

## Making Peace with the Past: Peace Education in Post-Conflict Aceh Societies through the Application of Cognitive Behavioral Therapy

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### Abstract

This paper has two objectives, namely, to map the problems of history learning to promote peace in post-conflict societies and offer applicable solutions. The research questions are 1) How do schools in post-conflict areas experience pedagogical conflict, especially when confronting “difficult history” events that arise in classroom discussions? 2) How does the impacts caused? and 3) What solutions can be offered? This research paper is a qualitative research design with a phenomenological approach. The primary informants in this post-conflict generational research are teachers and students in East Aceh. Involved 55 participants from schools scattered in locations with predefined characteristics. The gender ratio was 69.6% females and 30.4% males. The youngest volunteer was 12 and the oldest was 52 of age. The main techniques used in the data collection was observation, which aims to observe the learning process in the classroom and various other potentials outside the classroom that contribute to conflict. Interviews were carried out to deepen the results of observations as data comparisons. The documentation study was conducted to analyze curriculum documents and the used teaching materials. The results of the research show that schools in post-conflict areas, especially in the research setting of “difficult history” learning, experience pedagogical conflict by placing teachers, students, and schools in a latent conflict structure. The behavior of teachers and students in a learning atmosphere is the culmination of contradictions in the knowledge and epistemology that students have before they enter the classroom. The most visible impact is the emergence of cognitive biases and unconscious history due to the tug of war between the psychological and social modalities of the post-conflict generation. Cognitive Behavioral Therapy application is in accordance with the peace education postulate started by deconstructing the image of the enemy and ended with conflict management skills.

**Keywords:** Cognitive Behavioral Therapy, Difficult Knowledge, Peace Education, Post-Conflict Societies, Social Studies Education

### Introduction

Peace education is defined as a collection of educational, planning, pedagogical, and practical policies that can provide students with competencies to acquire skills and values for generating comprehensive peace (Bajaj, 2008). Schools in Aceh's post-conflict areas play a role in supporting peacebuilding efforts (Gill & Niens, 2014a). This task is feasible with or without a specially

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designed educational curriculum (Dorji, 2021; Khurshid, 2018; Maebuta, 2019). Some communities seek at pedagogical dialogue and humanist application (Gill & Niens, 2014b), and inculcation of moral values (Sariyatun et al., 2019), or in other terms, the internalization of faith and moral (Suadi et al., 2018). These efforts are essentially the attempts to transmit or transform various values into social energy in peacebuilding.

This ideal task is supported by experts like Johnson & Johnson (2020), who agreed that one of the duties of teachers in post-conflict areas is to deliver knowledge, skills, and awareness of the presence of peace. Cui et al., (2018) strengthens it by identifying teachers as the primary agents of social change.

However, this task is not as easy as said. It is especially felt by the history or social studies teachers at junior and senior high school levels. Teaching or learning from and or about social and historical trauma is considered a major challenge, which is then termed in the key concept of "difficult knowledge". The idea of 'difficult knowledge' has been formulated by Deborah P. Britzman (Britzman, 1998; 2000; 2013; Britzman & Pitt, 2004). More specific discussions in the education of history have been studied by Farley (2009) and Matthews (2010).

In peace education practice, it is rarely considered that school residents have been shaped by conflicts with personal and collective legacies from the painful past (Weldon, 2010). In fact, even though the conflict has ended, the people inside are still brought up with complaints of enmity, fear, anxiety, and inevitable side effects. This occurs because empirically, every individual in post-conflict society remains to live in the shadow of a collective memory of past trauma (Good et al., 2006; Grayman et al., 2009; Hinan, 2010; Bar-Tal et al., 2014; Briggs, 2016). Thus, the burden of history and social psychological conditions are a thick wall that needs to be dealt with.

Research carried out by Zembylas (2014) shows a conclusion that curriculum adjustment functioning to erase historical memories in post-conflict societies that has a positive impact on peacebuilding efforts. One form of curriculum adjustment in post-conflict areas is the development of national identity (Shah, 2012; Wasino, 2013). It is similar to the arguments gathered in this preliminary study of this research. Senior tertiary education level teachers in the Aceh Timur (East Aceh) region agreed that talking about conflict is a way to let wounds stay and not heal. In their views, today's life only needs to be filled with new pages and the task of overseeing the implementation of the Helsinki accord.

However, this argument is in contrast with the opinion of younger teachers who see the situation differently: This is based on two main explanations: 1) the post-conflict Acehese generation needs their memories as a more prominent psychological and pedagogical need; and 2) There are opportunities in the national curriculum to develop local history and thus open up learning spaces for historical material that is difficult or sensitive.

Furthermore, in implementing peace education, the teachers encountered obstacles in the form of framed students' opinion and difficulties in penetrating the narrative and subjective perceptions they have as the result of post-conflict social psychology. These obstacles are also known as pedagogic conflicts.

Based on the conditions above, psychosocial intervention is needed in history education classes to deal with "difficult knowledge" (recollection of emotional challenging historical events) so that the goals of peace education can be achieved. Psychosocial interventions in education in post-conflict societies have been carried out by Ager et al., 2011; Brounéus, 2010; Jordans et al., 2010; Kohrt et al., 2010;;Tol et al.,;2013) but has not yet constructed it in an integrated manner in the form of peace education. Peace education can be carried out by conducting behavioral interventions in the community, especially adolescents who are victims of conflict, as proven by Betancourt et al., (2012), Berger et al., (2012) and, Pearlman (2013).

To formulate a more precise solution, this research is preceded by an effort to understand the main phenomenon. First, conflict in the 'difficult history' teaching classroom will be analyzed using Galtung's Conflict Triangle (Galtung, 1973; Miall, 2000) as a grand theory. Then it is supported by Lewin's Field Theory to explain the work of environmental determinants outside of the school environment that contributes to pedagogic conflicts in the classroom. Lewin views that each individual is in a specific psychological force field (Duch, 2017). The Lewin's Field Theory argues that behavior is derived from the totality of coexistence and interdependence on the forces that befall a person or group and create a living space where behavior occurs (Burnes & Cooke, 2013). Lastly, as a form of practical contribution that distinguishes this research from similar research, we propose a psychosocial intervention in the form of Cognitive Behavioral Therapy. This is an applied theory derived from Lewin's theory, which is also known in the educational psychology theory as a cognitivism theory cluster. Cognitive Behavioral Therapy (CBT) is developed by Aaron Beck to change behavior by changing thinking systems.

### **Research Questions**

The research questions that will be answered are:

- 1) How do schools in post-conflict areas experience pedagogical conflict, especially when confronting “difficult history” themes that arise in the classroom?
- 2) How do the impacts the post conflict affect confronting “difficult history” themes in the classroom?
- 3) How do CBT be a solution to the impact the post conflict affect confronting “difficult history” themes in the classroom?

### **Concept and Theoretical Framework**

Peace Education is a term developed from the definition of peacebuilding. As mentioned earlier, it is defined an educational, planning, pedagogical, and practical policies tool that can provide students with skills and values for creating comprehensive peace (Bajaj, 2008). The theory of peace education is developed by many experts. One of them is Danesh (2006), with an integrative peace education theory based on the concept of peace and psychological, social, political, ethical, and spiritual conditions. He argues that all human circumstances, including peace, are shaped by our view of reality, human nature, the purpose of life, and in human relationships. Harris (2004) states that peace education has five main postulates, namely (1) it explains the roots of violence; (2) it teaches alternatives to violence; (3) it adjusts to cover different forms of violence; (4) peace is a process that varies according to context; and (5) conflict is omnipresent. Furthermore, it is explained that peace education covers five general areas, namely human rights, environmental, global, conflict resolution, and peace educations. These five areas are developed from peace education rooted in the religious traditions of, love, compassion, charity and, tolerance to modern theory based on reducing the threat of interpersonal and environmental violence.

Previously, several peace education approaches have been developed by, Danesh (2006), Sukendar (2011), Eslami-Somea & Movassagh (2014), Maebuta (2019), and Sariyatun et al., (2019). However, this research does not make the psychosocial aspects an essential element in dealing with the research subjects. Research on peace education in Aceh has been carried out by Suadi et al., (2018) using the perspective of religion which according the researchers, it is only possible to be one aspect of the defense mechanism without understanding more about the psychological situation of the research subject. This research also follows up on the research conducted by

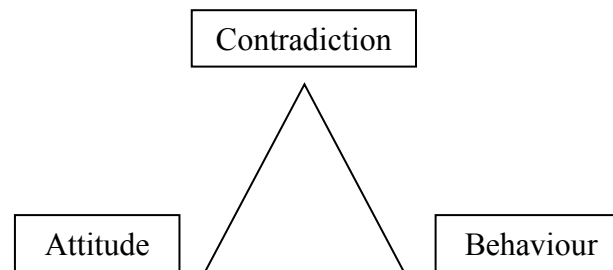
Blumberg et al., (2017). They suggested that peace education is needed to break away from structured authoritarianism in the form of the collective memory of conflict, which can function as a system that perpetuates conflict. Davies (2005) also suggests that peace education should focus more on psychological therapy in post-conflict societies.

