



The Effect of Social Media on the Development of Peaceful Behavior Among High School Youth in Gorontalo Regency

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Abstract

This study aims to provide an understanding of the influence of social media on the development of peaceful behavior among high school youth in Gorontalo Regency. This research was conducted in ten high schools in Gorontalo Regency, consisting of seven public high schools and three private high schools. Using qualitative research and phenomenological approaches. Respondents in this study were high school students in class XI taken from ten public and private high schools as a representation of the population of high school students in class XI in Gorontalo District High School. The data was obtained by using a questionnaire method which was distributed to 100 respondents regarding the influence of social media on the development of peaceful behavior for high school youth in Gorontalo Regency. The data is then analyzed using the Content Analysis technique to determine the effect of social media on the behavior development of high school youth throughout Gorontalo Regency. The results of this study indicate that adolescents have various concepts of peaceful behavior and one of them is influenced by the media. The concept developed starts from the aspect of how to interact with each other, seen from the effects caused by their behavior, and in terms of the conditions they have. Peaceful behavior among adolescents includes self-directed behavior and behavior directed at others, both protective and promotive. Included in peaceful behavior are all behaviors that individuals themselves feel comfortable with, do not cause problems in society, and behaviors that foster friendship among adolescents.

Introduction

Conflict and peace have been studied by individuals since the beginning of their development. Children have experienced disagreements with the people around them: parents, siblings, and their peers. They learn to resolve the dispute, whether by yielding, crying, imposing their will, or in any other way they think can resolve their interpersonal conflict (Shantz, 1987; Hopsmeier & Asher, 1997). The experience of disagreeing and resolving disputes becomes an individual learning instrument at a later stage of development (Lochman et al., 1993).

Patterns of conflict resolution and developing peaceful behavior are formed step by step throughout the individual's life span based on all experiences in resolving conflicts and effectiveness in resolving conflicts. Therefore, it can be understood that the pattern of peaceful behavior and adolescent conflict resolution is the result of individual learning at the previous stage (Sandy & Cochran, 2000). However, adolescent cognitive development also affects the ability and maturity of adolescents in solving interpersonal problems including peaceful behavior (Shulman & Scharf, 2000).

Various phenomena that support this situation reinforce the view that teenagers are "considered" to prioritize egocentrism, demand more from adults for what they want, do not

want to give in and want to win on their own if they are in conflict with others. Various reports and incidents that were highlighted by many parties were the actions of teenagers who showed "far" from peaceful attitudes and behavior. One identification of "adolescent problems" in the view of teachers in Singapore showed that the problems experienced by adolescents were social problems and the problem of fighting, violence and unlawful acts was 29%. This is not much different from the adolescent's own recognition of the common problems they experience, as many as 26% of the problems are related to it (Latipun, 2014).

So strong is the view from adults that teenagers need strong control to prevent destructive behavior, hostility, and various manifestations that can injure "peaceful behavior" among them. In general, adults view that adolescents do not behave peacefully, among others, in the form of "grusa-grusu" behavior without rational consideration in dealing with many affairs and being less mature in resolving problems and conflicts, thereby damaging social relations between them. Therefore, when they experience conflict with their peers, the involvement of adults (parents, guardians, teachers) is considered very important.

This view is indeed too one-sided, which sees teenagers as very "weak" in terms of behaving peacefully as if adults know and behave more peacefully than teenagers. In some cases, the nature of teenagers does show extreme conditions, which do not want to compromise on their desires. However, there are fewer extreme cases compared to those who behave constructively, for example in terms of attitudes and behavior of giving respect to others, dealing with interpersonal problems in a healthy and constructive manner, and their concern for the interests of others (Peterson et al., 2007).

The desire to behave peacefully is not only owned by adults, teenagers also want to get a reassuring treatment and try to behave peacefully to other parties. Although the conflicts they experience often go on without a resolution, they can also develop peaceful behavior and invite their friends who are experiencing conflict to make peace (Latipun, 2010).

