Developing Social Studies Teaching Materials for Conflict Resolution Education Using the Branch's ADDIE Research Method

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Abstract

This study aims to develop social studies teaching materials focused on conflict resolution education, addressing the unique needs of Class VII students in Pasaman, Indonesia. Conflict resolution is a crucial skill in today's global context, particularly in social studies, which integrates essential principles and competencies. Using Branch's ADDIE research method, the study highlights the urgent need for a specialized guidebook tailored to Pasaman's local context and cultural nuances. Data collection revealed that 57.6% of students had low comprehension of conflict resolution, 28.2% medium, and 14.1% high. These findings emphasize the importance of differentiated instructional materials that cater to diverse learning needs. The proposed guidebook is designed not only to improve conflict resolution skills but also to incorporate elements of local wisdom, fostering a more relevant and engaging learning experience. The study further underscores the collaborative role of stakeholders in developing materials that align with students' understanding levels and cultural backgrounds. By bridging the gap between theory and practice, this research offers a model for creating inclusive, context-specific teaching strategies. The novelty of this study lies in its focus on local adaptation, contributing to a more effective learning process and supporting efforts to cultivate peace and resilience in educational settings.

1- Introduction

Education in the 21st century is faced with increasingly complex social, cultural, and technological dynamics. One of the main challenges is the ability to resolve conflicts in various contexts, ranging from conflicts between individuals to global conflicts. Conflict is an inherent aspect of human interaction, arising from differences in needs, wants, drives, and demands [1]. It is important to realize that conflict, by its nature, is neither positive nor negative. Rather, the nature of the response to conflict determines whether it develops into a competitive and destructive ordeal or emerges as a constructive challenge, offering opportunities for personal and collective growth. As conflict is an unavoidable component of our lives, acquiring the skills to respond to it in a constructive way is very important.

The journey towards constructive conflict resolution begins with developing a deep understanding of conflict itself and embracing the principles that govern conflict resolution. This exploration aims to shed light on the dynamics of

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conflict, providing a foundation for individuals to navigate conflict in ways that promote positive outcomes. By learning the principles of conflict resolution, individuals can develop the tools needed to transform conflict into opportunities for collaboration, understanding, and personal development. Conflict resolution education is of key importance in equipping learners with skills that enable them to manage and resolve conflict constructively. Conflict, if not handled well, can lead to tension, division, and even violence. Therefore, the development of effective teaching materials in conflict resolution education is crucial in the context of 21st-century development.

Conflict resolution skills are an important component of education in the 21st century. Due to the intensity of social relationships, with these skills, learners are expected to be able to cope with conflict effectively and be able to help build healthy social relationships, both in personal and professional environments [2-7]. Through conflict resolution education, we can create safer environments, prepare young people with conflict resolution skills, and potentially change the social dynamics of society [8-12]. If we can successfully teach conflict resolution frameworks to young people in schools and communities, the results can be very impactful. Creating a generation of peacemakers is expected to transform society within the next twenty years. Conflict resolution education is considered a critical component in efforts to create safe and orderly school environments, with the aim of preventing violence, conflict, and other harmful behaviors among young people. In the era of globalization, individuals must also have the skills to interact with various cultures. Conflict resolution skills help in dealing with cultural differences and creating an Indonesian society that upholds multicultural values. In addition, the ability to resolve conflicts gives individuals a sense of independence and empowerment, allowing them to take constructive action in dealing with problems. And of course, through this conflict resolution skill, it has the potential to reduce social conflicts that are detrimental to society and the state.

Based on 2020 data presented by UNICEF, two out of three teenagers aged 13-17 years have experienced at least one form of violence in their lives. In addition, three out of four children and teenagers who were victims of violence said that the perpetrators were friends or peers. The survey also revealed that 41% of students aged 15 years experienced bullying at least several times a month [13]. This condition is similar to what researchers have found in several cases related to juvenile delinquency that lead to disputes and damage their mental health. Aggressive behavior in adolescents, such as violence and bullying, has the potential to increase the risk of long-term psychological disorders and have a negative impact on their social skills and educational process [14]. So is the trend of bullying among children and adolescents [15]. This condition shows the inability of students to deal with the conditions of conflict/fighting faced by themselves, both when experiencing it personally and when they see the conflict or dispute happening to their other friends. This condition is certainly very concerning, especially since this situation often occurs in the school environment.

Education is a key foundation for the development of society and youth as the nation's successors. Attention to school climate in an effort to prevent crime and disorder in educational settings is also important [16]. However, significant challenges face students in Indonesia, as reflected in Program for International Student Assessment (PISA) data showing high rates of bullying among students. As many as 41% of students reported being bullied at least a few times a month, a figure well above the average for Organization for Economic Cooperation and Development (OECD) countries of 23%. However, optimism arises from the fact that 80% of students in Indonesia, along with 88% of the average student in OECD countries, agree that it is good to help students who cannot defend themselves. This shows a shared desire to create an inclusive and supportive educational environment [17].

However, challenges do not only come from bullying. The PISA data also illustrates a situation where around 25% of students in Indonesia, which compares favorably with the OECD average (26%), experience situations where the teacher has to wait a long time for the classroom to calm down in any or most of the introductory language lessons [17]. Interestingly, students who reported this experience were found to score 28 points lower in reading compared to their peers who did not experience the situation, even after taking socio-economic status into account. This highlights the importance of teaching practices that affect learning outcomes and needs to be better understood. Similarly, Dewi Susi Fitria, etc., reported that there is an increasing number of conflicts between students, landowners, and other communities in Indonesia due to cultural and religious differences [18].

