

**EFEKTIVITAS PROGRAM *RESPONDING IN PEACEFUL AND
POSITIVE WAYS* (RIPP) UNTUK PENGEMBANGAN
DISPOSISI *NONVIOLENCE* SISWA SMKN 8 BANDUNG**



TESIS

diajukan untuk memenuhi sebagian syarat memperoleh
gelar Magister Pendidikan (M.Pd.) dalam bidang Bimbingan dan Konseling

Oleh:
Silmi Hafiyani
NIM 2307793

**PROGRAM STUDI BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA**

2025

**EFEKTIVITAS PROGRAM *RESPONDING IN PEACEFUL AND
POSITIVE WAYS* (RIPP) UNTUK PENGEMBANGAN DISPOSISI
NONVIOLENCE SISWA SMKN 8 BANDUNG**

Oleh
Silmi Hafiyani

S.Pd Universitas Pendidikan Indonesia, 2017

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Ilmu Pendidikan

© Silmi Hafiyani 2025
Universitas Pendidikan Indonesia
Agustus 2025

Hak Cipta dilindungi undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, di foto kopi, atau cara lainnya tanpa ijin dari penulis.

LEMBAR PENGESAHAN

SILMI HAFIYANI
NIM. 2307793

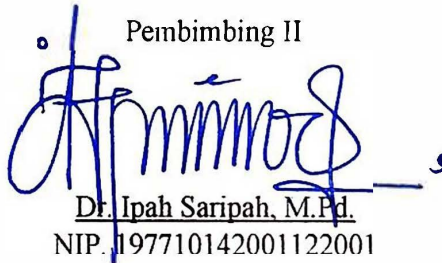
**EFEKTIVITAS PROGRAM *RESPONDING IN PEACEFUL AND POSITIVE WAYS*
UNTUK PENGEMBANGAN DISPOSISI *NONVIOLENCE* SISWA SMKN 8 BANDUNG**

Disetujui dan disahkan oleh:
Pembimbing I



Prof. Dr. Ilfiandra, M.Pd.
NIP. 197211241999031003

Pembimbing II



Dr. Ipah Saripah, M.Pd.
NIP. 197710142001122001

Mengetahui,
Ketua Program Studi Bimbingan dan Konseling



Dr. Ipah Saripah, M.Pd.
NIP. 197710142001122001

PERNYATAAN BEBAS PLAGIARISME

Saya yang bertanda tangan di bawah ini:

Nama : Silmi Hafiyani
NIM : 2307793
Program Studi : Bimbingan dan Konseling
Judul Karya : Efektivitas Program *Responding in Peaceful and Positive Ways* (RIPP) untuk Pengembangan Disposisi *Nonviolence*
Siswa SMKN 8 Bandung

Dengan ini saya menyatakan bahwa karya tulis ini merupakan hasil kerja saya sendiri. Saya menjamin bahwa seluruh isi karya ini, baik sebagian maupun keseluruhan, bukan merupakan plagiarisme dari karya orang lain, kecuali pada bagian yang telah dinyatakan dan disebutkan sumbernya dengan jelas.

Jika di kemudian hari ditemukan pelanggaran terhadap etika akademik atau unsur plagiarisme, saya bersedia menerima sanksi sesuai peraturan yang berlaku di Universitas Pendidikan Indonesia.

Bandung, Agustus 2025



Silmi Hafiyani

KATA PENGANTAR

Puji dan syukur penulis panjatkan kehadirat Allah SWT, karena berkat rahmat dan karunia-Nya penulis dapat menyelesaikan tesis yang berjudul "Efektivitas Program *Responding in Peaceful and Positive Ways* (RIPP) untuk Pengembangan Disposisi *Nonviolence* Siswa SMKN 8 Bandung".

