Effectiveness of Conflict Resolution Counseling
for The Development of Peace Core Values on Vocational High School Students

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ABSTRAK

Penelitian ini dilatarbelakangi oleh ketidakmampuan siswa dalam menyelesaikan konflik secara konstruktif, sehingga banyak kasus konflik antar siswa yang berakhir dengan kekerasan. Penelitian ini mengkaji efektivitas konseling resolusi konflik untuk mengembangkan nilai-nilai inti perdamaian pada remaja. Penelitian ini menggunakan paradigma positivisme, pendekatan kuantitatif, metode eksperimen semu, dan desain kelompok kontrol pretest posttest non-equivalent. Partisipan penelitian adalah siswa SMK di Kota Bandung yang berjumlah 63 orang (32 orang untuk kelompok kontrol dan eksperimen), yang ditentukan melalui teknik purposive. Alat pengumpulan data berupa angket nilai-nilai inti perdamaian berdasarkan model skala U NESCO -APNIEVE Thurstone dengan koefisien reliabilitas 0,92. Analisis data untuk menguji hipotesis menggunakan teknik One-Way ANOVA. Hasil perhitungan menunjukkan bahwa F hit = 3,401, pada p = 0,070>0,05, dk = 1,58, yang berarti bahwa tidak ada perbedaan yang signifikan nilai inti perdamaian antara kelompok kontrol dan kelompok perlakuan setelah intervensi konseling resolusi konflik. Secara parsial, konseling resolusi konflik efektif meningkatkan tiga nilai inti perdamaian: toleransi, pengakuan jiwa orang lain, dan syukur. Rekomendasi penelitian ditujukan kepada guru bimbingan dan konseling di sekolah menengah kejuruan.

Kata kunci: resolusi konflik; penyuluhan; nilai inti perdamaian; UNESCO-APNIEVE

ABSTRACT

The research was motivated by the inability of students to resolve conflicts constructively, so many cases of conflict between students ended in violence. This study examines the effectiveness of conflict resolution counseling for developing core values of peace in adolescents. This research uses the positivism paradigm, quantitative approach, quasi-experimental method, and *non-equivalent pre-test post-test control group design. The research* participants were vocational high school students in the city of Bandung, totaling 63 people (32 people for the control and experimental groups), which were determined through a purposive technique. The data collection tool is a questionnaire on the core values of peace based on the U NESCO -APNIEVE Thurstone scale model with a reliability coefficient of 0.92. Data analysis to test the hypothesis using the One-Way ANOVA technique. The calculation results show that F_{hit} = 3.401, at p = 0.070>0.05, dk = 1.58, which means that there was no significant difference in the core values of peace between the control group and the treatment group after conflict resolution counseling intervention. Partially, conflict resolution counseling effectively increases the three core values of peace: tolerance, recognition of other people's souls, and gratitude. The research recommendations are aimed at guidance and counseling teachers in vocational high schools.

Keywords: conflict resolution; counseling; core values of peace; UNESCO-APNIEVE

INTRODUCTION

Education is currently in an accountability crisis, characterized by excessive competition and a decline in cultural literacy. The crisis that rarely gets attention is regarding education's moral and spiritual responsibility in raising humanitarian issues about living side by side in harmony with other people. Desmond Tutu (2010) describes conditions like this as a proper education crisis because it emphasizes individualism or personal excellence too much. Education that fails to equip people with the ability to live in harmony is improper. The excessive competition will continuously give birth to feelings of loneliness, separation, and conflict (Akhmad et al., 2016).

School is a social system that requires a conducive climate to support learning. Recently, the school climate is not always safe and peaceful because conflicts have begun to spread to schools, both in the form of simple relational conflicts and serious ones that lead to criminal behavior. Violence between students has become a trending topic because it has been done by elementary school children (Rahmaniar, 2014). KPAI data for 2011-2016 shows the number of cases of violence as many as 1381 (2011), 2249 cases (2012), 2284 cases (2013), 3225 cases (2014), 2551 cases (2015), and as many as 1452 (2016) (Venny, 2016). Data from the International Center for Research on Women (ICRW) shows that in 2015 as many as 84% of Indonesian students had experienced violence in schools, 22% of students experienced violence by teachers and school officials, and 75% of students had committed acts of violence in schools (Hartik, 2016). Exposure to violence impacts student development, such as decreased academic ability and achievement (Champion, 2019), a stressful life, lower prosocial behavior, and increased personal problems. (Sternberg et al., 2006), intrapersonal, interpersonal, and academic limitations, decreased social and emotional competence (Bostrock et al., 2009).

