

Fostering Social Harmony: A Peace-building Approach to Conflict Resolution and Enhanced Social Skills

Tetep¹, Alni Dahlena²

¹ Institut Pendidikan Indonesia, Garut, Indonesia; tetep@institutpendidikan.ac.id

² Institut Pendidikan Indonesia, Garut, Indonesia; dahlenaAlni@gmail.com

ARTICLE INFO

Keywords:

Conflict Resolution;
Peace-building Model;
Social Skill

Article history:

Received 2023-09-17
Revised 2023-12-16
Accepted 2024-05-20

ABSTRACT

Education is the best means of resolving every conflict that arises in human life. Despite the frequent occurrence of conflict and violence among students, it is still regarded as a norm, posing significant danger if left unaddressed. This acceptance can contribute to the development of a deteriorating culture, perpetuating hostility, intolerance, intergenerational violence, and diminishing social character values, particularly within student communities. This study formulates a peace-building-based conflict resolution learning model to instill the values of students' social skills, which is carried out on students through the non-equivalent control group design. Data were collected and processed using experimental procedures. Data analysis techniques were analyzed using design models processed through VOSviewer design software and the SEM (Structural Equation Model) method. Structural Equation Modeling, better known as SEM, has several other names, such as covariance structure analysis, analysis of latent variables, analysis of confirmatory factors and analysis of linear structure relationships. The results of the research show that the peace-building model of conflict resolution learning is effective in improving students' social skills, this is evidenced by the increased students' understanding of conflict resolution and violence that they experience directly or indirectly. Increased collaboration between students in finding solutions to the cases studied shows a better understanding of differences of opinion among students. Increased solidarity in solving problems within the group. Based on this, peacebuilding-based conflict resolution learning is sufficient to make a good contribution to cultivating the values of social skills that can be applied in students' daily lives.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Tetep

Institut Pendidikan Indonesia, Garut, Indonesia; tetep@institutpendidikan.ac.id

1. INTRODUCTION

The low social skills reflected in the social character values of students in education units or the surrounding environment is something absolute and needs extra attention, especially from school policymakers, parents, and all elements of society. Cases of bullying and violence through brawls between students are evidence of the low social character values possessed by students. Social character is the ability to apply virtues in the form of speech, action, and behavior that are in line with environmental interaction, and then social character is concerned with the personal ability and

character to interact properly with others both in communication and actions (Tetep & Suparman, 2019). Conflict cases often occur among students and are almost considered something usually entrenched. If this is allowed to happen, it will have an impact and disrupt the whole human development process, with humans who have intellectual, emotional, and spiritual intelligence as the goal of national education. Passive students in the learning process take for granted what is taught by the teacher without any creativity and innovation by students. This happens because the teacher applies conventional learning methods to the learning process. In the learning process in the classroom, the teacher emphasizes results rather than processes (Hasbi, 2021).

Conflict events caused by bullying, intolerance, and even violence do not only occur in the community but in the school environment. One of the causes is a lack of understanding of diversity, differences, and togetherness life in the school environment every day. Based on that, the school as the educational institution has a necessary role as a social system that functions to teach a conducive academic climate in supporting the learning process and forming a good culture of life (W. Suprpto, 2021). Conflicts in schools are generally resolved by avoiding conflicts, succumbing to opponents, and reconciling them through third parties (Aminati, 2013). Has a sensitivity to appreciation, narcissism, difficulty understanding or expressing emotions, and an attitude of taking action without thinking about the consequences. The resulting impact will decrease interest and learning activities at school and in everyday life (M. Matang, 2020). The learning process will run well if the physical and psychological environment is conducive. So, schools must change the basis of educating students so that they do not become conflicts as big problems but must learn to find solutions so that they can face and overcome conflict constructively. Local students, on the other hand, also face conflict when they embrace people from different backgrounds and life experiences who don't necessarily share the same worldview as them (Ramayan, 2020).

Learning conflict resolution based on the peace-building model plays a role in developing social skills and forming social character because this learning is closely related to solving social and personal problems. Conflict involves personal and social issues. The development of social character values concerns the interaction between human beings in their lives. The social character formed in the human person will equip them with the skill to live side by side in social interaction, respect each other, be democratic, cooperate, be peaceful, and care for each other (F. Sumaya, 2020). The strategy of learning conflict resolution based on the peace-building model certainly be contextual, where the teacher designs learning based on problems that are close to real life and experienced by students at school and in the community to make it easier for students to find problem-solving concepts. These problems are performed in the form of simulations and demonstrations of their activities so students have broader and deeper learning opportunities facilitated by the teacher. Conflict learning is learning that is faced with the situation of pro and contra involving two or more parties, for example, individuals, companies, countries, or teams, and these parties, usually called decision makers (DM), must make choices (Wang, 2020). Conflict resolution learning is a learning model that focuses on efforts to resolve conflicts and find solutions through the peace-building model of conflict resolution training through the idea of peace.

