

THE STRATEGY OF CONFLICT RESOLUTION INTEGRATION IN LEARNING PRACTICE IN ELEMENTARY SCHOOL

* Marliani Herlina¹, Tuti Istianti²

^{1,2}Program Studi Pendidikan Dasar Program Doktor Sekolah Pascasarjana
Universitas Pendidikan Indonesia
*Email: alinhanny@yahoo.co.id

Abstract: The social phenomena which arises in the life of Indonesian society in last three decades is experiencing the process of character loss and Indonesian identity demoralization, starting from behavioral morality and socio cultural of a nation. The sense of solidarity and social empathy has began to fade, the behavior which usually friendly and helpful change into selfish and temperamental behavior. The idea of conflict resolution becomes literature to place multiculturalism which is identified by the tolerance life order toward people who are different from themselves. The Conflict resolution integration is a strategy of conflict resolution and seeks to find together the solution of conflict resolution. The strategy of conflict resolution which aims to educate students capable to overcome or resolve conflict constructively.

Keywords: *Conflict, Resolution, Elementary School*

1. Introduction

In realizing the plural and heterogeneous, the conflict will always arise and it is hard for us to avoid it. Conflict often occurs as a result of the clash of various interests among groups in society. The social phenomena which arise in the life of Indonesian nation in the last three decades is experiencing the process of character loss and Indonesian identity demoralization, starting from behavior morality until socio-cultural of a nation. The sense of solidarity and social empathy has began to fade, the behavior which usually friendly and helpful change into selfish and temperamental behavior.

Unifying the plural nation is not an easy but very difficult thing. The era develop so rapid even more rapid than the experts predict. The prediction made by future designers more often go astray, because the dimension of problem faced by humans nowadays is so complicated, the prejudice occurs everywhere in which the dislike toward certain group ended up with extreme resentment. It is important for each citizen to has awareness particularly in facing social phenomena in which they should always struggle, maintain peace, calm, and harmony in society life. The hardest challenge for the future of Indonesian nation is vertical and horizontal social conflicts which still occur coupled with the riot even torture which cause many people injured and will give rise the dominance of winner group over the loser group. Due to the social condition above, the anxiety emerge that if the negative issues occur sporadically, then it will become a culture which harm the social life and threat national integration. Nevertheless, it is inevitable that the social conflict which occurs in society is part of the social development dynamic itself. It is because, based on functional structure, the conflict occurs in society not only destructive but also contain positive meaning, at least for social change to take place.

The most influential thinking which become the basic of this conflict theory is Karl Marx theory. This theory assume that a society will not in orderly situation forever, but someday they will face the conflicts or tenses. Then, the theory of conflict also see dominance, coercion and power in society. The theory of conflict also speak about different authority. The proponents of theory conflict such as Mills, Michael, Dahrendorf (Johson, 1986) generally focus on group dominance over another group in society. Nevertheless, the theory of conflict offer alternative to functional structural which emphasize order. It is differ from Emile Durkheim who view modern community as entire organization with its own reality which has certain needs or functions which should be fulfilled by normal society.

The classic theory of conflict tend to view conflict based on human nature who tend to hate and control each other particularly in power (Tualeka, 2017, page 32). Nevertheless, the theory of social change about the cause of social conflict, and the theory of functional structural which base moral law have aim to realize developed, civilized and peaceful society or in western terminology called as Civil Society. The function of law which can be projected sociologically is as controlling instrument and social change guide and as integrative mechanism in managing various social conflicts (Hoesen, Arifin, 2012, page 309). The order become behavior and vision in social domain so the negative morality issue need to be resolved in advance. The rapid of culture and technology development can be signaled to bring about the change in development of various fields. But nowadays, the global development does not contribute to human mental and behavior improvement. Actually, the development in modern culture should be alerted and it is possible that society norm which become guidance for human act is slowly ignored. Humans naturally more prioritize pursuing materialistic values than their moral conscience and tend not to care toward the others and loosen their social relationship. It is a sign that the local wisdom in the form of humane altruistic had been disappeared. It is undeniable that the social conflict which occurs in society is part of social development dynamic itself. It is based on the theory of functional structure that something contain positive value at least bring about social change. Nevertheless, the social change which is not based on moral law consideration is potentially trigger social conflict in various social systems.