The implementation of peace education in learning will face various situations. One of them is the emergence of “difficult knowledge” that is connected to a post-conflict psychosocial impact.

Difficult knowledge is formulated by Garrett (2011) as a theoretical construction that shows a situation when a person faces representations of social and historical trauma, especially in learning situations. It is a situation where emotional and pedagogical complications arise. Garrett pointed out that the existence of unconsciousness experienced by people due to uncertainty of knowledge, traumatic learning methods. Or where personal history gives more influences to current perceptions it can be said to be as a form of protection against psychological discomfort and pain. Difficult history is also mapped by Gross & Terra (2018) as events that contain the national historical center data that contradicts local history or accepted values. It is also connected to current problems. It involves the violence of the majority group or state, and creates a disequilibrium that requires adjustments towards personal and collective understanding of history. Rose (2016) defines difficult knowledge as history that is too difficult to bear. It determines how history is formed based on risk and reasons. Responding to this situation, she assumes that historians should be responsible for responding with ethical representations of difficult history. Difficult knowledge, as mentioned by Britzman (2000) and Britzman & Pitt (2004), is a pedagogical process in dealing with content that includes war, genocide, large-scale death, forced destruction, starvation, confinement, enforced disappearances, and dislocation. Through a study of museums, Segall (2014) mentions the difficulties attached to contents that are often faced with personal and collective investment, identity, and history that work to encourage or even limit the tendency of students to learn. This way of learning establishes the knowing and not knowing and the remembering and not remembering mechanisms. The same conclusion is mentioned by Trofanenko (2011) through his study on museum pedagogy to observe intergenerational interactions in specific conversations related to the learning of difficult historical events. However, apart from being connected with difficult history, difficult knowledge is also related to other emotional experiences, such as racist ideas and other bad experiences (Shim, 2014;Purnomo et al.,

2019). Therefore, difficult knowledge can be concluded as knowledge related to human emotional experience, whether consciously or not, both individually and collectively.

Pedagogic conflicts in the classroom that occur in the form of the purpose of the situation and the background of teachers, students, and the themes of difficult history can be explained through the Conflict Triangle Theory (Galtung, 1973). Galtung states that conflict can be seen as a triangle, with contradictions (C), Attitude (A), and Behavior (B) at their peaks (see figure 1). Contradiction refers to the basis of the conflict situation as well as the incompatibility of goals. Attitudes, in this case, can be positive or negative. However, in violent conflict, parties tend to develop negative stereotypes. This is driven by various negative emotions. The attitude itself consists of emotive, cognitive, and conative attitudes. While, behavior manifests in various activities in interaction, including gestures (Ramsbotham et al., 2011)



**Figure 1. Galtung's Conflict Triangle** (Miall, 2000, p. 21)

To analyze the impact of pedagogic conflicts in the classroom related to difficult history teaching, the Lewin's Field Theory will provide an overview of how individuals psychologically respond to various pressures originating from their environment. In this context, the Kurt Lewin's Field Theory (Duch, 2017) can be used as a theory to explain the relationship between individual cognitive mental processes and the psychological environment leading to certain behaviors, including learning activities. Lewin's Field Theory argues that behavior is derived from the totality of coexistence and interdependence on the forces that befall a person or group and create a living space where behavior occurs (Burnes & Cooke, 2013).

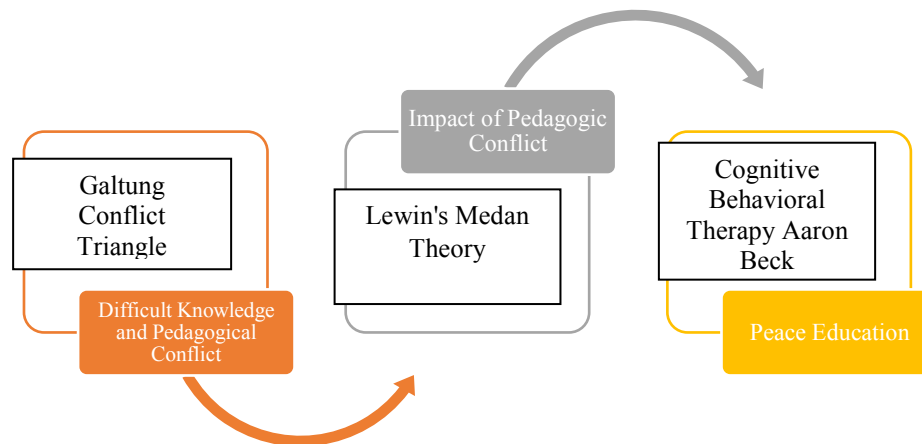
Lewin argues that each individual is in a psychological force field. The psychological force field in which the individual reacts is known as "Life Space". His famous equation is  $B=f(P, E)$ , expressing B (behavior) is the function ( $f$ ) of P (person) and E (environment) (Duch, 2016). Therefore, this research is expected to add references regarding the use of the Field Theory in social sciences and learning, which is still limited. Several previous noted research has applied this

theory in learning themes by, Harahap & Surya(2017), Hanim(2018), and Bhayangkara et al (2020). On other themes, one of which can be illustrated through research Suharso et al., (2017). However, it is rare to use a theory to understand the problems in classes of post-conflict areas. Lewin's theory functions as a middle theory which is in line with its use in conflict resolution research with the *Psychodynamic Theory*, *Gaming Theory*, *Human RelationsTheory*, and so forth (Ajala, 2009).

In accordance with the research objectives, namely the formation of a learning approach in Peace Education based on the social-psychological condition of the post-conflict Aceh community, this research requires a theory that could be an intervention to the problems faced by the research subjects. Furthermore, according to the research focus, the recovery of psychosocial conditions in the post-conflict generation requires psychotherapy treatment to be applied integrally in forming the peace education model. Thus, researchers chose Cognitive Behavioral Therapy as the axiology side of this research.

Cognitive Behavioral Therapy (CBT) a general term for cognitive therapy is a psychosocial intervention in the form of psychotherapy. The purpose of this therapy is to train the thinking or the cognitive function and how to act. The focus is to change cognitive distortions that are disruptive, behavior, and emotional regulation. This therapy is considered suitable in the formation of a peace education model because it uses a combination of cognitive and learning paradigms. In addition, the available techniques allow teachers or social workers to apply the CBT methods in various situations. Its use in education is also demonstrated by the important role of psychoeducation throughout the series of CBT. This method also allows various modes of technology, including smartphone applications, video and audio recording, internet videos and images, and even virtual reality (Volungis, 2018) close to the learning setting.

The CBT and the Lewin's theory have the same assumption that a person's mindset and beliefs can influence the person's behavior. Thus, cognitive modification or changes in cognition can produce changes in behavior (Nevid, 2007), including personality development (Aini, 2019). The CBT has also been successfully applied to rectify the emotional situation of children victims of conflict (Mirza & Sulistiyarningsih, 2013) and social anxiety (Asrori, 2015).



**Figure 2. The Relationship of Concept and Theory**

Source: processed by the researchers

## Method

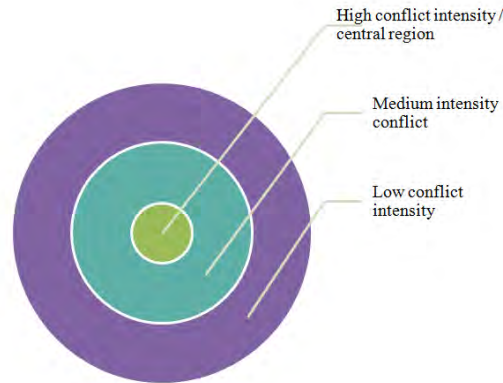
### Research Design

This research used a qualitative naturalistic research design. Bogdan & Biklen (1997) suggest five characteristics of qualitative research as 1). It utilizes natural settings as direct data sources with the researchers as the main instruments, 2). It is descriptive, 3). It pays attention to the process rather than the result or product, 4). It tends to be inductive, 5). Meaning is an important concern in it. Nasution (1992) adds these characteristics by prioritizing direct data (firsthand), triangulation, contextual details, and an emic perspective that is value bond. Therefore, the approach chosen according to the research question is the phenomenological approach, while the type of research was a case study. The qualitative naturalistic design was used according to the research question in this paper. The use of qualitative research will allow the authors to identify the subject as well as feel what the subject experiences in everyday life. It is possible because the authors are involved in the context, the situation, and the setting of the natural phenomenon studied. The research was carried out in Aceh Timur (East Aceh) District. This was based on several considerations, especially the intensity of past conflicts, which were relatively high and experienced a shift in security disturbances in the post-conflict era (Siregar, 2012). The phenomenological framework is focused on exploring the experience and meaning of learning in schools in Aceh post-conflict with the characteristics of the research area that will be described in detail. The phenomenological approach relates to the understanding of everyday life in classroom learning regarding 'difficult knowledge' and the intersubjective world of the participants, both in terms of students, teachers,





and studies in conflict areas (Brata, 2014; 2018; Murjani, 2015; Tamang & Shrestha, 2021). The concentric circles in this research were drawn from conflict centers and affected areas with moderate and low conflict intensity. The characteristics are illustrated as follows:



**Figure 4. Locus Characteristics**

Source: processed by the researchers

The conflict *center* in this research was chosen to be located in the KeudeuGeurobak area, Banda Alam District, Aceh Timur (East Aceh), and the immediate surrounding areas. The second conflict area was the Idi Cut area with its darkArakundo event, also known as the Idi Cut tragedy. This area was in the Darul Aman District. The final location in the research was Idi Rayeuk. Several incidents occurred, the 14-hour coup by GAM, the Aceh Timur event, and many armed contacts between GAM and the government. Nonetheless, the situation is relatively safer because one of the headquarters of The Indonesian National Armed Forces (TNI) was in the center of Idi City. The research was carried out for one year, starting from September 2019.

