

Playing a Role as a Mediator in Resolving Child Disputes

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Abstract

Sekolah Indonesia Davao (SID) in Mindanao, Philippines, was established in 1985 to provide education for Indonesian children. However, the main challenge faced is conflicts among students and between students and teachers, which are also influenced by family and social dynamics. The lack of knowledge about conflict resolution methods, such as mediation, has become a significant obstacle in creating a conducive learning environment. This activity aims to introduce mediation as a conflict resolution solution through socialization and training for students at Sekolah Indonesia Davao. The methodology used includes initial observation, interviews with teachers and students, problem mapping, the formation of a training team, and the implementation of socialization and training activities using role-playing as mediators. The results of the activity showed an increased understanding of mediation concepts and the ability to practice simple conflict resolution among students. The role-playing method proved to be effective in engaging students, although the limitation of students' proficiency in the Indonesian language was identified as one of the challenges. In conclusion, the introduction of mediation can help create more effective conflict resolution solutions in the school environment. It is recommended that similar activities be continued with a focus on improving students' Indonesian language skills and involving more stakeholders, such as parents and the local community, to broaden the program's impact. Thus, the results of this program can serve as a foundation for developing conflict resolution methods in similar schools.

Keywords : *Mediation, Conflict Resolution, Sekolah Indonesia Davao.*

Introduction

Sekolah Indonesia Davao (SID) in Mindanao, the Philippines, was established in 1985 as part of the Indonesian government's efforts to provide access to education for children of Indonesian citizens residing in the region. To date, SID serves approximately 120 students across various levels of education, ranging from Grade 1 to Grade 12.

The primary objective of establishing SID is to provide quality education based on the Indonesian curriculum, to strengthen national identity, and to prepare students to contribute meaningfully to social and community life both in

Indonesia and in the Philippines.¹ However, the teaching and learning activities at SID face various challenges. One significant issue is the occurrence of conflicts, both among students and between students and teachers. In addition, conflicts are also found within family and social environments, which may influence students' behavior and academic performance at school.

Mediation is one of the conflict resolution methods that involves a third party acting as a neutral mediator to assist disputing parties in reaching a mutually agreed solution. Unfortunately, this method is not yet widely known at SID. Therefore, the Faculty of Law of Bhayangkara Jakarta Raya University initiated a Community Service Program (Pengabdian Kepada Masyarakat/PKM) in the form of socialization and role-play training as mediators to help address and resolve conflicts experienced by students.

METHOD

The Community Service Program (PKM) was conducted over a three-month period, from March to May 2024. The first stage involved planning and pre-observation, which aimed to observe the SID environment in order to understand the social dynamics between students and teachers. This was followed by interviews with teachers and students to assess their understanding of mediation. Subsequently, problem mapping was carried out to identify students' levels of proficiency in the Indonesian language, as not all students possess adequate Indonesian language skills. Finally, constraints in the implementation of the training and socialization activities were identified.

Following the planning and pre-observation phase, a Socialization and Training Team was established for the implementation stage. The team consisted of lecturers from the Faculty of Law of Bhayangkara Jakarta Raya University, lecturers from the Faculty of Communication and Business, as well as teachers

¹ Sari, Elok Fariha, et al. Pengaruh Organizational Learning Terhadap Pemahaman Guru Sekolah Indonesia Davao Tentang Implementasi Kurikulum Merdeka. *Joyful Learning Journal*, 2024, 13.4: 60-64.

from SID. Subsequently, discussions were conducted to determine the target classes for the training activities, namely students from Grades 1 to 6.

After the planning and pre-observation stages, the implementation of the activities was carried out. At this stage, further observations were conducted to assess students' needs and to determine appropriate delivery methods. This was followed by an introduction to mediation through socialization sessions covering the concept, benefits, and functions of mediation in daily life, particularly within the teaching and learning process. Subsequently, role-play training was conducted, in which students were trained to act as mediators in simulated conflict situations in order to understand the roles and responsibilities of a mediator.

The final stage involved evaluation and report preparation. The evaluation was conducted in collaboration with teachers to assess students' comprehension of the material delivered. A structured report was then prepared for publication, enabling the outcomes of the Community Service Program (PKM) to be followed up and further developed.

RESULTS AND DISCUSSION

Storytelling is an activity that is commonly found in early childhood learning processes; however, this does not mean that older children do not need it or do not enjoy it.² Regarding research on the importance of storytelling for children, Care Point Academy explains that storytelling plays a crucial role in language and cognitive development. Stories serve as a powerful tool for teaching children about the world around them. When children listen to stories, they are helped to learn important values as they are introduced to new ideas and encouraged to develop creative thinking. Storytelling also enriches children's emotional intelligence.

² Nurshakilah, Haura, et al. Analisis Strategi Pembelajaran Bahasa Indonesia Pada Siswa Sekolah Indonesia Davao, Filipina. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, 2024, 7.1: 623-628.