There are many ways to improve students' conflict resolution skills, one of which is through social studies education in the classroom. Social studies plays a crucial role in equipping students with social and cultural intelligence, including the ability to understand and apply conflict resolution. This aligns with the primary goal of social studies, which is to shape a future generation with good character, moral integrity, and a strong sense of nationalism and patriotism. This is inseparable from the original purpose of social studies learning, which is to create the next generation of a good, noble, and nationalistic nation. Conflict resolution is the ability to overcome differences of opinion, tension, and conflict in a peaceful and effective way. And this certainly supports the social studies education curriculum itself. In addition, writings that discuss the urgency of learning that is contextual and in accordance with the needs of these students have been carried out, with a variety of perspectives. Starting from the teacher's powerlessness in managing the classroom to develop teaching materials, learning models, learning media, learning strategies, learning evaluation, and so on.

Likewise, based on the findings in other studies, there are still few teachers who understand how to link the socio-cultural conditions of students into learning [19-24]. So that similar studies should be able to help teaching practitioners in developing the learning tools they use, one of which is through the development of teaching materials. Similarly, other studies [25-29] provide a comprehensive review of risk factors associated with peer bullying and victimization in schools and describe the ecological contexts that influence them. The need to pay attention to the social and emotional climate in secondary schools, especially for adolescents who are searching for self-identity, in an effort to reduce the risk of behavioral and emotional problems [21]. Where this can certainly be useful for teachers in their practice of teaching social studies in the classroom.

Education is one of the forums for socializing the cultural values of our society, our region, and our nation. Through social studies learning we can enculturate local cultural values. Local culture also has great potential as a source of knowledge in conflict resolution. Integrating local culture in conflict resolution education not only enriches understanding but also strengthens cultural identity and values. For this reason, teaching materials that are relevant to local culture and the needs of students are needed. One of them is through *Malakok* culture. *Malakok* is one of the local cultures of the Minangkabau people that has values, norms, and good practices that can be a valuable source of knowledge in conflict resolution mechanisms [30, 31].

Although conflict resolution education has been recognized as an important component of 21st-century learning, there are still limitations in its implementation, especially in the local social and cultural context. Social studies learning materials in schools tend to be generic and have not optimally integrated local cultural values that are relevant to students' lives. This causes a gap between teaching materials and students' real experiences, especially in areas such as Pasaman, which have unique traditions such as *Malakok*. In fact, local culture can be a contextual and effective source of learning in building conflict resolution skills. In addition, research examining the impact of integrating local culture in social studies learning on students' social and emotional skills is still limited. Therefore, the development of local culture-based teaching materials is important to create learning that is more relevant, contextual, and able to strengthen students' conflict resolution skills. Departing from this gap, this study aims to develop local culture-based social studies teaching materials that can strengthen students' conflict resolution skills.

2- Methods

This study employs the Research and Development (R&D) approach, utilizing the ADDIE development model introduced by Robert Maribe Branch [32]. Where, according to the development phase, this model consists of five phases, namely Analysis, Design, Development or Production, Implementation or Delivery and Evaluations. However, in its implementation, this paper only develops at 1 stage, namely the analysis stage, which the next stage will be described in the next series of papers. The needs analysis of the development of teaching materials was carried out in junior high schools in Pasaman Regency, Indonesia. The sample selection is based on purposive sampling, which consists of social studies teachers, Counselling Guidance Teachers, school leaders from the elements of the principal, public relations, and curriculum representatives, along with Class VII students in junior high schools in Pasaman Regency, Indonesia. The data collected was obtained based on interviews, observations, and collection of documents related to the theme of this research.

Based on the method mentioned earlier, the procedure in this study will describe the first phase in the ADDIE development model by Robert Maribe Branch, namely conducting analysis, in this activity the identification of possible causes of performance gaps. The purpose of the Analyze phase is to identify possible causes of performance gaps. The first stage in this phase is to validate the performance gap; we will create an objective statement based on the established performance gap. Instructional designers are often asked to develop instructions for knowledge that people already have or skills that people can already perform. The primary objective of instructional design is to develop educational interventions that target deficiencies in knowledge and skills. As a critical initial step, the process involves conducting a thorough analysis of the factors contributing to performance gaps. Through performance assessments, the root causes of these gaps can be systematically identified and evaluated.

The second stage is to analyze the competencies required of students. What competencies must be mastered by students after using the development product? This question relates to all learning capabilities that students want to achieve after utilizing the development product in learning, be it knowledge, attitudes, or skills. Thus, this stage instructs a sentence that becomes a task in the research activities to be developed. At this stage, it is crucial to examine the various types of learning necessary to achieve the intended learning outcomes. This includes identifying the prerequisite knowledge and skills needed to embark on the instructional objectives. Additionally, it is essential to assess the learners' abilities, competencies, prior experiences, preferences, and accessibility to ensure alignment with the instructional goals.

The subsequent phase involves analyzing the learners. This step focuses on identifying their capabilities, experiences, preferences, and motivations. A key task in concluding the analysis phase is collecting data that will inform and guide

decisions throughout the remaining stages of the ADDIE framework. The data gathered may include, but is not limited to, group demographics, general characteristics, student population size, geographical distribution, experience levels, attitudes, and specific skills influencing their potential to thrive in the learning environment.

