

TEACHING CONFLICT RESOLUTION THROUGH CHILDREN'S LITERATURE IN ELEMENTARY SCHOOL

(A Study Based on the Heron & the Fox Fable and Ciung Wanara Legend)

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Abstract

Conflict Resolution Education is always hypothesized to have an important role in the development of students' social attitudes. However, empirically, the implementation of conflict resolution education is still inadequate. This article was created to describe an alternative in teaching conflict resolution, especially in elementary schools. The author tries to present an idea of how to teach constructive conflict resolution in a lack of elementary school student conflict resolution skills. This article presents an overview of study Participatory Action Research (PAR) in social studies teaching. Kemmis, McTaggart, and Nixon (2014) defined PAR as a study, which creates learning innovation through planning, action, observation, and reflection. The teacher makes learning plans by using children's literature as a media to teach conflict resolution skills. Narrative, Fable, and Legend stories are children's literature that is easily found and contains conflicts that can be used as a medium for teaching conflict resolution. In this study, the author tries to present how the child fable and legend are used for teaching. Through reading activities, watching, understanding, demonstrating stories, and giving emancipatory questions to students to explore and foster conflict resolution abilities based on children's literature presented in learning. The elementary school students' characteristics who are curious, preferring to learn by doing activities such as role-playing, watching movie stories and fables or legend that are interesting and close to their lives make them enjoyed their learning while they were taught conflict resolution skills. Giving emancipatory questions as a form of reflection will strengthen their understanding and skills

in making values and decisions related to conflict resolution. Through observation and reflection activities, students are generally able to provide ideas and play a role in conflict resolution of the conflicts based on the story provided by the teacher. However, it is still necessary to make different repeated habits and contextual conflicts with their lives so that students' conflict resolution skills can be continuously developed. Thus the children's literature is proven to have the opportunity for teaching conflict resolution in elementary schools.

Keywords: Children's literature, Conflict Resolution, Fable, Legend

INTRODUCTION

In general, scientifically, children learn how to negotiate and solve their problems with others. They learn scientifically by looking and imitating how adults resolve conflicts to meet their needs and goals. Although conflict resolution education is not learned in special training program in the schools comprehensively, but most of us find that the schools around us, especially basic education (kindergarten, elementary school, junior high school) until now have not integrated the strategy of conflict resolution education towards "peaceful education" into their school regulation (Durlak & Wells, 1997; Henrich, Brown, & Aber, 1999; Weissberg & Bell, 1997; Vestal, A & Nancy A.J., 2009). While there is more and more literature that state about the importance of conflict resolution education towards peaceful education that must be instilled early on to children, its implementation in school is still lacking (Killen, Melanie & Elliot Turiel., 2010). Thus, the existence of various alternative ideas on how to integrate conflict resolution education in school is become currently absolutely needed.

A Maftuh (2010) state, the conflict appears naturally as a form of social interaction where each part wants to defeat each other. Whereas, for elementary school's student, conflict dominantly appears that start from small until the big conflict in the interactions with their peers. Peers' conflict is a thing that happens consistently because of the existence of friendship interaction activities (Dora, et.al, 2010). Events of fighting over foods, toys and chairs are among the conflicts that they

often face in their lives. Even since a toddler and their toddler has got that event in their friendship interactions. In resolving these conflicts, guidance should be needed for them to resolve the conflict properly. This training should be done since they are still young. It same with the statement that said by (Killen & Elliot, 2010; Rena Arcaro-McPhee, Elizabeth E. D. & Debra A. H., 2009; Thomberg, R., 2007; Abbas, et.al, 2010) that children who get intervention (guidance, treat in resolution conflict) shows the ability of resolving conflict constructively.

Meanwhile, aggressive behaviour and student violence in schools remain a significant threat to a safe and secure learning environment. Central national education statistics of United States reports that 13% of students in grade nine until twelve fight in school's property (DeVoe, Peter, Noonan, Snyder, & Baum, 2005). According to a survey of teenager risk behaviour, 9% of student in the whole country (United States) has been threatened or injured by the weapon for the previous 12 months (Grunbaum et al., 2004). Statistics show the examples of aggressive behaviour that appear frequently are pushing, hitting, slapping and bite. Behaviours that trigger the conflicts which broke learning the environment and friendly environment in schools are gossiping, mocking, and rejecting to the peers, which occurs in about 14% of students (DeVoe, Kaffenberger, & Chandler, 2005; Kelly N. Graves, James M. F. & Debra V., 2007). This phenomenon is also a source of conflict triggers that are often found in Indonesia. National Commission of Child Protection (KPAI) in Arbi (2018) declares that bullying or harassment in the education world ranks fourth in cases of child violence that occur in Indonesia. Indeed, from some cases is stated in 2014, 4 students of the elementary school died because the failed of peers resolving conflict. In 2107 and 2018, there was a similar case of conflict that led to the death of elementary school student with elementary school student too as the perpetrators, the cause was just because fighting over book at school (News.Detik.com, 2018; Wiyanto, A.S., 2017).

From the facts above show that the low of conflict resolution ability possessed by elementary school students in Indonesia. The causative factor is certainly diverse, including the hypothesis about the failure of implementation strategy and integration of conflict resolution education, especially in primary schools. This certainly cannot be generalized and made a scapegoat. The important thing is finding the

alternative of a problem solution to decrease the bad effect like the example above. Elementary school students are a very important asset that exactly must have the guidance of making a good attitude in social which support them to do the social interactions and ability of conflict resolution as the one of an example. Elementary schools are a fundamental institution which role in instilling the ability to resolve the conflict peacefully (Kusuma, 2018). To make it happen, careful consideration is needed relating to the right strategy and compatible with the type of elementary school student characteristics.