The society who loves peace, harmonious and democratic, coupled with the aim to realize civil society movement make continues effort to build togetherness in order to avoid horizontal and vertical conflict. Education makes an effort to realize society who live together in harmony, integrative conflict resolution through school to anticipate the rapid conflict escalation. Therefore, seeing multi dimensional problem and phenomena and scientific explanations discussed above, and to anticipate

and face them specially both universal and specific, Social Science Education in formal education capable to transform knowledge and skill, to develop humane values and train sensitivity in order to achieve the goal of expected attitude and behavior as demanded by nation, state even world. In such a context, Social Science education has important role in the effort to prevent conflict and has commitment to prepare students to become citizen who maintain unity in the frame of “Bhinneka Tunggal Ika” which has the spirit of patriotism, nationalism, and integration in the midst of national plurality. Therefore, various kinds of conflict occur in the country should be examined as a challenge of educational world particularly Social Science Education, how to generate the strategy or the way to resolve conflict, and not learning how to avoid conflict. In accord with the study conducted by Sri Agung et al (2014) that there is influence of applying conflict resolution learning model on Social Science learning outcome among 5th grade students in SD Gugus Kerta in 2013/2014 academic year.

As explained above, that conflict always occurs everywhere even children experience conflict. Therefore, it is important that children understand the existence of conflict they face, why conflict can occurs, and they acquire experience in taking action to resolve the existing conflict, and make right solution to resolve conflict.

2. The Formulation Of Problem

As the background of problem which had been explained above, the main problems among others are:

- 1) What are the forms of conflict faced by students in elementary school and what are sources or causes of those conflicts?
- 2) Why does the idea about Conflict Resolution Education needs to be applied in elementary school?
- 3) What are conflict resolution competences which should be developed in elementary school students through conflict resolution education?
- 4) What is the right conflict resolution strategy to be taught to students in resolving their conflict?
- 5) How to integrate Conflict Resolution Education in learning practice in elementary school?

3. Material & Methodology

This study is included in literature study research by searching theory reference which is relevant with case or problem found. The theory reference which is obtained in literature study research made to become base foundation and main tool for research practice in field.

4. Results and Discussion

Conflict always occurs in children environment even conflict often occurs among elementary school students. Conflict is triggered by the difference in characteristics brought by individuals from various situations in an interaction. The following are forms of children’s conflicts which are observed in daily life:

- a. Do not willing to accept the others’ opinion so it trigger quarrel
- b. Defend each others’ opinion
- c. Seize the object among each other because each want to use the same object in the same time
- d. Beat another student intentionally
- e. Selfish
- f. Argue, quarrel
- g. Feeling not respected by his/her friend
- h. A student take the other student’s stuff

The cause of conflict among students of elementary school is strongly related to two kinds of need, namely social need and psychological need. Social need is the fulfillment of desire to mingle with another students, teachers and the others. School is viewed as institution where student learns, adapts, mingles with another students who are different in gender, nation race, religion, social status and proficiency with her/himself. Whereas psychology need is the need of safety, need of love, social need, and need of self esteem. If child’s need is not fulfilled, then it will cause disappointment and

frustration. The discriminating school rule or rule application in school which is based on certain consideration, which students feel unfair will cause disappointment for them. Conflict and disappointment must be felt by students who try to achieve two conflicting aims. Maftuh (2008, page 27) in fulfilling psychological need, individuals will feel happy if their need can be fulfilled. In contrary, they feel pain, unhappy, or frustration if they cannot fulfill their basic psychological need. Whereas, Muslim (2014, page 126) explain the sources of interpersonal conflict in school, among others are:

“.....Feeling insulted, feeling superior, jealous, disagreement, high ego, expression with rude words, personal problem brought into school, late to return book to library, late to pay school fee, students take away book in library, students do not understand the material taught by teacher, teacher give incorrect explanation, teacher do not master learning material, teaching material is not complete, students break school rule, students do not do school task, students do not have motivation in learning, students' absence in learning process, students' dishonesty in answering teacher's question, teacher do not like student, school principal witness students misbehavior such as late to attend school, scribble down the wall, the kind of sanction which increase students' burden, learning burden, students are not succeed in learning, jealousy in incentive received, lack of books availability in school particularly students' handbook and books which support learning, delay in salary payment, dissatisfaction with policy and decision of school principal, tasks in office are undone, and delay in submitting RPP, syllabus, and teaching material to school principal.”

Based on interpersonal conflict above, the conflicts faced by students in school are influenced by environment. The loosen policy or rule in school, school facility which do not support students need in learning, lack of teachers' discipline in doing their task. The uncertainty of rule applied in school will result in students' disappointment because their basic need to get service and supporting facility in learning are not fulfilled. The psychological, social and economic needs which are not fulfilled can trigger aggressive behavior among students. The conflicts which begin to arise marked by attitude or action against another persons, injustice issue, “delegitimizing and dehumanizing” (Stephen, 2008). The persons who trigger conflict show dissatisfaction, antagonism, anger, dishonesty, injustice, and lack of respect (Stephen, 2008). To fulfill this basic need, someone should behave.

Hurlock (1980) express that someone who has self control tend to has readiness to behave in accord with norm, custom and values which are derived from religious tenet or social environment demand where she or he live. They also express their emotion with more acceptable manner. The conflict aroused is marked by attitude or action against the others and injustice issues, “delegitimizing and dehumanizing” (Stephen, 2008). Someone who trigger conflict show dissatisfaction, antagonism, anger, dishonesty, injustice, and lack of respect (Stephen, 2008). To fulfill this basic need, someone should behave.

Misbehavior which also known as social deviance is behavior which is unsuitable with ethical values, whether in individual human viewpoint (religion) and its justification as part of social creature. According to Bruce J. Cohen cited in Idianto Muin's Book, misbehavior is each behavior which is not successfully self adjust with certain community or group expectation in society. The difference in environment can cause difference in attitude and social relation in each child. Psychologically, this attitude can be learned through three ways, namely: (a) imitating, (b) learning experience, (c) feeling deeply emotional experience. Furthermore, Hurlock (1980) express that the social behavior pattern developed in childhood are: (1) imitating, (2) competition, (3) cooperation, (4) sympathy, (5) empathy, (6) social support, (7) sharing.

In this case, school should be viewed as institution where students learn, adapt with the rule applied in school and all school members obey it. School as the place to mingle with and socialize with the other students who are different in gender, tribe, religion, social status and proficiency. As for emotional development, education in school do intervention as the effort to learn self control.

Based on learning experience, the children learn to make decision, self responsible, independent, and guided parenting pattern. In the context of personality development, including child's social relation development, the application of parent or teacher treatment always supported by parenting which is based on affection. Each treatment done accompanied by explanation or rational reason about the danger of conflict is intended to train reasonability and develop their thinking so they can make best decision in handling the conflict.

The Idea of Conflict Resolution Education Needs to be Applied in Elementary School

The idea of conflict resolution education needs to be applied in elementary school in the effort to develop students creativity in resolving conflict in daily life in their community. Conflict resolution conflict is educational program which aimed to educate students to be able to handle or resolve conflict constructively. The aim of conflict resolution education in school is to equip students to solve conflict peacefully and constructively. Constructive means to construct, to develop and to improve, that is, bring about the constructive change without harming the other people. The focus of conflict resolution education aimed to togetherness values and more prioritize character mastery, and togetherness values as important foundation as the manifestation of individual who is skillful in living together, maintain safety and peace.