The fourth phase involves identifying the necessary resources, where all types of resources essential for completing the entire ADDIE process will be determined. These resources can be categorized into four main types: content resources, technological resources, instructional facilities, and human resources. The subsequent step in the analysis phase is to assess various instructional delivery systems and select the most suitable option that offers the highest potential to address the identified performance gap. This process involves a nine-step estimation procedure: identifying the delivery options being considered, estimating the duration for each option, calculating the costs for the Analysis Phase, Design Phase, and Development Phase, estimating the costs for the Implementation and Evaluation Phases, summing up the cost estimates for all five ADDIE phases, and providing an overall cost range.

The last stage is to develop a project management plan, which at this stage analyzes the material in accordance with competency demands. With regard to material analysis in the form of subject matter, sub-subsections of the subject matter, sub-subsections, and so on. Likewise with the follow-up plan. The result of this analysis phase is an analysis summary. The general components of the analysis summary are as follows: 1) A Performance Assessment Report; 2) A Statement of Purpose; 3) A List of Instructional Objectives; 4) A Student Profile; 5) A List of Resources Needed; 6) Potential Delivery Systems (including cost estimates); and 7) A Project Management Plan. Project Management Plan. Based on this description, the intended research design can be seen in Table 1.

Table 1. ADDIE Development Research Procedure; Stages Analyze Phase

Research Procedures; Analisys	
Research Procedures	**Descriptions**
Validate the performance gap	Create a goal statement based on the established performance gap.
Determine instructional goals	Developing competencies that must be mastered by students, with the question what competencies must be mastered by students after using the development product?
Confirm the intended audience	Analyze student characteristics regarding their learning capacity, knowledge, skills, attitudes and other related aspects.
Identify required resources	Identify all types of resources needed to complete the entire ADDIE process.
Determine potential delivery systems (including cost estimate)	Evaluate different instructional delivery systems and recommend the best option that has the greatest potential to close the performance gap.
Compose a project management plan	Develop a project plan, in this stage the materials will be analyzed according to competency demands, along with developing procedures for the final results.

Table 1 summarises each stage of the research conducted, starting from the first stage to the last stage. Secara sederhana adapun diagram alir dalam penelitian ini juga dapat kita lihat dalam Figure 1.
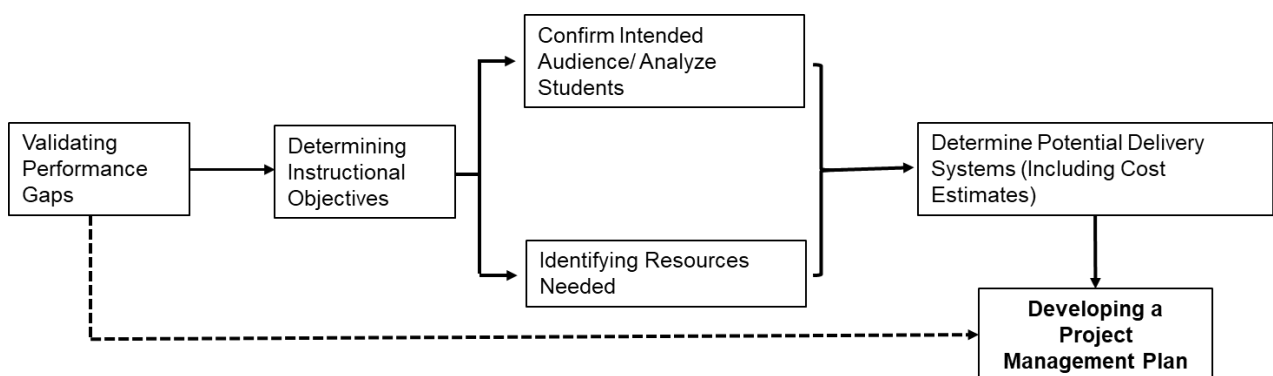

Figure 1. Data Collection Process in the Analyze Phase

In addition, this research also uses the understanding of conflict resolution adopted from several criteria based on the results of validity and reliability tests that have been carried out. The validity coefficient is set at ≥ 0.30 so that the results obtained from the initial number of items are 13 statements, and there are no invalid items so that the number of items that have high discrimination power is 13 items, with corrected item-total correlation values ranging from 0.881 to 0.993. Likewise, the reliability test on the conflict resolution understanding scale through Cronbach's Alpha analysis technique. After going through the process of calculating the tryout results, the reliability coefficient value of 0.993 was obtained. This shows that the measuring instrument for understanding the conflict resolution scale has very high reliability, so it is reliable to use in research. The distribution of items that can be used can be seen in Table 2.

Table 2. Conflict Resolution Understanding Scale

Number	Aspects of Understanding Conflict Resolution	Item Favorable	Total
1	Effective Communication Skills	1,2	2
2	Empathy Ability	3	1
3	Problem Solving	4, 5, 6	3
4	Negotiation	7	1
5	Self-Control	8	1
6	Mediation Ability	9	1
7	Decision Making	10	1
8	Knowledge of Conflict	11	1
9	Creativity	12	1
10	Commitment Ability	13	1
	Total	**13**	**13**

The reliability test as we see in Table 2, is carried out to determine the extent to which a measuring instrument can be trusted or relied upon.