School conflict is natural and unavoidable. Conflicts between students are triggered by various things, from trivial to severe things. Bullying behavior, mocking each other, defending friends who have personal problems with students in other schools, hereditary hostility traditions, and bullying often trigger brawls. When students are involved in brawls, they blindly throw stones at groups considered opponents; there is no compassion or sorry even though the victim screams in pain (Supardan, 2015). Purwoko's research (2015) shows that 43.2% of students experience interpersonal conflict and 30.98 students allow or stay away from conflict to resolve by itself, and as many as 10.6% resist. In the context of aggressive behavior, research by Saputra and Handaka (2018) found that 5% of the aggressive behavior of SMK students was in the very high category, and 26% was in the high category. Ratu's research (2020) found that as many as 48% experienced conflicts, experienced interpersonal conflict (14%), the form of conflict that often occurred between students was mocking and insulting each other (22%), and student conflicts with other school parties (16 %). Regarding the triggers of conflict, the primary source is the offense of self-esteem (60%). The conflict between students cannot be tolerated because, according to Göksoy & Argon (2016), theoretically, conflict can result in inner suffering in the form of hatred, hostility, and revenge.

In general, parents and teachers cannot protect children from acts of violence, and schools cannot solve all forms of violence (Levin, 2012). Students who experience conflict tend to use violence because they cannot resolve it constructively (Sudrajat et al., 2015). That is in line with

the opinion of Winter, quoted by Latipun et al., 2012 that 90% of American youth cannot resolve conflicts, and 25% use force, violence, and fighting to resolve conflicts. Theoretically, according to Türk (2018), there are three approaches to resolving violence: security, punitive, and preventive. In many cases of conflict and violence in education, Indonesia uses a security and punishment approach involving teachers, principals, parents, and even the police. In the long term, the takeover of conflict resolution by the authorities weakens students' capacity in conflict resolution (Hartanto et al., 2016). The punishment approach of blaming individuals or institutions also does not solve the problem of violence. Approaches to handling conflict and violence that tend to be sporadic without an adequate scientific basis have resulted in a low success rate of violent intervention models (Roberge, 2011).

The conflict and violence that continues to occur among students are urgent to be addressed because students are generally unable to resolve conflicts constructively (Ilfiandra, 2012). Therefore, it is necessary to make serious efforts to deal with conflicts among students or students by focusing on developing student capacity. The necessity of education as an alternative to conflict resolution is one of the recommendations of the World Education Forum in Dakar in 2000, which emphasized that education is expected to promote mutual understanding, peace, and tolerance to prevent violence and conflict. The most effective strategy to promote peace is through peace education (Castro & Galace, 2010). Peace education is launched to reduce school conflict and instill a peaceful spirit in students (Brown, 2011). Peace education is not reduced to teaching conflict resolution and resolving it peacefully but through changing the mindset of teachers, students, and all stakeholders in schools (Kartadinata et al., 2015).

In conflict resolution, there are many terms, including conflict resolution education (CRE), peace education, peacemaking, violence prevention, or violence reduction (Garner, 2004). According to Türk (2018), conflict resolution education (CRE), peace education (PE), and peer mediation education (PM) is the most widely used school-based conflict prevention program. Through conflict resolution education, students are expected to have the ability to communicate, cooperate, respect each other, and various other attitudes that increase their sense of tolerance (Conley et al., 2015). School-based prevention programs are an alternative method for reducing conflict (Türk, 2018). This program aims to develop students' awareness of the uniqueness of conflict responses, learn to practice conflict resolution principles and skills, and be jointly responsible for resolving conflicts peacefully (Ratu et al., 2020). The students have the knowledge, values, and skills so that students can live peacefully at school. The conflict resolution program is also expected to bring prosperity and a peaceful atmosphere in the school environment and develop positive character in students.

