involved in the practice of finding a solution to a conflict, and how that solution could be accepted by all parties. Here the coach or teacher needed to be actively involved in assisting students, so that the negotiation process could be carried out by students in a fun way.

One of the skills that could be trained with scouting activities was mediation exercises. In the Siaga level, students could practice mediation skills by playing the role of mediator in conflict situations and helping the parties to find appropriate solutions. In this exercise, coaches could also participate as mediators who could later be used as examples for other alert scouts. The activities mentioned above were one of the many aspects that could be obtained from scout activities. Each school certainly had different forms of activity to support the implementation of the scout movement at the elementary school level. Apart from being proficient in conflict resolution, in more detail, these exercises also trained students to be responsible individuals, have the courage to express opinions, be active in building communication with their group members, and learn to be selfless in making decisions together. All of these exercises and activities had to be carried out in an educational and fun way, so that scouts could learn effectively and enjoy the learning process.

In conclusion, the scout movement provided a platform for students of various levels to learn about conflict resolution theories and apply them through practical exercises such as role-playing, group discussions, negotiation, and mediation. The supervisors and coaches played an active role in guiding and assisting the students in their learning process. Apart from conflict resolution skills, the scouts also learned valuable traits such as responsibility, courage, communication, and selflessness. These activities were implemented in various forms by different schools, with the aim of making learning both educational and enjoyable for the students. Overall, the scout movement proved to be an effective way to develop important skills and traits in young students.

4. CONCLUSION

The results of the study showed that conflict resolution was an important skill to train students at all levels of education. Students with good conflict resolution skills had a greater chance of success in both academic and life contexts. Conflict resolution skills were also related to other skills such as communication skills, self-confidence, adaptability, critical thinking, negotiating, mediation, and democracy. Scouting activities had great potential to be used as a means to instill conflict resolution skills, especially in elementary school students. Even so, several things needed to be done so that scouting activities were more optimal in instilling conflict resolution skills, such as providing basic knowledge about conflict resolution and giving students experience in practicing negotiation, mediation, and problem-solving. At the same time, this research exposes that there are not many

studies that specifically examine opportunities for scouting activities in instilling conflict resolution skills. This is, of course, an opportunity for researchers to explore this theme.

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