Penelitian ini dilandasi oleh pentingnya menumbuhkan disposisi *nonviolence* pada siswa sebagai upaya mengembangkan keterampilan sosial dalam mencegah kekerasan dan menyelesaikan konflik secara positif. Disposisi *nonviolence* pada remaja memiliki urgensi dalam membangun karakter yang positif dan mengurangi perilaku kekerasan yang seringkali muncul sebagai penyelesaian konflik. Di tengah tantangan pendidikan saat ini, perilaku kekerasan baik secara fisik, verbal, maupun psikologis masih sering terjadi dalam kehidupan remaja. Mengingat masih maraknya perilaku agresif, perundungan, maupun bentuk kekerasan lainnya yang dapat menghambat perkembangan pribadi dan sosial, kondisi tersebut memerlukan peran aktif bimbingan dan konseling dalam menghadirkan program yang efektif, aplikatif, dan sesuai dengan kebutuhan perkembangan siswa. Program *Responding in Peaceful and Positive Ways* (RIPP) memiliki pendekatan sistematis untuk membantu siswa dalam mengelola emosi, berempati, berkomunikasi secara sehat, serta menyelesaikan konflik dengan cara yang damai dan konstruktif. Melalui implementasi program ini, siswa menginternalisasi nilai-nilai disposisi *nonviolence* sehingga dapat mengembangkan iklim sekolah yang lebih harmonis, aman, dan mendukung perkembangan optimal.

Akhir kata, semoga karya ilmiah ini dapat memberikan manfaat bagi pengembangan keilmuan bimbingan dan konseling serta menjadi rujukan praktis dalam penerapan program yang mendukung pengembangan karakter damai siswa.

Bandung, Agustus 2025

Silmi Hafiyani
NIM 2307793

UCAPAN TERIMA KASIH

Penulis menyadari dan merasakan sepenuhnya penyelesaian tesis tidak terlepas dari dorongan, bimbingan, bantuan, dan dukungan berbagai pihak terkait baik secara moril maupun materil. Melalui kesempatan ini, penulis menyampaikan rasa terima kasih dan penghargaan yang tulus kepada:

1. Prof. Dr. Ilfiandra, M.Pd., sebagai Pembimbing I yang telah memotivasi, membantu, membimbing, memberikan petunjuk, dan pengarahan yang berharga dalam proses penyusunan tesis;
2. Dr. Ipah Saripah, M.Pd., selaku Pembimbing II dan Ketua Program Studi Bimbingan dan Konseling yang telah memberikan bimbingan, pengetahuan, dan motivasi dalam menyelesaikan tesis;
3. Segenap pimpinan, dosen, dan staf tenaga kependidikan di lingkungan program studi bimbingan dan konseling Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia yang telah membantu selama penulis menempuh pendidikan;
4. Agus Nugroho, S.Pd., M.T., selaku kepala sekolah SMKN 8 Bandung yang telah memberikan izin dan dukungan kepada penulis dalam melaksanakan penelitian.
5. Seluruh siswa kelas X tahun ajaran 2024/2025 SMK Negeri 8 Bandung yang telah berpartisipasi dalam kegiatan penelitian sehingga dapat berjalan dengan lancar.
6. Dra. Irna Karlina Yuniar, M.M.Pd., selaku kepala sekolah SMPN 10 Sumedang beserta seluruh guru dan tenaga kependidikan yang telah memberikan izin, doa, dan dukungan moril kepada penulis untuk menempuh pendidikan Magister Program Studi Bimbingan dan Konseling di Universitas Pendidikan Indonesia.
7. Kedua orang tua penulis, Bapak Wahyudin dan Ibu Uun Suryani, S.Pd., atas doa, kasih sayang, pengorbanan, motivasi, serta dukungannya yang tiada henti dalam setiap langkah penulis. Ananda Azka Aydan Rabbani dan Faiz Kenzie Hamizan, yang telah menjadi sumber inspirasi, motivasi, dan

semangat dalam perjalanan studi ini. Kehadiran dan senyuman tulus telah menjadi energi yang tak ternilai dalam menghadapi setiap tantangan selama proses penyelesaian studi.