The conflict resolution learning aim is to form citizens who can know, understand, and be able to solve social problems. Conflict resolution learning implementation through the peace-building model has the essence of classifying intervention efforts carried out in resolving conflicts that have been protracted and followed by acts of violence by both parties. Then learning of conflict resolution in the peace-building model involves efforts to intervene in conflict resolution between the two parties, where the conflicting parties must become peacekeepers who can work to improve communication and social regeneration in problem-solving (Darjan, 2020; Mulyarsih, 2010). Efforts to maintain and maintain peace are the process of learning conflict resolution with various alternative solutions offered based on the principles of the peace-building model.

The development of conflict resolution using the peace-building model aims to direct the dimensions of conflict resolution based on a peaceful approach taken by both parties to the conflict, but

in the end, it will still lead to the same goal, namely the positive creation of peace as an embodiment of conflict resolution. Children who engage in destructive conflict strategies, particularly violence, often have deficiencies in social and interpersonal problem-solving skills (Idris, 2020) (Rêgo, 2018). The shared desire to improve their children's education so they have a better future is their common bond which gives meaning to everyone who participates in the school (O. Serradell, 2020) (A. Zegart, 2020). It identified that learning conflict resolution can be used as a medium to understand, find, and resolve conflict problems encountered in students' lives. The orientation in this study is based on efforts to provide students with understanding related to learning conflict resolution through the peace-building model towards increasing social skills, understanding differences, and increasing social cooperation.

2. METHODS

The participants in this study were students of class IX. The consideration is based on the level of diversity of students in terms of the ethnic, religious, and socio-economic background of the student's parents. One of the reasons parents should continue studying at this school is because it is one of the favorite schools in Garut Regency and is in the center of Garut city. That is what causes this school to be more diverse although the majority are of Sundanese ethnic descent, and the majority religion is Islam diversity still colors life in this school. Another consideration is that this conflict resolution is precisely used in areas that are indeed vulnerable and sensitive, one of which is the issue of diversity or differences. The sampling technique used is purposive or judgmental sampling, which is a data sampling technique based on certain considerations. The researcher takes samples based on special selection by making certainty criteria based on the researcher's consideration and research objectives. The sampling of research was class IX B as the experimental class and class IX A as the control class, class IX B became the experiment class with consideration of the results of the pretest conducted on the resulting of understanding social skills were relatively low at 39.4% while the other class between 45.2% to 64.5%. This data collection is done through purposive or judgmental sampling techniques, which are used to take samples by considering specific criteria to be realized in research activities. So get the sampling in the research that was used as objects and research subjects.

Research design is an implication of the complexity of the relationship between the research of the variable, through data collection effort, and data analysis to obtain findings according to the objectives and research processes that have been chosen. So the research design used is a Non-equivalent Control Group Design (Subandi, 2015). Where through design pretest, before being given treatment, then given a posttest after being given treatment.