Conflict and peace can happen to anyone: children, youth and adults. Even conflicts that occur in adults may be more complicated than those experienced by children and adolescents (Coleman, 2000). Therefore, the resolution of conflicts in adolescents and efforts to build peace among adolescents may be easier than what happens in adults. Nevertheless, the resolution of conflicts between adolescents needs to pay attention to the views of adolescents themselves regarding the right strategy in conflict resolution and how peace can be developed.

In the current context, the study of peace is very important, as an effort to create a peaceful society, which lately the situation seems to be moving away from an atmosphere of peace. What's more, in Indonesian society, conflict is an everyday sight, and peace is an expensive thing, increasingly difficult to find, and a rare atmosphere to be achieved individually and/especially collectively (Colombijn & Lindblad, 2002). So far, peace has been an abstract concept. But many people crave it. So actually peace is everyone's need. But because it's still a concept, it's hard to gauge what peaceful behavior looks like.

In a society with a very large population, such as in Indonesia, conflicts between adolescents often occur, and many deaths have been reported as a result of disputes between them. Various school formulas have not been able to overcome the various symptoms of this conflict. The model for developing peaceful behavior among adolescents is very important to provide solid foundations for fostering peaceful behavior in the wider community. In fact, teenagers are also able to behave peacefully. They also have positive values in mutual and social relationships that can be developed in peaceful behavior. Such positive behavior is, for example, "conformity tendencies". In other words, adolescents do not only have violent and destructive "energy", it

can even be said that the spirit of violence is not the dominant energy in adolescents and even individuals in general.

The development of problem solving, including the development of peaceful behavior, may be more "rooted" if it is based on the thoughts and characters of the interested parties. The development of peaceful behavior in adolescents should also be based on the strengths that exist in adolescents, and not only based on the views of adults.

Social media doesn't always have a negative value, but it also has a positive value. One of them is through this social media the development of peaceful behavior among teenagers can be developed in various ways. Today's social media has become one of the needs of everyone, the use of the internet has never been separated from the life of today's millennials. The various information presented is considered to have an influence on people's lives. The media shape people's views of how one should relate to the everyday world.

Methods

The location of the research was determined by purposive method, because the ten schools represented eight sub-districts in Gorontalo district, namely Tibawa, Telaga, Limboto, Bongomeme, Asparaga, Biluhu, Batudaa, and Tolangohula sub-districts. Thus, the ten schools are very representative to describe the influence of social media on the development of peaceful behavior for high school youth throughout Gorontalo Regency.

Participants were classified into two categories: students and students in SMA class XI who were the object of research and parties related to the research institution, both from the leadership and teachers. Participants were taken from class XI students with the aim that the learning experience or interaction in the school environment was longer so that it could provide an overview of the influence of social media on the development of peaceful behavior of high school youth throughout Gorontalo Regency.

In this study, broadly speaking, the data collection process uses several methods, each method is interrelated and complements each other, especially in order to express the experiences, perceptions, and attitudes of informants regarding peaceful behavior. The methods used are interviews and focus group discussions. In-depth interviews were used for an initial study of the experiences and perceptions and attitudes of some informants (students) about peaceful behavior to obtain data on students' experiences, perceptions, expectations, and attitudes towards peace-handling efforts.

Results and Discussion

Overview of Research Locations

Geographically, Gorontalo Regency is one of the regencies located in the middle point of Gorontalo Province, geographically it is located at 00 30' – 00 54' North Latitude and 1220 07' – 1230 44' East Longitude, with the boundaries of Gorontalo Regency including: To the north it is bordered by North Gorontalo Regency, to the south by Tomini Bay, to the east by Bone Bolango Regency and to the west by Boalemo Regency.

Administratively, Gorontalo Regency has 18 sub-districts, 205 villages, 685 hamlets. The total population of 340,470 people, in general, the composition of the population of Gorontalo Regency is dominated by young people, in general the number of female residents is less than the number of male residents. This can be shown by the sex ratio whose value is more than 100 or for every 100 female population there are 101 male residents, where the male population is 170,689 people and the female population is 169,781 people with a population growth of 0.33 percent. The area of Gorontalo Regency is 2,124.60 km² with a population

density of 160 people/km².