3- Result and Discussion

3-1- Performance Actualisation Report

This research was conducted in Junior High Schools in Pasaman Regency, Indonesia, on June 09, 2023, and lasted until completion. Data collection was carried out using observation data, interviews, distributing questionnaires, and reviewing other valuable documents. In this activity, the research team saw how the implementation of social studies learning in junior high schools located in Pasaman Regency, Indonesia, especially in terms of the use of social studies teaching materials. Meanwhile, observations in the implementation of social studies learning with teachers also found that they often only use teaching materials sourced from one study as a reference for teaching materials used. That is using textbooks provided by the central government: Social Science Book Class VII Junior High School/MS Revised Edition, published by the Center for Curriculum and Bookkeeping, Balitbang, Kemdikbud. According to the informants, the books provided are sufficient to represent the learning outcomes to be obtained. In addition, the lack of supporting. Facilities, such as other non-textbooks, make teachers only able to rely on existing books. The content of social studies learning content can be seen in Table 3. Based on the results of interviews with the deputy curriculum, KJ (L/43) said that.

Table 3. Textbook for Social Studies Class VII SMP / MTs- (Source: Adapted from Social Studies Textbook VII SMP / MTs (Center for Curriculum and Bookkeeping, Balitbang, Kemdikbud)

Chapter	Sub Chapter Headings
State of the Indonesian Population	a. Origin of the Indonesian Population b. Characteristics of the Indonesian Population c. Interregional Population Mobility in Indonesia d. Definition and Types of Social Institutions
Potential and Utilization of Natural Resources	a. Definition and classification of natural resources b. Potential and Distribution of Indonesia's Natural Resources c. Economic Activities and Utilization of Natural Resources Potential
Dynamics of Human Interaction	a. Dynamics of Human Interaction with the Environment b. Interrelationships between Environmental Components c. Human Interaction with the Natural, Social, Cultural, and Economic Environment d. Socio-Cultural Diversity as a Result of the Dynamics of Human Interaction e. Cultural Outcomes of Indonesian Society in the Past

Iyo, jadi dalam proses belajar mengajar ko guru-guru manggunakan ciek buku dari pemerintah yaitu buku teks. Jadi buku teks tasabuik nda buliah di edit atau diotak atik. Cuman kalo guru tu nyio, nyo bisa manggunakan buku nan lain seperti buku-buku pendamping lainnyo. Atau buku nonteks, sebab buku nonteks t bebas wak ambiak dari ma se. asalkan mandukuang untuak materi nan awak sampaian.

Meaning: yes, so in this teaching and learning process, teachers use one book from the government, namely the textbook. So the textbook cannot be edited or corrected anymore. But if the teacher wants, he can use other books such as other supporting books. Or non-text books, because we are free to take non-text books from anywhere. As long as it supports the material we are delivering.

This is as stated in textbooks and enrichment [33], that textbooks are mandatory reference books for use in primary and secondary education units or tertiary institutions. While enrichment books are books that contain material that can enrich primary, secondary and higher education textbooks [34]. Enrichment books are complementary books to textbooks and can be used by the general public and schools, but this book is not the main handbook used by students in learning activities [35]. In accordance with Government Regulation No. 32 of 2013 [36, 37] states that "In the case of textbook procurement by the government, the Minister determines the book as the main source of learning and learning after being reviewed and/or assessed by BSNP or a team formed by the minister.

Likewise, according to HY (P/37), JS (P/45), and FRT (L/38) that in teaching social studies learning, she used textbooks such as one of the example themes in Table 3. However, HY did not enrich the reference materials he used in teaching, this was according to him because other companion books in his school library were almost similar in content to the material in the textbook. And according to him there is no material book that specifically raises local issues in social studies material in his place of teaching. JS stated this as follows.

Nda ado doh, soalnyo nyo samo se nyo diak jo buku pokok du. Di buku ciek lai samo jo nyo pembahasannyo, jadi ibuk gunakan sajo apo yang jadi buku wajib. Dan memang disiko alun ado lai, buku nonteks nan memang khusus dapat digunakan untuak pembelajaran ips mandukuang aspek keterampilan resolusi konflik du. Palingan ibuk dari berdiskusi se nyo, wak ajaan baa manjawek nan elok, baa batanyo, tu adaik sopan santun dalam badiskusi untuak saliang menghargai pendapat. Itu se nyo diak.

Meaning: none, because it's the same as the main book. In the other book, the discussion is the same, so just use what is the required book. And indeed here there are no more non-text books that are specifically used for social studies learning to support the conflict resolution skills aspect. At most, I just discuss. I teach how to answer good questions, how to ask questions, and politeness in discussions to respect each other's opinions. That's all, bro.

Thus, based on the observations made, social studies teachers only use teaching materials sourced from textbooks provided by the government. Teachers tend to take the learning themes in the textbook, follow the flow per theme or sub chapter presented and less develop teaching materials used from other companion books. Whether it is developing teaching materials using local content that is able to develop conflict resolution skills of students in social studies learning or developing other social studies learning content. This is as stated by one of the LP teachers (L/43) as follows.

Batua, salamo ko yo agak kurang perhatian apak ka aspek tu, soalnyo salamo ko focus di pengetahuan dan kalua untuak aspek psikomotorik dan afektifnyo yo dari tata krama mangecek ka guru, baa nyo berperilaku jo guru, kawan, di kantin. Itu se nyo. Tapi untuak khusus mambuek modul ajar nan sasuai jo salah satu budaya local tu di kaitkan jo keterampilan resolusi konflik apak alun ado pernah mambuek nyo lai. Dan rasonyo guru-guru lain nan apak kenal alun juo ado lai.

