

The Use Of Authentic Materials To Sharpen Students' Internalization In Resolution Conflict Learning

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ABSTRACT

To equalize Indonesian educational system with other countries, the Indonesian Qualifications Framework (IQF) forms 9 levels to qualify the formal and non formal education institutions. Implying the 6 level descriptors defined by the IQF, the students of undergraduate program need to internalize the learning knowledge so that they can use it to work in real world. Unfortunately, it is difficult for some lecturers to sharpen students' comprehension on sociological content, thus they have less internalization on the knowledge being learnt. This research, then, is aimed at describing how the use of authentic materials can sharpen students' internalization resolution conflict learning of the Sociologic Anthropologic Education Department of Teacher Training and Education Faculty, Sebelas Maret University. To reach the goal of this research, the researcher used classroom action research. The result shows that in sharpening students' internalization, the lecturer needs to use real world context of authentic materials in cooperative learning method. Through cooperative learning, students can share their knowledge within group, hence, the process of internalization runs well.

Keywords: authentic materials, real world context, sociological learning, students' internalization

Topic Area: Research and Community Services of TTE

1 INTRODUCTION

Due to Presidential Decree No.8 /2012, institution of education develops its curriculum based on the descriptors established by the Indonesian Qualifications Framework (IQF). The Indonesian Qualifications Framework (IQF) is an instrument for leveling framework qualifications and competences of Indonesian man power. It compares balances and integrates education and training sectors, as well as job experiences, in a scheme of competence acknowledgement for specific occupational requirement. It also appropriately reveals the Indonesia man power quality and personality related to the outcomes of national education and training system, as well as job career development system in producing qualified and productive human resources. Due to the quality of diversity in education outputs from formal and informal institutions, the IQF plays its role as a sole reference for all education and training institutions to prepare human resources in filling job occupations or creating own job. The current employees can therefore be assessed to equate a suitable qualification level of the IQF. The IQF is expected to push education and training institutions, especially to those belonging higher education qualifications, to accelerate quality improvement for both national and international contexts. IQF is also seen to improve the quality of man power and national competitiveness in facing open global trade challenges. Obviously, the implications of IQF are (1) increasing the quality of Indonesia man power with high quality and internationally competitive capabilities that granting greater access into national and international job markets; (2) increasing the contribution of learning outcomes achieved through formal and informal education

or job experiences into national economic growth; (3) increasing academic mobility for improving mutual understanding solidarity and collaboration between university across countries in the world; and (4) increasing other country's recognition of Indonesia both regionally and internationally without abandoning the national identity and personality (source : *iqf_booklet_english*: <http://kkni-kemenristekdikti.org>).

Based on the IQF leveling education, the undergraduate program is classified into level number 6. The descriptors of this level are (1) capable of applying science, technology and art within expertise and is adaptive to various situations faced during solving a problem; (2) mastering in-depth general and specific theoretical concepts of formulating related problem solving procedures; (3) capable of taking strategic decisions based on information and data analysis and provides direction in choosing several alternative solution; and (4) responsible for own job and can be assigned responsibility of the attainment of organization's performances (source : *iqf_booklet_english*: <http://kkni-kemenristekdikti.org>) These descriptors are formulized into learning outcomes.