As the oldest Regency in Gorontalo Province whose position is at the midpoint of the Gorontalo Province Region, judging from the economic life of the Regency, the economic locomotive is the agricultural and service sectors. With these locomotives, other economic potentials such as trade, hotels, restaurants and so on were developed.

Overview of Respondents

Respondents in this study were high school students of class XI taken from seven public high schools and three private high schools. The research data used in this study is primary data obtained by using a questionnaire that has been distributed directly. The number of respondents involved in the study were 100 respondents. The respondent data in table 11 below provides some general information about the condition of the respondents found in the field.

Table 1. General Information of Respondents by Gender

Gender	Number of respondents
Men	60 people
Woman	40 people
Department	
XI Exact	35
XI Social	35
XI Language	30

Description of Research Results Data

Adolescents have various concepts about peaceful behavior. The concept developed starts from the aspect of how to interact with each other, seen from the effects caused by their behavior, and in terms of the conditions they have. The concept of peace is seen from the following understanding.

Peaceful Behavior as an Individual Condition

Some teenagers consider peace and peaceful behavior as a condition. In their understanding, the measure of peaceful behavior can be seen from their mood. Referring to this view, peaceful behavior with calm living conditions, peace of mind, peace and being able to relate well to others without disputes with others. The following statement by the youth is one of them: "For me it is peace if he feels calm and at peace in his heart." In this context, the measure of peaceful behavior is more individual, although it can be seen from the outside.

A peaceful mood according to adolescents is manifested in their relationships with those around them, for example, marked by the absence of conflict between one another. The condition of conflict-free individuals according to adolescents includes no grudges against others, no hatred for others, no problems with family and society at large, and a state of no disputes, no fights and fights, no trouble.

Such understanding is in line with the concept that peace is more individual. Although the views of some of these teenagers are very limited, they have provided an understanding that at least each individual has felt peace as a state of peace. Such an understanding can be said to be appropriate if you see behavior as part of the individual only. When compared with Rinehart's (1995) view which defines peace as including subjective feelings and efforts to establish social relations with other people, the definition above is too narrow.

Peaceful Behavior as a Way of Solving Problems

Another understanding of peaceful behavior has to do with the way teenagers solve problems, especially problems with other people. "If individuals can solve problems without feeling hurt, that's peace," said Putri. This understanding emphasizes the way it is used and the effect on others. If the method used has an unfavorable effect (such as hurting) others, then the behavior is not peaceful, while if it has a positive effect on others, the behavior is said to be peaceful behavior. In this context, when dealing with individual problems, it is more likely to show a situation that "gave in" without acting violence and anarchism according to Putri is referred to as peaceful behavior.

Another understanding of peaceful behavior which also shows how to solve adolescent problems is related to the individual's reaction to others when he is in trouble. Muhammad stated that peaceful behavior is shown by not expressing negative emotions to the opponent, such as aggressiveness. For him to behave peacefully if it shows more tolerance, mutual understanding, respect, respect and avoiding divisions between individuals and groups. Using ways of negotiation, relenting, and respecting each other when experiencing conflict. According to some teenagers, expressing peaceful behavior is supported by positive attitudes from individuals, including positive thinking.

In various views, peaceful behavior is associated with ways of resolving conflicts. The individual's ability to deal with and resolve conflicts constructively is a measure of whether the individual behaves peacefully or not. The subject's response when facing problems with other people is an indicator of peaceful behavior (Latipun, 2010). However, peaceful behavior does not only appear when individuals are in trouble but can also be reflected in a safe atmosphere (Neslon & Christie, 1995).

Prevent and Avoid Hostility

Actions that prevent and avoid hostility is another concept that is understood by adolescents as a concept of peaceful behavior. A teenager named Marwa said that teenagers behave peacefully if individuals are able to do things that can prevent conflict, so that there are no disputes and fights. According to Marwa, many teenagers like to provoke trouble. If he tries to maintain calm by not causing trouble in society, then he is behaving peacefully.