Meaning; yes, so far you have paid less attention to that aspect, because so far you have focused on knowledge and for the psychomotor and affective aspects, it is from manners in speaking to teachers, how he behaves towards teachers, friends, in the canteen. That's all. But to specifically create a teaching module that is in accordance with one of the local cultures and is continuously linked to conflict resolution skills, you have never made one again. And it seems like other teachers that you know have not made one either.

Likewise, according to the experience conveyed by PM (P/35) as the Guidance Counseling teacher, said that.

Kalau untuak hasil konseling nan pernah ibuk treatment ka siswa yo da bisa ibuk sampaian asal akar masalahnyo soalnya itu manyangkuik kerahasiaan, namun salomo ko kalau terkait batangka, mambully, yo ado. Nyo kadang-kadang masalahnyo sapele nyo, cuman kadang-kadang murid ko batangka hebaik. Ado lo nan manggalak an kawan nyo dek acok mandapek an nilai buruak, ado lo dek masalah nan lain, pokok e banyak lah.

Meaning; if it is for the counseling results that you have ever treated students, you cannot tell us the root of the problem because it concerns confidentiality. However, so far, if it is related to fighting, bullying, yes there is. Sometimes the problem is trivial, but sometimes these students fight big. There are also those who laugh at their friends because they often get bad grades, there are also other problems. Basically, there are many.

This is in accordance with the findings of researchers related to how the condition of students' understanding of conflict resolution. Where based on the results of distributing questionnaires in three schools in Pasaman district, there are 49 out of 85 or 57.6% of seventh grade junior high school students who still have low mastery of skills in carrying out conflict resolution properly. This can be seen based on students' understanding of several indicators of understanding conflict resolution through the results of distributing questionnaires in Table 4.

Table 4. Condition of Students' Understanding of Conflict Resolution in Social Studies Learning

Variables	Range	Total	Percentage (%)	Category
Understanding Conflict Resolution	13-25	49	57.6 %	Low
	26-39	24	28.2%	Medium
	40-52	12	14.1%	High

The data displayed in Table 4 and the results of interviews with teachers above, support the lack of understanding of students related to conflict resolution, both for themselves and when with others. This condition is certainly very attention-grabbing, especially how not, social studies learning which should be able to accommodate students in developing their social relationship skills including in terms of conflict resolution can be developed, but with all its limitations and abilities students are less able to manage these skills. This is certainly very unfortunate, where it should be in the midst of the development of the 21st century, conflict resolution skills-social relations are important skills to be possessed by our students in order to lead to the next golden generation 2045.

Donna Crawford and Richard Bodine point out the importance of creating a safe learning environment in schools. Schools are expected to be places that not only support students' academic development, but also provide physical and psychological safety, support cooperation, and value diversity among the student population. This creates a strong foundation for effective learning and positive growth in order to prepare students for success in adult society [1]. Where this conflict resolution education should be displayed in social studies content that is literate in global issues, where it is expected that students will be able to solve their problems personally and when together with others in their environment. This is in accordance with the characteristics of Social Studies education, which focuses on efforts to develop competence as a good citizen.

A good citizen in this context is defined as an individual who is able to maintain harmonious relations among the community, thus creating unity and integrity of the nation. This harmony is expected to be formed through respect for all differences, including differences in opinion, ethnicity, religion, group, culture, and so on. The importance of forming a feeling of respect for diversity is the basis for creating an open attitude and providing equal opportunities for each individual or group to develop themselves. Social studies education is identified as having the responsibility to train students in building attitudes that include respect for differences and providing equal opportunities for all.

In addition to aiming to form good citizens, Social Studies education also has more specific objectives. This goal is formulated by the Pennsylvania Council for the Social Studies [38], which emphasizes the main focus of social studies programs to form individuals who understand their social life, namely the human world, activities, and interactions in society. According to Clark [38], the main goal of social studies programs is to create free members of society who have a sense of responsibility to preserve, continue, and expand the values and ideas of society for future generations. To achieve this goal, social studies programs are expected to provide experiences that assist individual students in understanding and learning about social life, as well as involving them in efforts to preserve and develop community values. Based on the data above the following summarizes the findings of gaps in the implementation of social studies learning in the classroom in supporting conflict resolution education for students, which we can see based on the following Table 5.

Table 5 states that the gap report obtained from the condition of social studies learning carried out in Class VIII Junior High School is very diverse, ranging from the limitations of enrichment books that support aspects of conflict resolution skills in social studies learning to the ability of teachers to develop teaching materials that are not too in-depth. Thus, the reference that can be given is the need for effective strategies to improve students' conflict resolution skills through the development of teaching materials used by social studies teachers in Pasaman Regency, Indonesia.