At the Universitas Pendidikan Indonesia, since 2014, a study on peace has been intensively conducted, pioneered by Sunaryo Kartadinata. The perspective used is positive peace which focuses on developing a mindset. At the same time, the phenomenon of student conflict is positioned as the background of the study, and the term counseling is no longer an exclusive terminology associated with curative action. The paradigm shift is not only in using the term conflict resolution counseling but, more importantly, the perspective on the conflict. There is a tendency for people to view conflict as a pathological condition. Scientists and practitioners also

view conflict as undesirable because conflict is associated with hurt, chaos, and anger. The phenomenon of conflict in this study uses a psychosocial perspective that places conflict as part of the dynamics and capital of individual development and an opportunity to hone individual creativity.

Positive viewpoints about conflict resolution and conflict resolution counseling are not without reason when referring to the views of Ivey et al. (2010) that conflict resolution is a counseling skill and that conflict is the reason someone seeks counseling assistance (Nugent, 1994). Conflict resolution is an indispensable part of the guidance and counseling program (Türk, 2018). Thus, counselors are in a unique position, on the one hand developing conflict resolution skills, on the other hand, using conflict resolution in the counseling relationship. Empirically the use of the term conflict resolution counseling also has a firm basis. That is because the results of research supported by Latipun et al. (2012) show that as many as 97% of principals believe that counseling is an effective strategy for preventing and resolving conflicts. As many as 80% of principals believe that guidance and counseling teachers are responsible for resolving school conflict problems.

The validity of the use of the term conflict resolution counseling in the development of student capacity is also discussed by several empirical studies through research. Following are the steps for initiating conflict resolution counseling with a variety of target behaviors, such as Conflict Resolution Counseling with Comprehensive Guidance to Develop a Culture of Peace (Sudrajat et al., 2015) ; Peer Conflict Resolution Focused Counseling In Promoting Peaceful Behavior Among Adolescence (Latipun et al., 2012) Conflict Resolution Guidance Program for Student Adjustment (Huliselan, 2014) ; Conflict Resolution Counseling to Increase Positive Perceptions of Conflict and Collaborative Attitudes in Students (Purwoko, 2015) ; Design of Conflict Resolution Counseling for the Development of Students' Ability to Create Peaceful Classes (Rukman, 2019) ; Peace Counseling Approach (PCA) To Reduce Negative Aggressive Behavior Of Students (Saputra et al., 2020) ; Conflict Resolution Counseling to Develop Students' Ability to Build a Peaceful Classroom Climate (Rukman, 2019) and Nosarara Nosabatutu Value-Based Conflict Resolution Counseling Model for Students' Peaceful Culture Development (Ratu, 2022). The provisional conclusion shows that all these studies show that conflict resolution counseling effectively increases the capacity to manage conflict and other attributes related to the conflict.

Competence in living in peace and harmony is a pillar of excellence, and contributing to advancing peace is an investment in the future (Kartadinata et al., 2018). It is a challenge because education does not automatically bring messages of peace, democracy, and respect for the rights and welfare of others. Peace is a complex construct, and its development needs to be adjusted to the context of the culture, religion, and aspirations of a nation (Ilfiandra et al., 2021) and currently, there is a radical change in the concept of peace as a multi-dimensional construct by including elements of peaceful space (Matsuo, 2007). Due to the complexity of the structure and interrelationships between values, the research question is whether conflict resolution counseling can enhance all the core values of peace.

METHOD
Design

This study examines the effectiveness of conflict resolution counseling for developing core values of peace in vocational high school students. To answer this problem, the research approach used is quantitative. According to Creswell (2012), a quantitative research approach is a set of related constructs (or variables) associated with propositions or hypotheses that detail the relationship between variables. This study's independent variable (independent variable) is conflict resolution counseling, and the dependent variable (dependent variable) is the core values of peace. The quantitative approach is based on a positivist or post-positivist philosophy or paradigm. The post-positivism paradigm has a deterministic assumption that knowledge is conjectural/guessing, research is a process of making claims, data, and evidence from knowledge, logical considerations, and research must develop relevant factual statements. It can explain cause-and-effect relationship consequences (Kivunja & Kuyini, 2017). This study uses a quasi-experimental method with ethical and practical considerations because it does not allow random assignment and uses a pretest-posttest equivalent group design (Houser, 2020).

Participant

The research population was all State 2 Vocational High School (SMK) Bandung students. The sample of this research is the students of class X with psychological considerations that they are in their peak period of adolescence, so the need for competence to live in peace and harmony is very high. Because it uses a quasi-experimental design, the group is not determined utilizing probability random sampling but uses an intake group (Creswell, 2012). As a result, the selection determined Class X Machine 1 as the treatment group and Class X Electrical 3 as the control group, consisting of 32 participants.

