

The short story of Sang Pemimpin as a means of conflict resolution

by

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<p>Article History Submitted: 21-09-2023 Revised: 08-01-2024 Accepted: 24-02-2024</p> <p>Keywords: Social Studies Learning Media Short Stories Conflict Resolution Skills</p>	<p>Abstract Conflict is unavoidable, especially for Generation Z, currently studying at the junior high school level. They are always familiar with the internet and social media and tend to avoid conflicts with their family, friends, or the surrounding environment. Conflict resolution skills that are included in the dimensions of social participation skills in Social Studies learning are the focus of researchers. This research aims to determine how effective the short story media "Sang Pemimpin" by Sori Siregar is to students' conflict resolution skills at SMP Negeri 1 Cibadak. The research method used was a quasi-experiment with a nonequivalent control group design. The analysis techniques used are Kolmogorov-Smirnov normality test and hypothesis testing using the t-test. The research showed that using Social Studies learning media as a short story entitled "Sang Pemimpin" in class Eight G as an experimental class was more effective, as seen in the post-test results with an average of (165.38). Meanwhile, the post-test results from class Eight I, the control class that only used media as news articles in the Social Studies textbook, got post-test results with an average of (146.81). It is hoped that the findings of this research will increase the variety of Social Studies learning media, such as printed reading media.</p>
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Introduction

The tensions faced by humans escalate into crises and do not let limited violence emerge, culminating in mass violence. A far-sighted, holistic vision is needed to resolve conflicts (Malik, 2017). A middle school student born in 2009 is currently in grade eight. They are part of Generation Z (Septania & Proborini, 2020). The conflicts that Generation Z often faces are on social media and some in the real world, such as bullying, misunderstandings, groupings of friends, and even love problems. Various conflicts that come and go even lead to mental illness. The things that cause conflict among Generation Z, most of whom are currently studying from junior high school to college, not a few of whom are already working, are the influence of globalization in technology and lifestyle (Widyastuti et al., 2022). The phenomenon of conflict in schools that usually occurs between teachers and students, students and each other, as well as students and other school members, is intimidation, discrimination, and unfair treatment (Kemendikbud, 2019). The expected solutions and preventive actions have not yet been seen because cooperation between parents, teachers, school principals, and students is needed to break the chain of conflict at school. Globalization in the technology field significantly impacts the morale of teenagers at school. When students learn in class, it looks orderly, but during

breaks or free time, students can be oppressed between the strong and the weak, the rich and the poor, and the impact of social inequality. It is a challenge for teachers to face this worrying impact (Sihite et al., 2023).

Based on the researcher's initial observations around SMP Negeri 1 Cibadak, Sukabumi Regency, there were many conflicts between students and the surrounding community. In 2020, there was a brawl between elementary and middle school students, and the Sukabumi Regency Education Office handled it. It is suspected that elementary school students carried sickles in the brawl that was caused by vandalism that went viral on social media (Alamsyah, 2020). Coupled with the zoning system that makes the best school in the Cibadak area must accept students following the distance of the location of the house and the school. As a result, the attitudes and nature of their students are more diverse. Students with diverse social backgrounds will cause conflict if there is no debriefing in learning to prevent conflicts between students. Some SMP Negeri 1 Cibadak students do not apply teacher direction to resolve the conflict. They tend to repeat it if there is an opportunity.

The causes of various teenage conflicts are due to the rise of spectacle on television and social media such as TikTok, YouTube, Twitter, Instagram, and Facebook. Without conflict resolution in the community and social media, the freedom to pour thoughts into photos, videos, and writing will bear conflict among adolescents who are not critical of thinking, whether it is a misunderstanding, fraud, virtual violence, or crime (Suyati, 2021). In developing the ability to resolve student conflict, the skills that must be possessed are critical thinking and collaboration, where these skills are included in the skills that must be possessed in the 21st century, namely 4C as creativity, collaboration, critical thinking, communication in learning launched by the Ministry of Education and Culture.

Conflict resolution ability is included in the skills of living in the world, including critical thinking and collaboration. In 2017, NCSS (National Council for Social Studies) in the United States offered 21st-century Learning by emphasizing problem-solving and decision-making, collaborative inquiry, and social inquiry methods. Because Social Studies education seeks to foster a sense of personal responsibility and citizenship involvement in its students, this pedagogical approach is seen under the subject matter. These models also facilitate the ability to think critically, work together/collaborate, think creatively, build networks, and develop attitudes to respect differences and empathize.