Orientation skills, critical thinking, creativity, emotional control and problem-solving are among the competencies of conflict resolution. For elementary school students with a level of thinking maturity that is concrete and pre-operational concrete certainly requires a bridge to have conflict resolution ability that is at the level of High Order Thinking Skills. Froebel in Ornstein, Levine & Gutek, (2011) as a pioneer of education world states to instil values and attitudes for children in primary schools. She argues “....*to develop the latent spiritual essence of the child in a prepared environment (such as songs, stories, histories, games, art and craft, etc.)*”. Therefore, stories as the children literature can be appropriate media in order to instil the values. There are various children literature such as Narrative Stories, Fabel, Legend which often find in children world, Disney Narrative Stories, such as Cinderella, Pocahontas; Legend “Iutung kasarung” from West Java and Fabel “Si Kancil” are children favourite stories. Referring to Local Wisdom, Legend is an alternative children literature that also can be as a media. Legend stories can find easily and can be as a favourite story to children. For instance, in Ciamis, the legend of “Ciung Wanara” can be as literature to teach conflict resolution. “Ciung Wanara” legend which contains many of conflicts, from the begin of the story until the end of the story may be used in conflict resolution teaching. Moreover, the legend of “Ciung Wanara” is very contextual reading material for students, especially in Ciamis. The writer believes from of those stories, it contains conflicts and can be used as a media to teach fun conflict resolution and appropriate with the characteristics of elementary school students. It was also based on theoretical ideas by Kreidler (1999) in his book “*Teaching Conflict Resolution Through Children's Literature*”. Those ideas inspired the writer to develop Indonesia's point of view with a variety of children that is closer to

Indonesian's fables and the local legend of a student. The writer tries to make action research in the form of Participatory Action Research (PAR) in grade 5 elementary school. In this study, the writer analyzes the one of Fabel entitled si Bangau dan Si Rubah and used the legend of "Ciung Wanara" as a teaching conflict resolution media. Hopefully, this study becomes the first idea to open other ideas in the implementation of conflict resolution education by using other children literature in elementary schools.

Conflict Resolution Education

1. Definition of Conflict Resolution Education

Jones and Campton (Maftuh, 2010) state that Conflict Resolution Education "*provides critical life skills necessary for building caring communities and establishing constructive relationships.*" The existence of conflict resolution education has a purpose to make the students can understand the conflict well, able to control the emotion and have skills to resolve the conflict constructively. Bodine and Crawford in Maftuh (2010) give their opinion completely about conflict resolution education. They argue as following

"Conflict resolution education has proven to be one of the key components of school strategies that not only assist young people in finding alternatives to violence but also support them in developing the social competencies of cooperation, empathy, creative problem solving social cognitive skills, and relationship skills".

The development of conflict resolution education in schools related with school's responsibilities in preparing students to be democratic and responsible citizens. Democratic and responsible citizens should be able to resolve their own conflicts in democratic and constructive ways, not through acts violence. Conflict resolution education program also can help to create conducive learning climate. The one of indicator of it is there no destructive conflict or discipline problem. Conflict resolution is an ability to resolve the difference which skill needed in negotiation, compromise, and be fair (Mindes, 2006).

Conflict resolution education is based on some basic assumptions, which are: 1) positive preception to conflict, 2) respect for defferences, 3) developed in team work context, and 4) used problem solving as

main activity. Conflict resolution education program is based on positive perception about conflict. Conflict is natural and normal; and it is including of part of life. So that, this positive perception to conflict means conflict is not closed area.

Conflict resolution has various meaning according to the experts who focused on conflict research. According to Webster Dictionary, resolution are (1) the act of analyzing the complex notion into simpler ones, (2) the act of determining, (3) removal problem. Weitzman dan Weitzman in (Morton Deutsch dan Coleman, 2006, hlm 197) define that conflict resolution is an action of problem solving together. Contrast with Fisher (2001, hlm. 7) explain that conflict resolution is effort to dealing with the causes of conflict and trying to develop the new and long lasting relation between groups who fight. Based on explanation of experts about the theory, the definition of conflict resolution is individual way to resolve their current problems with other individuals voluntarily. Conflict resolution also recommend the used of democratic and constructive ways to resolve the conflict with giving the chance to the people who has conflicts to resolve their problem by themselves or with involving the third party who wise, neutral, and fair to help parties who conflicting problem solving.

2. Types of Conflict

According to Hunt & Metchal (1955) divided conflict into two:

- a. Intrapersonal conflict is a conflict that occurs in its individual itself.
- b. Interpersonal conflict is a conflict that occurs between individual, individual between group, conflict in a group, conflict between group and conflict between nations.

Johnson & Johnson (1945) explain there are types of conflict that applicable in schools, that is controversial conflict, conspetual conflict, interest conflict and development conflict. While the sources of conflict in Indonesia are:

- a. Social identity theory is a conflict as an effort to improve social group identity and self esteem of its member.
- b. Reputation enhancement theory is conflict that causes from improving their reputation in front of group.
- c. Irrationally theory is collective perpetrators who are not based on common sense consideretations, this conflict is usually occurring in a crowd.