Instrument

The data collection tool is a questionnaire to measure the core values of peace whose dimensions and indicators refer to UNESCO and the Asian-Pacific Program of Educational Innovation for Development (APEID) developed in 2000. The primary construct of this instrument uses the concept of Learning to Live Together in Peace. Harmony includes four dimensions: value education for peace, human rights, democracy, and sustainable development. This study focuses on the dimensions of the core values of peace which include: love, compassion, harmony, tolerance, caring, interdependence, recognition of other people's souls, and gratitude, while one core value of spirituality is not included for reasons of ambiguity. The instrument uses the Thurston scale model rating scale with an answer range of 1-10. The calculation and processing of 65 statement items show that all statement items have a significant validity index at $p < 0.05$. The instrument validity index that meets the significant criteria moves between 0.228 to 0.761 at $p<0.05$. Furthermore, for reliability, the coefficient of *AlfaCronbach* (α) is 0.923 at the level of =0.05, which is included in the very high category.

Data Analysis

Before analyzing the data to test the hypothesis, data verification is carried out to determine which data is adequate and which is not enough to be processed. This verification is based on the

completeness of the answers and the fairness of the answers. Incomplete answers -- in the sense that there are unanswered statement items -- and inappropriate answers, for example, the answer is the same for all statement items, or the answers follow a specific pattern, are not included in the further data processing. The data obtained from the test results are processed through the following stages: (1) assigning scores to students' answers referring to the scoring system used ; (2) creating a table of pre-test and post-test scores of students in the experimental class and the control class ; (3) converting the score in step 2 from ordinal to interval scale using the successive interval method (SIM); (4) testing the homogeneity of variance (Levene statistic) of both groups, both on *pre-test* and *post-test;* and (5) tested the research hypothesis to evaluate whether or not there were differences in the effect of conflict resolution counseling on the development of the core values of a culture of peace in the two groups using the One-Way ANOVA technique through the F statistic. in the 0.05 level of significance.
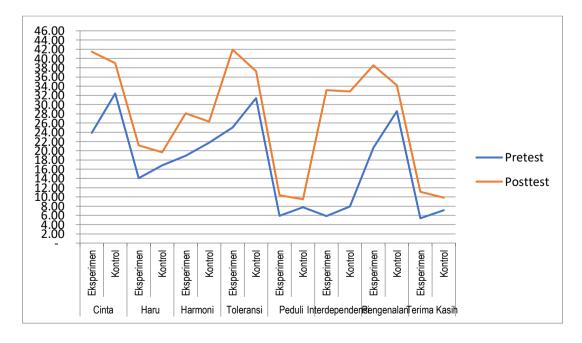
Research Procedure

Following the research design, the research steps taken include (1) identifying students who have low, peaceful core values abilities and who then participate in experimental activities; (2) grouping students into two groups, namely the treatment group and the control group. Because it uses a quasi-experimental method, the group determination is not determined randomly but uses an existing class (intake); (3) designing a conflict resolution counseling program. The intervention program's manual guides researchers and school counselors in implementing the model. The technical tool for conflict resolution counseling is the Guidance and Counseling Service Activity Unit (SKLB), whose content is based on students' core values of peace that require development. Eight SKLBK are formulated to develop dimensions: compassion or compassion, support, caring, nurturing and sharing, gratitude, friendliness, benevolence, nurturing, and gratitude. The strategy for implementing the conflict resolution counseling model uses experiential learning, which relies on changes in student behavior on group dynamics through the initial, transition, work, and termination stages. (4) implementation of conflict resolution counseling by involving students and alums of the PPB Department as research assistants after gaining insight into the concept, implementation strategy, and performance evaluation of the conflict resolution counseling model through workshop activities. In the initial design, the model implementation directly involved guidance and counseling teachers. Still, after going through discussions and communication, it was decided to involve them as observers and supervisors for eight intervention sessions. The last step (5) was to conduct a post-test on the control and experimental groups to determine the model's effectiveness using the same instrument as the pre-test.