8. Para sahabat Berlima Pasaribu, Silvia Agustin, Restu Afdal Ramadhan, Siti Rohimah, Humairah Azzahra, dan seluruh rekan seperjuangan Program Magister Bimbingan dan Konseling angkatan 2023, yang telah memberikan banyak kesan dan pengalaman yang sangat berharga selama perjalanan akademik.
9. Seluruh pihak yang telah memberikan bantuan, dukungan, dan kontribusi selama proses penyusunan tesis ini, namun tidak dapat disebutkan satu per satu. Setiap bentuk bantuan yang diberikan sangat berarti dan turut berperan dalam kelancaran penyelesaian tesis ini.

Semoga segala bantuan, doa, dan dukungan yang telah diberikan mendapat balasan kebaikan dari Allah swt. Penulis berharap karya ini dapat memberikan manfaat bagi pembaca dan menjadi motivasi untuk terus belajar dan berkarya lebih baik di masa mendatang.

Bandung, Agustus 2025

Penulis,

Silmi Hafiyani
NIM 2307793

ABSTRAK

Silmi Hafiyani (2025). Efektivitas Program *Responding in Peaceful and Positive Ways* (RIPP) untuk Pengembangan Disposisi *Nonviolence* Siswa SMKN 8 Bandung. Dibimbing oleh Prof. Dr. Ilfiandra, M.Pd. dan Dr. Ipah Saripah, M.Pd. Program Studi Magister Bimbingan dan Konseling. Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia.

Disposisi *nonviolence* merupakan kecenderungan sikap, pola pikir, dan perilaku yang mengutamakan penyelesaian konflik secara damai, tanpa kekerasan, serta menghargai dan empati terhadap orang lain. Penelitian ini bertujuan untuk menghasilkan program *Responding in Peaceful and Positive Ways* (RIPP) yang efektif untuk pengembangan disposisi *nonviolence* siswa. Penelitian ini menggunakan metode *quasi eksperiment* dengan desain *non-equivalent pre-post control group*. Partisipan penelitian berjumlah 186 orang dengan sampel yang diambil sebanyak 20 orang siswa kelas X di SMK Negeri 8 Bandung Tahun Ajaran 2024/2025. Pengumpulan data dilakukan menggunakan instrumen *Teenage Nonviolence Test* (TNT) dengan menggunakan skala *likert*. Analisis data dilakukan secara deskriptif dan inferensial menggunakan uji *U-Mann Whitney* dan *effect size* dengan rumus *cohen's d*. Uji *U-Mann Whitney* menunjukkan terdapat perbedaan antara skor rerata pretest dan posttest ($P < 0.05$), dengan *effect size* yang berdampak besar (*cohen's d* = 2,0). Hasil penelitian menunjukkan program RIPP memiliki dampak yang besar terhadap pengembangan disposisi *nonviolence* siswa. Temuan penelitian menegaskan program RIPP efektif dalam mengembangkan disposisi *nonviolence* siswa pada aspek *physical nonviolence*, *psychological nonviolence*, *active nonviolence value*, *helping/emphaty*, *satyagraha*, dan *tapasya*, yang tercermin melalui pengelolaan emosi secara positif, peningkatan keterampilan komunikasi, empati terhadap orang lain, dan penyelesaian konflik secara damai. Implikasi bagi bimbingan dan konseling adalah program RIPP menjadi salah satu upaya preventif dalam mengembangkan disposisi *nonviolence* siswa untuk meningkatkan keterampilan sosial dan resolusi konflik damai, sehingga menumbuhkan iklim sekolah yang harmonis.

Kata Kunci: Program *Responding in Peaceful and Positive Ways* (RIPP), Disposisi *Nonviolence*, Resolusi Konflik.

ABSTRACT

Silmi Hafiyani, 2307793. (2023). The Effectiveness of the Responding in Peaceful and Positive Ways (RIPP) Program for Developing Nonviolent Dispositions in Students at SMKN 8 Bandung. Supervised by Prof. Dr. Ilfiandra, M.Pd. and Dr. Ipah Saripah, M.Pd. Master's Program in Guidance and Counseling. Faculty of Education, Indonesia University of Education.