Relating to education goal, conflict resolution education actually identical with peace education namely the creation of peace and harmonious situation. Sunaryo (2015, page 9) give limitation that peace education is based on assumption that peace can be developed by habituating the mind to control desire, suit with what is deserved and desired, develop respect toward difference, care and love others people, and turn hostility into collaboration. In another section, Sunaryo (2015, page 10), peace education in school develop competence to solve conflict by using anti-violence.

The assumption of development and application of conflict resolution education in learning context in formal education level in elementary school as reference of strategic step in the form of conflict resolution approach capable to anticipate as early as possible the effect of cultural dynamic for its society. Conflict resolution education in school can be recommended as learning program with interdisciplinary content to be developed to stimulate and explore the relation between the past, present and future in multi dimension conflict. Therefore, we need to have some skills to resolve conflict.

Conflict resolution competence which needs to be developed in elementary school students through conflict resolution education

Conflict resolution competence which needs to be developed in elementary school students through conflict resolution education. Maftuh (2008, page 110) divide Conflict Resolution Competence of knowledge aspect as follow:

- 1) Understand the essence of conflict
 - a) Knowledge about conflict
 - b) Difference in perception on conflict
 - c) Source/root of conflict
 - d) The consequences as result of conflict
- 2) The escalating conflict and response to conflict
 - a) The symptom of escalation in a conflict
 - b) Relation among feelings, particularly feeling of anger with behavior in a conflict
 - c) Different approach in responding conflict
 - d) Style in responding conflict
- 3) Manage the anger
 - a) Understand the feeling
 - b) The trigger of anger
 - c) Response to anger and cooling down
 - d) Assertive question, aggression and message "I am"
- 4) Conflict resolution strategy
 - a) Win-win problem solving

- b) Three strategies in conflict resolution
- c) The negotiation strategy in conflict resolution
- d) Mediation strategy in conflict resolution

It is important to equip students with knowledge on conflict and conflict resolution in order to be capable to resolve conflict appropriately. Without good understanding about the essence of conflict and the strategy of conflict resolution, it will be very difficult for students to be capable to resolve conflict constructively (Rusminiarti et al, 2014). Students' attitude needs to be developed in order that they have a positive attitude to conflict resolution. If they have a positive attitude to conflict, then it enables them to resolve conflict constructively. It is similar with what is expressed by Warters, (2000) that "...there are some supporting competences which should be mastered in conflict resolution education". The supporting component among others are:

- 1) Ability to understand psychological aspects and conflict behavior.
- 2) Ability to understand cross-cultural consideration in managing conflict.
- 3) Ability to understand "the victims" of conflict such as loss of spirit, productivity, etc.
- 4) Ability to understand style and strategy.
- 5) Ability to understand positive effect as result of conflict.
- 6) Ability to understand basic theories of individual and organization power dynamic, that is, power imbalance.
- 7) Ability to identify personality and conflict management style, strength and challenge.
- 8) Ability to understand conflict cycle, that is, how it is started and escalated.
- 9) Ability to understand "position versus principled" in negotiation concept and show suitable skill.
- 10) Ability to understand difference in role, responsibility, process and outcome which are expected from mediation, arbitration and negotiation.
- 11) Ability to understand difference between compromise, cooperation, collaboration and building consensus.

The appropriate conflict resolution strategy to be taught to students in resolving their conflict

Conflict resolution strategy which is appropriate to be taught to students in resolving their conflict refers to The Aim of Conflict Resolution Education which is suggested by National Council for the Social Studies (NCSS) that Conflict Resolution Education can give direction in developing thinking and acting ability to students starting from local level to global level, and can understand and respond to the problem which is suited with global challenge and development. Crawford and Bodine (1996, page 1) state that:

The Guide is based on a shared vision that the youth of all ages can learn to deal constructively with conflict and live in civil association with one another. Its goal is to build the capacity of educators in a variety of youth serving settings to understand and act on the knowledge that conflict resolution skills are essential to successful relationships in all facets of our lives.