Table 5. Performance Appraisal Report

Actual Performance	Desired Performance	Main Causes
Identify the influence of social interaction on social and national life	Through understanding the influence of social interaction on social and national life	1. Learning rarely stimulates learners to be active in communicating effectively 2. Lack of development of teaching materials that relate the subject matter to the environmental conditions of the learners
social and national life	Social and national life, learners are able to communicate their opinions effectively in the learning process.	1. The teaching materials used rarely link local knowledge in seeing differences, especially in the case of community pluralism. 2. Lack of teaching and learning process that stimulates students to identify problems, formulate solutions, and find alternatives to overcome differences.
Identify the influence of social interaction on social and national life	Through understanding the plurality of Indonesian society, learners have the ability to negotiate to reach mutually beneficial and fair agreements and the ability to maintain emotions and constructive reactions when involved in conflict situations. Ability to maintain emotions and react constructively when involved in conflict situations.	1. Lack of teaching and learning process that stimulates students to identify problems, formulate solutions, and find alternatives to overcome differences.
social and national life; social mobility.	Through social conflict material students have the ability: • Make wise decisions and manage conflict with the right decisions • Understand the nature of conflict, its root causes, and its impact on individuals and society • Be able to be a fair and neutral mediator in resolving conflicts between disputing parties.	1. The teaching material used is stuck with one source 2. Lack of raising local and global issues in learning 3. Lack of linking teaching materials with the competence of empowering students in carrying out conflict resolution.
Identifying the Plurality of Indonesian Society	• Creative thinking skills to find unconventional solutions in conflict situations • Committed to seeking sustainable conflict resolution and promoting peace	1. The teaching materials used do not stimulate students' creativity to find solutions in conflict resolution.
Identifying Conflict in Social Life	The purpose of this study is to present effective strategies to improve learners' conflict resolution skills through the development of teaching materials used by social studies teachers in Pasaman District, Indonesia.	

3-2- Instructional Objectives

In the second stage of this development, the main focus is to analyse the competencies that learners are expected to achieve after using this development product. The key question that arises is around what competencies should be mastered by students as a result of utilising the development product in the learning process. These aspects include the knowledge, attitudes and skills that it is desirable for students to develop holistically. The emphasis on developing conflict resolution skills in the learning materials reflects conflict resolution theory in education, which emphasises the importance of teaching students the skills to face and resolve conflicts peacefully [39]. With these skills, students not only learn to understand conflict situations, but are also empowered to become effective mediators and negotiators in real situations.

In identifying the expected learning outcomes, it is important to detail any learning capabilities that the students aim to achieve after engaging in learning using the development product. This includes improving their understanding of *malakok* social studies nontextual material, instilling positive attitudes related to conflict resolution, as well as developing specific skills relevant to conflict situations. The findings from the previous analyses form the basis for determining learning outcomes. In Table 6, we can see in more detail the desired learning outcomes for students. This table provides a comprehensive overview of the abilities that are expected to be mastered by students after experiencing the development of *malakok* social studies nontext materials. These learning outcomes have been adapted in accordance with the provisions of the Social Studies Learning Outcomes in Phase D (Grades VII-IX SMP/MTs/Package B Programme) [40].

Through this approach, it is expected that learners will not only increase their knowledge in the context of *malakok* social studies nontextualised material, but also be able to apply conflict resolution skills effectively. In addition, this learning also aims to form positive attitudes that can strengthen students' social interactions in dealing with conflicts in everyday life. Thus, this development not only creates knowledge-based learning, but also pays attention to the attitudinal and skills aspects to ensure holistic and sustainable outcomes for learners. This is in line with constructivism theory, which states that learning is an active process where students actively construct understanding based on experience and social interaction [41, 42]. In this context, the application of conflict resolution skills as part of the malakok nontextual material allows students to connect their experiences with learning concepts, resulting in a deeper and more meaningful understanding.'

Table 6. Draft Analysis of Social Studies Instructional Objectives

Learning Outcomes	Learning Objectives
Learners are able to understand the local and global climatic conditions that affect the diversity of natural resource potentials.	1. Identify climate variations in local and global regions. 2. Analyze the impact of climate change on the environment and society. 3. Develop the ability to listen to and respect different views on issues related to climate change. 4. Assess and classify the various natural resources available. 5. Analyze the economic and ecological potential of diverse natural resources. 6. Develop the ability to negotiate and collaborate in deciding the utilization of natural resources to avoid conflicts of interest. 7. Design sustainable management strategies for natural resources. 8. Analyze the social and economic impacts of natural resource utilization. 9. Build mediation and dialogue skills to resolve disputes related to natural resource utilization. 10. Design sustainable development initiatives that involve communities. 11. Evaluate the impact of development programs on welfare. 12. Develop problem-solving skills to deal with conflicts that may arise in relation to development programs.

Meanwhile, the careful compatibility between teaching materials and learning objectives becomes an important foundation in determining the application of conflict resolution content in the context of social studies learning at SMP/MTs Class VII Semester 1. In its implementation, conflict resolution content can be effectively applied as an integral part of the theme Dynamics of Human Interaction in Social Studies Textbooks Class VII. Through in-depth analysis, it is confirmed that the choice of this theme not only provides flexibility in integrating conflict resolution material, but also in accordance with the curriculum and social studies learning objectives at the junior high school level.

With reference to Table 6, achieving specific objectives and competencies is the main focus in the development of this curriculum. Learners are directed to not only gain a deep understanding of climate conditions and natural resources, but also to develop strong conflict resolution skills. The application of these skills is expected to help them manage potential conflicts that may arise in the context of natural resource management and regional development. By incorporating conflict resolution content into teaching materials related to the Dynamics of Human Interaction, it is expected that learning not only improves students' understanding of social and environmental conditions, but also provides them with practical tools to address conflicts in everyday life. Through this approach, social studies learning is not only a means to acquire knowledge, but also emphasises the importance of developing practical skills, as emphasised in constructivism theory [41, 42] and competency-based education approaches [43, 44]. Through this learning, students are directed to apply relevant skills in everyday life, including in dealing with conflicts that may arise in society, so that learning becomes more holistic and relevant.