Sekolah Indonesia Davao (SID) was established in 1968. In June 1968, SID began its teaching and learning activities at Jalan Mangga, Juna Subdistrict, Matina, Davao City. The initial students of Sekolah Indonesia Davao were children of the Home Staff of the Indonesian Consulate General (KJRI) in Davao City. On 17 August 1968, the school was officially inaugurated by Consul Wardoyo as a branch of Sekolah Indonesia Manila. Subsequently, on 12 February 1982, the Government of the Republic of Indonesia constructed the KJRI building in the Ecoland Subdivision, which houses SID (SID Website).

In the 1971 academic year, SID began accepting students from Indonesian communities residing outside Davao City. This policy was part of the government's protection efforts and its commitment to educating Indonesian children who, at that time, lived in areas relatively distant from Davao City (Antara). One of SID's objectives is to produce graduates who are proactive, possess a strong sense of nationalism, and take pride in Sekolah Indonesia Davao, thereby enabling them to become resilient future generations. Currently, SID provides education at the elementary, junior high, and senior high school levels.

One of the major challenges faced by SID is the lack of participation among parents of students of Indonesian descent.³ This situation is understandable, as many parents live in remote areas that are difficult to access and, economically, most are below the poverty line. Having been born and raised in the Philippines, SID students tend to absorb Filipino culture, which poses a significant challenge in reintroducing and strengthening their Indonesian identity—particularly as teachers are required to teach multiple subjects across multiple grade levels. According to UNHCR records from 2019, there were 8,745 people of Indonesian descent in the Philippines, of whom only 2,842 were officially registered as Indonesian citizens. This indicates that SID must begin to open itself to students who are not Indonesian citizens in order to maintain its institutional sustainability in the future. One of SID's unique features is the provision of male and female dormitories for Indonesian children whose parents live far from

³ Faaliha, Moza. *Program Konsulat Jenderal Republik Indonesia Davao City Dalam Meningkatkan Nasionalisme Siswa Sekolah Indonesia Davao (Sid) Tahun 2022-2023*. 2024. PhD Thesis. Universitas Muhammadiyah Yogyakarta.

Davao City and are below the welfare threshold, where students receive their daily necessities free of charge.

Based on observations conducted on 1 April 2024 and an interview with the Vice Principal, the number of SID students as of February 2024 was recorded as follows :

1. Elementary School (SD): Grades 1 to 6, with a total of 15 students, consisting of 12 males and 5 females.
2. Junior High School (SMP): Grades 7 to 9, with a total of 29 students, consisting of 11 males and 18 females.
3. Senior High School (SMA): Grades 10 to 12, with a total of 41 students, consisting of 21 males and 20 females.

The use of Indonesian as a compulsory language of interaction is taught in accordance with students' proficiency levels in order to avoid causing psychological trauma. In addition, prior to enrollment at SID, prospective students are expected to participate in the Basic Indonesian Language Knowledge Course (Kursus Pengetahuan Dasar Bahasa Indonesia/KPDI) in their respective local areas. Through KPDI, students generally learn about Indonesia and the Indonesian language, so that when they transfer to SID, they are already equipped with basic knowledge as Indonesian citizens. KPDI was initiated by the Government of Indonesia in 1977, and in the Mindanao region there are currently 13 KPDI centers established.

The Urgency of Socialization and Role-Play Training as Mediators at Sekolah Indonesia Davao

Socialization and role-play training as mediators at Sekolah Indonesia Davao (SID) constitute an urgent necessity given the high potential for conflicts among students within the school environment. Such conflicts often arise from differences in culture, language, and family backgrounds, as the majority of SID students are children of Indonesian citizens living in a multicultural setting in Mindanao, the Philippines. Conflicts that are not properly managed may disrupt the learning atmosphere, damage social relationships among students, and even affect their emotional well-being.

Mediation training equips students with the ability to resolve conflicts peacefully through dialogue and mutual understanding. This approach teaches skills such as active listening, understanding others' perspectives, and jointly seeking solutions—skills that are not only beneficial within the school setting but also valuable in their broader social lives. Another urgent concern is the increasing incidence of bullying and group conflicts, which have become common issues in many schools⁴, including SID. With the increasing prevalence of disputes among students, mediation skills have become an essential tool for preventing conflicts from escalating. Moreover, students who possess mediation skills can act as “peer mediators” for their classmates, thereby fostering a more harmonious and conducive learning environment. Furthermore, such training prepares students to face conflicts in their social environments, both within their families and communities. By understanding the concepts and practices of mediation, students can become agents of change who help cultivate a culture of dialogue and tolerance within the surrounding multicultural society.

Therefore, mediation training at SID is not only important for resolving conflicts within the school environment but also serves as an investment in life skills that students can apply across various aspects of their lives. The implementation of the program consisted of three activities. The first activity took place on Friday, 5 April 2024. Although the program generally targets Elementary School students (Grades 1–6), this particular activity was conducted ahead of the Eid al-Fitr holiday and was specifically intended for Grade 12 students who had completed the National Examination and were preparing to return to their hometowns. These students would await the announcement of their graduation results at their respective homes.