There are three educative approaches which are generally applied in school to overcome conflict among students, namely: (1) peace education which is integrated into school curriculum, (2) training conflict resolution constructively, and (3) mediation and negotiation by peers (Gerstein & Moeschberger 2003; Newman, Murray & Lussier 2001; Johnson & Johnson 1994; Deutsch, 1993). Based on various studies, that conflict resolution model is effective because it can increase student's knowledge in resolving conflict constructively, show pro social attitude, and not become victim of violence acts (Johnson & Johnson 1995; Laursen, Finkelstein & Betts, 2001; Zhang, 1994). Furthermore, Campbell (1980), there are many ways to introduce students with conflict resolution skill, one of them by asking students to identify the general causes of conflict. As for the strategy developed by teachers are:

- a. Give assignment to students to make as many as causes which trigger conflict
- b. Book exploration by searching the source of conflict based on theoretical study.
- c. Students decide by themselves the event of conflict, for example personal, local or global and analyze one cause of conflict.

- d. Conflict resolution by finding positive solution alternative after understanding the sources of conflict.

That conflict resolution program as described by Malti, Perren and Buchman (2010) find that the ability to empathize is correlated with bullying. The ability to show empathize is seen from ability to understand the others' feeling and perspective.

Conflict resolution program in school particularly in elementary school involve children's emotional participation, namely behavior when they interact with the others. For example, children are involved to listen carefully when the other persons is speaking, or they will give positive response when interact in which they feel emotionally the others' trouble. Related to emotion, children will spontaneously express what they feel emotionally and give reason "treat their friend fairly". The Program of Conflict Resolution Education which aims to develop children emotion can be done through training process and habituation. Therefore, Conflict Resolution Program is a program which teach students to be more care about their surrounding environment. Even Jones (2004, page 235) state that conflict resolution education is the hope to help children so they can develop to become better human, have social and emotional spirit so they can give more positive contribution to community. Therefore, according to Jones, the aim and benefit of conflict resolution in education is to make students to have:

- 1) Enhancement in thinking ability.
- 2) Enhancement in problem solving ability.
- 3) Enhancement in emotional awareness and emotional management.
- 4) Aggressive orientation and hostility are reduced.
- 5) The enhancement in ability to resolve conflict constructively in school, home and community.

The focus of conflict resolution learning is to train students skill in which students can identify the types of conflict and understand the way to resolve it. Thus, the main aim of conflict resolution learning is to give learning experience in order that students are habituated to face conflict and have willingness and ability to resolve conflict in daily life. In addition of the main aim above, there are some another aims which are more detail about conflict resolution learning in school, namely:

- 1) Make learning atmosphere which is safe and pleasant for all students;
- 2) Train students in order not trigger violence act;
- 3) Train students to be able to solve problem and train their emotion;
- 4) Hold discussion to solve problem and become mediator if conflict occurs.
- 5) Train students to become peace lover (Eric, 1999, Cohen et al, 2000, Stephan 1998, Johnson & Johnson, 1955).

School should become the right place particularly in developing peace and inculcating attitude in students to respect each other, tolerant, and habituate them to learn dialog when conflict occurs. In the initial years in elementary school, students have not understood what is good and what is bad or rules. They are still immoral but have already possessed moral potential to be developed through interaction experience. It is possible to have good behavior but more oriented to habituation from imitation process and socially learning outcome. The behavior norms regulate human life. From the values about what is allowed and not allowed, children acquire experience about the meaning of morality. A good or bad action is done based on their moral reasoning.

The explanation about the competence with the aim to develop religious moral and socio emotion as described above is related to the aim of peace education, by using Conflict Resolution approach. Implementation of conflict resolution integration in learning can be formulated into Competence Achievement Indicator, furthermore it can be formulated again into more specific learning goal, that is, focus on ability which should be displayed by children and it can become consideration in measuring behavior development which is really measured and observed when giving assessment. The following is the indicator of knowledge, skill and attitude mastery for the aim of Conflict Resolution Education.