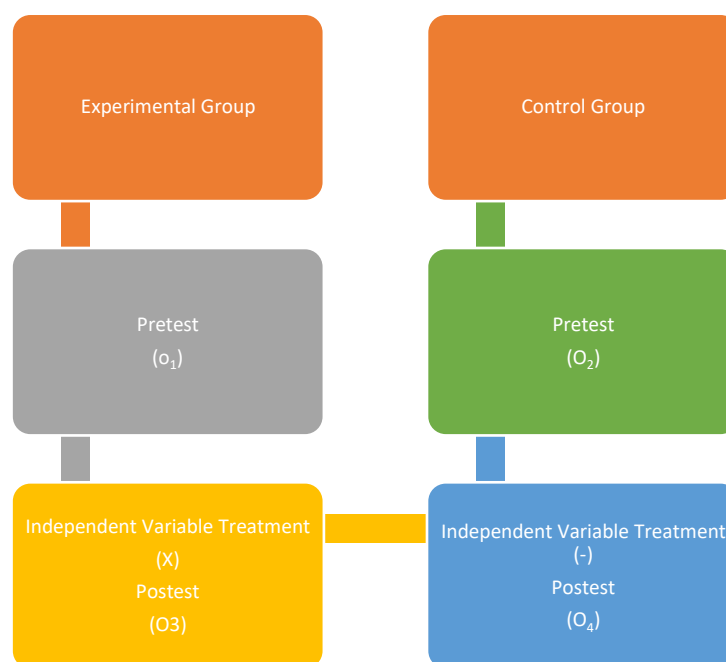


Figure 1. Research Design

Based on the research design table through quasi-experimental types, there is a control class and an experimental class, where the experimental class is denoted by the letter O₁ as the class that gets treatment by applying the peacebuilding model based on conflict resolution, then O₂ as the control class as a comparison. The Data collection techniques have been carried out through quantitative procedures. As for data collection techniques in Quasi-Experimental Design research and through the Non-equivalent Control Group Design, namely through test data collection techniques to measure student understanding after applying conflict resolution learning with the peace-building model, the procedure steps have been carried out as follows:

1. Conduct a pre-test of the two classes used as the experimental class and the control class
2. Carry out the teaching and learning process as usual in two classes.
3. The experimental class was given treatment using the peace-building learning model, and the control class has to give learning using media images that the teacher usually gives during the learning process.
4. After the teaching and learning process is complete, a final test is given, namely the post-test given to both classes (experimental and control classes).
5. After conducting the research, then processing the result data obtained after research, namely the data from the pre-test and post-test results.

Based on other technical tools used to measure cooperation and to understand differences and solidarity both before being given treatment or after being given treatment (Gaciu, 2020; Djafar, 2021). To measure the level of increased cooperation and differences in solidarity between students can be identified and measured through an attitude scale questionnaire after being given treatment along with a post-test to measure the level of student understanding, then students had given an attitude scale test to measure attitudes in collaboration and understanding differences in student solidarity.

3. FINDINGS AND DISCUSSION

The results of the data process regarding the increasing understanding of social skills through conflict resolution learning are based on the peacebuilding model in social studies learning using experimental methods.

3.1 Results of Understanding Social Skills Improvement

This study involved class IX B as an experiment class that used conflict resolution learning with the peacebuilding model and class IX A as the control class using the conventional model. The results of research data processing which show an increased understanding of social skills between the experimental class and control class have been explaining in the following table :

Table 1. Normality Test by Pre-test of Experimental and Control Class
Tests of Normality

Group/ Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Score value	Eksperimental	.240	32	.000	.897	32	.005
	Control	.141	32	.105	.948	32	.129

Source: SPSS IBM 22, 2023

Based on the table above, the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests indicate that the significance level (Sig.) in the experimental class is 0.005, which is less than the alpha level of 0.05. Therefore, the pretest results in the experimental class are not normally distributed. In contrast, the control class has a Sig. value of 0.129, which is greater than the alpha level of 0.05, indicating that the pretest results for the control class are normally distributed.

Table 2. Percentage of Increased Understanding of Social Skills with Peacebuilding Model-Based Conflict Resolution Learning

No	Category	Number	Percentage
1	High	18	56,25%
2	Medium	14	43,75%
3	Low	0	0
Score		32	100%

Sources: SPSS IBM 22, 2023

Based on the table above, the percentage increase in understanding of social skills with Peacebuilding Model-based Conflict Resolution Learning shows that 56.25% of students (18 students) reached a high level of understanding, while 43.75% (14 students) achieved a medium level. This indicates a significant increase in the understanding of social skills in the experimental class using the Peacebuilding Model-based Conflict Resolution Learning approach.

Table 3. Coeffecient Correlation Test

		CR Model Peacebuilding	Improving Collaboration and Solidarity
CR Model Peacebuilding	Pearson Correlation	1	.993**
	Sig. (2-tailed)		.000
	N	31	31
Improving Collaboration and Solidarity	Pearson Correlation	.993**	1
	Sig. (2-tailed)	.000	
	N	31	31

Source: Data Analysis SPSS IBM 22, 2023

Based on the table of product-moment correlation test results between the peacebuilding model and increased understanding of cooperation and solidarity among students at SMPN 1 Garut, the result is $r_{xy} = 0.993$ with probability (p) = 0.000. The table shows that is a significant relationship between the two, meaning that the higher the peacebuilding learning model, the better the understanding of cooperation and solidarity among students at SMPN 1 Garut. From the correlation coefficient category table, $r_{xy} = 0.993$ lies between $0.800 < r_{xy} \leq 1.00$ could state that between the X and Y variables, there are significant. So the variables have interrelationships and interdependence with one another. So that can be identified that in the process of developing behavior related to basic abilities and conflict resolution practices, through the development of a conflict resolution learning there are several implementation instructions according to the increasing age of students or based on the level of student education.