### Participants

Researchers successfully managed to collect 55 participants from teachers and students with a gender ratio of 69.6% females and 30.4% males. The youngest volunteer was 12 and the oldest was 52 of age. Individuals who were chosen as informants in this research were teachers and students who were selected purposively. It means that the informants are people who live or work in schools in areas with unique characteristics.

The participants were teachers and students who studied in three areas according to the past conflict intensity category and post-conflict impacts as described above. The schools are in Keudeu Geurobak (Banda Alam), Idi Cut (Darul Aman), and Idi Rayeuk regions. In the first region, the

students and teachers have monocultural characteristics, homogeneous ethnic, social, and economic backgrounds. In addition, they are ethnic Aceh and Muslim. They have parents who work as farmers and traders. Geographically, they live in inland area. In this region, there are two high schools and six junior high schools/equivalent. Meanwhile, in the outer regions, the characteristic is more open, starting from having a more heterogeneous ethnic background and more varied socio-economic background. Although the area is small, the Idi Rayeuk region has a Buddhist community and a monastery as their place of worship. The people work as traders, fishermen, government workers, private entrepreneurs, and laborers. There are three junior high schools, one vocational high school, and seven junior high schools/equivalent. Meanwhile, in Darul Aman District, there are five junior high schools/equivalent, one senior high school, and one vocational high school. The participants were selected randomly and based on their willingness to provide further data such as participant curriculum vitae. It is in accordance with Husserl's opinion that phenomenological research uses a purposive sampling technique where everyone who has experience about the phenomenon being studied has the right to become a participant. However, on the other hand, ethical considerations where participation is voluntary and permission to record interviews are needed as well as the confidentiality of participant identity must be maintained (Carpenter, 2011).

The researchers carried out observations in several classes at junior and senior high schools by tracking the distribution of the History Education study program alumni of one of the campuses in the Aceh Timur (East Aceh) region who work in the research location. The initial subject is the opening path to the following participants. Teachers and students play the role as the main informants. The Head of the Education Office is the key informant while community leaders, education practitioners, and the general community serve as supporting informants.

### **Data and Data Sources**

In essence, according to Denzin & Lincoln (2008), the focus of phenomenological research is in the form of a textural description, namely what is experienced by the research subjects about a phenomenon. In this research, the phenomenon in question is difficult knowledge learning in the post-conflict Aceh region, especially in Aceh Timur (East Aceh). The second focus is the structural description, namely how the subjects run into and interpret their experiences. In this case, those are in the form of opinions, judgments, feelings, hopes, and other subjective responses from participants regarding their experiences.

The data used in this research were in the form of human documents or informant testimony, events or behavior of research subjects, and contemporary or archival recorded data as well as relevant previous research. The main data used were in the form of behavior in the interaction of difficult history learning or difficult knowledge and things that might be the contributing factors. Teacher and student interactions, social attitudes, and other events were recorded and stored as field notes. It is also based on Galtung's theory(1973). The data will include various contradictions in learning, behavior, and attitude that form the conflict phenomena in the classroom. The contradictions can be in the form of the parties involved, their relationship, and differences in objectives, or an inherent conflict of interest. While the attitude in it can be in the form of perceptions, misperceptions, or stereotypes of the conflicting parties. These data are obtained by recording the emotional status or emotive attitudes of students and teachers in the present and their relevance to the memory of the conflict period as well as their cognitive and conative attitudes. The sources of these data are the students and teachers who serve as the main actors in learning. While behavior is in the form of cooperation, gesture, friendship, or hostility both in the school environment and outside the school.

The next data can be in the form of the environment of students and teachers. The data contain environmental pressures originating from history, norms, values, structures, or social dynamics around teachers and students perceived by students or teachers. The process serves as the field of attraction between psychological situations and the environment that generates broader behavior inside and outside the classroom as explained by Lewin's theory (Duch, 2017). Therefore, participants 'curriculum vitae is vital to explain the phenomenon, making the meaning behind it can be known.

Secondary data regarding the points above were obtained from various archives, curriculum documents, relevant previous research, and information derived from supporting informants such as school principals, community leaders, and education practitioners at the research locus.

## **Data Collection Technique**

### **Observation**

The main technique used in this research was observation. The objective of the observation is to target the textural description. This technique is used to directly observe learning events and situations outside the classroom affecting it. Learning activities between students and teachers in

the classroom related to 'difficult knowledge' were observed directly. Researchers also feel what happened in the classroom and the community as a form of participatory observation. Likewise, interactions between students and students, teachers, and peers outside the classroom were observed in several schools randomly by checking the learning schedule according to difficult historical themes. Activities outside the classroom were observed as phenomena that support the situation in the classroom. The observation was also carried out in the community as the social and cultural environment of students and teachers. The observation was conducted by observing how social and cultural constructions are formed both within the family, group, or community institutions. Researchers recorded the results in the form of video and field notes.

### **In-depth interviews**

In-depth interviews were carried out with the participants, teachers, and junior high and high school students voluntarily at the research locus. Interview questions were designed to be semi-open to make them more flexible and follow the circumstances, needs, interests, and concerns of the informants. Interviews were conducted to explore phenomena that appeared in difficult knowledge learning. The focus of the interview was aimed at revealing the structural description, namely how the subjects run into and interpret their experiences. Interviews Were carried out to understand the social and psychological environments felt by the research subjects and the dialogue that occurred between them. Certain individuals were interviewed to obtain data or information regarding themselves, such as their principles, knowledge, curriculum vitae, views, perceptions, judgments, feelings, expectations, social pressures, norms, culture, history, and other subjective responses derived from other participants regarding their experiences. In-depth interviews enable participants to uncover *hidden transcripts* because they have emotional bonds with the main subjects in this research.

There is no time limit for each session of the interview. However, on average, each participant needed 15 minutes to 1 or 2 hours for one session. Interviews were conducted repeatedly on several participants who served as key informants for triangulation and member check purposes. The results of the interviews were recorded using a tape recorder. In addition, field notes were used to create key concepts or new findings. Furthermore, the results were transcribed in writing, coded based on the themes and concepts used, tabulated and re-cross-checked by participants, and peer-reviewed.

**Field notes**

Field notes are written records of what was heard, seen, felt, smelled, touched, or anything that was captured by the five senses in the field related to the phenomena and structures that make up the phenomenon of pedagogical conflict related to learning complex. This record is also known as data reflection. Field notes consist of descriptive and reflective notes that help researchers to find answers. Field notes are developed from notes in the form of scribbles containing keywords, phrases, concepts, main contents of conversations or observations, pictures, sociograms, sketches, diagrams, and so on.

**Archive and Documentation Study**

The documents used were student and teacher handbooks for Social Studies subject for junior high school/equivalent and History subject for general, Islamic, and vocational senior high schools. The 2013 curriculum document containing Core Competencies and Basic Competencies, student case book, teacher, and student notes, as well as other documents including curriculum vitae of participants, and family photos of participants were used in this research for documentation study. Archives were used to understand more about conflict situations that may form collective memories or social and cultural constructions in participants and become comparison data to test the validity of the data. The archives were obtained through an observation carried out at the library and Archive Office of the Aceh Timur (East Aceh) region with the main material in the form of local news from the 2000s until the peace building period.

**Trustworthiness of Data**

In qualitative research, data validity and reliability are known as credibility, auditability, and fittingness (Guba & Lincoln, 1982; Morse et al., 2002; Wood & Haber, 2017). Qualitative research measures how clear the description of the phenomena being studied is by using the triangulation strategy. This research utilizes several types of existing triangulation, such as 1). Source Triangulation, an attempt to compare or recheck the degree of trustworthiness of information obtained through different sources. In this research, the testimony of one informant was compared with other testimonies or the behavior observed in the observation. 2). Theory Triangulation: an attempt to test the validity of the data through the theory used in the theoretical framework. 3). Concept and Structure Triangulation; an attempt to check the data according to the concepts in prepositions of Galtung's Conflict theory, Kurt Lewin's Field Theory, and Aaron Beck's CBT.

Researchers use various data sources to strengthen evidence including logical data. Observational data get a degree of trust through the testimony of informants. Informants must acknowledge the experiences experienced by researchers as their own. Deviant cases or phenomena are used to refine the theory or hypothesis until all cases matches. Moreover, subject reviews or member checks as the dialogue with participants are carried out to obtain participants' views on the data credibility, interpretations, and findings.