There are some types of conflicts which often found in elementary school and experienced by students. Generally, types of conflicts in a schools as same as with in general. In Elemenatray School, student's conflict is *interpersonal conflict* and *intergroup conflict*, basically it is *issues-specific conflict* and *relational conflict*, and it is not yet to *structural conflict*. Most of this student conflict is horizontal, occur between student itself and only small proportion of their conflict that vertical and occur between student and teacher or head of school. Student conflict especially that caused by their unmet psychological needs, ranging from simple conflict, such as psychological hostility and social tension, to conflicts that lead to physical violence. Although persentage of student who has conflict that lead to physical violence is small, but the effect of it cannot be ignored. Conflicts that are occured by students give bad effects to pshcology condition, student social interaction, studying climate in a school, and to their soul safety.

3. Approach and Conflict Resolution Education Model

Bodine and Crawford (Jones dan Kmitta, 2001, hlm. 2) state there are two kinds of model of conflict resolution education that are cadre approach and holistic approach. "The cadre approach" is an approach where teacher chooses some students to get practice on how do conflict resolution like peer mediation ability. While "The comprehensive approach" is conflict resolution education approach in way of give all the chances to students for learning of conflict resolution. So that, conflict resolution education will integrate to curriculum universally. Then, school also will arrange the procedure to conflict resolution education; arrange habituation program or giving examples by adult in order to all students can learn conflict resolution skill. Other approach in teaching conflict resolution by Bodine and Crawford (Jones dan Kmitta, 2001, hlm. 2) are: 1) Process Curriculum; 2) Mediation program; 3) Peaceable Classroom dan 4) Peaceable school. Those approaches are universal conflict resolution education approach. The curriculum policy is structured in such a way long with all the procedures that lead to a peaceful arrangement of learning activities, classroom management and schooling. According to Gary T Furlong (2005), types of Conflict Resolution Education Model are 1) Circle Of Conflict; 2) Triangle Model; 3) Boundary Model; 4) Bunga / Rights /

Daya Model; 4) Dynamics Trust Model; 5) Dimension Model; 6) Social Style Model; 7) Model Moves Beyond Conflict.

4. Conflict Resolution Ability

Bodine and Crawford (Jones dan Kmitta, 2001: hlm. 2) argue some of ability which important in making conflict resolution initiative as follow:

- a. Orientation ability includes individual understanding about conflict and action that show non-violence, honesty, tolerance, and self esteem.
- b. Perception ability is someone ability for understanding that each individual with another is different, able to stay in other point of view (emphaty), and delay to blame or give one sided assessment.
- c. Emotional ability, includes the ability to manage a variety of emotion, anger, fear, frustration, and others negative emotions.
- d. Communication ability includes listening someone: understand the interlocutor; speak with language that easy to understand; and resuming or re-arranging the emotional statement into neutral statement or lack of emotional.
- e. Creative thinking ability, includes the ability to problem understanding for resolving the problem that share with kinds of solutions
- f. Critical thinking ability is ability to prediction and analyzes conflict of situation which currently occurs.

Meanwhile, Scannell (2010: 18) also states the aspects of influence individual to understand and revolutionize a conflict such as a) communication ability, b) appreciate differences ability, c) trust in order, and d) emotional intelligence. From the expert's explanation above we can conclude that in conflict resolution process is needed special capabilities to find conflict solution constructively. That abilities are orientation ability, perception ability or trust in other, emotional ability or emotional intelligence, communication ability, creative thinking ability, and critical thinking ability.

Children Literature

Literature is reading list, this statement same as what *ALA Glosary of Library and information Science* (1983) define, its define literature is reading material used in various activities, it can be intellectual or

recreation. While in Indonesia Dictionary, "literature is (a book, etc.) which is read". Different with Saleh (2009: 90) Literature is written material that made by machine or hand like manuscript, letters, etc., or printed material such as article, magazine, book and so on, also audio-visual such as picture, record, recording tape, and so on.

Sari (2015: 9) said that Literature / reading is a reading material (certainly in the form of letters / numbers / pictures) that can be used to act intellectually and in the form of a collection of writings (documents / books). So it can be understood that literature is a book or reading material, both printed and non-printed. Printed is like articles, magazines, books, etc., as well as non-print such as pictures, videos and others which is used in various intellectual and recreational activities. According to Puryanto (2008: 2) children literature is literature intended for children, not literature about children. Literature about children may not be suitable for children, but the literature for children is certainly intentional and adapted for children as readers.

Meanwhile, according to Sari (2015: 10), children's literature is a collection that is devoted to children whose information is entertainment. This statement is in line with what was stated by Abus Setiawan. Children's literature (children's books) according to Sutarno (2008: 20) is reading material that contains things that are appropriate to the age and level of abilities or education of children. Setiawan (2015: 11) Children's literature is reading material that is specifically for children who have reading elements that are entertainment, imagination, and have their own portions for each stage of the child's age.

Another definition by Huck (2004) emphasizes that: "children's literature is books that have the child's eye at the center". Children's literature is a book that places the child's perspective at the center of the story. This opinion is also supported by Tarigan (1995: 5) reveals that "children's literature is literature that reflects the feelings and experiences of children today, which can be seen and understood through the eyes of children. Another opinion regarding children's literature (children's books) is reading material that contains things that are appropriate to the age and level of children's ability or education (Sutarno 2008: 20). Children's literature in this case is reading material specifically for children who do not have reading

elements that are entertainment, imagination, and have their own proportions for each stage of children's age.