3.2 Results of Analysis of Increasing Group Collaboration/Discussion

Based on this research, in addition to analyzing before and after learning using a peacebuilding learning model, students in class IX B as an experimental class and IX A as a control class also analyze student responses to learning using a peacebuilding learning model. This study uses an attitude scale with the results of an analysis of the percentage of the attitude scale measurement results from the interpretation below:

Table 4. Interpretation of Students Attitude Scale

Aspect	Number	Total	Interpretation
Collaboration Understanding	1.958		
Solidarity Understanding	805	2.763	Very Good

Source: Data Analysis SPSS IBM 22, 2023

The results of the attitude scale test towards understanding in the aspects of cooperation and solidarity are in the very good category. The resulting of the comprehension of collaboration aspect was get score of 1,958 is obtain, and the solidarity aspect received a score of 805. The response scale from these two aspects was in the very-good category. It can be seen from the total score of 2,673, so it can concluded that the resulting of the test on the scale of student attitudes in general towards learning conflict resolution based on peacebuilding model for understanding collaboration and solidarity

received very good responses. Meanwhile, the interpretation of the analysis of attitude scales on students specific in experimental class could be identification as follows:

Tabel 5. Scale Attitude of Students

No	Category	Number of Students	Percentage
1	Very Good	31	96,875
2	Good	1	3,125
Total		32	100

Source: Data Analysis, SEM PLS, 2023

Based on the data above, The results of data processing shows that the attitude scale of students who get the very good category is 31 people or 96.875%, while students who get the good category are 1 person or 3.125%. Thus, the results of the student attitude scale are in the very good category. Conflicts that occur in students at the school level are generally resolved by avoiding conflicts, dominating their conflict opponents, and involving third parties. Avoiding conflict is a way of conflict resolution that results in a lose-win solution, dominating opponents is a way of conflict resolution that results in a win-lose solution, and third-party involvement generally provides conflict resolution decisions that harm the conflicting parties (lose-lose solution) or win one of the conflicting parties (win-lose solution/lose-win solution).

3.3 The Results of Understanding and Increasing Collaboration and Solidarity Differences

The results of processing and analysis of research data regarding the percentage of effectiveness in learning conflict resolution based on the peacebuilding model on cooperation and solidarity as a dimension of students' social skills, based on the results of the VOSviewer analysis test between actualization of field studies and studies of previous research literature that strengthens the application of peacebuilding model-based conflict resolution learning can improve understanding at the cognitive and affective levels which include understanding attitudes of cooperation and solidarity among students, the results of the analysis can be described as follows:

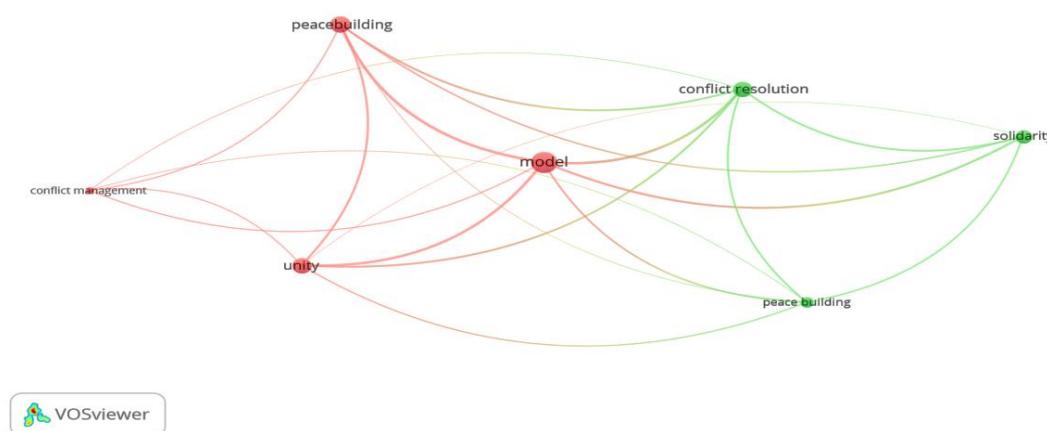


Figure 1. Intrepretation of Collaboration and Solidarity Understanding

Source: Analysis Data by VOSviewer, 2023.