Teachers must also be experts in various fields who equip their students to succeed in the modern world. This effort is motivated by recognizing that individuals or humans are precious investments for Indonesia and the world (Merdhiyah et al., 2021). Thus, educators, by managing and facilitating student learning material, the ability of the 21st century, become the frontline in finding various individuals with high-value competencies who can compete healthily through abilities and skills.

In the 1975 curriculum document, Social Sciences are included as subjects that elementary and secondary school students should obtain. The National Council for Social Studies (NCSS) standards influences the direction of social studies education in Indonesia. According to Soemantri (Sapriya, 2017, p. 11), Social Studies is the simplification of social sciences and humanities, along with simple human activities, compiled and presented in scientific, pedagogical/psychological ways. This is in line with the purpose of social studies, which is to promote citizenship competencies, intellectual processes, and democratic dispositions students need to become active participants and be involved in public life (NCSS, 2009). Social Studies will allow students to express their opinions politely to others with open thoughts and make decisions that must be carried out appropriately in social action (Zevin, 2007, p. 30). As for the research entitled, *The Ability of Interpersonal Conflict Resolution and its Urgency in Students*, the results of the study state that creative Learning will be pleasant and meaningful Learning to change students' perception that conflict can be directed constructively (improved). Students can improve conflict resolution skills (Nadya et al., 2020). Students in Conflict Resolution Education must develop a strong understanding of the nature of the conflict and a positive attitude to resolve it. Students are taught or instilled with various conflict resolution skills, such as (1) active listening, (2) relieving conflict, (3) identifying and processing emotions, (4) empathizing with the experiences of others, (5) reframing the problem of various problems perspective, (6) negotiating and mediation (Maftuh, 2008).

Learning media is a liaison between the subject matter, the teacher, and students. Short stories are included in the type of printed learning media. An informal form of reading. Explain casually how a character is solved in solving the problem. In a short story titled "Sang Pemimpin," students must judge the good or bad way the main character resolves every conflict they face (Mudani, 2008). The existence of short stories in the mass media in the form of newspapers is a unique attraction. There is also the transfer of media to deliver literary works from newspapers to film media. People interested in the author's nature in delivering their ideas in sentences that are easy to read make literary works an effective communication medium (Arifin, 2018). Therefore, simple and easier-to-understand literary works are short stories that will be used as Social Studies learning media.

The basis for the use of learning media for Generation Z is those who are in the age range of 11-15 years and those who are studying in secondary schools. According to child development theory, when children reach this age, they have entered the formal operational stage, where they can think sophisticated. They can think abstractly and introspectively, analyze, synthesize, solve problems, and have various other cognitive abilities (Musfiqon, 2012). The Social Studies textbook in Türkiye contains several things, including poetry. Using proper poetry in Social Studies will expand and improve the atmosphere around the field of study, which is full of facts that make Social Studies meaningful and attractive to students.

According to Ciardiello (Tarman & Kilinc, 2018), poetry encourages learners to make some initial reflections. In addition, using poetry allows students to orient themselves again and strengthen their previous Learning. Mutiani's research (2015) shows that literary value is a means of teaching social studies. The approach taken by SMP Negeri 6 Banjarmasin in using poetry as a tool for teaching Social Studies has a broad application. Data support the tremendous enthusiasm of students in the experimental group compared to the control group. Concern for the environment in the experimental class is handled with awareness of the need to clean the room before the lesson begins. Students cannot wait for the direction of the instructor. The ecological situation in South Kalimantan is also a concern for students.

Regarding literary works that can be used as a medium for Social Studies Learning, there is folklore. Stories that continue from the past to the present are not formed in the format of this book, and they contain moral messages (good and bad behavior) that apply to society in an area. Folklore displays protagonist figures who show the characteristics of honesty, discipline, responsibility, politeness, affection, and confidence in their relationship with the closest people: family, friends, neighbors, and educators. One of the folklores, entitled "Si Dada Emas," originates from South Sulawesi. Folklore like this can be integrated into social studies to apply good character as an Indonesian citizen (Azis, 2014).