Meanwhile, Huck and his colleagues in Nurgiyantoro (2005: 11) share books that are suitable for children's reading in accordance with each stage of the child's age, and the stages of the child's age are divided into several stages, namely:

- a. Before school in growth period, age 1-2 years.
- b. Preschool and kindergarten, age 3,4, and 5 years.
- c. Early school period, age 6 and 7 years.
- d. Middle elementary, age 8 and 9 years.
- e. Last elementary, age 10, 11, and 12 years.

So, according to the division of Huck et al. categorized as children in the context of children's literature are ages 1 to 12 years. In choosing children's reading, prudence and critical attitude must be prioritized because of differences in the level of child maturity due to the socio-cultural conditions of the community (Brady in Nurgiyantoro, 2005: 62). As for the types of literature or reading material for children, there are in the form of narrative stories, legends, myths, fables and other types of stories.

METHOD

This study is conducted as Participatory Action Research (PAR) in social studies teaching. Kemmis, McTaggart, and Nixon (2014) defined PAR as a study, which creates learning innovation through planning, action, observation, and reflection. The study was conducted in grade 5 elementary school in Ciamis. PAR activities are carried out collaboratively with the tutor teacher, planned together and practiced by the student teachers. Aside from being a partner for dialogue, tutors also act as observers. All activities inside and outside the classroom were recorded, brought up in dialogues and then ended with a reflection overview the performance, strengths and weaknesses. All of that was fixed on every face to face session. All processes that were carried out, recorded, observed, improved and validated together resulted in a learning procedure. The procedure is a new finding that can only be implemented again by the teacher in that school. The procedure belongs to the partnering teachers involving tutor teachers and student teachers (Supriatna, 2019).

FINDINGS AND DISCUSSION

Conflict is a natural thing that cannot be avoided in human social interaction. Humans as social beings with all the different characteristics, interests, needs and goals become triggers of conflict in various ways. Even though conflict is natural due to inevitable differences, it does not mean that conflict is something that must be understood. Differences which are one of the factors causing conflicts in general are things that must be taught to be understood so that conflict friction should be reduced. Indonesia as a multicultural country with a variety of diversity certainly has great potential to trigger conflicts in various circles. However, conflicts that often occur among students in schools can be a sign that they are less able to have good interpersonal skills. Conflict is natural, but attitudes and ways to deal with conflict destructively make the conflict become detrimental.

The role of primary schools as a fundamental institution in instilling the ability to resolve conflicts peacefully (Kusuma, 2018) is vital. Adult intervention by designing conflict resolution education strategies will train students to have the ability to solve problems in a more constructive way (Killen & Elliot, 2010; Rena Arcaro-McPhee, Elizabeth ED & Debra AH, 2009; Thomberg, R., 2007; Abbas, et.al., 2010). Therefore, we need creative ideas to create conflict resolution education strategies (Anna, 2015). Not only creative ideas, things that need attention are the compatibility with the characteristics and needs of students.

For elementary school students with a level of thinking maturity that is concrete and pre-operational concrete certainly requires a bridge to have conflict resolution capabilities that are at the level of High Order Thinking Skills. Orientation skills, critical thinking, creative, emotional control and problem solving are among the competencies of conflict resolution which when viewed from the stage of cognitive thinking Bloom is at a high level of thinking stage.

Child who age in elementary schools has some activities which mostly of them like. Playing, watching movies, and reading picture story books are among them. Children's literature is the closest thing that should be used for conflict resolution education in elementary schools. Moreover, Froebel stated that stories as children's literature can be used as appropriate media to instill values. Problem solving

skills are part of the value that should be taught through children's literature.

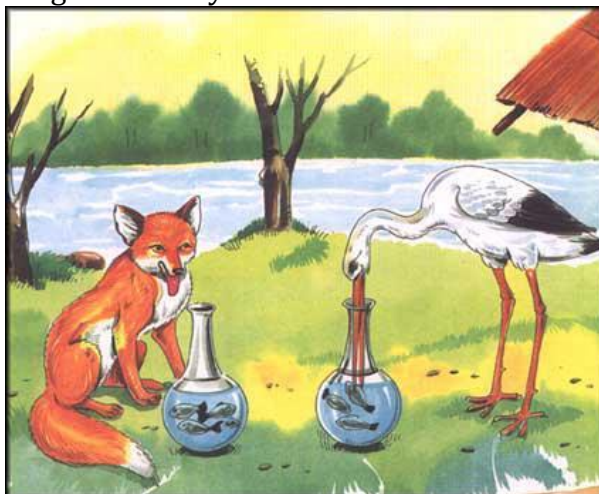
If viewed from the types of children's literature, there are many kinds of children's literature that can be used. Literature in the form of books and short films can be used. Children tend to like to read fairy tales or watch fairy tales (Wonderly, 2009). Likewise, the writer believes that children's literary media, especially in the form of narrative stories, both packaged in story books and/or films, can be used as media for conflict resolution education, especially for elementary school students. Narrative stories, fables, legends as examples of children's literature are found around children. Disney Narrative Stories, such as "The Lion King", "Cinderella", "Pocahontas" are examples of Disney literature that are familiar to children. Another example of children's literature that can be used is Legend, both in the form of story books or short films. Legend has other advantages because in addition to being used as an educational medium, conflict resolution can also be used as a medium for teaching culture and national identity. Legends such as "Lutung Kasarung" and "Ciung Wanara" which contain family conflicts and solutions can be used as examples for instilling conflict resolution skills in children.