The event was held after the Dhuhr prayer in the SID lobby and was officially opened by the Vice Principal, Mr. Drs. Heru Santoso. In his opening remarks, Mr. Heru provided motivation and guidance to the students,

⁴ Haslan, Muhammad Mabur; Sawaludin, Sawaludin; Fauzan, Ahmad. Faktor-Faktor Mempengaruhi Terjadinya Perilaku Perundungan (Bullying) pada Siswa SMPN Se-Kecamatan Kediri Lombok Barat. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, 2022, 9.2: 24-29.

particularly those intending to pursue higher education in Indonesia. He also introduced Bhayangkara Jakarta Raya University (UBJ) to the students. The program then continued with an introduction to the Faculty of Law of Bhayangkara Jakarta Raya University and the legal profession of an advocate, delivered by Dr. Erwin Syahrudin, S.H., M.H. The session lasted approximately 40 minutes and concluded with a question-and-answer discussion.

Results of Socialization and Training Based on Interactive Methods and Role Theory

The implementation of mediation socialization and training at Sekolah Indonesia Davao employed interactive methods.⁵ and role theory⁶ yielded significant outcomes for the students. Interactive methods, such as group discussions and role-play simulations,⁷ enabled students to actively understand the concept of mediation⁸, practice the role of a mediator and learn peaceful conflict resolution skills. Role theory was applied through simulations of simple conflict cases relevant to students' daily lives, such as disputes among classmates or differences of opinion within study groups.

In this training, students were taught to identify the root causes of problems, manage emotions, and create fair solutions for all parties involved. Active student participation in each training session enhanced their emotional and intellectual engagement, thereby deepening their understanding of mediation concepts.

Benefits Obtained:

1. Dispute Resolution Skills

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- ⁵ Endarto, Ikhwan Akbar; Martadi, Martadi. Analisis potensi implementasi metaverse pada media edukasi interaktif. *BARIK-Jurnal S1 Desain Komunikasi Visual*, 2022, 4.1: 37-51.
- ⁶ Abdurrahman, Abdurrahman. Sociolinguistik: Teori, peran, dan fungsinya terhadap kajian bahasa sastra. *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra*, 2008, 3.1.
- ⁷ Sinurat, Benny Jonathan. Model Pembelajaran Simulasi. *Di akses dari Academia. ed. pada*, 2019, hal. 3.
- ⁸ Lundby, Knut; Livingstone, Sonia. Konsep Mediasi dan Mediatisasi. *on Science Mapping and the Development of Science*, 2016, 96.

Students acquired practical skills⁹ in resolving conflicts peacefully through dialogue and collaboration. They learned to listen actively, identify the root causes of problems, and propose solutions acceptable to all parties.

2. Conflict Management

This training equipped students with the ability to manage conflicts strategically.¹⁰ They are able to recognize potential conflicts at an early stage, prevent escalation, and take constructive steps to resolve them.

3. The Principle of Deliberation Based on the Spirit of Pancasila

This training instilled the values of Pancasila, particularly the fourth principle, namely *“Democracy guided by the inner wisdom in deliberation/representation.”* Students were taught to prioritize dialogue and deliberation as means of resolving problems, to respect differing opinions, and to reach mutual agreements in the spirit of togetherness and mutual cooperation (*gotong royong*).

Through this training, students were not only trained to become effective mediators but also developed into individuals capable of practicing national values in their daily lives. This program contributes to the formation of students' character, enabling them not only to competently resolve conflicts within the school environment but also to serve as positive agents of change in society.

Conclusion

Through this activity, it is expected that students of Sekolah Indonesia Davao will be able to understand and practice mediation methods in resolving conflicts, both within and outside the school environment. This socialization and training program is also expected to serve as a foundation for the development of future conflict resolution programs, not only at SID but also in other schools. The

⁹ Putra, Wahyu Utama, et al. Kurikulum Berorientasi Karier di Perguruan Tinggi Jawa Barat: Menghubungkan Pendidikan dengan Tuntutan Dunia Kerja Melalui Pembelajaran Praktis dan Keterampilan Industri. *Jurnal Pendidikan West Science*, 2023, 1.08: 528-537.

¹⁰ Dewi, Tyas Hapsari; Handayani, Agustin. Kemampuan mengelola konflik interpersonal di tempat kerja ditinjau dari persepsi terhadap komunikasi interpersonal dan tipe kepribadian ekstrovert. *Jurnal Psikologi*, 2013, 12.1: 1-12.

conclusion of this Community Service Program (Pengabdian Kepada Masyarakat/PKM) is that mediation socialization and training based on interactive methods and role theory successfully enhanced students' understanding and skills in resolving conflicts peacefully at Sekolah Indonesia Davao. Interactive methods enabled students to actively participate in discussions and simulations, while role theory provided hands-on experience in performing the role of a mediator. As a result, students not only became more proficient in managing conflicts within the school environment but also developed a deeper understanding of the importance of deliberation and tolerance as foundations of social life. By integrating the values of Pancasila, this program contributed to shaping students' character as agents of peace within their school and broader social environment.

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There is no conflict of interest in the publication of this manuscript

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