

PEACE FROM COLLEGE: CONFLICT RESOLUTION TEXTBOOK DEVELOPMENT IN GUIDANCE AND COUNSELING

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INFO ARTIKEL

Riwayat Artikel:

Diterima: 27-01-2025
Disetujui: 03-04-2025

Kata Kunci:

Resolusi Konflik
Buku Ajar
Mahasiswa

ABSTRAK

Abstrak: Penelitian ini bertujuan untuk menghasilkan perangkat buku ajar resolusi konflik bagi mahasiswa bimbingan dan konseling yang memenuhi aspek akseptabilitas. Melalui model penelitian dan pengembangan 4-D (*Define, Design, Develop, Disseminate*) hingga pada tahap *develop*, didapatkan bahwa berdasarkan penilaian ahli, calon pengguna, dan nilai uji *N-Gain* yang melebihi ambang batas 0,7 maka produk buku ajar resolusi konflik dalam bimbingan dan konseling dapat dikategorikan telah memenuhi akseptabilitas sehingga nantinya bisa diaplikasikan pada perkuliahan serta diadopsikan menjadi bahan ajar berbasis *Outcome-Based Education* (OBE) mengikuti kurikulum yang diterapkan di Universitas Negeri Surabaya. Di samping itu juga, buku ini dapat diadaptasi ke dalam bentuk *flipbook* serta dipadukan pada materi di *Learning Management System* (LMS) kampus agar semakin mudah diakses oleh banyak pihak.

Abstract: *This study aims to produce a conflict resolution textbook for guidance and counseling students that meets the acceptability aspect. Through the 4-D research and development model (Define, Design, Develop, Disseminate) to the develop stage, it was found that based on expert assessments, prospective users, and N-Gain test values that exceeded the threshold of 0.7, the conflict resolution textbook product in guidance and counseling can be categorized as having met acceptability so that it can later be applied to lectures and adopted as teaching materials based on Outcome-Based Education (OBE) following the curriculum implemented at Surabaya State University. In addition, this book can be adapted into a flipbook and integrated into the material on the campus Learning Management System (LMS) to make it more accessible to many parties.*

A. BACKGROUND

The availability of semester lecture plans, textbooks, practicum manuals, and learning evaluations is a means for the learning process in lectures to be of high quality and meaningful (Pernantah et al., 2022; Perwitasari et al., 2018). Therefore, as a relatively new course in the Guidance and Counseling (BK) study program at Surabaya State University, the conflict resolution course does not yet have a textbook as a basic reference for classroom learning. So that students tend to utilize sources of material from cyberspace that are less standardized. Most materials from online sources are general in nature and cover conflicts on a large scale (Fajar, 2016; Putra & Sip, 2021; Sunarso, 2023). Such material is considered too broad and less focused related to the scope of student life at school.

Conflict and conflict resolution materials that are typical of Indonesian reality are needed to help counseling students or prospective counselors explore conflict issues.

Through this course, prospective professional counselor students will be given competence in preventing and overcoming conflict problems in students, from the root causes, and forms, to examples of resolution based on adequate research. This is considered important as an initial provision for mastery of managing conflict positively when working in schools (Barsky, 2014; Oehrtman & Dollarhide, 2021). This competency is also one of the indicators of the competency points of Indonesian and world counselors, especially in the social field (Aminati & Purwoko, 2013; Barsky, 2014; Gani, 2019; Hajati, 2012).

One of the characteristics of good lecture teaching materials according to (Newmann, 2012; Tang & Choi, 2005) Is being able to present real examples that bridge theory and practice, especially in Indonesia itself, books about conflict and conflict resolution cover too broadly, and not many have raised the context of conflict in the school scope (Deutsch et al., 2016; Sunarso, 2023; Tuhuteru, 2022). Even from some previous research (Fitri, 2025; Ismail, 2020; Roswanto, 2018) Conflict resolution is more dominated by religious, cultural, and general community conflicts with corporate interests, making it less relevant to help teachers and school counselors understand conflicts that occur in schools because they are more specific and have distinctive patterns to be resolved.

Facts in the field itself show that conflict problems will always occur both vertically and horizontally in every phase of an individual's life (Aulia et al., 2024; Maftuh & Sapriya, 2021), as well as students as individuals who grow and develop (Engels et al., 2021; Shahmohammadi, 2014). A good understanding of student conflict resolution will help counselors and school leaders create appropriate conflict prevention and handling strategies while leading to the creation of a peaceful climate in schools (Istianah et al., 2023; Sudrajat & Saripah, 2017).

So it becomes important with the existence of a quality conflict resolution textbook in guidance and counseling along with its supporting tools. Therefore, this study aims to produce a conflict resolution textbook for guidance and counseling students that meets the aspects of acceptability.

B. RESEARCH METHOD

In conducting a series of development stages, this research refers to the 4D model (Define, Design, Develop, Disseminate) from (Rusdi, 2018; Thiagarajan, 1974) to develop teaching materials in the form of conflict resolution books for counseling students properly, but in this initial process only up to the develop stage.