Based on this figure, two identifiable data clusters can be described. The first cluster includes elements of the conflict resolution model related to peacebuilding and solidarity, while the second cluster consists of a single element: conflict management. The second cluster focuses on managing conflict effectively, which correlates with the first cluster's elements of conflict resolution methods. The analysis indicates that conflict management and conflict resolution, when implemented through peacebuilding model-based learning, enhance students' understanding of cooperation and solidarity. These cluster analysis results are derived not only from field studies but also from literature reviews on conflict resolution learning using the peacebuilding model, highlighting its role in fostering a generation attuned to contemporary demands. The figure below illustrates the results of this cluster analysis:

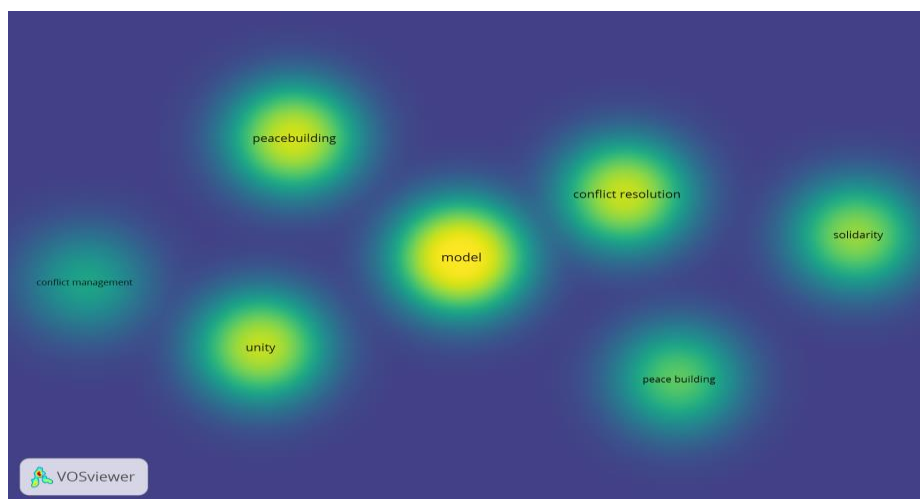


Figure 2. Cluster Data Analysis

Source: Analysis Data by VOSviewer, 2023.

Based on the results of cluster data analysis, the linkages of preventive strategies in solving conflict problems such as brawls and violence can be identified. Through conflict resolution learning based on the peacebuilding model, social character education is also taught. The development of student cooperation and solidarity in conflict resolution with this model is based on efforts to resolve conflicts between conflicting groups and then seek alternative solutions to maintain the peace so that conflicts do not re-emerge. In this lesson, management skills or the ability to manage conflict was training so that when students find conflict they do not act anarchically or immediately commit violence, but they can deal with it properly and control it. It is impossible to apply these conflict resolution skills that requires a long process and time. Learning conflict resolution contains value education and character building for students, so they have social skills and form their social character because conflict problems will never lost as long as this life goes on. The importance of teaching an understanding of differences, solidarity, and cooperation in life is inseparable from the challenges of today's increasingly complex students' lives is necessary to prepare students to have intelligent personalities and be sensitive to their social environment. Based on the philosophy of constructionism, the peacebuilding model of conflict resolution learning has roles important to reconstructing the thinking of our young generation.

Thus, after applying the peacebuilding-based conflict resolution model based on data analysis which is interpreted from the results of SPSS processing and VOSviewer, it will be concluded that from this analysis, each student who gets very good category is 31 people with a percentage of 96.875%, this shows that students are starting to understand regarding the importance of cooperation and solidarity among people as part of conflict management efforts.

Discussion

A peacebuilding model-based approach to conflict resolution in social problems and the development of social skills helps maintain self-esteem, which can be more stable than previously thought. While self-esteem may fluctuate based on experiences, individuals ultimately develop personal reaction patterns that define their sense of self-worth. Schools implementing such conflict resolution models benefit from internal management and external monitoring (M. Iqbal, 2021). Conflict resolution provides a sustainable method for addressing disputes between parties, fostering long-term solutions and establishing mutual peace. The importance of conflict resolution education is heightened by the complex challenges students face. To enhance students' knowledge, collaboration, and appreciation of diversity, it is crucial to instill an understanding of conflict resolution and mutual respect for diversity from an early age, particularly in multicultural societies.