Adolescents who behave peacefully can develop better attitudes and behavior. If there is a difference, he can accept differences towards others, can manage conflict, in that difference he still gets peace. Peaceful behavior means behavior that does not provoke the emergence of conflict and behaves calmly, maintaining calm and also the surrounding peace.

In the context of preventing hostility, adolescents who behave peacefully will always try to avoid conflict and hostility and do not create problems or invite conflict which is considered as an understanding of peaceful behavior by adolescents. Zulham states "teenagers can avoid being hostile towards their peers, and maintain peace in society." Dian added the following:

"so that deviant behavior does not occur or acts that do not reflect peaceful behavior, namely always thinking positively, always staying in touch with each friend, and not always thinking negatively towards friends or other people and always maintaining emotions so that disputes and quarrels do not occur"

The concept of peaceful behavior in the sense of preventing and avoiding hostility is a more advanced concept than the notion which is only limited to behavior associated with problem solving. Preventing conflict means being more anticipatory and proactive about what will happen. This concept is in line with the view of Fisher & Fisher (2000) that peace is an effort

to establish relationships between individuals, groups and institutions that respect differences and values and the development of human potential as a whole.

Peace to Yourself and Others

Peaceful behavior can be understood in terms of its scope addressed to whom it behaves? Some teenagers think that peaceful behavior is understood as an attitude towards themselves and behavior directed towards others. However, the general understanding, peaceful behavior is related to what other people feel and accept.

Peaceful behavior aimed at oneself, for example, has openness. According to Anton, openness is an attitude of accepting the presence of other people, willing to get along with anyone without "discriminating." The meaning of not discriminating is a personal attitude that is not discriminatory to his friends. According to him, openness is a prerequisite for peace. Live a life full of tolerance and do not consider a difference as a threat. As Astriani put it: "behave without holding grudges, it is easy to give and apologize to others when we are wrong. Avoid fights or fights. If there is a fight or a fight, it is immediately clear to each other whether we are right or wrong."

Attitudes to others include attitudes and behaviors that give the impression of being pleasant, calming and prosperous. In this context, according to AyuAnggraini, adolescent behavior should not start from a dispute. Behaviors such as not insulting others, not racism, and not disturbing socialization with others are behaviors that support peaceful behavior. AyuAnggraini gives an example:

"There are friends of mine who like to annoy. Sometimes he accidentally said something offensive. Yes, the higher the tone and the reply with a high tone as well. Be a quarrel between them. I've been to all the jambaans. That's what makes his behavior unpeaceful."

Thus the understanding of peaceful behavior among adolescents is very diverse. From simple as a situation experienced by each individual, as a way of solving problems, efforts to prevent and avoid hostility, as well as teenagers looking at it in terms of its scope. In the view of humanistic psychology, it is very clear that social peace is a manifestation of congruent individual conditions (Rogers & Malcolm, 1987).

Development of Adolescent Peaceful Behavior

Peaceful behavior cannot happen by itself. According to the youth, this peace occurs because it is attempted by the youth themselves, whether carried out by the youth themselves or the efforts of other parties. From various views of youth, to realize peaceful behavior is carried out in the following ways:

Teenagers Own Business

Adolescents can do something if they want to manifest peaceful behavior. Efforts that can be done include: mutual respect, respect for each other with all the differences that exist. When there is a problem try to think calmly and not put forward emotional ways. Some of the peaceful behaviors that teenagers try to do themselves include the following:

The Internality of Positive Behavior

Self-awareness, especially when at odds with friends, is an important way to manifest peaceful behavior. Realizing what he meant, the teenager who was in conflict immediately tried to understand what was happening and prevent it from leading to a fight. Indeed, what initially breaks down and then turns into a fight is sometimes not felt. Therefore, teenagers need to be aware of every word and action. According to some teenagers, realizing that includes self-

introspection to see if there is something wrong with him? If so, fix it immediately. Another key word related to awareness is “giving in” and being generous, it is not justified to want to win alone. For this reason, according to the subject, a positive way of thinking is needed, such as having a good attitude towards his friends.