Previous research discussing the use of literary works like novels, poetry, and folklore in social studies shows that learning can increase students' interest in social studies and add meaning to their learning. The social messages written by writers of literary works to their readers need to be studied by students in primary and secondary schools. This time, researchers will try to use short stories, a form of prose literary work, as a Social Studies learning resource. It is a short story because it only tells one incident, not more than 10,000 (Gasong, 2019). Short stories also describe social situations that exist around society in simple words. Short stories in Social Studies in grade eight of SMP Negeri 1 Cibadak also support the *Gerakan Literasi Sekolah* (GLS) in the reading and writing literacy category. Literacy activities do not only focus on students as directed by the 2013 Curriculum learning approach, which makes students as learning subjects and teachers as facilitators. Teachers and administrators model comprehension in schools. School literacy programs usually target students, teachers, and other school staff (such as librarians, administrators, and supervisors). The *Tim Literasi Sekolah* (TLS) is a collaborative effort among various school community members, led by the principal and supported by the administration. TLS is responsible for program strategy, implementation, and assessment. TLS has the potential to foster a learning environment that encourages and motivates the entire school community to work toward better literacy practices. (Kemendikbud, 2019).

This short story learning media will be applied using project-based Learning and the mind mapping method through a contextual approach. Researchers will bring a short story,

Sang Pemimpin by Sori Siregar, as a social study learning medium for conflict and social integration material to the experimental class. In contrast, the control class will use news articles from the Social Studies textbook published by the Ministry of Education and Culture. Problems regarding social structure, namely, a leader who cannot keep his promises, becomes part of the conflict.

Then, the solution was when his supporters and friends of the *Sang Pemimpin* no longer wanted to defend him. Researchers will give short stories to students who have formed groups. Students and their groups will create examples of the application of Social Studies material in short stories: factors that cause conflict in short stories, the consequences of social conflict in short stories, how to handle conflict in short stories, and social integration in short stories. Related to Conflict and Social Integration material in the experimental class. Meanwhile, the same learning methods and models are applied in the control class, only using news articles in the Social Studies textbook. They will present it in front of their other classmates. The assessment indicators in this research focus on applying conflict resolution skills in everyday life. Thus, this research will answer the question: What is the level of effectiveness of classes that use the short story "*Sang Pemimpin*" by Sori Siregar as a Social Studies learning medium compared to classes that do not use it?

Research Methods

This research uses quantitative methods along with a quasi-experimental research design. The research process takes the form of planning, implementation, and analysis. Planning takes the form of writing a research proposal guided by the supervisor and carrying out a series of permits for policymakers at the research location. The questionnaire must also be tested for the validity and reliability of the instrument. The implementation took the form of pre-test and post-test activities that used a questionnaire on the attitude scale of students' conflict resolution skills, in the middle of which there was a treatment using the short story learning media entitled "*Sang Pemimpin*" by Sori Siregar in the experimental class. In contrast, the control class only used news articles from the grade eight Social Studies textbook the Ministry of Education and Culture published.

The research location is at SMP Negeri 1 Cibadak. The population in this study was all students in grade eight of SMP Negeri 1 Cibadak for the 2022/2023 academic year, totaling 287 students. The sample was determined using a random sampling technique. Then, a sample of 32 students was selected as an experimental class who received treatment through a short story text entitled "*Sang Pemimpin*" by Sori Siregar. On the other hand, amount of 32 students, as a control class, only used news articles contained in the 2013 Curriculum Social Studies textbook.

This treatment is assisted by mind-mapping from the beginning of the conflict, how to deal with it, and solutions to resolve it. The conflict resolution skills questionnaire will be analyzed using statistical tests, namely, normality, homogeneity, and hypothesis tests. The final stage of data presentation is explained in the results and discussion. There are also conclusions, implications, and recommendations from the research results.

Results and Discussion

From the implementation of the research, treatment is provided in the form of short story learning media in Social Studies learning in the experimental class. There are differences between the pre-test and post-test results when filling out the students' conflict resolution skills questionnaire. The following is a comparison between the experimental class and the control class.