Dealing with the IQF requirement for learning outcomes, Sociology Anthropology Department of Teacher Training and Education Faculty, Sebelas Maret University states its learning outcomes in developing in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. The major in sociology is intended to serve as preparation for careers in teaching, delivery and administration of social and health services, urban and environmental studies, law, government service at local, state and federal levels and related occupations. The major also provides training for advanced graduate work in sociology, social work and other social sciences. Sociology is also recommended as a second major or minor for students of all other social sciences; for business; for the humanities; especially literature and theatre arts; for ethnic and area studies; for journalism and other various applied arts and sciences. The courses are divided into several majors with different learning outcomes and objectives; such as sociological imagination, theory and concept of sociology, social interaction, inequality and diversity, and so on. In sociological imagination, the outcome is that the students are expected to understand the discipline of sociology and the sociological perspective, and the contribution to our understanding of social reality, such that the student will be able to describe how sociology differs from and is similar to other social sciences and give examples of these differences and similarities and apply the sociological imagination and sociological concepts and principles to her/his own life, and participate actively in civic affairs. The outcomes in theory and concept of sociology are (1) to understand the basic concepts in sociology and their fundamental theoretical interrelations, such that students will be able to define, give examples, show interrelationships, and demonstrate the relevance of the following: culture, social change, socialization, stratification, social structure, institutions, and social differentiation by race/ethnicity, gender, sexuality, age, and class and (2) to understand the role of theory in sociology, such that the student will be able to define theory and describe and illustrate its role in building sociological knowledge, compare and contrast basic theoretical orientations in reference to social phenomena, and understand and show how theories reflect the historical and social contexts of the times and cultures in which they were developed. The courses in social structure are intended in understanding how social structure operates, such that the student will be able to demonstrate how global processes shape local social structures and the effects on individuals, show how institutions interconnect in their effects on each other and on individuals, demonstrate how social change factors, such as population, urbanization, or technology affect social structure

and individuals, demonstrate how social structure varies across time and place and the effects of such variations and demonstrate how social change affects social structure and individuals and show how structure is constantly in a process of becoming. Meanwhile, the outcome in social interaction is the understanding reciprocal relationships between individual and society, such that the student will be able to explain how the self develops sociologically and compare this to psychological, economic and other approaches, demonstrate how societal and structural factors influence individual behavior and the self's development, and demonstrate how social interaction and the self influences society and social structure.

One course in social interaction learning is conflict resolution. Naturally, conflict resolution can be defined as the intervention aimed at alleviating or eliminating discord through conciliation. In sociology, it is very important to learn conflict resolution due to some facts. (1) Conflict management goes a long way in strengthening the bond among the employees and half of the problems automatically disappear. Individuals must feel motivated at work and find every single day exciting and challenging. Before implementing any idea, it must be discussed with everyone and no one should ever feel ignored or left out. This way, every employee feels indispensable for the office and he strives hard to live up to the expectations of his fellow workers and in a way contributing to the organization in his best possible way. Conflict management avoids conflicts to a great extent and thus also reduces the stress and tensions of the employees. No one likes to carry his tensions back home and if you fight with your colleagues and other people, you are bound to feel uncomfortable and restless even at home. (2) Conflict management also plays an important role in our personal lives. Tussles and fights spoil relationships and only increase our list of enemies. Everyone needs friends who will stand by us when we need them. Conflict must be avoided at homes as it spoils the ambience and spreads negativity. Individuals tend to disrespect others as a result of conflicts. Conflict management prevents fall out between family members, friends, relatives and makes life peaceful and stress free. Blame game never helps anyone, instead it makes life miserable. No idea can ever be implemented if the individuals fight among themselves. (3) Conflict management helps to find a middle way, an alternative to any problem and successful implementation of the idea. Problems must be addressed at the right time to prevent conflict and its adverse effects at a later stage. Through conflict management skills, an individual explores all the possible reasons to worry which might later lead to a big problem and tries to resolve it as soon as possible. (4) Conflict Management is very important because it is always wise to prevent a fight at the first place rather than facing its negative consequences. Stress disappears, people feel motivated, happy and the world definitely becomes a much better place to stay as a result of conflict management (<http://online.creighton.edu/msncr/masters-in-negotiation-and-conflict-resolution/resources/benefits-of-conflict-resolution>).

The objectives in resolution conflict learning are both to comprehend theory and concept in resolution conflict and to apply the theory and concept in the real life to solve problem arises. The learning outcomes, then, can be formulized into (1) communication: students will understand and use effective communication skills, such as reflective listening, assertion messaging, and reframing, and be able to apply them appropriately to specific conflict situations; (2) conflict analysis: students will be able to utilize conflict analysis and dispute system models to assess the sources of interpersonal, organizational, culturally based and violence-related conflicts at the micro and macro levels. This includes being able to self- assess by examining and understanding the values, perceptions, experiences, and assumptions relating to their