The treatment towards the data began with the process of transcribing the results of the interview verbatim. Interview transcripts were identified and checked to measure its accuracy by cross-checking the data derived from other sources such as observations and information from other participants. The interview process was conducted more than once to complete and validate the data. Validity and reliability were also carried out by reading the transcript repeatedly to be able to integrate with the data, followed by extracting specific statements, formulating the meaning of specific statements, themes and clusters of themes, and the descriptions of phenomena, as well as validating complete descriptions by giving descriptions to the participants.

According to Guba & Lincoln (1981), fittingness measures how well the hypothesis or proposition works based on the context generated. In this case, the researcher ensures the overall representativeness of the data by determining the specificity of the informants and their responses. This is conducted by ensuring the completeness and accuracy of documents, both from observations, interviews, and other data sources. Furthermore, the steps that need to be done are tabulating the data and conducting a skeptical peer review starting from checking the instrument until the data are considered reliable.

Audibility is the ability of other investigators to follow decisions or audit trails, including all decisions made by researchers in each data analysis (Guba & Lincoln, 1981). This is carried out by examining the recordings on the recording device used, field notes, the characteristics of the informants, and the social, physical, and interpersonal context in which the data are collected by researchers and others.

Data validity is carried out through bracketing which helps researchers understand the phenomena as they are. It takes place throughout the research process. It is done by isolating assumptions, beliefs, and knowledge regarding the phenomena. Moreover, examining the phenomena including the process of exploration, analysis, and description of the phenomena is needed to obtain a comprehensive picture of the phenomena. The step that needs to be conducted is intuiting, namely

identifying the essence and basic elements and the pattern of essence relationships that form the essence of the structure of the phenomena. Furthermore, the process of analyzing data derived from participants will be transformed into a structure and concept. The last step is to describe the phenomena that are being studied.

### **Data Analysis Technique**

Researchers apply the epoch characteristic or bracketing, namely delaying or reducing the judgment to raise knowledge above every possible doubt. Phenomenological data reduction is the step of sorting out experiences to obtain the phenomena naturally. This process also involves transcendental awareness, which means to see or observe what the researcher experiences in consciousness, Perry (2013) calls it transcendental consciousness.

According to Colaizzi (1978), the analytical procedure is used to operationalize phenomenology. Thus, the analysis in this research starts by reading the transcript repeatedly in order to integrate with the data, extracting specific statements, formulating the meaning of specific statements, formulating themes and clusters of themes, formulating specific statements. description of the phenomena and validating the complete description by giving a description to the participants. In detail, the analytical procedure mentioned by Colaizzi, Stevick, and Keen (Creswell, 2007) is divided into six steps. The first step is to fully describe the phenomena experienced by the subjects by transcribing the results of the interview beforehand. The second step is called the horizontalization step of the transcript. At this step, epoch or bracketing applies. The third step is the Cluster of Meaning step. It means to classify the data according to themes and concepts or units of meaning, then to conduct a textural description and a structural description. The fifth step is to describe the essence to construct the meaning and essence of the experience of the participants or research subjects. The sixth step is to report the results of the research. A literature study is used to determine the relationship and position of research results towards existing research result.

## **Findings and Discussion**

### **1. In-Class Difficult History Themes and Pedagogical Conflict**

In one field observation, researchers found interesting discussions between teachers and students in grade IX. The theme discussed is the fourth main material in the 2013 Curriculum for grade IX at the junior high school level. If traced based on the 2018 revised edition of the 2013 Curriculum Teachers' Handbook, the material is included in the fifth and sixth meetings. The learning objective



is that students can identify and explain political, economic, social, and cultural developments in Indonesia during the era of independence, the Parliamentary Democracy, the Guided Democracy, the New Order, the and Reformation (Setiawan et al., 2018). The discussion was developed with a focus on the sub-material of security disturbance of the Parliamentary Democracy era.

A narrative written in the student book states that “*the Darul Islam Rebellion / Indonesian Islamic Army in Aceh was led by Daud Beureueh, a former Governor of Aceh. The rebellion was a result of being downgraded from a special region to a mere residency area in the province of North Sumatra...*”(Setiawan et al., 2016). The narrative considering this event a "rebellion" or security disturbance which often triggers emotional sensitivity involvement in the discussion of historical event in the classroom. The teacher and several students have a collective memory regarding those events in question. Additionally, through the discussion of this incident, the discussion can draw to the gloomy time in Aceh when it plunged into a period of conflict and violence. It can lead to more profound social conflict because it is often linked to a background of religious demands (Nur & Susanto, 2020).

A similar condition also occurred in grade XII starting from semester I, especially for Basic Competencies 3.1 and 4.1, which discusses the topic of national disintegration. According to the history class teacher's handbook, grade XII was programmed to participate in the 2<sup>nd</sup> to the 4<sup>th</sup> student meetings. It debates the conflicts and upheavals in the to ideology, the conflicts of interest, and the Governance System (Abdurakhman et al., 2015). The DI / TII incident was again unbalanced by a similar narrative. However, the conflict between Aceh and the Central Government was not included in the student book review (Setiawan et al., 2018). This situation often caused young teachers who are critical and have a clear memory of the conflict period to dilemmatic.

The dilemmatic situation in question is choosing to transmit knowledge and values understood based on their collective memory. However, this attempt is considered to potentially hinder the growth of the peacebuilding process. Another one is transforming values and attitudes from a students' perspective of the situations.

In facing this situation, some mishmash occurred due to the following circumstances:

- a. Teachers who tend to have an open attitude and mind will accommodate various students' knowledge and emotions in the classroom. They will discuss them and release new knowledge to provide alternative cognitive options. Additionally, teachers may also play a role in creating

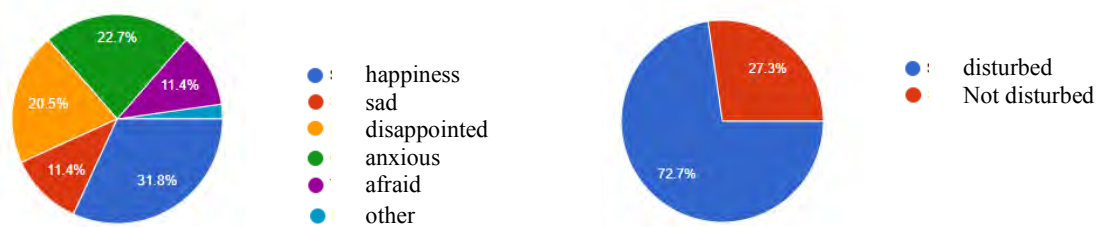
a neutral thinking system. This is to develop the students' decisions and assessments so past conflicts that are balanced and direct to the students' thinking processes of more meaningful goals in the future.

- b. Teachers with a closed attitude and thoughts of the conflict, tend to control the class with knowledge based on personal experience and collective experience. The knowledge of students and teachers stops at their respective cognitive processes. Moreover, there are no demands in the curriculum related to the events.

The pedagogical conflict that occurs in the classroom between the teachers and students has shaped attitudes and behavior in post-conflict community relations more broadly. However, the class reflects the big field situation. In the Galtung's Triangle Theory, there are three types of attitudes, namely 1). emotive attitude (feeling), 2). cognitive (belief), and 3). conative (will). Emotive attitudes are more varied and dominated by a set of negative emotions as a residue of past violent conflicts. The emotional status of students and teachers can be observed as follows:

- a. Dimension of emotive attitudes; emotive attitudes can be positive or negative.

However, the emotional status of students and teachers at the research locus shows the following:



**Figure 5. Emotional and cognitive status of students and teachers at the research locus**

Source: processed by the researchers

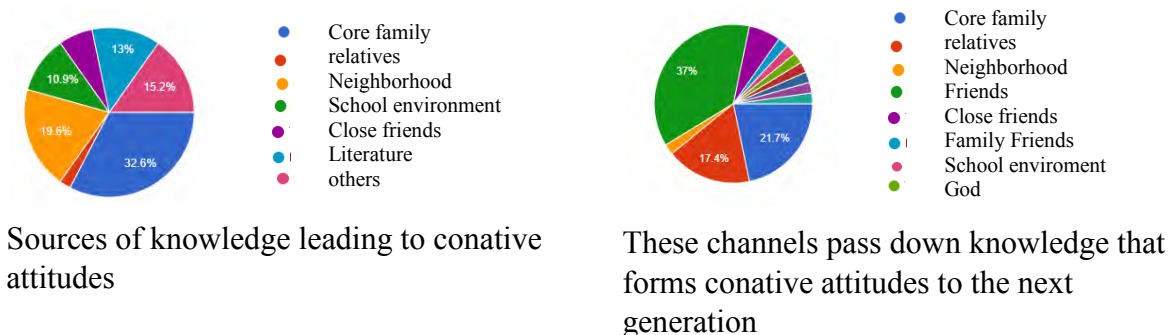
Teachers and students in the research locus stated that they felt the dominance of an emotional status. It contains fear, anxiety, sadness, and disappointment. These emotions are closely related to the knowledge base and memories of the past conflict period. Those who bear the most of these emotions are teachers aged 25-35 years and students aged 16-18 years, while 70.5% are of the female gender. More than half of respondents mentioned that they were disturbed by their memories. Their memories can be touch on events such as family loss, arson, violence, alienation by friends, false accusations, family members who suffer memory loss as result of the conflict.