Positive Attitude and Behavior Towards Others

Disputes can happen and are likely experienced by every teenager. However, to realize peaceful behavior according to informants, it is not only related to attitudes towards oneself, but also needs positive attitudes and behavior towards others. Positive attitudes and behavior towards others, for example: forgiving other people's mistakes, quickly resolving if problems with friends occur. Among the behaviors that can damage peaceful behavior are acts that "squeeze into a fight. According to the subject, every child needs to avoid negative behavior: such as taking the law into his own hands, making trouble and noise, and not causing trouble in society, as well as anarchism. Actions that lead to common problems can be avoided by every teenager.

Develop Friendship

Developing friendships is needed to realize peaceful behavior among teenagers which is developed in the form of "mutual" between the two parties. Developing friendships is done for example by friendship, greeting and helping each other, doing good to each other, forgiving, avoiding mocking each other, getting along well without discriminating against friends, and taking care of other people's feelings, in the context of: lest there be misunderstanding or offence. on the other. Tolerance and acceptance of differences is a concept of developing friendships according to adolescents. Greet and respect among young people are considered as a way to develop peaceful behavior. The key word in the effort to develop friendship is to foster friendship and togetherness among friends. Gratitude if they help each other if one is having trouble.

The Need for a Proactive Attitude

Realizing peaceful behavior must be done with proactive behavior. Peace will be easier to achieve if teenagers are active to make it happen. These proactive attitudes include: Quickly resolve problems if you have a disagreement with other people. Negotiate if there are problems between teenagers without exaggerating the problems they are experiencing.

The strategy for realizing peace based on exploration for adolescents takes place through oneself, then develops into social behavior such as being positive towards others, developing friendships, and showing a proactive attitude. This strategy is a development of previous findings obtained through a micro study of the counseling process which takes place in five stages, from hostility to development of peaceful behavior (Latipun 2010). The strategies found in this research are very appropriate if they are developed by teenagers in fair situations in an open atmosphere.

Family and School Involvement

Adolescents need examples and education from others. They need to be instilled in a tolerant attitude, set an example of respect for others, provide sanctions that educate teenagers for teenagers who fight and disagree and provide psychoeducation about morals to teenagers. According to teenagers themselves, the need for knowledge about peace and mutual respect for teenagers and giving punishments that violate them repeatedly.

The need for awareness in adolescents about the importance of peace and more concerned with peace than disputes. Peace is instilled from childhood in the family environment.

Understanding of mutual respect. Differences are not something to be disputed about. Negotiation is another way of fighting and instilling religious values.

Psychoeducation includes introducing how to solve the problems they experience. Problem solving must be adapted to the context. Family problems are solved at school, school problems are solved at school, if friendship problems need supervision and education about choosing friends. In this context, schools are expected to provide guidance to their students.

The Influence of Social Media in the Development of Peaceful Behavior

Youth and Peace Missions

Regarding social behavior, there is a lot of literature that examines adolescent behavior from the "negative" side, such as aggressiveness, bullying, and delinquency. However, teenagers are not really a "gloomy sheet" that is dominated by negative behavior. (More) Many of the teenagers actually show positive behavior such as achievement in academics, their participation in social improvement, and socio-cultural movements that contribute a lot to the progress of the community's future.

The views expressed among various studies on adolescent behavior in the context of peace can refer to the writings of Shulman & Scharf, (2000) which uses a developmental principles approach in preventing violence. In his writings, he emphasized that many violence prevention programs in schools were followed and involved teenagers. According to Shulman & Scharf, (2000), adolescents do need to develop themselves in their involvement in wider and complex social roles.

Adolescence is a time for many explorations of life. At this time, teenagers interact a lot and develop their own life experiences. The views and feedback from most are the main reference sources for adolescents in various lives, including in dealing with psychosocial problems such as solving personal problems and social interactions (Shulman & Scharf, 2000). Because of that, teenagers always learn to develop their thoughts about how to be friendly, solve problems constructively, and behave in a healthy way among each other.