3-3-Student Profile

This research not only focuses on the development of curriculum and teaching materials, but also analyses in depth the learners who are the main subjects of learning. The identification of learners' ability to perform conflict resolution is outlined in Table 4, which provides a clear picture of the extent to which students can manage conflict. According to Johnson & Johnson's (1996) [39] conflict resolution theory, conflict resolution skills are not only the ability to understand conflict situations, but also the ability to navigate complex emotions and social dynamics. Therefore, specialised training in conflict resolution is needed to help students improve these skills.

From the analysis, it can be seen that the majority of learners, 57.6%, are in the low category in terms of conflict resolution skills. Meanwhile, the second highest position is occupied by learners who are in the medium category, reaching 28.2%, and those in the high category are 14.1%. Based on Vygotsky's social development theory, learners' ability to resolve conflicts is strongly influenced by their social interactions and cultural context [41]. Therefore, the low conflict resolution skills of the majority of these learners can be attributed to their lack of experience or training in dealing with conflict situations effectively in their social context.

The study was conducted on 85 junior high school students in Pasaman Regency, with the general characteristics of the learner group being 13-14 years old, and having a balanced gender distribution, namely 50% female and 50% male. All learners tested were at the junior high school level of grade VII. It is important to note that the learners have a Minangkabau cultural background, who are generally proficient in both the Minangkabau local language and the Indonesian national language. This data provides a deeper understanding of the characteristics of the learners who were the subject of the study, and the results provide a foundation for developing more targeted learning strategies. By knowing the level of learners' conflict resolution skills, the development of teaching materials and learning methods can be adjusted to effectively improve these skills. In addition, understanding the learners' cultural background is also important in designing a curriculum that is relevant and acceptable to them. In relation to the Minangkabau cultural context, social development theory [41] emphasises the importance of linking learning to local culture to enhance learner engagement and understanding.

3-4- Resources Required

In the fourth stage, identifying the resources required for product development is important. Based on the gap findings in Table 6, the resource requirements in the development of these teaching materials are outlined in Table 7. These resources include reference materials and literature, collaboration with local cultural experts, use of multimedia media, development of interactive materials, and an interactive classroom environment. The theory of social constructivism [41] is the main foundation to understand how the integration of *malakok* local culture in social studies teaching materials can shape students' knowledge and skills in conflict resolution. The involvement of local cultural experts provides important scaffolding in the learning process, while multimedia and interactive materials help students visualise and understand the dynamics of social and cultural interactions.

Table 7. Needs Analysis of Resources Required in Product Development

Content	Description
Reference Materials and Literature	• In-depth literature resources on *Malakok* local culture, history, and conflict resolution traditions that can be integrated into teaching materials. • References to related books, articles and research that support conflict resolution concepts.
Local Experts and Resource Persons	• Collaboration with local experts, community leaders or resource persons who have an in-depth understanding of *Malakok* and conflict resolution traditions in the region. • Interviews with key figures to gain first-hand perspectives and experiences.
Multimedia materials	• Use of multimedia such as videos, photos and sound recordings that depict real aspects of *Malakok* culture and conflict resolution situations. • Creation of multimedia materials that can enrich learners' learning experience.
Interactive Material	• Development of interactive materials such as role plays, simulations or practical activities that allow learners to actively participate in the learning process. • Utilization of interactive technology such as educational apps or online platforms to present materials in an engaging manner.
Interactive Classroom	• Facilities and equipment to create a classroom that is interactive and supports collaboration. • A classroom setting that allows for open discussion and exchange of ideas.
Evaluation and Development	• Evaluation instruments that can measure the achievement of learners' conflict resolution skills. • Resources for continuous development of feedback-based teaching materials and evaluation of learning outcomes.

By utilising these resources, we can create *Malakok*-based social studies teaching materials that are in-depth and relevant to improving learners' conflict resolution skills contextually. Based on the explanation in Table 7, it can be assumed that the presence of reference materials and literature allows us to gain a deep understanding of *Malakok* culture, the dynamics of human interaction and conflict resolution. It also provides a theoretical foundation and key concepts that can be integrated into the teaching materials. In addition, enlisting local experts and resource persons can offer first-hand views from local experts and community leaders, enriching perspectives and supporting the authenticity of teaching materials and providing practical insights and real-life experiences that can be integrated into learning content. Aulia Rahman et al. [28] in their writing also said that local wisdom can encourage cooperation, solidarity, and tolerance to create a post-conflict multiethnic society that lives in peace. Where schools have an important role in empowering students with the aim of improving students' emotional and conflict resolution skills, as well as promoting their democratic role in society [9]. And students as the youth of the nation's generation have the potential to build global peace, which was previously ignored in the global peace process [10].

Multimedia materials can provide strong visualisations to support learners' understanding of the dynamics of social interaction and conflict in *Malakok* culture and make it easier for education practitioners to present information in an interesting and relevant way using multimedia elements. Interactive materials, on the other hand, provide ideas and guidance for creating interactive teaching materials that can encourage learners' active participation and encourage education practitioners to use interactive technology to increase learner engagement. In addition, interactive classrooms can guide us in creating classroom environments that support open discussion and interaction between learners and provide ideas and methods for creating a classroom atmosphere conducive to interaction-based learning. And of course, we need an evaluation tool to check whether the product has reached the target or still needs further enrichment.