RESULTS AND DISCUSSION

Table 1. *Effectiveness of Conflict Resolution Counseling for the Development of Peaceful Core Values for Vocational High School Students in Bandung*

Competency Aspect		Mean Square	F	Sig. (p)	Decision
LOVE	Between Groups	91,534	1979	.165	Not significant
	Within Groups	46,263			
COMPASSION	Between Groups	34,885	1,715	.196	Not significant
	Within Groups	20,342			
HARMONY	Between Groups	46,728	1,654	.203	Not significant
	Within Groups	28,248			
TOLERANCE	Between Groups	328,296	5.745	.020	Significant
	Within Groups	57.144			
CARE	Between Groups	11,820	2,633	.110	Not significant
	Within Groups	4.490			
INTERDEPENDENCY	Between Groups	1,594	.010	.921	Not significant
	Within Groups	159,819			
INTRODUCTION	Between Groups	281,664	5.124	.027	Significant
	Within Groups	54,971			
THANKS	Between Groups	23,258	4.462	.039	Significant
	Within Groups	5,213			
PEACE	Between Groups	4453,485	3,401	.070	Not significant

The calculation results show that Fhit = 3.401, at p = 0.070> 0.05, dk = 1.58, which means no significant difference in students' peace core values between the control group and the treatment group. However, partially conflict resolution counseling effectively increases the core values of peace in tolerance, recognition of other people's souls, and gratitude. An illustration of the differences in the core values of peace is presented in graph one as follows.

Graph 1: Comparison of Peaceful Core Values for the Experimental Group and the Control Group

The results showed that the conflict resolution counseling model was not effective in developing all core values of peace but was partially effective in increasing tolerance, recognition of other people's souls, and gratitude based on the UNESCO-APNIEVE model. There are various perspectives to explain the findings of this research, ranging from the nature of peace to the perspective of peace and various models or programs for the development of peace. The initial discussion begins with an explanation of the nature of peace.

Peace is an exciting issue and study for various disciplines, such as philosophy, sociology, anthropology, psychology, to education. Peace is essentially one of the individual needs, such as happiness, justice, and health (Webel & Galtung, 2007). Peace, like other theoretical terminology, is challenging to define. In Webster's Third New International Dictionary (1993), peace is defined as "a mental or spiritual condition marked by freedom from disquieting or oppressive thought or emotional or "a tranquil state of freedom from outside disturbances and harassment"; deep stillness or positive inner peace" and "one that makes, gives, or maintains tranquility." The first definition of peace is more personal or inner sense and is synonymous with peace of mind, calmness of mind and heart, and serenity of spirit (inner peace). The second definition of peace is "harmony in human or personal relations," which means interpersonal or intersubjective peace."

In contrast, the last definition of peace relates to divine or perpetual peace (Ilfiandra et al., 2021). Until today, there is no conclusive definition of peace because peace is not only about values but includes a peaceful space (Matsuo, 2007). The complexity of the ontology of peace is one of the Arguments why short-term intervention through conflict resolution counseling is ineffective for developing the core values of peace.

Several educational initiatives are designed to help people learn to live together in peace and harmony. However, it is difficult to find one word for these efforts, for example, "positive peace," a pillar of sustainable development, or referring to UNESCO's terminology as "learning to live together" or "education for universal values." Peace education has various meanings to individuals from different places. Another meaning that peace education is mastering several skills without violence and conflict resolution, peer mediation, and conflict resolution programs. In peace education, mutual understanding and the value of living together in peace and harmony are core skills. Betty Reardon and Alicia Cabezudo (2002) suggest a peace education framework for primary and secondary education. Non-violent values are synergized with values of respect for human rights, freedom, mutual trust, and social justice, which are realized through equality, responsibility, and solidarity. Peace education goals can be viewed as a stretched spectrum of values, skills, and behaviors.

Conflict resolution education is one of the umbrella terms in the context of efforts to develop peace in schools. Conflict resolution education, with several different approaches, has been widely applied in several countries, especially in schools in the United States. Conflict resolution education provides students with a conscious understanding of the nature of conflict, the power and influence dynamics in conflict resolution, and the role of culture in how we perceive and deal with conflict (Jones, 2004). Conflict resolution skills are an effort to teach students to live together with diversity (Droisy & Gaudron, 2003). In addition, conflict resolution can help students to gain

empathy, effective communication, anger management, and problem-solving (Lane-Garon, 2000). Johnson & Johnson (1996) found that teaching conflict resolution improved students' ability to constructively resolve conflicts, psychological health, self-esteem, self-regulation, self-control, assertiveness, and resilience. The results of Lipsey's (2007) meta-analysis on the impact of effective conflict resolution education on reducing antisocial behavior.