The narratives contained in the form of Fables as children's literature can also be used as alternatives to conflict resolution education in elementary schools. Fable "The Mouse Deer" is a very popular story and popular in children. The writer believes that these stories contain content of conflict and can be used as a medium to provide conflict resolution education that is fun and in accordance with the characteristics of elementary school students. In every narrative in children's literature both story books and films in the form of Fables or Legends there are always characters who act out conflicts. There are always conflicts of interest and always end with conflict resolution.

If in the use of children's literature, students are accompanied by the teacher, then the teacher provides guidance on conflict and conflict resolution, that's where the authors mark it as using children's literature as a medium in teaching conflict resolution. Through children's stories or films, the teacher shows or the child is asked to look for conflicts that occur. The teacher confirms each child's answer and then looks for the relevance of the examples that correspond to simple conflicts in the child's life. Then the teacher and students

identify how the characters in the story or film (children's literature) in resolving the conflicts. Identify what skills must be had to resolve conflicts peacefully. The teacher and students can also identify the causes of conflict and the attitudes students must exemplify in resolving conflicts. From a variety of children's literature, of course there will also be found how methods of conflict resolution both using their own resolution, peer mediation or adjudication. Through this media literature the teacher then explains how the characters in the story demonstrate the type of conflict resolution. The teacher can also express the strengths and weaknesses. Thus the children's literature indirectly becomes the media in conflict resolution education.

Figure 1. Story of The Heron And The Fox



Source: Google Image

By way of example on the fable "Story of The Heron And The Fox". as one of children literature, a teacher could present it either in a form of story book or movie for children to watch. On this narrative fable, there are two characters "The Heron and The Mouse Deer". As fable in common, those two characters resemble humans as well as the conflict that experienced by them implies human conflict. Through children literature, a teacher could describe about what the conflict is. Afterwards, teacher can ask student to find the occurring conflict. The following is the fragment story:

Once upon a time, a selfish fox invited a heron to his house for dinner. As to poke fun at the heron, the fox only gave the heron a soup in a wide plate. The fox can easily finish the soup by licking it, but the heron merely wet the tip of its long beak into the soup, so the heron still felt hungry. "I'm sorry if the soup doesn't meet your taste," said the fox with its shifty smile. "Oh, you don't need to apologize," the heron answered. "I hope you would pay this visitation by coming to my house for dinner too." Several days after, there came the fox to the heron's house. When it's dinner time, the heron served soup in a very long-necked and small-mouthed jug. The heron enjoyed the soup easily, whereas the fox can not even put its mouth into the jug. The fox was starving. Then, the heron calmly talked to the fox to be well behave towards the others. Every deed will have consequences. Learn to value diversity and have perspective taking in every condition.

The way The Fox treats The Heron to come for dinner is the initial conflict which happen in the story. The revenge treatment that is done by The Heron could be interpreted variously. It could be interpreted as a revenge or a lesson. In this case, the role of a teacher is crucial in guide student to interpret the character's attitude in a story when occurring a conflict. Also, a teacher must always associating similar conflict in real life. To improvise conflict resolution skill in form of teacher's performance. Teacher can make similar situation to wheedle student's creativity to resolve conflict in daily life by emulating the story.

Story of "The Heron And The Fox" above also have different version of endings. Version one, the story is ended with the conflict resolution by both characters which are occurring the conflict themselves. it is ended by the awareness from both sides and forgiving each other. In the process, there is a stage which is listening to each other's reasons. Teacher can review at this section on instilling "active listening" and "perspective taking" as the requirement of conflict resolution. Teacher can also emphasize to student to emulate the way The Heron controls its temperamental.

As well as on the second version, the story is ended by the conflicts that cannot be resolved by them. At the end of the story, both characters come to the Mouse Deer which acts as a forest judge. The Mouse

Deer is known to be wise in mediating a conflict and resolving it. A teacher can explain that this technique is a mediation in resolving conflict. at this stage, a teacher can also explain what skills that must be owned by a mediator; what steps involved in mediation; and what rules must be applied. Teacher must use example and real analysis that could be seen from the children literature's used. At the end of the story, teacher asks student to exemplify in real life.

Table 1. Analysis of Conflict Resolution Skills from fable
"The Heron And The Fox"

Conflict Resolution Skills	Indicator of Conflict Resolution Skills	Conflict Resolution Skills which can be found in the story
Orientation Skill	Individual understanding regarding to conflict and attitude which shows anti-violence, honesty, justice, tolerance, self-regard.	1) The idea of The Heron to give similiar lesson to The Fox in a subtle way, namely to invite dinner; 2) the Mouse Deer's attitude as the mediator in the story. Both of them are conflict resolution orientation skills.
Perception Skill	Understanding that each indivisual is different, able to see situation as others see (empathy), and put off to blame or give one-sided assesment.	The inability of The Heron to understand that each animal's way of eating is different. Meanwhile, The Heron can understand The Fox situation from its point of view (empathy). The Heron also puts off to blame The Fox and give one-sided assesment.
Emotion Skill	Ability to manage many kind of emotions, including anger, fear, and other negative emotions.	1) The heron isn't angry in facing The Fox attitude in dialogue: <i>"Oh, you don't need to apologize," the heron answered. "I</i>

