

**PEACE-LEADERSHIP PEDAGOGY MODEL: THE NEW PARADIGM  
TO DEVELOPING STUDENTS' CONFLICT RESOLUTION SKILLS IN  
SECONDARY SCHOOLS**

**DISSERTATION**

**Submitted to Fulfil Part of the Requirements to obtain a Doctoral Degree in  
Psychology Education and Counseling**



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2024**

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Faculty of Educational Sciences

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## DECLARATION

I hereby declare that this dissertation entitled “**PEACE-LEADERSHIP PEDAGOGY MODEL: THE NEW PARADIGM TO DEVELOPING STUDENTS’ CONFLICT RESOLUTION SKILLS IN SECONDARY SCHOOLS**” and all its contents are truly my own work. I do not plagiarize or quote ways that violate scientific ethics that apply to the scientific community. I am ready to bear the risk/sanction if, in the future, there is a violation of scientific ethics or a claim against the authenticity of my work.

Bandung, May 2024



Sedem Nunyuia Amedome 2110246

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## ABSTRACT

The Peace-Leadership Pedagogy Model introduces a new framework aimed at enhancing conflict resolution skills among secondary school students. Traditional methods focus on punitive measures, overlooking underlying causes. This model integrates peace education, leadership training, and effective pedagogical practices for a holistic approach. Using a descriptive research design, the study sampled 661 students, 378 teachers, and 97 school counselors from secondary schools in the Volta and Oti Regions. Data were gathered through structured surveys to understand conflict dynamics and resolution strategies, informing the model's development. The model's development involved a multi-phase research approach, starting with a comprehensive literature review to identify theoretical foundations and gaps in current practices. Survey results indicated that comprehensive teacher training significantly improved conflict management, fostering a supportive and inclusive school environment. Based on these findings, a curriculum was developed, integrating peace education, leadership training, and experiential learning to enhance conflict resolution skills. Teacher training programs were designed to equip educators with necessary skills, focusing on peace education principles, leadership development, and restorative practices. The study concluded that integrating peace education into the school curriculum and providing continuous professional development for teachers are essential for sustainable conflict resolution and a positive school climate. The model was validated using the Delphi Fuzzy approach through expert validation, resulting in significant improvements and establishing it as a new paradigm in developing conflict resolution skills among secondary school students. This innovative framework redefines how conflict resolution skills are taught in schools.

**Keywords:** *Conflict Resolution, Peace Education, Leadership Development, Secondary Education, Pedagogical Innovation, Emotional Intelligence*



## ABSTRAK

Model Pedagogi Kepemimpinan Perdamaian memperkenalkan kerangka kerja baru yang bertujuan untuk meningkatkan keterampilan resolusi konflik di kalangan siswa sekolah menengah. Metode tradisional berfokus pada tindakan hukuman, mengabaikan penyebab yang mendasarinya. Model ini mengintegrasikan pendidikan perdamaian, pelatihan kepemimpinan, dan praktik pedagogi yang efektif untuk pendekatan yang holistik. Menggunakan desain penelitian deskriptif, studi ini mengambil sampel dari 661 siswa, 378 guru, dan 97 konselor sekolah dari sekolah menengah di Wilayah Volta dan Oti. Data dikumpulkan melalui survei terstruktur untuk memahami dinamika konflik dan strategi resolusi, yang menginformasikan pengembangan model ini. Pengembangan model ini melibatkan pendekatan penelitian multi-fase, dimulai dengan tinjauan literatur yang komprehensif untuk mengidentifikasi dasar teoretis dan kesenjangan dalam praktik saat ini. Hasil survei menunjukkan bahwa pelatihan guru yang komprehensif secara signifikan meningkatkan manajemen konflik, menciptakan lingkungan sekolah yang mendukung dan inklusif. Berdasarkan temuan ini, kurikulum dikembangkan dengan mengintegrasikan pendidikan perdamaian, pelatihan kepemimpinan, dan pembelajaran pengalaman untuk meningkatkan keterampilan resolusi konflik. Program pelatihan guru dirancang untuk membekali pendidik dengan keterampilan yang diperlukan, berfokus pada prinsip-prinsip pendidikan perdamaian, pengembangan kepemimpinan, dan praktik restoratif. Studi ini menyimpulkan bahwa mengintegrasikan pendidikan perdamaian ke dalam kurikulum sekolah dan memberikan pengembangan profesional berkelanjutan bagi guru sangat penting untuk resolusi konflik yang berkelanjutan dan iklim sekolah yang positif. Model ini divalidasi menggunakan pendekatan Delphi Fuzzy melalui validasi ahli, menghasilkan peningkatan yang signifikan dan menetapkannya sebagai paradigma baru dalam mengembangkan keterampilan resolusi konflik di kalangan siswa sekolah menengah. Kerangka kerja inovatif ini mendefinisikan ulang bagaimana keterampilan resolusi konflik diajarkan di sekolah.

**kata kunci:** *Resolusi Konflik, Pendidikan Perdamaian, Pengembangan Kepemimpinan, Pendidikan Sekunder, Inovasi Pedagogis, Kecerdasan Emosional*

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