Ideally, conflict resolution education programs can improve school and classroom climates conducive to learning. Johnson & Johnson's (1996) study indicates that conflict resolution education has a positive impact on improving the school climate. There is a decreased fight between students and a reduced tendency for disciplinary violations, violence, assault, detention, and suspension. Conflict resolution education has a positive impact not only on students but also on educators and parents. Teachers and principals spend less time dealing with conflicts between students and more time on academic activities because students can manage conflict constructively and independently. Some students can transfer the skills they learn in school to resolve non-school conflicts at home. This fact is in line with the findings of Kmitta (1999) that peer mediation reduces personal conflict and increases the tendency to help others in conflict, increases prosocial values, increases the ability to understand other people's perspectives, and decreases aggressiveness and has been confirmed through research by Jones and Kimitta (2000) said that conflict resolution studies are shown to have a positive impact on student's academic success, communication skills, development of interpersonal skills and constructive conflict resolution skills.

Many studies have been conducted to determine the impact of conflict resolution education. Some studies have found that conflict resolution education impacts students, schools, teachers, and parents, while others have not. Conflict resolution education positively impacts students' academic achievement, skills, and psychological health. A study by Johnson & Johnson (1996) found that conflict resolution and peer mediation training could improve academic achievement. Conflict resolution education can improve students' knowledge and skills. Students participating in conflict resolution training can demonstrate negotiation and mediation procedures. They used more constructive negotiation procedures in resolving conflicts after attending peer mediation training. They also make excellent conflict resolvers and develop confidence in their abilities, and they can help disputants resolve misunderstandings. The conflict resolution counseling approach, through intervention with peers as mediators or third parties, effectively resolves conflicts that occur in schools (Bell et al., 2000). Students who participate in conflict resolution training can demonstrate more constructive negotiation and mediation procedures in conflict resolution after attending peer mediation training (Benson & Benson, 1993; & Sternberg & Soriano, 1984).

The core values of peace are a complex spectrum or behavioral construct. The dynamics within and between the indicators are so complex that it is not surprising that the conflict resolution counseling model developed has not been effective in developing all dimensions and indicators of competence to live in peace and harmony. It is the same as what was pointed out by Deutsch (2000), who asked rhetorical questions "what are the psychological interrupting variables in the impact of conflict resolution programs" and "what are the psychological and social consequences of changes in conflict resolution competencies." So far, research on conflict resolution programs in the context of before-after measures is relatively small, so Kmitta (Deutsch (2000) concludes

that the minimal impact of conflict resolution training is statistically significant. From the results of Kmitta's study of eight conflict resolution training, all have methodology problems, making it difficult to carry out a meta-analysis.

History shows that education does not automatically bring messages of peace, democracy, and respect for the rights and welfare of others. Special efforts are needed for education to carry these values (Smith & Vaux, 2002). Therefore, a holistic approach is needed to live in peace and harmony. Educators must understand these values as "means and an end." The ineffectiveness of the conflict resolution counseling model in developing the core values of peace suggests that the segmented approach has failed as the sole mode of developing this competency. Schools should ideally have a comprehensive conflict resolution program and abandon traditional means such as discipline. School discipline is not the same as conflict resolution, and the disciplinary system is inadequate to resolve student interpersonal conflicts (Cohen, 1994). Ideally, the conflict resolution program becomes an integral part of the school, reflected in the curriculum process, mediation program, peaceable classroom, and peaceable school.

According to Latipun et al. (2012, p.8), most schools do not use an educational approach to resolve student conflicts. In general, there are three educational approaches commonly used by schools to resolve peer conflict: (1) peace education integrated into the school curriculum, (2) constructive problem-solving training, and (3) mediation and negotiation. Morrison, Austad & Cota's (2011) research on peace education programs offers youth opportunities to learn problem-solving, self-development, and social skills in adolescents. Students with good conflict resolution tend to be able to manage and control their aggressive behavior. However, this research is still limited to using the concept of peace education in general (Agus et al., 2020). Students with good conflict resolution tend to be able to manage and control their aggressive behavior (Supriyanto et al., 2020).