Learning Conflict Resolution based on the peacebuilding model is oriented toward the ability to resolve conflicts peacefully through collaborative and togetherness solutions and building solidarity to minimize conflicts that arise in the future. In practice, conflicts that arise at this time do not only occur in the real world but in cyberspace and are increasingly widespread and easier affect the behavior of our students, events that occur on social media are easiest to access and imitate, and this is what needs attention so that the conflicts that color the lives of our students do not necessarily bring disaster but can be filtered properly to form students' individual and social intelligence. Conflict most often occurs and is experienced by people from various backgrounds such as culture, gender, religion, and lifestyle. It can be identified through many factors such as racial segregation, the contrast in social standards and values, and communication problems (M. S. Anwar, 2022; T. Setiawati, 2019). Sources of conflict include such as racial segregation, the contrast in social standards and values, and communication problem (W. Suprpto, et al., 2021). Conflict is a form of social interaction between individuals who has interests that are influenced by differences rather than by similarities (S. Faidah, et al., 2013). In a conflict situation, one person may avoid, defeat, or even destroy the other party.

The sources of conflicts are varied, making conflict resolution learning pertinent to real-life phenomena encountered by students. This approach helps students understand and devise solutions based on their comprehension and abilities, with teachers acting as companions and guides. Conflict arises as a type of social interaction when two individuals have opposing interests. There is widespread disagreement about whether social media addiction constitutes a serious problem (Hasan et al., 2021; Hanseftri & Kristanto, 2020). Education also emphasizes the development of social competence in the younger generation, enabling them to manage and resolve conflicts positively. Building competence in conflict resolution education for students, particularly the millennial generation, is a crucial and comprehensive step, underscoring the significance of conflict resolution education within the educational system.

Learning that focuses on students' social skills is a key aspect of student-centered education, aligning with the goals of social studies to cultivate good citizens. Therefore, conflict resolution learning through a peacebuilding model aims to develop good social character, enabling students to handle daily conflicts effectively and intelligently. Training students in conflict resolution involves facilitating decision-making, reaching consensus, integrating conflict resolution into the school curriculum, engaging students in role-playing, and practicing real-world conflict resolution (Sa'adah, 2020; Bhakti et al., 2019). The problem of violence in educational environments is becoming increasingly complex with the rapid development of technology. While technology assists human activities, it can also diminish human roles, especially evident with the alpha generation exposed to technology from birth (Abdullah et al., 2020). The peacebuilding-based conflict resolution model is thus seen as effective in helping students understand and resolve problems. This model offers solutions for teachers to create enjoyable learning experiences, enhance collaboration skills, and foster understanding of diversity and solidarity among students when addressing social phenomena and problems.

Thus efforts to minimize cases of violence in schools can be carried out by internalizing conflict resolution education using the peacebuilding model. The internalization supported by three aspects (1) natural where every individual learns from everything he gets through their five senses, especially those related to ways of solving and decomposing conflicts; (2) a medium where every conflict phenomenon is interesting to study because it has clear, systematic, and also applicable methods; (3) educational institutions to form individuals with character (E. Mujahidin, et.al., 2021) (B. Siswa and P. Materi, 2017). Then it can improve abilities in social skills in education including the ability to participate in the younger generation in social condition participation either through problem-solving or solving social problems, and skills in communicating in social life (K. Bashori, 2017). If it has become a culture, the embedded social skills will become the social character possess by students to become entrenched in their lives. The development of social skills is an important thing for students to have because it can form awareness of behavior for students, both in terms of interacting with other people, how communicating, building a mutually reinforcing group, trusting one another to what extent individuals can solve problems (A. D. Nurcahyo and E. T. Winanti, 2017) (A. Sukmaningsih & Tetep, 2021). Thus learning peacebuilding-based conflict resolution can optimize the competence of students, to instill and improve multicultural competence in students can be done with happiness and innovative learning models, one of which is by using a conflict resolution learning model.

4. CONCLUSION

Based on the study results, it can be concluded that the conflict resolution learning model using the peacebuilding approach significantly contributes to developing students' social character. This social character encompasses interactions among individuals, fostering abilities to coexist harmoniously, respect others, uphold democratic values, cooperate, maintain peace, and accept differences. Conflict resolution learning provides students with valuable experiences in solving and finding solutions to problems or conflicts, promoting maturity in decision-making and actions. This learning is particularly effective at educational levels where students are developing their identities, necessitating creative implementation by teachers.