Various other memories debilitation shows loss of experienced harmful emotions. Those kinds of community memories are part of the nuclear family, neighborhood, school environment, and by information or reading material from books, social media, and printed media. However, they rarely obtained this information or recollection from their relatives. Uniquely, although relatives and friends are rarely considered a source of information, these distant memories will instead be transmitted or retold in this research environment.

Emotive attitudes can be positive. However, in the end, in post-conflict Acehese society that is influenced by historical violence that spread to ethnic sentiments, leaves its mark in the form of developed stereotyping that demean other parties. The impact seen in everyday activities and breeds a lack of social skills to connect with other individuals. This occurs in intergroup and intragroup processes with different regional backgrounds and ethnicity even though they actually live-in close proximity.

b. Cognitive Attitude (belief)

Cognitive attitude in the form of beliefs often appears in a biased form. Cognitive bias occurs because individuals make mistakes when their thinking is rushed to make decisions based on what they have without considering other data or facts. This belief comes from various sources that include knowledge of past conflicts, violence, suffering family members and relatives, being exiled, and so on. The environment as a source of belief and choice to continue with the awareness the is illustrated below:



**Figure6. Sources of knowledge and transmission channels of teachers and students**  
Sources: processed by the researchers

c. Dimensions of a Conative attitude.

It is in the form of a tendency to will or behave in relation to the object of attitude. In this case, an individual in a certain situation, especially when dealing with a stimulus, will respond based on their feelings (emotion) and beliefs (cognitive) to a stimulus. In this situation, if students or teachers are in opposite emotional and cognitive attitudes, pedagogical conflict cannot be avoided. On the other hand, the absence of a special curriculum for peace education makes schools unable to make changes in attitudes. The only hope is the character education program that is set (Haryanti et al., 2016) set to be the national agenda but does not pay attention to special needs such as those of schools in post-conflict areas in Aceh. Therefore, pedagogical conflict does not only occur between students and teachers regarding their knowledge and emotions but also the learning objectives in the subject area, in this case, History education or Social Studies.

Based on the findings above, it can be understood that the pedagogical conflict that occurs is a collection of peaks of differences in interests or contradiction, attitudes, and behaviors of teachers, students, including schools as the curriculum bearers. The form of pedagogical conflict that arises is in the form of a knowledge conflict. This is often seen as a formation of social practice so that it raises special knowledge about violence, the conflict itself, and how the conflict is handled. Thus, pedagogical conflict is also related to epistemological conflict, namely how knowledge can be acquired (Fisher, 2000). The emergence of this emotive and cognitive attitude is a signal that the potential for conflict is at a latent level. In the subconscious of the holder and can be a hidden dimension (Hasanzadeh & Chaechi, 2014). As a result, it does not only exist in the classroom but can expand if the pedagogical conflict in the classroom experiences sharper conflict dynamics. One thing that should be paid attention to is when one party is controlled or oppressed (Ramsbotham et al., 2011). However, this conflict rarely extends beyond the classroom or outside the school. If any, it is a latent conflict. This happens if the students or teachers invite the other party to be in the same level of attitude and emotion. Potential latent conflict needs to be addressed. For such conditions, it requires efforts to foster empathy in conflict resolution as mentioned (Hasanzadeh & Chaechi, 2014) and activate approaches at the interpersonal level as a missing level in the Galtung's Theory (Drago, 2015). The classroom condition in difficult history learning and the dynamics must be viewed as 'common vulnerability' (Keet et al., 2009). This approach is in accordance with the demand for in-classroom learning, which ideally can build interpersonal learning (Mainhard et al., 2018). The special relationship between students and teachers places the

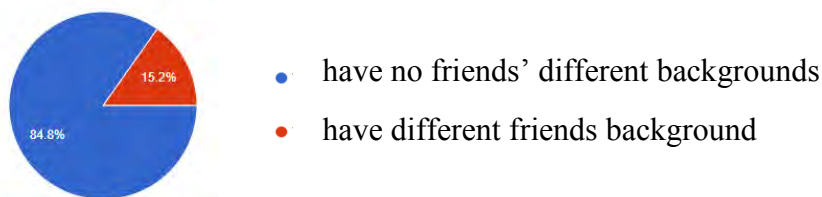
importance of a teacher's role in managing students' emotions. The main role of the teacher is how to explore empathy in history learning. This will be discussed in the next section.

## 2. Impact of Pedagogical Conflict in Classroom

Pedagogic conflicts in the classroom related to the theme of difficult history have an impact on the emergence of the subconscious history of everyone. The subconscious history often covers an autobiography that contains memories, judgments, past relationships, social expectations, culture, and other things that are sometimes biased. It has a further impact on the social dynamics of post-conflict society more broadly.

Teachers in post-conflict areas can choose local historical materials and subjects to cover up incidents of conflict. However, children affected by conflicts have inherited the emotional life faced by their father, sibling, or loved ones. A teacher of *DayahTerpadu*, Boarding School discovered one student of grade XII who was often sad and unable to focus on his learning. Losing loved ones, even longing for a male figure in the village had become a false hope for him even after the conflict has passed. "He lost his uncle whom he loved so much, in a shooting incident that occurred in front of his eyes." An event that happened when he was very young. One child victim in the conflict who is now a part of Aceh *AneukSyuhada* Network gave testimony about his past trauma. "Even two of my dearest friends, a bird, and a monkey, were taken from the house by soldiers. This happened after my father never came back home again".

The Aceh conflict spread to grassroots level involved the community itself and has caused frictions that have not completely disappeared. It affects the person's behavior to connect with others. Students' attitudes and social skills are shown in research findings. it shows they do not have many friendships or contact with other students who come from different backgrounds. The graph below shows that 84.8% of the informants stated that they do not have friends from different backgrounds and experienced obstacles in building those networks:



**Figure 7. Percentage of student and teacher interpersonal bonds with other individuals or groups**

Sources: processed by the researchers

Based on the data above, it can be dedicated that pedagogical conflict that occur in the classroom that are related to sensitive difficult historical issues has stimulated an upsurge of unconscious history. Unconscious history owned by an individual is a belief influenced by their family and environment. The family begins to take on position by developing a doctrine which choices are right or wrong. This doctrine stems from the assumptions backed up with limited evidence. In children and adolescents, the conscious mind has not functioned optimally. Children operate using the unconscious mind, so that information coming from the outside (parents and the surrounding environment) will be absorbed by the unconscious mind. Basically, what is inherited is a long-term emotional sentiment of an enemy that is understood by each individual, family, or group. This condition will be strengthened by the existence of a *new event* related to conflict which is often shown with a framing by mass media or social media. It formulates a belief through justification towards an event or experience. Basically, events are neutral, it is thought that gives meaning to an event. The meaning can be a positive or negative emotion. In this situation, emotional regulation is formed, in which an individual will control their emotions either consciously or not influenced by the expressions in accordance with the surrounding environment. Personal historic recorded memory does not fully include a moment of consciousness. There is an unconscious mind inside it is such a thing termed as a 'ghost'. Frie (2012) examines Freeman (2012) notion of unconscious narratives to discuss unconscious culture and history in human experience. The human experience in the form of unconsciousness is not only personal property but is also owned collectively (Hauke, 2006). Historical studies of the unconscious are not only influenced by Jung and Freud's understanding of the unconscious. Stewart (2003) uses the Heidegger and Binswanger formulations. He states that unconscious history also contains an apperception of temporality. It exemplifies the dream of treasure as an unconscious product of historical consciousness, a significant phenomenon in Greece. Treasure is a divine display to the future to discover the past that will enrich the present. It is the combination of the motivation of historicization and temporalization.

In older literature, Whyte (1974) in his writing regarding the unconscious in history, focuses on the change as the core of the birth of history. He states that change is not free from ideas, insights, intuitions, or vague cues, and various forms of mental processes that are sometimes transferred unconsciously. It is derived especially from parents to children even through communication

without words such as facial expressions, small behavioral traits, transfer of social attitudes, morals, or steps towards a new intellectual order (Utomo & Wasino, 2020).

In *The Interpretation of Dreams*, Freud shows the relationship between history and psychoanalysis. This relationship includes not only the human soul but also human civilization. In the process, he states that access to historical materials is blocked by a mechanism known as sensors (Frieden, 2012). The production of history in society undergoes a process called repression, which is a psychic process of choosing what is preferred or considered troublesome in historical material.

The term 'unconscious' is simply described as a thing that refers to a part of the mind (or a process operating in the mind) that is permanently or temporarily inaccessible to consciousness. Tallis (2002) in *Hidden Minds: A history of the Unconscious*, mentions that there are 2 contrasting ideas related to the unconscious mind. *Firstly*, it is when the unconscious mind has the ability to analyze information, make judgments, and decide on sanctions. The second idea is associated with an automatic process that does not experience a neurological equivalent. He also emphasizes Freud's explanation stating that all the processes determining who we are and what we do occur below the threshold of consciousness. Tallis opposes Freud as the founder of the basic idea of the unconscious, but it cannot be denied that this idea is central to the Freudian theory which is best understood as historical anthropology. Thus, unconscious history includes both the resource aspect in historical writing and the historical product of human experience which can reappear when confronting difficult knowledge. It is an emotional experience in the classroom which is often not realized (Shim, 2014).