Based on the research findings, it can be understood that *Malakok* local culture-based teaching materials have great potential in supporting conflict resolution education in social studies learning. Conflict resolution education design is a necessity for Indonesian society to reduce the number of social conflicts in order to create a conducive, safe and peaceful situation [18]. Education is recognised as an important tool to create peace and address social conflicts. With concerns regarding violence in schools on the rise [39]. Likewise, Sweden's education policy mandate gives schools a dual mission, namely the development of content-based knowledge and the promotion of democratic values and competencies [20]. The focus on the development of Social Studies teaching materials with an orientation towards conflict resolution education shows that education can be an effective means to change people's behaviour and thinking. This paper asserts that conflict resolution can be taught through education, particularly through social studies subjects. It is also seen by Laurent Gabriel Ndijuye as an important effort to develop constructive conflict resolution skills [21].

The importance of developing local culture-based teaching materials, such as the Minangkabau *Malakok* culture, is emphasised as a manifestation of local wisdom that becomes a valuable learning resource, as a link in improving students' conflict resolution skills. This was also expressed by Dewi Susi Fitria et al on her concerns in the need for conflict resolution education design that emphasises cognitive and affective competencies [18]. This approach can increase the engagement and relevance of learning for learners. The identification of shortcomings and needs in the local environment, especially the results of research showing the need for teaching materials based on *Malakok* local culture in Pasaman, Indonesia, can be used as a basis for relevant parties to develop educational resources that are appropriate to the local context. These findings are also an impetus for the development of a companion book for social studies class VII Semester 1 in Pasaman, providing a basis for the development of teaching materials that are more complete and relevant to the learning needs in the area. In this stage of the development of teaching materials, the author is committed to continuing the writing in the next series, from the second to the last series, which will discuss the results of the product of teaching materials nontextual social studies junior high school grade VII. Thus, this paper not only provides conceptual understanding, but also provides practical direction in the development of local culture-based teaching materials, aimed at improving the understanding and conflict resolution skills of students in Pasaman, Indonesia.

Based on these findings, the implications of this paper are very relevant in the context of educational development in Pasaman, Indonesia. The findings highlight the urgent need for the integration of *Malakok* local culture-based teaching materials in the education curriculum, particularly in Social Studies subjects. Curriculum development that considers the local cultural context can strengthen learner engagement and the relevance of learning. Practical steps, such as involving local experts and resource persons, utilising multimedia technology and creating an interactive classroom environment, can provide a foundation for improving learners' conflict resolution skills. In addition, involving the active participation of teachers is certainly at the forefront of the implementation of this learning. This is also conveyed by Ayegbusi & Lucas [19] how teacher participation also contributes to increasing satisfaction in improving teaching effectiveness.

The importance of approaching learning by accommodating *Malakok*'s local wisdom also creates opportunities to build positive relationships between schools and communities. The involvement of parents and the local community can strengthen support for conflict resolution education. These findings, by confirming that education can be an effective tool for changing people's behaviour and thinking, provide a foundation for increased attention to the integration of conflict resolution in national education policy. In addition, practical implications include the continuous development and product evaluation of teaching materials. These measures ensure that local culture-based approaches not only positively impact learners' understanding and conflict resolution skills, but are also sustainable and adaptable to evolving educational needs. All of these implications carry the message that conflict resolution education is not only a local need in Pasaman, but is also nationally relevant. Therefore, relevant parties, both at the local and national levels, need to seriously consider increasing the role and urgency of conflict resolution education in supporting the formation of a generation that is able to contribute positively to the development of a peaceful, inclusive society based on local wisdom.

4- Conclusion

In conclusion, conducting a thorough needs analysis in the development of social studies teaching materials emerges as a crucial stride in enhancing the quality of education. This process, encompassing facets such as curriculum updates, addressing current issues, fostering student engagement, integrating educational technology, and enhancing teacher training, ensures that social studies education maintains its relevance and efficacy in preparing students for an ever-evolving global landscape. The focus on crafting robust teaching materials not only lends meaning to education but also extends far-reaching benefits to future generations. This study underscores the necessity for the creation of teaching materials rooted in local culture to augment students' proficiency in conflict resolution. The assessment of students' competence revealed a significant percentage (57.6%) in a low position, with only 28.2% and 14.1% in moderate and high positions, respectively. This highlights the imperative need for concerted efforts to uplift and enhance these essential skills. The observed deficiency in teachers' capacity to develop supporting materials, particularly by incorporating local cultural elements into social studies, amplifies the significance of delving deeper into this study. Moving forward, future research should prioritize the adoption of local values in the creation of social studies teaching materials. This strategic incorporation aims to produce supporting materials that can be effectively applied in seventh-grade semester one social studies classes, particularly in the context of Indonesia. By intertwining local culture with educational materials, we can forge a path towards a more holistic and culturally relevant approach to teaching, ultimately fostering a generation equipped with the skills necessary for constructive global citizenship.

5- Declarations

5-1-Author Contributions

5-2- Data Availability Statement

Data sharing is not applicable to this article.

5-3- Funding

5-4- Institutional Review Board Statement

Not applicable.

5-5- Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

5-6- Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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