Despite its contributions, this study has limitations. The sample size was relatively small, and the research was conducted within a specific cultural and educational context, which may affect the generalizability of the findings. Additionally, the study focused primarily on short-term outcomes, without exploring the long-term effects of conflict resolution learning on students' social character development. Future research should address these limitations by including larger, more diverse samples and examining the long-term impacts of the peacebuilding model. Investigating the effectiveness of conflict resolution learning across different educational levels and cultural settings would provide a more comprehensive understanding. Furthermore, future studies could explore additional aspects of social character development, such as empathy and emotional intelligence, to further enrich the field of conflict resolution education.

REFERENCES

- Arfiani, Y. M. (2013). Resolusi konflik interpersonal Arfiani Yulia Aminati abstrak. *Bk Unesa*, 03(2009), 223–225.
- Abdullah, T. M., Bhuttah, M. T. M., Aasy, M. K., Hassan, M. F., Khalid, & A. Zaffar. (2022). Role of non-formal basic education in promoting literacy in district Rajanpur. *Webology*, 19(2), 5847–5857.
- Anwar, M. S. (2022). Ketimpangan aksesibilitas pendidikan multikultural pendidikan dalam perpektif. *Jurnal Pendidikan*, 13(1), 1–15.
- Bashori. (2017). Menyemai perilaku prososial di sekolah. *Sukma Jurnal Pendidikan*, 1(1), 57–92.

- <https://doi.org/10.32533/01103.2017>
- Bhakti, C. P., Ghiffari, M. A. N., & Salsabil, K. (2019). Joyful learning: Alternative learning models to improving student's happiness. *Jurnal VARIDIKA*, 30(2), 30–35. <https://doi.org/10.23917/varidika.v30i2.7572>
- Djafar, H., Yunus, R., Pomalato, S. W. D., & Rasid, R. (2021). Qualitative and quantitative paradigm constellation in educational research methodology. *International Journal of Educational Research & Social Sciences*, 2(2), 339-345. <https://doi.org/10.51601/ijersc.v2i2.70>
- Darjan, M., Negru, & Dan, I. (2020). Self-esteem – the decisive difference between bullying and assertiveness in adolescence? *Journal of Educational Sciences*, 41(1), 19–34. <https://doi.org/10.35923/jes.2020.1.02>
- Faidah, N., Nafiah, M., Ibrahim, & Akhwani, A. (2022). Peningkatan kemampuan berpikir kritis siswa sekolah dasar melalui model pembelajaran problem posing. *Jurnal Basicedu*, 6(3), 3213–3221. <https://doi.org/10.31004/basicedu.v6i3.2573>
- Gaciu. (2020). Understanding quantitative data in educational research. *Understanding Quantitative Data in Educational Research*, 1-376.
- Hasan, H., Othman, Z., & Mohd Majzub, R. (2015). Using active, creative, effective and joyful (ACEJ) learning strategies toward English achievement and their behavioural changes among primary school students. *Mediterranean Journal of Social Sciences*, 6(6), 455–459. <https://doi.org/10.5901/mjss.2015.v6n6p455>
- Hasbi. (2021). Penggunaan model pembelajaran resolusi konflik dalam meningkatkan kompetensi multikultural siswa. *Jurnal Pendidikan*, 10(2), 109–114.
- Hansefri, & Kristanto, H. (2020). Condition analysis and strategic plan for Z theological college. *International Journal of Multicultural and Multireligious Understanding*, 766–783.
- Iqbal. (2021). Pengaruh kemampuan literasi digital terhadap kompetensi profesional guru PAI di SMK Negeri Se-Kota Parepare. *Jurnal Pendidikan*, 29(6), 3349–3358.
- Idris, E., Willya, I. S., Wekke, I. S., & Mokodenseho, S. (2020). Peace resolution in education and application on information and communication technology. *International Journal of Advanced Science and Technology*, 29(6), 3349–3358.
- Khalidi. (2017). Quantitative, qualitative or mixed research: Which research paradigm to use? *Journal of Educational and Social Research*, 7(12), 15-15. <https://doi.org/10.5901/jesr.2017.v7n2p15>
- Lowry, J., Haarbauer-Krupa, M. J., Breiding, M. J., & Simon, T. R. (2021). Sports- and physical activity-related concussion and risk for youth violence. *American Journal of Preventive Medicine*, 60(3), 352–359. <https://doi.org/10.1016/j.amepre.2020.10.018>
- Mujahidin, E., Wibowo, R., Rangkuti, Z., Alwahid, M. A., & Siswanti, K. (2021). *Jurnal basicedu*, 5(4), 1778–1786.
- Malihah. (2021). Conflict resolution: Zakat poverty alleviation solutions in West Java. *Jurnal Pendidikan Islam*, 9(1), 179–187. <https://doi.org/10.15575/ijni.v9i1.12661>
- Mulyarsih. (2010). Peningkatan prestasi belajar IPS melalui model pembelajaran kooperative tipe make a match pada siswa kelas IV SDN Harjowinangun 01 Tersono Batang. *Jurnal Pendidikan Dasar*, 1(20), 97–105.
- Matang, B., Maftuh, E., Malihah, E., & Hudi, I. (2022). Student indicator of social media addiction that lead to conflict. *Proceedings of the Annual Civic Education Conference (ACEC 2021)*, 636(ACEC 2021), 230–236. <https://doi.org/10.2991/assehr.k.220108.042>
- Nurchahyo, A. D., & Winanti, E. T. (2021). Pengaruh model problem-based learning terintegrasi pendekatan induktif terhadap kemampuan berpikir spasial dan pengetahuan siswa pada materi mitigasi bencana. *Jurnal Pendidikan Geografi*, 26(1), 41–47.