The deletion of the conflict in Aceh's history can emphasize thoughts and become supporting data stating that the mistakes of the government and the existence of other ethnicities representing the central government are absolute. The closure of historical facts is accepted as a denial of negative emotions and sharpens cognitive bias. The existence of cognitive bias and naive realism is a socio-psychological barrier to achieving peace (Nasie et al., 2014). This is because each party complies with a narrative of the group. Awareness of the existence of bias can lead to opportunities to open to the narratives of other parties who are seen as enemies and tackle the obstacles in peacebuilding efforts.

Cognitive bias occurs when emotions are not passed on in the thought process. The mind will try to test the truth of meaning and look for supporting data on the meaning that was previously decided. When the mind manages to find supporting data, the meaning is accepted as truth.

Therefore, another perspective is needed in the writing of contemporary history confronting the unconscious history of post-conflict societies. History teachers in post-conflict schools can take on the role of historians or work with historians. Their presence can be the bridge to connect the subjective and intersubjective in the unconscious history full of emotions, destroying logical and systematic intellectual work (Roper, 2014) but at the same time fulfilling the psychological needs of history by placing positive and negative emotions in balance. This is important in the period of reconciliation and peacebuilding (Halperin, 2014).

The importance of history for today's psychological needs is mentioned by Loughran (2012) He feels indebted to historians for telling the past in a very unique way, where personal and political relationships in writing history can change the present and future conditions. The history of emotions has become one of the focuses of historians' studies in recent years (Holmes, 2017), especially oral historians. Oral historians find witnesses by remembering not only the past events but also the meanings and feelings which are also important parts of those events (Thomson, 2019). Writing about violent conflict is both a text and a practice that can be described as 'vulnerability'. The vulnerable observer must always correct the intellectual and emotional relationship between the observer and the observed. It is also important to make this theme of vulnerability, not just a decoration. However, it should be noted how historians can control their own unconsciousness, past traces of unconscious emotions left between artifacts, testimonies, and psychological needs that are needed in the present (Parent, 2010). Thus, meaning and feeling circling the conflicts in Aceh in the past need spaces in historical narrative. However, the utilization of the unconscious history of post-conflict societies requires appropriate methods to filter out possible cognitive biases.

Past trauma caused by the Aceh conflict, psychologically, lead to the appearance of prolonged nightmares (Grayman et al., 2009), various kinds of symptoms of stress, and depression or traumatic stress disorder (Good et al., 2006; Grayman et al., 2009; Grayman, 2012; Hatta, 2016). This situation has an impact on cases of violence in Aceh post-conflict (DeVecchio, 2010) and the socio-economic situation which exacerbates the situation.

These things show how the legacy of the suffering and emotional life that the elders experienced has become the collective memory of the post-conflict generation. The same finding was shown by Hall, R. in his dissertation entitled *The Emotional Lives and Legacies of Fathers and Sons in England, 1945-1974* (Hall, 2019). This is considered a dangerous memory (McClelland, 2019).



Furthermore, the social process among students with different domicile and ethnic backgrounds is often influenced by feelings of suspicion and anxiety that are passed down by their relatives. Political conflicts that occur vertically have an impact on social life horizontally (Schulze, 2006; Czaika & Kis-katos, 2009). Ethnic sentiment is one of the worst impacts during the post-conflict period (Ansori, 2012) and social anxiety is one of the general characteristics experienced by post-conflict Acehese society (Ravenhill, 1993; Barter, 2014; Asnawi et al., 2015; Melvin, 2017). Past memories influence how the construction of interactions with others, relationships with various properties, identities, and ownership are (Peristianis, 2020).

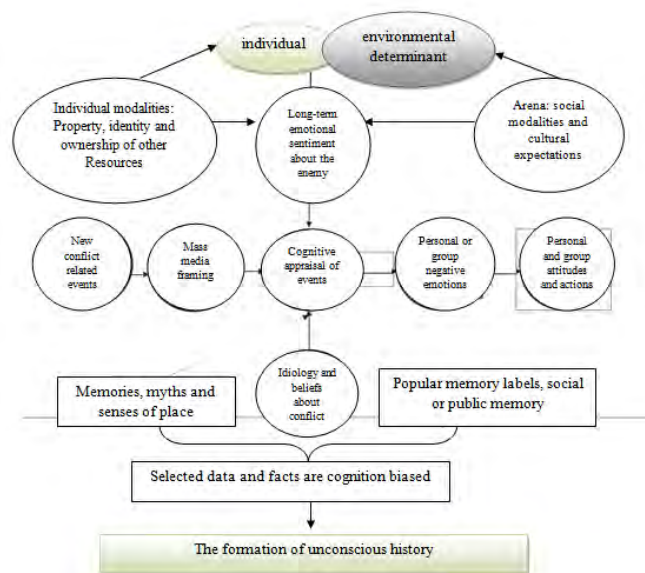
These situations are in line with Thomson's (2019) opinion which states that life stories can shape historical experiences and emotional cultures or vice versa how emotional meanings and feelings are shaped by historical circumstances and negotiated in social life. Moreover, he also explained how post-conflict history in the form of dream memories, disappointments in post-war life, the effects of post-traumatic stress, regret, and other feelings are in the unconscious. Post-conflict societies are in the midst of reminiscing about the high hope of a new life and the suffering caused by loss and separation (McCort, 2017; Wale, 2020). They feel the sensation of new sights, sounds, and smells as well as a new life that is close to them but also pretty foreign at the same time. This emotion then affects the way of thinking, acting, and producing knowledge. Material reality and subjective experiences from traumatic knowledge formulate the cognitive status of society (Zembylas, 2014)

In this case, the explanation of Lewin's theory regarding the Field Theory can be applied to explain how the determinants of the environment or the arena in which the individual is located will greatly influence individual behavior as a tug of war between psychological situations and social pressures (Burnes & Cooke, 2013; Duch, 2017; Endrejat et al., 2017).

The proposition of Lewin's theory is usually simplified by the equation of  $B=f(P.E)$ , where B (behavior) or individual/group behavior is the overall interaction ( $f$ ) generated by the mental structure of an individual/group (P) with its environment (E). In the case of difficult pedagogical conflict teaching, the conflict that arises in the classroom is behaviors (B) accumulated from all individual psychological potentials (P) which are influenced by individual modalities such as property, identity, ownership, and other resources. The individual psychological potential forms emotive, cognitive, and conative attitudes with various considerations from outside the psychological environment, namely various pressures coming from the group or society where one

lives. Social pressures and cultural expectations held by each student are influenced by ethnic origins and positions that shape themselves or their families in times of conflict. Psychologically, the tug of war between those two shapes long-term sentiments and emotions about the enemy. This is in accordance with Lewin's assumption which states that psychological facts are more dominant than sociological facts. Lewin's Field Theory is a theory developed from a cognitive perspective. It is based on the view that we cannot understand a person's behavior without learning their mental processes. Humans do not respond to their environment automatically. Their behaviors depend on how they think and perceive their environment. Thus, to obtain reliable information, one's mental process is the main thing that can explain one's social behavior (Hasan Mustafa, 2011). For this reason, Kurt Lewin's Field Theory utilizes a psychological approach rather than a sociological approach.

The most intimate result of this emotional process is the formation of autobiography by students. This autobiography is also shaped by past cultural narratives (various labels of popular, collective, social or public memory). Individual emotions are also influenced by cultural relationships and expectations. The emotional process approach in the formation of unconscious history is illustrated in the following scheme:



**Figure 8. Emotional Process Approach in the Formation of Unconscious History:**  
Source: processed by the researchers

The main impact of the emergence of unconscious history is the presence of cognitive bias which indirectly affects the social skills of post-conflict societies. Cognitive bias, as illustrated in the chart above, is influenced by emotional blockages that are not well regulated.

The assessment and rules are generated in the cognition process or when the child's brain is encouraged and then hidden in the unconscious memory through repeated reinforcement before a person becomes an adult and analyzing it with a more mature conscious brain (Kamble, 2021). The danger occurs if when they reach adulthood, they are not facilitated to use their consciousness. Thus, unconscious history in post-conflict societies is formed through a process determined by memory, myth (Asnawi et al., 2015), sense of place (Epstein & Peck, 2017; Roper, 2014), ownership, and identity in past and present (Staub, 2003) and reactive emotions both personal and group. In the case of Aceh, myths related to the belief that conflict cycles repeat themselves, giving rise to anxiety and alertness. The sense of place, which is related to the arenas and constellations of past conflicts, can be found quite clear. Past and present social identities are often inseparable. The explanation of a similar phenomenon has been conveyed by Gill & Niens (2014b). They state that even though the violent conflict ended, some people in this society continued to be brought in with grievances, hostility, fear, and the brutal effects of group stereotypes. This occurs due to the fact that people remain in the shadow of collective memories of traumas from their pasts full of violence which amplify community divisions. Unconscious thoughts shape perceptions and attitudes. Although they cannot be seen, they control the overall social behavior of post-conflict Acehese society. The unconscious history in this case can be called mental *reflect action* where the brain makes quick reference, instant decisions from reasoning whenever a stimulus appears. The unconscious history that was formed after the conflict in Aceh did not place the enemy objectively, but there was polarization based on the mental reflexes possessed by each individual. Psychological tug-of-war with various pressures originating from environmental determinants creates a magnetic field that can cause a person situated in a negative thinking pattern. This is a situation where a person feels depression with negative thought patterns in 3 domains: self, world, and future.