Conflict Resolution Skills	Indicator of Conflict Resolution Skills	Conflict Resolution Skills which can be found in the story
		<i>hope you would pay this visitation by coming to my house for dinner too."</i>
Communication Skill	Ability to listen others: understanding interlocutors; talking so that others can understand easily; and resume or re-arrange temperamentally question into neutral and less temperamental question.	2) The Mouse Deer that become the mediator is calm and neutral. 1) The Heron's communication skill with The Fox without over temperament: seen on the end of the story when The Heron explains to The Fox; 2) The Mouse Deer's ability in mediating the conflict is also needed a good communication skill.
Creative Thinking Skill	Ability to understand the problem to resolve it with various alternative.	The ability of The Heron to understand problems and find ideas to solve problems with The Fox, namely by inviting dinner with condition that the container of the food is inappropriate as same as how The Fox treated The Heron on previous dinner invitation.
Critical Thinking Skill	Ability to predict and analyze the occurring.	The ability of The Fox on understanding conflict situation and doesn't do much action as angry. The Heron, instead,

Conflict Resolution Skills	Indicator of Conflict Resolution Skills	Conflict Resolution Skills which can be found in the story
		thinks to find a way to give lesson in a subtle way.

According to table analysis above, it can be found five basic conflict resolution skills from fable “The Heron And The Fox”. The next step that is needed is to utilize those skills to be found by students with fable literature media itself. After the students find those conflict resolution skills in the story, by providing reinforcement, teachers are supposed to make this literature media in instilling conflict resolution skills to students. By way of PAR (Participatory Action Research) method, the researcher by collaborating with teacher plan the act of learning by utilizing fable literature “The Heron And The Fox” in the class. Researcher and teacher then give and provide the media such as story book and/or story video accompanied by writing which can be displayed through projector. First activity, students are asked to read or watch the fable “The Heron And The Fox”. At the end of the story, teacher then gives number of emancipatory questions, digging conflict resolution skills which probably can be found in the fable literature along with the students.

By using story of the fox and the heron, teacher asks to student regarding to the existence of diversity that triggered conflict in the story. When students are able to answer the differences on how the way the characters eat as the source conflict, means that students, in general, have perception ability. Then, teacher gives reinforcement that *perspektif taking* must be owned since humans are definitely different. Do not easily give a one-sided assessment because it will create conflict. In general, students can mention various attitudes and/or skills that related to conflict in the story. Several students even relate spontaneously with events in their daily lives by saying: “Look at the heron, don’t be like the fox which is shifty. Yesterday you forced me to eat banana, even though you know I don’t like it. You are no different than a fox. You don’t value differences.” This student's words for me have shown that student reflects on the fable literature “The Heron And The Fox” that presented in learning activities.

Indirectly, students have learned about orientation and perception skills as the conflict resolution skill. The student's ability makes a relation between an event in the story with the real life event. Also, it shows critical thinking, creative, and communicative. With the emergence of the student's statement, teacher uses this to give appreciation and reinforcement. Teacher then gives the reinforcement and increasingly explore other conflict resolution capabilities which the students can tell the equivalence in their daily lives related to the story on fable literature "The Heron And The Fox".

Teachers explain that communication skill is not merely just speaking, but also listening skill. Adapting oneself like the heron that listen to the fox's apology, eventhough the heron knows that it's just a chit chat to provoke its anger. In daily life, students can learn to be better to have listening skill (active learning) and refrain from giving a quick and one-sided assessment (emotion control).

During learning process, teacher observes student actions. At the end of the learning, teacher asks some groups to do the role play of the story "The Heron And The Fox" by freeing students to add stories. Some other groups are asked to perform similiar role play with their daily life problem (conflict) either in friendship or brotherhood in the family. With the help of giving emancipatory questions which explore critical and creative thinking skill, as the use of question "What if you are faced a problem of accidentally breaking your friend's ruler?" or by giving question: "If you were the heron, what do you think you will do to The Fox?" By giving those questions, it is intended to explore and instill conflict resolution skills which is more contextual with the problems or conflicts around them besides growing critical and creative thinking skills in problem solving or conflict resolution.

On the next teaching and learning, teacher gives different literature, namely the use of the legend "Ciung Wanara". As a literature, legend oftentime a reading menu that is popular within children. Local wisdom content definitely undoubted. Legend is a literature reading which contain regional values. Setting, plot, character as well as the values showed in the story also a place, characters and values that tend to be more familiar with children. The use of legend will be felt more appropriate as characteristically that has been mentioned abpve, legends should be more contextual for children's lives. Legend as a literature also always includes conflicts in the story line. Legend as

literature also contain conflict in the story. Thus, it can be used as a media in teaching conflict resolution to students as an alternative effective in teaching conflict resolution that is contextual and enjoyable for children.