Growth and development in social relationships as a function of adolescent social interaction (remember the views of Bronfenbrenner, 1979), which places the social environment in shaping individual personality. The social environment in question covers a very broad scope, such as close family, peers, and the social system in which he is located.

Various Models of Youth Involvement in Peace Missions

Theoretically, youth involvement in violence prevention and peace efforts is carried out in several models. The models that are widely studied are the participation of adolescents as trainers of conflict resolution, their participation as mediators of conflicts between adolescents and group activities that foster cooperative attitudes and increase mutual understanding among adolescents (Deutsch, 1993; Johnson & Johnson, 2005). Most research on conflict resolution among adolescents relates to their role in these models in addition to the various models that give schools a large role (McHenry, 2000).

If examined more deeply, the involvement of adolescents is very much, among others: group activities together, friendship groups, and various non-formal activities that are built by adolescents themselves (Garrett, 1997; Claes, 1992; Wagner, 1988). These social groups are not only a place to play for them but also a medium for understanding and helping each other, building close relationships between teenagers themselves, giving each other feedback and understanding how they collaborate and help each other in solving problems between them.

The development of peaceful behavior (both in the form of anti-violence efforts, resolving conflicts constructively and building friendships) is formed from their association. However, the development of peaceful behavior can be formulated as follows, in terms of social behavior of children and adolescents: (1) Communication for mutual understanding, including: empathy in the classroom, group work and school community; (2) Interaction between adolescents for identity development; (3) Play groups for mutual respect; and (4) Youth-cultural activities in the form of mutual life among them.

These various models of social behavior have contributed well to the formation of adolescent social behavior, especially in terms of understanding and respecting each other and developing constructive behavior in their environment. In other words, various youth activities have taught teenagers about behaving peacefully among themselves.

Aspirations in Building Peaceful Behavior

When children experience disputes with their peers, some complain about their bitter experiences to their teachers. When he received bad treatment from his friends, he also asked his teacher for help to overcome it. This is the way children do when experiencing conflict.

The habit of sharing experiences takes time for children to do along with their cognitive development. This does not mean that children have not shared with their friends in solving problems, but it is still very limited. Sharing that is done by children is more of a personal experience, and continues to grow on the experiences of their friends, sharing information that is done by teenagers is by using social media.

For teenagers, sharing is actually starting to grow. He can formulate all his experiences and thoughts to convey to others when asked or not. Therefore, discussions and joint solutions to problems experienced by teenagers are obtained from their peers. Teenagers use a lot of thoughts and feedback from friends as a reference in solving their problems.

In the context of conflict resolution and developing peaceful behavior, adolescents begin to "intensely" talk about each other. They also discuss how to get to know other people and resolve problems when there is a dispute with their friends. Discuss with their peers when they want to establish good relations with their new friends.

Therefore, non-structural and cultural approaches have basically been developed by adolescents. They interact with each other and build positive relationships among themselves in their own way. So in principle they have a real "hidden idea" about how to prevent violence and build peace among themselves. So far, what has happened has been more of a structural approach. The school has the program, and the youth run it.

Conclusion

Based on the research above, it can be concluded that peace according to youth is behavior that does not disturb others. Peaceful behavior includes behaving oneself and behavior directed at others, both protective and promotive. Included in peaceful behavior are all behaviors that individuals themselves feel comfortable with, do not cause problems in society, and behaviors that foster friendship among adolescents. This understanding has theoretical implications, that the development of peace among adolescents can be formed from a preventive anticipatory nature to efforts to increase peace among them. Efforts that can be done, should directly provide increased understanding and development of behavior to them and social media can help youth in maintaining peace. Peaceful behavior needs to be understood holistically, apart from being passive-subjective to active-interactive and self-oriented and socially oriented. Restrictions and a holistic understanding of peaceful behavior will provide a better understanding of peaceful behavior. Further research on peaceful behavior can be followed up and will enrich the findings

of this research. Research related to cause and effect or exploratory research is needed, especially in increasing efforts to develop peaceful behavior among adolescents.

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