- <https://doi.org/10.17977/um017v26i12021p041>
- Ramayan, I. A., Abu Bakar, V. S. S., Kutty, & K. K. Rosa. (2020). Causes of intercultural conflict and its management styles among students in Sunway University. *Ideology Journal*, 5(2), 199–214. <https://doi.org/10.24191/idealogy.v5i2.242>
- Rêgo, & Santos, A. M. dos. (2018). Upper and lower probabilistic preferences in the graph model for conflict resolution. *International Journal of Approximate Reasoning*, 98, 96–111. <https://doi.org/10.1016/j.ijar.2018.04.008>
- Sukmaningsih, A., & Tetep. (2021). Eksistensi penerimaan teman sebaya bagi penguatan keterampilan sosial siswa. *Civicos Journal*, 5(1), 65–79. <https://doi.org/10.31980/civicos.v5i1.1140>
- Setiawati, O. H., Pranata, & Halimah, M. (2019). Pengembangan media permainan papan pada pembelajaran IPS untuk siswa kelas V Sekolah Dasar. *Pedagogik: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 6(1), 163–174.
- Suprpto, B., Maftuh, H., Sjamsuddin, & Malihah, E. (2021). Internalization of living value education program (LVEP) ASA. *Jurnal Pendidikan Islam*, 6(1), 31–38.
- Sa'adah. (2022). Perbedaan gender dalam memilih lembaga pendidikan ditinjau dari teori pilihan rasional James S. Coleman. *Yinyang Journal of Islamic Studies, Gender, and Children*, 17(2), 223–236. <https://doi.org/10.24090/yinyang.v17i2.6677>
- Siswa, & Materi, P. (2017). Pengaruh model pembelajaran resolusi konflik terhadap hasil belajar siswa pada materi fisika. *Jurnal Pendidikan*, 2(2), 109–114.
- Sumaya. (2020). Identitas dalam konflik di Kalimantan Barat (Sebuah pemetaan konflik). *Jurnal Kolaborasi Resolusi Konflik*, 2(2), 86. <https://doi.org/10.24198/jkrk.v2i2.28149>
- Subandi. (2011). Qualitative description as one method in performing arts study. *Harmonia*, 19, 173–179.
- Suprpto, W. (2021). Pengembangan model resolusi konflik (MRK) untuk memperkuat integrasi antar etnis (IAE) di Kota Singkawang Universitas Pendidikan Indonesia. Repository UPI.
- Serradell, M., Ramis, L., De Botton, L., & Solé, C. (2020). Spaces free of violence: The key role of Moroccan women in conflict prevention in schools. A case study. *Journal of Gender Studies*, 29
- Tetep, Suparman, A. (2019). Students' digital media literacy: Effects on social character. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(2S9).
- Tetep, A., & Dahlena. (2021). Fun pattern-based learning approach for social studies learning during the Covid-19 pandemic. *Journal Al-Ishlah*, 13(3).
- Wang, Q., Zhu, K., & Dong, K. (2022). Conflict resolution skills of Chinese international students in the United States. *Journal of International Students*, 12(4), 995–1018. <https://doi.org/10.32674/JIS.V12I4.2193>
- Zegart. (2020). Cheap fights, credible threats: The future of armed drones and coercion. *Routledge*, 43(1).