Table 1
Pre-test Results

Data	Number of Attitude Scale Scores	Average	Highest	Lowest
Pre-test Experiment	4810	150.31	175	134
Pre-test Control	4710	147.19	168	101

Table 2
Post-Test Results

Data	Total Attitude Scale Score	Average	Highest	Lowest
Post-test Experiment	5292	165.38	191	180
Control Post-test	4698	146.81	143	110

The pre-test scores in the experimental and control classes were almost the same because the short story "*Sang Pemimpin*" by Sori Siregar was not previously provided. After the experimental class received treatment in the form of using the short story media entitled "*Sang Pemimpin*" by Sori Siregar, then a post-test was carried out (150.31), and the average score obtained was more significant than the pre-test (165, 38).

The short story used in the experimental class as an example of applying the theory of Social Conflict and Integration in everyday life, with more relaxed language than news articles, is more attractive to students. They put the short story characters' ways of resolving conflicts into mind mapping. This mind-mapping technique will strengthen students' understanding of concepts and describe their application in everyday life.

The use of learning media for prose literary works, which, according to Emzir and Rohman, is a tool for teaching or manuals or instruction books or teaching books that prioritize art in language. Then the most essential thing in this research is the function of literature in society, one of which is education. Literature allows one to broaden one's horizons and learn

more about a topic. Literature has the power to evoke emotions in its readers that may be difficult to experience in everyday life because of the breadth and depth of the subject matter. Reading literary works allows us to learn about Indonesia's past.

When the research took place in the experimental class, the teacher showed examples of how the factors that cause conflict and concepts in the theme of Conflict and Integration in Social Studies Learning are described through short stories. This is the case in research regarding conflict resolution learning in elementary schools, which uses children's literature, namely *Ciung Wanara* folklore. Prose literature can be used as an appropriate medium for instilling values, with the story notes used having to be appropriate to the character's age and the story's setting adapted to the child's age (Maulidah, 2019). The plot of the short novel *Sang Pemimpin* by Sori Siregar centers on one main character placed in a seemingly ordinary situation. However, his position proves significant (in the sense that it causes a shift in viewpoint, insight, and choice).

In short stories, the ending usually comes suddenly and leaves several questions the reader must answer. Simple but evocative language is common in short stories. (Generating ideas or images in the mind). Character sketches in short stories are usually vague because there is not enough space to thoroughly examine character growth, relationships, or the impact of tangled social and political dynamics or to recount events that span decades. Conflict resolution is exemplified by Karim's friends' dealing with conflicts with complex residents due to their support for Karim's selfishness as head of the complex.

The researchers' reason for choosing this short story is because it was adapted to the theme of Conflict and Social Integration, and the educational level of the research subject is Junior High School, where the friendship between Karim and Bokar, Zaini, Djohan, Lahmuddin, and my characters started in Junior High School. It is explained that Karim's avoiding conflict carried over into adulthood.

This short story should be an example for students to learn how to deal with conflicts and resolve them at school and in the surrounding environment through indicators based on the Sociology of Literature theory by Sapardi Djoko Damono in his book entitled *Sastra dan Pendidikan* (2021), namely, the short story as a social document in which it is a reflection of the situation at the time the short story was created. This indicator is related to indicators of conflict resolution skills, namely active listening by reading conversations between characters in the face of conflicts and understanding other people's points of view and perspectives.

The second indicator that measures the effectiveness of short stories as a learning medium is short stories as a reflection of the author's social situation. In the short story *Sang Pemimpin* by Sori Siregar, the social situation of a person who once avoided trouble was described when his close friend was fighting with an SGB student. It was said that Karim would look for a teacher as a mediator, but he did not come. He was the initial cause of this because

he mocked SGB students. It is hoped that students will not follow Karim's example of avoiding fights and causing problems. This indicator is also related to two other indicators of conflict resolution skills: handling conflict escalation and reading and understanding feelings and anger.

Based on the Sociology of Literature theory, short stories manifest historical events and socio-cultural conditions. Historical events are not told in the short story *Sang Pemimpin* by Sori Siregar. However, social situations become cultural, such as Karim, who is arrogant after returning from college in New Zealand. Manifestations in this indicator are also related to indicators of conflict resolution skills, namely win-win problem-solving negotiation and mediation from the end of the story in the short story *Sang Pemimpin*.