The development of the peace education curriculum must be oriented towards developing a culture of peace in the long term and have a high degree of sustainability (Lewseder et al., 2017). The previous peace education curriculum was only oriented toward resolving temporary conflicts and short-term needs, so the sociocultural impact of this effort would not last long. The perspective of conflict resolution counseling in this study does not focus on conflict resolution but on acquiring values that contribute to peace. According to Purwoko (2016), conflict resolution counseling is designed to help alleviate problems, especially interpersonal ones. While according to another opinion, there is a common understanding that explains conflict resolution counseling is defined as a counseling framework and conflict resolution in helping counselees resolve interpersonal conflicts (Aminati, 2013). Research by Purwoko et al. (2015) showed that conflict resolution counseling was proven to be effective and adequate in efforts to resolve interpersonal conflicts, increase positive perceptions of conflict, increase collaborative attitudes in dealing with conflict, promote constructive conflict resolution, and provide results in a constructive interpersonal conflict resolution.

Khasanah's research (2014) shows that conflict resolution counseling impacts students' understanding of the importance of peace. Latipun's research (2005) explains that conflict resolution counseling is an effective strategy for preventing and resolving peer conflict and can improve student relationships and promote peace in schools. Some of the studies described above say that conflict resolution counseling has proven effective in resolving conflicts or problems in school students. Several other kinds of literature also reveal that conflict resolution counseling programs effectively

develop students' ability to resolve conflicts (Turk, 2018; Yildiz, 2016). Turk (2018) reports that the size of the effect of the conflict resolution counseling program on students' ability to resolve conflicts is g = 1.253. This report shows that the conflict resolution counseling program strongly impacts the development of students' conflict resolution skills. These findings prove that conflict resolution counseling services are an effective solution to develop students' abilities to resolve conflicts specified in the school environment to create comfortable and peaceful classroom situations and conditions.

This finding indicates that conflict resolution counseling services have a strong positive effect on the development of students' abilities to create peaceful classrooms (Cohen et al., 2018). This tentative conclusion was confirmed by the research of Sagkal et al. (2016) that the peace education program provides positive changes in reducing the level of conflict carried out by students in schools and increasing students' ability to respect the opinions of others. Akcgun and Araz (2014) state that conflict resolution counseling is one of the innovations of peace education. This interprets that conflict resolution counseling services positively impact reducing the level of conflict carried out by students in schools. Yildiz (2016) also states that conflict resolution counseling programs can change students' behavior to respect others more. These findings provide sufficient evidence to say that conflict resolution counseling services are an effective way to improve students' ability to respect the opinions of others. Kutlu's research (2016) shows that psycho-educational conflict resolution programs increase integration and compliance and decrease dominance.

One form of peace education is through conflict resolution counseling services. That services have two functions, (1) socializing with students about the skills needed to resolve conflicts; (2) making schools safe and a peaceful learning environment so that students get the opportunity to learn without any threats to maximize their academic potential (Akgun & Araz, 2014). Turnuklu et al. (2010) revealed that interpersonal conflicts occur because many students in each class have different cultural backgrounds, values, personalities, and goals and are united in educational goals. Interpersonal conflicts that occur in schools, especially in classrooms, can result in uncomfortable and unpeaceful classroom conditions, so forms of interpersonal conflicts must be minimized immediately. Sagkal et al. (2016) revealed that peaceful education programs are effective in reducing the level of student aggression in schools. In addition, peace education programs bring about positive changes in aggressive student behavior and promote safe and peaceful relationships between students and other students and teachers.

Peace education program aims to reduce negative peaceful forms so that students' aggression levels decrease in schools through increasing negative peaceful forms. Saputra et al. (2020) revealed that negative peace had an effect of 62.9% on decreasing student aggressiveness at school. In addition, peer mediation is another form of innovation that can reduce the rate of student aggressiveness at school. Whiteside (2016) states that peer mediation can reduce student aggressiveness and can increase empathy tendencies so that peer mediation can construct a safe and peaceful classroom climate. Turk (2018), in his study, revealed that the size of the effect of peer mediation intervention on reducing student aggression levels was g = 1.052, and Cohen et al. (2018) categorized the effect size as a strong effect size. These findings indicate that peer mediation has a strong positive effect on suppressing the rate of student aggressiveness at school. It indicates that peer mediation is also an innovative form of peaceful education that can create a

safe and peaceful classroom climate for students to learn. Therefore, forms of peace education, such as conflict resolution counseling and peer mediation, can be implemented as alternative solutions to create peaceful classes. Peaceful classrooms are characterized by students being able to resolve interpersonal conflicts.