own cultural background, and being able to design strategies for interpersonal, intergroup, or societal conflicts; (3) conflict theory and concept: students will be able to integrate a broad understanding of conflict resolution theories, models, and principles relating specifically to the areas of cultural conflicts, violence prevention and intervention, divorce and child-custody mediation, and organizational conflicts, and have an understanding of the structured alternative approaches of conflict resolution; (4) application: students will be able to understand and apply the multi-dimensional processes of conflict resolution theories, principles, and methodologies to real world domains relevant to their emphasis of study, such as family, business, and education. Dealing with those learning outcomes, students are expected not only to understand but (further) to internalize all materials in resolution conflict learning. Internalization is a process through which we come to identify parts of our culture as parts of ourselves, especially in relation to norms and values. This is a crucial process in maintaining social systems because it leads people to regulate their own behavior in accordance with accepted forms rather than having to be monitored and corrected by external authorities.

Through process of internalize, the material of resolution conflict can be maintained deeply in the main. It forms excellent character of the students; hence, they are able to use it in the real life for solving problems which arise in daily life, work place, and organization.

From the years of observation, it is shown that the internalization is not easy to be reached by students. The students were only led to the process of comprehending the materials in resolution conflict without knowing how to apply or use it in the reality. This, of course, is far from the learning outcomes demanded in the resolution conflict learning. When the students are not ready for using the knowledge in problem solving of the real world; it means that the learning is not meaningful because it cannot prepare students with life skills in conflict resolution. Finally, it was found that the process of internalizing material of conflict resolution has to be sharpened. The researcher as the lecturer found that the core problem which made it was not easy to sharpen students internalization on the material of conflict resolution is on the material used. The lecturer used classical pedagogical material in delivering the courses; such as books on theory and concept on sociology including conflict resolution. These books contain theory and concept of conflict resolution and the example of conflict resolution taken from other countries. It can be said that the examples of conflict resolution is not up-to-date and capturing different societies which has no relation with students world. The researcher added the material of resolution conflict with non pedagogical material which is taken from real world, such as newspaper, magazine, digital news and so on. The material is named as authentic material. Generally, authentic materials are “print, video, and audio materials in which students encounter in their daily lives, such as change-of-address forms, job application, menus, voice mail messages, radio programs, and videos. These materials are not created to be used in the classroom. However, they are great learning tools for learners because of the fact that they are simply authentic. The researcher, then, designed a classroom action research to know whether the use of authentic materials can sharpen the students’ internalization on resolution conflict learning.

2 METHOD OF THE RESEARCH

To find out the answer whether the use of authentic materials can sharpen the students internalization on resolution conflict learning, the researcher works on action

research. Action research is about systematic study of attempts to improve educational practice by groups of participants by means of their own practical action and by means of their own reflection upon the effects of those actions (Ebbut in Hopkins, 1985: 34). Similarly, Burns (1999: 30) said "The action research is the application of fact finding to practical problem solving in social situation with view to improve the quality of action with involving collaboration and cooperation of researchers, practitioners, and laymen". The statements imply that classroom action research is a specific and contextual research that is done to improve educational practice involving teacher, students, and other relevant practitioners of education. Action research is contextual, small-scale and localized-it identifies and investigates problems within a specific situation. This research adopted model designed by Kemmis and Taggart in Burns (1999: 32). The steps within the model are (1) Identifying problems, before planning the action, the researcher identified the problem by using observation that is used to know the student behavior in learning process, classroom management, and the quality of teaching and learning process. (2) Planning, the researcher prepared lesson plan containing the use of authentic material in learning resolution conflict. (3) Implementing the action, after preparing the instrument for the research, the researcher acted as the lecturer and helped by another colleague as collaborator in implementing the plan. (4) Observing or monitoring the action, the researcher observed the students' activity during learning process. This is done to know what happens, particularly, how the student's response is, when the plan is carried out. In this phase, the researcher was assisted by collaborator to observe all activities happening in the classroom. (5) Reflection, in this stage, the researcher analyzed data from the observation and made reflection from the result of analysis. The data were analyzed using a systematic process of analysis and interpretation according to agreed criteria. After getting result from those series of actions and evaluations, the researcher then made a decision whether the technique implemented reaches the goal of improvement. If there is still no significant improvement or there are still many aspects needed correction or improvement, the next cycle will be implemented. (6) Revising the plan, the result of the reflection is used to revise the plan to next cycle. In collecting the data, the researcher made use of (1) observation, observation is an activity to take regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issue or topics being investigated (Burns, 1999: 80) and (2) interview, it is face to face personal interactions which generate data about the research issue and allow specific issues to be discussed from other people's perspectives (Burns, 1999: 117). Analyzing the data is carried out after the data taken. In analyzing qualitative data, the researcher uses constant comparative techniques as proposed by Burns (1999: 156), the steps are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes

3 RESULT AND DISCUSSION

This research was done within two cycles whereas each cycle took six meetings including post test. In the first cycle, the researcher used authentic materials as the supplement for the premier material in resolution conflict. The authentic materials being used were taken from national and local printed media, in this case were newspaper and magazine. In the beginning of the meetings, the students were formed into small groups consist 4-5 students for each group. This small group hopefully would make the discussion running well and effective. Within the former meetings, the groups had to discuss on the concept and theories of conflict resolution based the hand book as

the primary source. Each group was given different topic. They had to present the result of their discussion in front of the class with guidance of the lecturer. To internalize the concept and theories, the groups were given examples of conflicts arises locally and nationally taken from national and local newspapers. The groups should discuss the reason why the conflict come out, what kind of type of the conflict, how to resolve the conflict, what things can be learnt from the conflict, and what people can do to prevent the conflict. The examples of conflict taken from authentic materials bring the real world in the class. After the group had internal discussion to analyze the conflict, the group presented the result in front of the other groups. There was question and answer section after presentation. The discussion went well. There was debate among the groups because some groups had pro voice and the rest had contra voice. When the discussion became highly tempting, the lecturer would place himself as the moderator to calm down the situation and give solution. To check students' comprehension and internalization, the lecturer gave oral examination to the students. The result of the test showed that the students were able to comprehend the material well but the internalization of the material was still far from the expectation. Some of the students could not answer in brief the question what can the people or community do to prevent the same conflict arises again. In the second cycle, the researcher used authentic material in the form of audio visuals media. This form differed the first cycle from the second cycle. Another thing that made the difference was that the groups should find the example of conflict resolution by themselves using internet. They were allowed to access national news sites and downloaded the news. They had to analyze the news with concepts and theories of conflict resolution. It was the same activity with the former cycle. After several meetings of discussion, the lecturer held oral examination. There was good improvement on the process of internalization. Students were having good answers on the question of conflict prevention in the future and conflict resolution without any harmfulness.

The use of authentic materials brings some advantages in resolution conflict learning, sothat the students' internalization can be sharpened. (1) The authentic materials bring students into direct contact with a reality level of conflict. The examples of conflict are taken from reality. It means bringing outside world into classroom in which the students have real portraits of conflict resolution and how to prevent conflict in the future. (2) Authentic materials drawn from periodicals are always up-to-date and constantly being updated. Within real examples of conflict taken from daily news, the students get up-to-date conflict which has to be resolved. Thus, the concepts and theories of conflict resolution can be applied directly to resolve conflicts being national or local spotlights. (3) Authentic materials are the best way to contextualize concepts and theories of conflict resolution. Using examples of conflict resolution taken from daily printed and digital news media, the students can analyze the real application of theories and concepts conflict resolution. They can feel it; finally, they can adopt it in the real future when the conflict arises. (4) Authentic materials motivate students in learning conflict resolution. When the real world (which has close relation to the students' world) becomes the material that has to be learnt, the students will have high desire to study the material. It is because they know the topic very well and they are more confidence when they work with authentic materials.

4 CONCLUSION

Combined with cooperative method as learning method, the authentic materials can be used in sharpening students' internalization on conflict resolution learning. Due

to some facts that (1) the authentic materials bring students into direct contact with a reality level of conflict; (2) authentic materials drawn from periodicals are always up-to-date and constantly being updated; (3) authentic materials are the best way to contextualize concepts and theories of conflict resolution; and (4) authentic materials motivate students in learning conflict resolution.

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