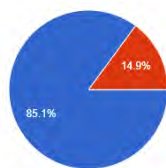
However, covering the 'difficult history' event is not a practical choice. Classroom XII teacher expressed: "The history of conflict still needs to be discussed in the classroom. If it is not carried out, it will be fatal. Our children will be clueless about Free Aceh Movement. Nevertheless, children need to get a neutral point of view in understanding the conflicts that have taken" place".

Therefore, history and the teaching of the Aceh history are expected to be a space for releasing emotions as well as a space for therapy. This is in accordance with the function of history as a means of preventing death and loss (Roper, 2014). As Michel De Certeau has mentioned, where the history of the conflict is clearly written it can be represented through the metaphor of "the grave is a place where the dead are respected". This is an effort to respect the dead with representation and, put the past into discourse. At the same time, place them according to their time, as well as free the society from the burden of death. History has a social-psychological function. This includes preserving, recording, or cataloging objects from the past. "In fact, the basic premise of history operates to transform unclear and unforgettable experiences into coherent symbolic forms, serving the basic psychological needs of meaning, place, and time" (Roper, 2014:180). This function is relevant to the moral and social functions that history has borne in the curriculum (Kitson et al., 2011).

### 3. Alternative Solutions to Deal with Pedagogical Conflict on Difficult History Themes

Pedagogic conflicts that occur in difficult history learning can be handled through a learning approach that functions as psychoeducational therapy. Past historical wounds and traumas borne by the post-conflict generation will be healed. In addition, they also will gain new values by improving their biased cognitive processes. This can be carried out by applying Cognitive Behavioral Therapy (CBT). However, other things still need to be prepared before starting the learning that applies CBT.

History, as a psychological need in the form of interest, mentally generates the past in the form of memories, stories, information, and another knowledge from the past. Thus, themes of difficult history are impossible to avoid. This is corroborated by the statements of the informants where 85.1% of the subjects found stated their interests.



- Knowledge of past conflicts is important to remember and know the next generation
- Knowledge of past conflicts is not necessary to remember and know the next generation

**Figure 9. The interest of the research subjects towards memory and knowledge from the past**

Source: processed from the research results

The objective of this research is to propose alternative solutions based on the problems above. Before formulating the solutions, the researchers need to consider various things by paying attention to the list of the main problems proposed by the teachers who are the main informants in this research. Based on the results of the interviews with teachers need to be re-tabulated and re-discussed to sharpen the conclusions through Focus Group Discussion. The following list is a priority that needs to be developed in formulating alternative solutions.

**Table 1.**

*FGD-Based Pedagogical Conflict Impact Management Focus Mapping*

Aspect	Input from the teacher
Input: Difficult History Themes	Teacher and student readiness as well as additional supplements that are seriously developed are needed.
Process; Learning Atmosphere	Accommodating and becoming a medium for psychological therapy (Psycho-Educational) while at the same time overcoming cognitive biases that have the potential to hinder peace efforts.
Output	New knowledge, values, attitudes, and skills are acquired by writing or reviewing old knowledge, values, and attitudes

*Source: processed from the research results*

Based on the findings above, the focus can be directed to the input aspect of the management and learning process. In shaping teacher and student readiness, the researchers proposed alternative solutions which include the agenda of increasing the number of emotional histories writing projects. In this case, the psychological needs towards history are expected to be fulfilled by research subjects by involving the empathy of external parties. Therefore, the readiness to face the themes of difficult history can be realized.

Fulfilling the psychological need for history is not only undertaken by opening the history of the conflict period directly as the reality of the human need for its historicity. The exchange of emotions between researchers and their subjects in the historical production of post-conflict societies is necessary (Mahoney, 2018). To achieve this goal, Freud's psychoanalytic approach can be used by historians. The initial effort can be started by collecting the unconscious mind which is defined as a collection of feelings, thoughts, urges, and memories that are outside of consciousness. The history of emotions is the relationship of historians with the past by utilizing and locating unconscious resonances from personal sources such as letters, wills, and other artifacts from the subject of the writings. Freud points out several things such as instinct, thoughts about the trauma, and danger. The method of free association can be used by historians in gathering oral testimonies in the production of emotional histories of post-conflict societies. The success of psychoanalytic

methods in history can follow steps that are also used in social science research as summarized by Stamenova & Hinshelwood (2019) with various methods of observation, interviews, and analysis methods that can be carried out.

The history of the emotions of post-conflict societies can explore intimate experiences that do not only talk about sadness but also love and affection (Loughran, 2021). To bury the wound properly and overcome the unconscious history can be achieved by paying attention to several aspects: First, *critical empathy*. According to Kohut (2020), empathy and historical understanding of the human past is often in contrast to strong evidence and strict logic. Empathy has qualities that are difficult to reconcile with scientific disciplines that are rationalistic, empirical, and objective. However, Field (2017) found the limitation that empathy for historians is to involve oneself by imagining past scenes through the perspective of the person speaking. Empathy, in history, remains limited by critical analysis, self-reflexivity, and the condition of being aware of intersubjectivity changes in history production. Critical empathy is used to precisely understand the dissonance of how subjects perceive themselves with the views of the researcher. Empathy is a way of gaining knowledge by involving imagination, insight, sensitivity, emotional intelligence, and even emotional resonance. It does not mean that it contradicts the logic and reason needed in generating history. Empathy is needed to understand the human motivation for past events and how people in the past experienced themselves or the world they lived in. Barbara Taylor says, “our interpretation of past subjectivity refers to our imaginative, conscious or unconscious identification with the people we study. Empathic experience is not an option, but without empathy, history writing is “impossible” (Roper, 2014, p. 171). The use of empathy in history studies has its foundation based on the disciplines of philosophy, psychology, sociology, and psychoanalysis. History writing skills can be taught to teachers and gradually taught to students through a scientific approach applied in the national curriculum (Mudiono, 2017). Gradually, there will be an exchange of emotions in the history production process of post-conflict societies. This does not rule out the emergence of history writings containing experiences of love amid difficulties during the conflict.

*Second*, bridging personal memories, communal warnings, and public narratives. Memory as knowledge of the past that is manifested and carried out in interactions between individuals and groups or self and society need to be balanced (Briggs, 2016). This needs to be carried out because popular memory is a tense interaction between the psychological processes and the social discourse that often occurs after mass violence. In this context, the micro perspective often has to lose to the

macro perspective. While there are different and separate memory constructions (both are Aceh based with different constructions, or in other areas different ethnicities that also experienced conflict situations). Cognitive bias and conscious naive realism can help the deconstruction process of conflict narratives generated in unconscious history. This can be carried out by opening the narrative from another perspective of post-conflict societies. All parties can recognize that each one has its own wounds such as being in an uncomfortable position, crushed by circumstances or, having no choice.

*Third, reinterpretation.* It means shifting history, from violent conflict to today's history. History, however, is a contemporary interpretation of the past. Past events need to be reinterpreted by the post-conflict generation. Students and teachers need to understand history as an event, a story, and a science. Historical awareness by understanding how historians work can help reduce cognitive bias through scientific works by changing from unconscious history to consciousness (Neuman, 2015).

*Fourth,* increasing the number of oral history projects to deliver emotions and understand mental illness in society (Holmes, 2017). It is also important to build an emotional exchange between historians and participants in the research (Mahoney, 2018). However, it is necessary to be aware of the intersubjectivity in the form of transference and countertransference that occurs between the historian and the subject of the study (Holmes, 2017).

*Fifth,* handling the *blind spots* of national history in the local curriculum. This can be done by bringing up oral history products in post-conflict societies in the discourse of the national history. This possibility was demonstrated by (Loughran, 2018) who stated that the history of 'autobiography' as a first-person context can be used to identify knowledge for marginalized people.

Thus, burying wounds properly can be achieved by writing the history of post-conflict societies through emotional and empathetic approaches. It can contribute to the efforts in understanding the psychosocial conditions in order to build peace as mentioned by DelVecchio (2010), Grayman, (2012), (M.-J. D. Good et al., 2007), de Zeeuw (2001), Somasundaram & Sivayokan (2013) and Kaplan & Nussio (2018). The results of history of Post-conflict society can be a Eco literacy learning resource to shape students understanding concerning representation, relation, and identity (Wasino et al., 2020).