In the context of the value spectrum, peace is a complex value construct, and development requires a whole-school approach. Therefore, the development orientation is not expected to be curative by choosing indicators with a low level of mastery. Suppose you use the before-after measure research paradigm. In that case, it is better to develop per dimension only with a circular strategy, starting from students' internal empowerment to structuring a peaceful school climate. Conflict resolution counseling can be understood as a technique to help resolve problems due to conflicting goals, motivations, values, and beliefs through negotiation, compromise, arbitration, and developing a sense of justice for problem-solving. The counseling approach can be used by guidance and teachers to develop a peaceful mindset within the framework of emotion regulation and reduction of aggressive behavior (Saputra & Handaka, 2017). Recently, UNESCO developed a culture of peace program through a declaration that formal and non-formal education, at all levels, is expected to develop a culture of peace. The widely used approaches are experiential, role-playing, value analysis, value clarification, value discussion, and value judgment. Therefore, a holistic approach is needed to develop the peace core values, and educators are expected to understand the core values of peace as both an end and a means.

Conflict resolution counseling can be adopted as an alternative to adequate interpersonal conflict resolution assistance rather than counseling as usual by counselors. In conflict resolution, traditional methods, such as advice, suggestions, and normative instructions, do not provide opportunities for students to learn to analyze problems, assess problems, find alternatives, and choose and apply conflict solutions. These aspects are essential skills that students need to have. The application of conflict resolution counseling allows students to actively reflect on themselves, analyze problems, assess problems, develop alternatives, implement solutions, and assess the results of conflict resolution. Conflict resolution counseling is not only about resolving conflicts but also teaching them to deal with conflict in a positive way (Purwoko, 2015). This skill is important because, in the future, students have the potential to face conflict problems. Not only for students, but the experience of conflict resolution also becomes a capital to be widely transmitted to other individuals (Hin, 2010). This effort has become a positive force for the conflict resolution movement in Indonesia, where the community has begun to internalize the belief in violence as a way to resolve conflicts and, in the long-term context, as an effort to build a peace culture, both in the education and community settings.

CONCLUSION

Based on the results, analysis, and interpretation, it can be concluded that conflict resolution counseling does not significantly influence the development of all core values of peace but is effective for the development of tolerance values, recognition of other people's souls, and gratitude. The results of this study differ from the conclusions of several previous studies under the umbrella of conflict resolution. However, the findings of this study are in line with the

discourse and debate regarding the evaluation of conflict resolution programs in the context of before-after measures, so conclusions regarding the impact of statistically significant conflict resolution training continue to be debated, especially regarding methodology. The statistical ineffectiveness of the conflict resolution counseling model can be sourced from the complex construction of core values of peace. The structure and relationships between values need to be understood before being developed. However, conflict resolution counseling can still be positioned as an approach in conflict resolution programs as an alternative to traditional or classical approaches that focus on using power and punishment.

The conclusions of this research on the effectiveness of conflict resolution counseling in developing the core values of peace are not conclusive, either due to methodological factors or the accuracy and precision of the selection of the theoretical basis and perspective of the core values of peace. Guidance and counseling teachers or peace researchers need to consider several things to improve the conflict resolution counseling model before it is recommended in schools. It is necessary to use a transdisciplinary approach to understanding the structure and interrelation of the peace core values . Guidance and counseling teachers should understand the core values of peace as "means and an end." The unproven effectiveness of conflict resolution counseling in developing peace core values suggests that the segmented approach fails as a single development mode. Schools should ideally have a comprehensive program and leave traditional ways of building peace and an integral part of the school reflected in the process curriculum, mediation program, peaceable classroom, and peaceable school. Suppose you use the before-after measure research paradigm in the early stages of development. In that case, it focuses on the most critical value dimensions with strategies that move circularly, starting from the internal empowerment of students to structuring a peaceful school climate. Clear regulations are needed to strengthen the position of guidance and counseling services in developing the core values of peace because the competency standards for self-reliance of learners on the dimensions of peer relationship maturity do not explicitly state values related to peace in general or conflict resolution abilities in particular.

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