Figure 2. Legend of Ciung Wanara



Source: Google Image

Almost in every region has its own legend. With characteristics of stories, characters, and place settings as well as local wisdom values. In Ciamis there are some legends that are popular and almost already known and/or read by children. For example "Ciung Wanara". As legend from other regions in common, the legend of "Ciung Wanara" also has lots of conflicts that are served in the story. These conflicts are certainly accompanied by conflict resolution. Different from fable, legend is more realistic. Because of the characters in the story are human, as well as the setting, plot, conflict and trust value is easier to find relevance and the real example in student's life. Teacher initially can arrange learning plan that is appropriate with the researcher in utilizing the legend of "Ciung Wanara". The learning activity must contain Plan, Action, Observe and Reflection. Teacher in collaboration with the researcher do the planning and the same action as the previous learning. The difference is only on the use of children literature media, namely "Ciung Wanara" legend. The following is the fragment story of "Ciung Wanara" that is used in learning activity:

Ciung Wanara

Once upon a time, in West Java, there was a little kingdom, peaceful prosperous and rich in romance and tradition, called the Galuh Kingdom. This Kingdom ruled by a king named Barma Wijaya Kusuma. The king lived happily with his two wives, Pohaci Naganingrum and Dewi Pangreyep. One day, Dewi Pangreyep gave birth to a baby boy. Then the king named him Hariang Banga. After a few later Pohaci Naganingrum gave birth too. The king felt so happy, "O..my people, look at me! It's wonderful, what lucky I am!" said the king. But in another side, Dewi Pangreyep had an evil plan. She had prepared a baby dog and gave it to Pohaci. Therefore, she asked Lengser to throw the baby boy to the river. Then Lengser put the baby boy in the safe box, gave him an egg and threw the box into the river. Then Pohaci Naganingrum just cried deeply and expelled from the Kingdom.

Meanwhile in a village next to the river lived a couple husband and wife, Aki Balangantrang and Nini Balangantrang. And Poor them, they didn't have any children. The next morning Aki went to the river with his net to fish. Suddenly something caught his attention, "What is that? What kind of thing?" shouted Aki. He saw a wooden box floating on the water, then he grabbed it. Aki so surprised, he saw something when he opened the box. "What? A baby? Nini come here, God answer our pray! Look, it's a cute baby" shouted Aki. Nini ran closer to Aki quickly, "Oh my God, thank you very, what a cute baby boy, look Aki he is so handsome, I love him, let me take him home" Nini hug tightly the baby. While they were walking through the forest to their home, Nini Said "Aki, (remember when Bali Contestant say "Jack") we must give him a name, Aha, what about Ciung Wanara? In Sundanese language, Ciung means bird and Wanara means a monkey, do you agree, Aki? "O yeah, it's a good name, I agree with you," said Aki happily. Several years later Ciung Wanara grew up to be a handsome and smart boy, and the egg had become a cock. Ciung loved cock's fighting. His cock was so quick and strong, so it won all of its fights.

Soon Ciung and his cock became famous in the Galuh Kingdom. "Wohoho look we are like a shooting star, people praise us so much, look! my cock, King will come to us, this will be a new world!". Then the King of Galuh Kingdom asked Lengser to come to Ciung's house. "Ciung, the king invites you to his palace for a cockfight. If you win the competition, you can ask everything to the King" told Lengser. "Okay, I agree. So let's go to the palace" said Ciung Wanara. Later in the palace of Galuh Kingdom, Ciung told the king that he had a condition for the cockfight. "My honor, if my cock wins, I want you to give me your kingdom, but if my cock loses I will give my head, do you agree my honor?" said Ciung Wanara. The king agreed because he was sure that his cock would win. Actually, Ciung's cock won the fight. Everybody was surprised. The king had to give his kingdom to Ciung Wanara. Then Lengser told the king that Ciung was his son from Pohaci Naganingrum. He revealed Dewi Pangreyep's evil action.

The king was shocked and very angry. He ordered his soldiers to punish Dewi Pangreyep. This event made Prince Hariang Banga got very angry. He quickly attacked Ciung Wanara. "Stop it! For peace, I will divide my kingdom into two parts. The west of the Cipamali river for Hariang Banga and the eastern part for Ciung Wanara" said the King. Finally, Ciung Wanara met his mother. And of course, Ciung Wanara and his mother lived happily ever after in his Kingdom.

Based on the story above, it can be known that the first conflict is a dispute between the first and second wives of the king. The conflict ends badly and doesn't find a good conflict resolution. The next conflict is between Ciung Wanara with his brother regarding to territorial division. The king's action in mediating the conflict by dividing the territory fairly is an example of conflict resolution in the story. There are many other conflicts that can be dug from the legend of "Ciung Wanara". Nevertheless, it's needed analysis to choose the examples of conflict resolution skill in the story. The following is the analysis of conflict resolution skill contains in the legend of "Ciung Wanara":

Table 2. Analysis of Conflict Resolution Skill from Legend of
"Ciung Wanara"

Conflict Resolution Skills	Indicator of Conflict Resolution Skills	Conflict Resolution Skills that can be found in the story
Orientation Skill	Individual understanding regarding to conflict and attitude which shows anti-violence, honesty, justice, tolerance, self-regard.	1) Lengser's attitude who is honest; 2) Pohaci Naganingrum's attitude who prefer to succumb and avoid conflict
Perception Skill	Understanding that each individual is different, able to see situation as others see (empathy), and put off to blame or give one-sided assesment.	1) Pohaci Naganingrum's attitude who put off one-sided blaming on Dewi Pangrenyep's action; 2) the attitude of Aki and Nini Balangantrang who understand and teaches the value of life in diversity and empathy for other people's situations.
Emotion Skill	Ability to manage many kind of emotions, including anger, fear, and other negative emotions.	Pohaci Naganingrum is not angry and do a revenge toward the evil of Dewi Pangrenyep. Ciung Wanara is not angry and greedy when the king decides to divide the kingdom in half and give it to his brother.
Communication Skill	Ability to listen others: understanding interlocutors; talking so that others can	Lengser mediating conflict by saying the truth in front of public; 2) the king mediates conflict by speaking and listening skill.

	understand easily; and resume or re- arrange temperamentally question into neutral and less temperamental question.	
Creative Thinking Skill	Ability to understand the problem to resolve it with various alternative.	The king's skill to solve the problem by dividing royal territory is an example of creative thinking skill to resolve the conflict.
Critical Thinking Skill	Ability to predict and analyze the occurring.	The king's skill to solve the problem by dividing royal territory is an example of critical thinking skill to resolve the conflict.