- 1) Listen actively
- 2) Read and understand feeling and anger

- 3) Understand the others viewpoint and perspective
- 4) Win-win problem solving
- 5) Negotiation and mediation
- 6) Being polite
- 7) Live in harmony in difference
- 8) Know the rules in living in group
- 9) Willing to be responsible to the task assigned
- 10) Willing to play with peers without seeing difference
- 11) Willing to give praise to the others
- 12) Able to communicate with friends.
- 13) Willing to help friend who is in trouble
- 14) Dare to speak in front of friend
- 15) Willing to listen when a friend is speaking
- 16) Willing to greet friends
- 17) Willing to smile at friends
- 18) Willing to respond when a friend is speaking
- 19) Willing to cooperate with friends without differentiate them
- 20) Being polite and grateful
- 21) Willing to share with friends
- 22) Can take care of self
- 23) Willing to help friend if there is disagreement
- 24) Express feeling if there is friend who is upset

The success of Conflict Resolution Education in school is strongly related to creative process in growing communicative ability and analytical thinking should become reference for teachers in teaching peace education and conflict resolution.

Integrating Conflict Resolution Education in Learning Practice in Elementary School

In some countries such as England, conflict resolution is part of Civic Education material. Edwards and Fogelman (in Maftuh, 2008, page 96). Lynch as cited by Edwards and Fogelman (2000) suggest twelve points if school to be effective as education for citizens with global insight. One point is school activity should emphasize character. In accord with Lynch, Costello (in Maftuh, 2008, page 97) also offers some suggestions to school regarding Civic Education and conflict resolution. One suggestion is that school must give opportunity to children to discuss difference and resolve conflict. Based on the expert thinking above, the program of conflict resolution education can be integrated into Civic Education and Social Science Education.

Conflict resolution education in learning practice in elementary school not only integrated into certain subject, but in implementation level, conflict resolution education is integrated into educational policy in school, namely:

- 1) Specially to overcome the problems which often trigger conflict in school level, school management should consider to incorporate the agenda of cultural and ethnical diversity into school curriculum.
- 2) School should has school based-conflict management both in the form of curriculum exemplar and school culture building.
- 3) Realization of conflict resolution education needs to be realized in family and community environment integrally. School as formal educational institution needs to play role in developing the affective side of students.
- 4) Integration of conflict resolution education in elementary school in all thematic based- subjects.
- 5) Realization of conflict resolution education in school, in the form of:
- 6) Change teachers' learning style by using various learning resources by incorporating cultural and ethnical agenda.
- 7) Develop student ability in doing social activity and encourage students to see themselves as creature who always interact in social life.

- 8) Use school project/activity approach and method, interpersonal relation, social life practice, and organizing (special for high class).
- 9) Conflict resolution education can be integrated in daily life, its implementation through exemplary in which superintendant, principal, and administration staff can become role model for students in the way they dressed, speak, maintain environment sanity, obey school rule, etc.
- 10) Spontaneous activity strategy is done when teachers know students' attitude and behavior which are less good, such as asking something by shouting. Teachers spontaneously give understanding and tell positive attitude and behavior. If a child show positive behavior, teachers need to respond him or her as reinforcement that that attitude and behavior are good and they should be maintained to become exemplary for his or her friends.
- 11) School conditioning. School needs to condition its environment by providing various physical facilities which aims to develop child discipline. For example, providing rubbish bin, wall clock which can be seen in school yard, school rules, meaningful slogans/motto about life such as "Speak honestly is the easiest way to get peaceful life", lined up before entering class, pray before and after school.

5. Conclusion

The focus of conflict resolution is to train students' skill, in which students can identify types of conflict and understand the way to resolve it. Thus, the main goal of conflict resolution learning is to provide learning experience in order that students are habituated to face conflict and have willingness and ability to resolve conflict in daily life. School give opportunity to students to discuss difference and resolve conflict.

6. Recommendation

Conflict resolution program in school particularly in elementary school involve students' emotional participation, that is, behavior when they are interact with the others. The Conflict Resolution Education Program which aims to develop child emotion can be done by training and habituation process. Therefore, The Conflict Resolution Program is a program which teach students to be more care about its surrounding environment. **Acknowledgement.** This research is fully supported by Affiliation Research Grant.

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