Then we involved 2 counseling and media expert subjects for the development subjects and 3 undergraduate counseling students. As for data collection using an acceptability instrument consisting of a 1-4 scale (1 means very poor and very good) related to product aspects, see Table 1,

followed by agreement analysis to determine the assessment category as in similar research (Fadila et al., 2023; Mubaro, 2024; Purwati et al., 2021).

Table 1. Assessment Criteria

Score Range	Category
11-19	Not feasible/useful/practical
20-28	Less feasible/useful/practical
29-36	Feasible/useful/practical
37-44	Very feasible/useful/practical

A more detailed description is as follows: 1) define: determine the framework of teaching materials through exploring the needs of students and theoretical studies of conflict resolution following the school context in Indonesia, 2) design: start compiling the components and content material to be developed in the teaching materials for conflict resolution books, 3) develop: make teaching materials for conflict resolution books based on the findings and needs that have been previously compiled, then conduct expert tests and potential users to determine the feasibility of the initial product including making improvements to improve the product, 4) disseminate: the final product that has been validated and improved is then distributed to the library and book review of the guidance and counseling study program at Surabaya State University in the second year of research.

C. RESULT AND DISCUSSION

1. Define

Before formulating and defining the design of the product to be developed, we conducted a needs analysis on students taking conflict resolution courses and lecturers through interviews. From this, it was found that the lecture process was not optimal, especially during discussions and assignments due to the unavailability of supporting learning tools in conflict resolution courses, plus students admitted that they needed special textbooks equipped with examples of cases in the field to facilitate understanding of the material.

While in the literature study, we selected study materials that were considered most suitable for learning outcomes and student needs, the results of the literature included: a. basic concepts of conflict and conflict resolution, b. the process of implementing conflict resolution in

schools, c. guidance and counseling approaches to conflict resolution in schools, d. training conflict resolution skills in the school context.

Finally, from the two needs analysis, we made it the cornerstone of developing a conflict resolution book in counseling.

2. Design

At this stage, we refer to conflict resolution textbooks which include cover design, number of pages, division of material for each chapter, case examples, concise summaries, and training sheets for conflict resolution according to theoretical studies and field facts to make it easier for students to explore the book material.



Figure 1: Conflict Resolution Book Cover

As seen in **Figure 1**, the appearance of the cover design of the conflict resolution textbook in guidance and counseling is designed simply but still elegant.

3. Develop

At this stage of development, we conducted validation through the assessment of 2 experts and 3 students as potential users to determine the level of acceptability of conflict resolution coursebook products. The assessment results are summarized in the two tables below:

Table 1. Expert Assessment

Aspects	Average Score	Category
Feasibility	35	Worthy
Usability	41	Useful
Practicality	39	Very Practical

Based on the average value of the expert assessment in Table 1, it is known that the

product is categorized as feasible, useful, and practical so that it can continue to be developed.

Table 2. Prospective User Assessment

Aspects	Average Score	Category
Feasibility	42	Worthy
Usability	38,4	Useful Very
Practicality	36	Practical

For the assessment of prospective users, namely students, the average score is sufficient as presented in **Table 2**, so that it is categorized as feasible, useful, and practical as the expert assessment.

Table 3. N-Gain Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	40	-.75	1.00	.756	.34105
Ngain_Persen	40	-75.00	100.00	75.60	34.104
Valid N (listwise)	42				

Likewise, the results of the analysis displayed in Table 3, based on the results of statistical analysis show that the average value of the N-Gain score is 0.7560, which exceeds the threshold of 0.7. This indicates a high level of effectiveness of the limited implementation of the product given to students.

As a new course at Surabaya State University, the materials and discussions during conflict resolution lectures mostly refer to books (Deutsch et al., 2016; Sunarso, 2023; Tuhuteru, 2022) and general reading articles about large-scale conflicts or in the context of general society (Fajar, 2016; Putra & Sip, 2021). The target achievement of the conflict resolution course is to equip students with an understanding and practice of conflict resolution in students at school.

With the presence of textbook products that have been empirically tested by expert assessments, prospective users, and lecturers. Students who take conflict resolution courses will be greatly helped in learning relevant material to discuss and practice in lecture assignments. As explained by (Mor & Mogilevsky, 2013; Reyes et al., 2019) concretization of material and case examples is very necessary because it is significant to help understand teaching material.

In the future, the conflict resolution textbook can be updated, especially in terms of student conflict cases that arise due to a lack of wisdom in playing social media as well as adopting it into Outcome-Based Education (OBE) based teaching materials following the curriculum implemented at Surabaya State University and several other universities (Astuti et al., 2020; Handayani & Wibowo, 2021; Mufanti et al., 2024).

D. CONCLUSION AND SUGGESTIONS

By referring to the results of the analysis of expert assessments, potential users, and the N-Gain test of 0.7560 which exceeds the threshold of 0.7, the conflict resolution textbook product in guidance and counseling can be said to have met acceptability so that later it can be applied to lectures and further developed into Outcome-Based Education (OBE) based teaching materials following the curriculum applied at Surabaya State University. In addition, this book can be adapted into a flipbook and integrated into the material on the campus Learning Management System (LMS) to make it more accessible to many parties.

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