The contents of the mind mapping prepared by the students contain factors that cause conflict, the consequences of conflict, and how to handle conflict. The factor that causes conflict in the short story *Sang Pemimpin* is individual differences. For example, Karim does not act like a leader; he only wants to profit from his position without thinking about the people he leads. The result of the conflict exemplified by the short story *Sang Pemimpin* is the breakdown of relationships between individuals and groups, exemplified by Karim's Junior High School friends and Karim's supporters and the residents. In the end, the relationship between Karim and his Junior High School friends also cracked because of Karim's selfishness.

Finally, the way to handle conflict, exemplified in the short story *Sang Pemimpin*, is to adapt to other people's wishes. For example, Karim's five Junior High School friends were tired of receiving reports from residents demanding their leader's promises of superior programs. It turned out that Karim could only speak persuasively. Finally, his five Junior High School friends let Karim talk to the residents himself because that was his only skill.

Table 3
T-test Difference between Post-Test Experimental Class and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Skill Outcomes	Equal variances assumed	,029	,865	5,198	62
	Equal variances are not assumed.			5,198	59,728

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Skill Outcomes	Equal variances assumed	,000	9.2188	1.7736
	Equal variances not assumed	,000	9.2188	1.7736

Independent Samples Test

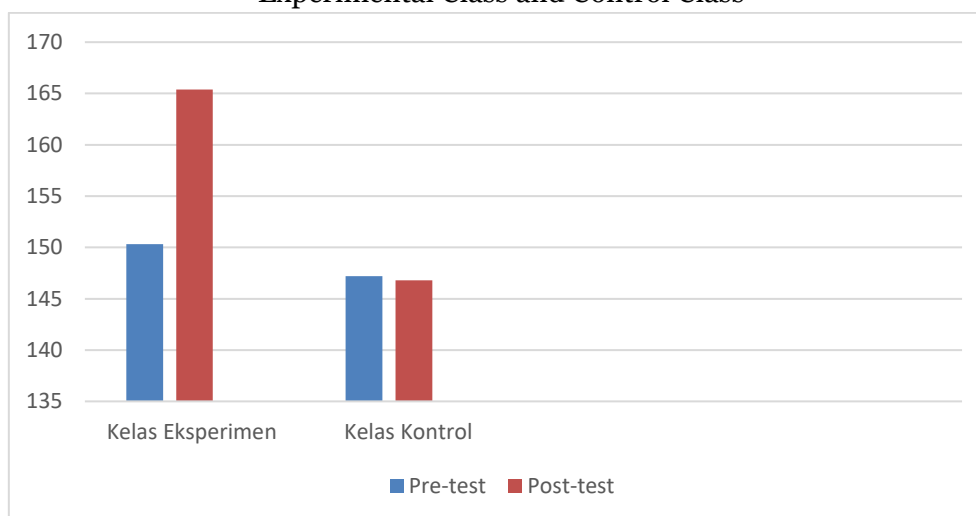
		t-test for Equality of Means 95% Confidence Interval of the Difference	
		Lower	Upper
Skill Outcomes	Equal variances assumed	5.6735	12.7640
	Equal variances not assumed	5.6708	12.7667

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Skill Outcomes	Cohen's d	7.0942	1,299	,755	1,836
	Hedges' correction	7.1815	1,284	,745	1,813
	Glass's delta	7.7553	1,189	,610	1,753

Based on the test results above, the t count in the third table (experimental and control classes) is 5,198 and then compared with the t table of 0.679 so that the t count (5,198) > t table (0.679) obtained, so H⁰ is rejected. The conclusion is that there are differences in conflict resolution skills in Social Studies learning between the experimental and control classes.

Figure 1. Difference in Pre-test and Post-test Average Scores
Experimental Class and Control Class



The difference in scores can be seen in the significant increase in the average pre-test and post-test scores in the experimental class, while in the control class, there was a decrease between the pre-test and post-test from an average of 147.19 to an average of 146.81. The students' enthusiasm, when observed by the observer, seemed bored to the point of falling asleep. In fact, according to research on the role of journalism in a society in conflict, they are required only to cover conflicts that threaten national defense; they will not cover conflicts that commonly occur in students' daily lives. Journalists are required to protect the minds of citizens when there is conflict in an area.