In terms of the learning process, it is necessary to develop a form of psychotherapy using a psychoeducational approach integrated into the learning model. The focus served is an emotional release that formulates emotion regulation and handles cognitive biases. Apart from providing space on emotional history through an oral history projects as a therapy in post-conflict societies. Cognitive bias can be handled through psychosocial therapy, which is integral to the learning process in the classroom. CBT is a psychosocial intervention in the form of psychotherapy. It aims to train thinking or the cognitive function and how to act. The focus is on changing cognitive distortions that both irritate and change behavior as well as the emotional regulation. The existing techniques allow teachers or social workers to apply CBT methods in a variety of situations. Its use in education is also demonstrated by the important role of psychoeducation throughout the CBT series. This method also allows various modes of technology including smartphone applications, video and audio recording, internet video, and images, or even virtual reality (Volungis, 2018) that are close to the learning setting. CBT works by reducing the symptoms and pressures associated with psychopathological disorders that can be done through the teaching of new information-processing skills and coping mechanisms. CBT is a combination of the Brainology approach and the positive psychology approach. Brainology is brain-based learning whereas positive psychology is concerned with exploring positive emotions. The emotions in question are happiness, kindness, love, optimism, humor, and so forth. Positive psychology does not intend to replace or eliminate suffering, weakness, or disturbance but rather to provide insights to or enrich and scientifically understand human experience (Volungis, 2018). In this context, the social environment outside the individual is an area that is difficult to change. Individuals can re-interpret events or social environments that are outside of themselves and affect their thinking patterns. CBT shows the reciprocal condition of how thoughts, emotions, and behavior interact with the environment (Volungis, 2018). CBT is initially adopted from the development and criticism of Freud's theory as applied to models of psychological counseling and therapy. This therapy works on the principle that psychological problems are caused by wrong learning and can be solved by teaching people to change or modify their behavior to achieve positive results. CBT was developed in the 1960s by Aaron Beck to add a cognitive component that allows a person to have a more balanced and optimistic vision. This method is continuously being developed and evaluated by the Beck Institute which is based in Pennsylvania (Wilding, 2012; Volungis, 2018).



By focusing on modifying negative thoughts automatically and utilizing problem-solving skills, Beck (1950-1960) develops a conceptualization of *negative thinking patterns* where one is depressed by negative thought patterns in 3 domains: self, world, and future (Volungis, 2018). This therapy is developed by the work of experimental behaviorists such as Pavlov (classical conditioning) and Skinner (operant conditioning) (1950-1970) and Watson's stimulus-response association (1970). Their theories contribute to behavioral interventions such as desensitization, reciprocal inhibition, and relaxation training. Meichenbaum's (1977) concept of internal dialogue and self-instructional training as well as Ellis & Harper's (1975) concept of rational and irrational thinking also play an important role in the development of CBT. Bandura's (1976) social cognitive theory with the term reciprocal determinism explains how behavior affects and is influenced by thoughts, emotions, and the social environment. The content of Bandura's theory is used to place social skills that recognize the importance of learning by observing other people (Volungis, 2018). Thus, the main strategy is to change irrational thoughts and beliefs with healthier and more positive rational thoughts and beliefs. Then, they are faced directly with uncomfortable situations and finally proved with social skills (Asrori, 2015).

CBT works by reversing cognition. It can be achieved through field observation and verification. Direct interaction between inter-ethnic and intra-ethnic groups will improve perceptions and bring common sense. Opening narratives and perceptions and exchanging the unconscious history of each party can help the validity process of pseudo position. In the context of historical awareness, the subject will be able to distinguish between history and memory. Understanding how historians work is important to distinguish history and historical gossip so that negative attitudes and perceptions can be eliminated (Asnawi et al., 2020).

Cognitive differences that are transformed into beliefs require important decisions whether to be opened or frozen. Based on that condition, CBT can be useful for providing alternative rival hypotheses. While difficult history involving emotions can be managed through emotion regulation. This approach may be applied in the class as psychoeducation (Fresco et al., 2013). This approach is applied by encouraging both positive and negative sides of the emotional process in order to achieve conflict resolution. The support to meet a compromising state can be achieved by reducing hatred and fear while encouraging anger effectively to promote long-term risk-taking. Emotion regulation thus works as a reassessment system (McRae, 2016) including historical facts and narratives which are processed as emotional information and knowledge. Through CBT, the

response to historical facts as an empirical phenomenon will be processed through the cognitive stage and continued at the response stage. The response stage aims to feel, assess, and reconsider various object phenomena including historical objects in the history of post-conflict societies. CBT theory rests on the process of the Stimulus-Cognitive-Response (SCR) sequence. If analyzed logically, these stages are illustrated in the form of the following activities:

**Table 2.**  
*SCR Cycles and Outputs on Cognitive Behavioral Therapy*

Stimulus	It is a situation where an individual captures objects outside of himself, namely empirical or sensory phenomena carried out through rational or thoughtful sense which is then comprehended and understood. As a result, the content of the substance in the form of quality values contained in the object phenomenon can be understood.
Cognitive	It is related to how humans think, feel, and act. The external stimulus causes humans to have the potential to absorb rational and irrational thoughts.
Response	<p><b>In the form of feeling</b>, it includes emotions or conscience that work to feel, judge, consider object phenomena.</p> <p><b>In the form of action</b>, it can be both positive and negative both in phenomenon and noumenon (physical and mental)</p> <p><b>In the form of behavior:</b></p> <ol style="list-style-type: none"> <li>1. If physical behavior is positive (+) and mental behavior is positive (+), then the behavior that appears will also be positive. It shows the most ideal condition or consistently positive so that it can be called objective and honest.</li> <li>2. If physical behavior is positive (+) but mental behavior is negative(-), then, the behavior resulted will be negative. This is due to the incompatibility of behavior with mental attitudes so that behavior that appears can be called dishonest (hypocritical or cowardly) actions.</li> <li>3. If physical behavior is negative (-) but mental behavior is positive (+), then the resulting behavior will be positive. This is possible if dishonest or inconsistent physical behavior can still be defeated by a positive mental attitude.</li> <li>4. If physical behavior is negative (-) and mental behavior is also negative(-), then the resulting behavior is also negative. Even though the behavior shown does not contain good quality values, it is an honest behavior</li> </ol>

*Source: processed by the researchers*

The effectiveness of CBT has been validated by research subjects but has not been specifically tested in the research locus. Nevertheless, the evidence of other research relating to social anxiety and emotional therapy has a positive impact on students (Komang et al., 2018). CBT has the same assumptions as Lewin's theory where a person's mindset and beliefs can influence behavior (Nevid, 2007) including developing personality (Aini, 2019). CBT has also been successfully applied to improve emotional situations in children affected by conflict (Mirza & Sulistiyaningsih, 2013) and

social anxiety (Asrori, 2015). Therefore, through social studies learning at the junior high school level or history learning at the high school level, the CBT approach can be used to correct cognitive bias. CBT has the same impact as self-control as a medium for the formation of self-adjustment and positive morality (Hidayah, 2021). This targets especially the unconscious history, which has the potential to hinder long-term peace while fulfilling the function of history as a psychological need. Its advantage in learning social studies or history in high school has the potential to strengthen the school's mission of integrity as formulated by Wasino et al., (2019) and in research carried out by Karyono et al., (2019). Positive values can be developed into new forms of knowledge, such as knowledge of tolerance and intolerance that provide an impact on conflict and disintegration Utomo & Wasino (2020) and strengthen peace education. The historical aspect is the basic for the dissemination of peace ideas in society (Suharso et al., 2020).

### **Conclusion**

Post-conflict Acehese society has experienced psychosocial problems that have an impact on the next generation. Various phenomena experienced by the community in the form of anxiety, fear, mutual suspicion, perceptions of long-term enemies, fear, and various emotions that hinder peacebuilding are also reflected in the classroom. Therefore, this condition requires systematic handling in the form of peace education.

In-class situations reflecting the psychosocial conditions of post-conflict Acehese society often appear in Social Studies learning at junior high school and History learning at senior high school level. Those situations arise especially when studying the themes of difficult history. The narrative “*pemberontak*” (rebel) in the Darul Islam or Indonesian Islamic Army incident opens the discussion of past conflicts to the bitterness of life during the implementation of the Military Operations Area. In this situation, teachers, students, and schools are in a pedagogical conflict where various interests to maintain collective memory, personal perceptions, and moral demands to transmit the values of peace clash with each other. In three concentric areas with high, medium, and low conflict intensity categories, no significant differences were found. Based on Galtung's theory, this phenomenon becomes a sign of potential latent conflict. Phenomenally, it contains negative values for peacebuilding efforts because the main impact that arises is in the form of the lack of social skills of school residents. This phenomenon can be understood through Lewin's Medan theory where the peaks of contradictions, attitudes, and behaviors that arise are influenced by the individual cognitive biases of students and teachers as a result of their interaction with the

post-conflict community environment. However, the quality of this negative value can be turned into a positive value by changing or reconstructing the emotive, cognitive, and conative attitudes through learning that applies CBT steps.

The implementation of CBT can cover five postulates of peace education. The first postulate refers to students in peace classes that they are expected to learn about the 'other' to deconstruct the enemy's image. The second postulate presents a different strategy to deal with the conflict in the first postulate. The third postulate explains the dynamic nature of peace education when shifting its emphasis according to the problem that occurred. The fourth postulate embeds the theory and practice of peace education in certain cultural norms. The fifth postulate states that peace education cannot eliminate conflict but can provide valuable skills for managing conflict. Post-conflict societies in peacebuilding efforts experience a transitional period in which they need healing and adjustment. The results can be used to correct cognitive bias in post-conflict societies. We recommend the application of CBT in the realm of practice with an expansion to various subjects in schools in post-conflict areas by involving policymakers more seriously.

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