By the way of reading activity of the legend of "Ciung Wanara", teacher then uses emancipatory question to explore conflict resolution skills that the students can find from the legend of "Ciung Wanara" that has read by them. Giving questions like "What do you think is the cause of the conflict in the legend?"; "How is the king's attitude in mediating conflict between Ciunf Wanara and Hariang Banga?"; "If you were Pohaci Naganingrum, what do you think you will do?"; "If you were to become a king, what will you say?"; "Do you ever find similiar roblem in real life?". The teacher structuredly leads students to find conflict resolution skills, learn to respect different opinions, think creatively and critically in finding alternative solutions to problems. Through role play too, the teacher could explore orientation skill, perception, and creative as well as critical thinking. Students are required to create and demonstrate conflict and conflict resolution in daily life based on the literature of the legend of Ciung Wanara. The teacher can also relate to some Sundanese proverbs that are relevant to the conflict resolution of the legend of Ciung Wanara. Such as "*Beunang laukna, herang caina.*" The teacher teaches the intended conflict resolution from the proverb.

Thus, the teaching of conflict resolution from the use of Ciung Wanara's legendary literature enrich with local wisdom values.

Based on those two examples of the use of children literature proves that any literature that is used by the teacher either in form of narrative story, fable, legend written or movie can be modified in such a way according to the importance of conflict resolution skills or attitudes that the teacher wishes to instill through the learning process. Basically, all form of children literature that allows conflict resolution and the resolution process can be utilized to practice constructive conflict resolution skills among elementary school students. nevertheless, the principle of always linking conflict in children's literature with conflict in real life is the absolute thing that must be done. So the meaningfulness will be higher and it is expected that the values, attitudes and skills of conflict resolution will be well embedded.

Children literature in form narration can help child improves and strengthen their empathy (Upright, 2002, hlm. 15; Carroll, 1998, hal. 131; 2002; Carr, D., 2006). Young reader/audience (elementary school children) oftentime can identify themselves with the protagonist in the story, imagining themselves in the same situation, consequently, developing a feeling of caring and attention to the character in question. Thus it is expected that conflict resolution education in children will be more imprinted by the use of children's literature. This is strengthened by Annalee Ward (1996) who said that children movie like Disney's The Lion King can help ones the moral improvement and strengthen their skills in practicing the resolution conflict. She also points out that such a movie allows children to learn emotionally strong lessons yet but relatively harmless (p. 9).

At the end, through reading activities, watching, understanding, demonstrating stories, and giving emancipatory questions to students to explore and foster conflict resolution abilities based on children's literature presented in learning. The elementary school students' characteristics who are curious, preferring to learn by doing activities such as role playing, watching movie stories and fables or legend that are interesting and close to their lives make them enjoyed their learning while they were taught conflict resolution skills. Giving emancipatory questions as a form of reflection will strengthen their understanding and skills in making values and decisions related to

conflict resolution. Through observation and reflection activities, students are generally able to provide ideas and play a role in conflict resolution of the conflicts based on the story provided by the teacher. Based on the observation and testimony, elementary school students in general are more interesting to learn using this kind of children literature media. Learning becomes a joyful activity and not dwell on cognitive memorization. Children are not only directed to understand the purpose of the story or understand the elements of the story (one of the Indonesian Basic Competencies), but can be integrated thematically with social studies learning related to conflict resolution teaching.

CONCLUSSION

Children literature is one of the alternative media in learning conflict resolution in elementary school. Children literature. There is children literature in the form of story textbook and can also be in the form of movie. There plenty of children literature such as Narrative Story, Fable, Legend which can be found easily around the children. Disney narrative story, such as Cinderela, Pocahontas; the legend of "lutung kasarung" from West Java, the legend of "Ciung Wanara" from Ciamis, and Fable "The Mouse Deer" are very well-known and liked by children. Each story has characteristic that can be seeded and can be used as a mean to bring up specific skills from conflict resolution that want to be developed.

The writer believes that from these various stories contain content of conflict and can be used as a medium to provide conflict resolution education that is fun and following the characteristics of elementary school students. this is also based on a theoretical idea which had been invented far earlier by Kreidler (1999) in the book entitled "*Teaching Conflict Resolution Through Children's Literature*". The idea inspires the writer to try to develop from the perspective of Indonesia with a variety of children literature that is more closely like Fable and Indonesian Legend. Elementary school student's characteristics who are love to learn with the help of media such as image, movie, role play, also other things that lead to their contextual lives will help in creating joyful learning and helps in the achievement of better learning.

Characteristics of children's literature both fable and legend, both have settings, plot, characters, conflicting stories, and intact values. Students indirectly not only learn to understand the story but are taught conflict resolution skills. The use of fable and legend which is rich of local wisdom values is also an extra advantage of using this literature in teaching conflict resolution. By giving emancipatory questions, the use of the PAR method makes learning not only as a research media but is reflective. Also, the help of media such as image, movie, role play help in strengthening the teaching of conflict resolution through this children's literature. Thus, children's literature has many things to be offered as an alternative for conflict resolution education instructively for the students.

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