An example of the conflict situation in Cyprus between ethnic Turkish Cypriots and Greek Cypriots is when the violence ended, censorship did not immediately disappear. Depending on how democratic the transition from conflict to peace is, journalists may still come under pressure from authorities, media owners, or other actors and self-censors. Journalists who feel the pressure between professional and emotional cannot be neutral; they adapt to whoever the editorial owner is on their side (Sahin, 2021).

As in the news article, it is identified how the control class handles conflict. The conflict in the news about the construction of Kulonprogo Airport is between Yogyakarta residents and the local government. In the end, the airport was still built. The problem of conflict in the news is considered too severe, and the formal language means that students do not understand how to apply examples of conflict resolution in news articles to their daily lives.

However, this news article media can increase students' critical thinking power. News articles obtained by journalists with great difficulty contain complex national defense conflicts. Even though this news article is weak, it still does not make students aware that conflict exists around their environment (Sahin, 2021). After giving treatment using the short story entitled "*Sang Pemimpin*" by Sori Siregar in the experimental class and the control class using news articles available in the Social Studies textbook published by the Ministry of Education and

Culture, the post-test results for the experimental class were 165.38 while the control class was 146.81. Short story media, which is present with people's everyday grammar, makes students feel that the material concepts of conflict and social integration are depicted. This is reinforced by research on social conflict in the short story anthology written by Ahmad Tohari entitled, "*Mata yang Enak Dipandang*" stating that with his creative hand, a writer can describe various conflicts that occur in humans and how to handle them by established norms (Oktavia & Asri, 2021).

The students in the experimental class who were given the short story media entitled *Sang Pemimpin* by Sori Siregar have proven that the short story media is effective in conflict resolution skills. This skill requires someone to be able to resolve conflicts that end in a win-win solution. With light discussion accompanied by dialogues close to students' lives, the post-test score for the experimental class is higher than that of the control class. Meanwhile, in the control class, students seemed less enthusiastic about the formal grammar of news articles. They considered that learning Social Studies with news articles was indeed new. However, the discussion is rigid based on the journalism code of ethics, unlike short stories, which are equipped with everyday dialogue that students usually encounter. The conflicts raised in news articles are considered far from their lives, so students feel that major conflicts will never occur. So, in social studies learning on the Conflict and Social Integration theme in grade seven, students must be aware of their role as citizens with learning media close to their environment.

Conclusion

Based on the findings, analysis, and discussion of research results, conclusions can be made according to the problem formulation: Social Studies learning in the experimental class utilizes short story media by studying conflict and social integration material. Students and their groups discuss the application of conflict material in the form of the causal factors, consequences of conflict, and how to deal with it in everyday life, exemplified by the characters in the short story entitled "*Sang Pemimpin*" by Sori Siregar and then put it into the form of a mind map along with the creativity of each student to decorate it. With this treatment, the hypothesis test for the problem formulation states that H_0 is rejected, with the conclusion that the use of short story media entitled "*Sang Pemimpin*" is adequate for conflict resolution skills in the theme of conflict and social integration in Social Studies learning in the experimental class.

Social Studies learning in experimental classes and control classes, which results in conflict in society, can make students more sensitive to the surrounding environment so that they are more concerned and aware that as long as humans live, conflict will always exist. It is just that how humans face and resolve, it must be peaceful. Through mind mapping, the factors

that cause conflict can be better illustrated. The consequences of conflict and solutions to handle it must be considered to resolve the problem peacefully.

Several recommendations obtained from this research are: (1) For the Principal, the use of the short story entitled "Sang Pemimpin" in the experimental class shows the benefits of participating in the *Gerakan Literasi Sekolah* (GLS) program; (2) For teachers, teachers of Social Studies subjects who require teaching students to be able to become good citizens, meaning they can face and solve problems well, need to improve conflict resolution with various examples that can be studied and are close to students' lives, such as works literature in the form of short stories and novels if want something more apparent; (3) For students, this research can be an illustration for students, that the activities of the *Gerakan Literasi Sekolah* (GLS) are not only for reading, but the lessons can be applied in everyday life and not only in learning Indonesian but also in other subjects too, especially Social Studies; (4) Finally, for further researchers, the researcher recommends that in future research those interested in researching Social Studies learning media using literary works, be able to describe the objectives of Social Studies learning through other prose literary media, namely novels, because the novel is more thoroughly details the ways the characters resolve conflicts.

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