Nonviolence disposition is a tendency in attitude, mindset, and behavior that prioritizes peaceful conflict resolution without violence, as well as the ability to appreciate and empathize with others. This aims of this study to evaluate the effectiveness of the Responding in Peaceful and Positive Ways (RIPP) program on the development of nonviolence disposition in students. This study employs a quasi-experimental method with a non-equivalent pre-post control group design. The study sample consists of 186 participants, with 20 students from Grade X at SMK Negeri 8 Bandung in the 2024/2025 academic year. Data collection was conducted using the Teenage Nonviolence Test (TNT) instrument with a Likert scale. Data analysis was conducted descriptively and inferentially using the Mann-Whitney U test and effect size with Cohen's d formula. The Mann-Whitney U test showed a significant difference between the pretest and posttest mean scores ($P < 0.05$), with a large effect size (Cohen's $d = 2.0$). The research results indicate that the RIPP program has a significant impact on the development of students' nonviolence dispositions. The research findings confirm that the RIPP program is effective in developing students' nonviolent dispositions in the aspects of physical nonviolence, psychological nonviolence, active nonviolence values, helping/empathy, satyagraha, and tapasya, as reflected in positive emotion management, improved communication skills, empathy toward others, and peaceful conflict resolution. The implications for guidance and counseling are that the RIPP program serves as a preventive effort in developing students' nonviolent dispositions to enhance social skills and peaceful conflict resolution, thereby fostering a harmonious school environment.

Keywords: *Responding in Peaceful and Positive Ways (RIPP) Program, Nonviolence Disposition, Conflict Resolution.*

DAFTAR ISI

HALAMAN HAK CIPTA	ii
HALAMAN PENGESAHAN	iii
PERNYATAAN BEBAS PLAGIARISME	iv
KATA PENGANTAR	v
UCAPAN TERIMA KASIH	vi
ABSTRAK	viii
<i>ABSTRACT</i>	ix
DAFTAR ISI	x
DAFTAR GAMBAR	xiii
DAFTAR GRAFIK	xiv
DAFTAR TABEL	xv
DAFTAR LAMPIRAN	xvi
 BAB I PENDAHULUAN	 1
1.1 Latar Belakang Penelitian	1
1.2 Rumusan Masalah dan Pertanyaan Penelitian	17
1.3 Tujuan Penelitian	20
1.4 Manfaat Penelitian	20
 BAB II KAJIAN TEORI DIPOSISI <i>NONVIOLENCE</i> DAN PROGRAM	 21
<i>RESPONDING IN PEACEFUL AND POSITIVE WAYS (RIPP)</i>	
2.1 Pendekatan Psikologi <i>Nonviolence</i>	21
2.2 Teori Psikologis <i>Nonviolence</i> Kool	28
2.3 Sejarah <i>Nonviolence</i>	31
2.4 <i>Nonviolence as Behavior</i>	33
2.5 Konsep Dasar <i>Nonviolence</i>	34
2.6 Model-Model <i>Nonviolence</i>	49
2.7 <i>Nonviolence</i> dalam Perspektif Agama	60

2.8	<i>Nonviolence</i> sebagai Resolusi Konflik	63
2.9	Pengukuran Disposisi <i>Nonviolence</i>	65
2.10	Program Pengembangan Disposisi <i>Nonviolence</i>	67
2.11	Program <i>Responding in Peaceful and Positive Ways</i> (RIPP) ...	72
2.12	Pengembangan Disposisi <i>Nonviolence</i> Menggunakan Program RIPP-7	88
2.13	Isu Perkembangan Masalah Remaja	90
2.14	Asumsi dan Hipotesis Penelitian	94
BAB III	METODE PENELITIAN	96
3.1	Paradigma dan Pendekatan Penelitian	96
3.2	Metode dan Desain Penelitian	97
3.3	Partisipan Penelitian	98
3.4	Definisi Operasional Variabel	99
3.5	Instrumen Penelitian	100
3.6	Prosedur Penelitian	106
3.7	Program <i>Responding in Peaceful and Positive Ways</i> (RIPP) untuk Pengembangan Disposisi <i>Nonviolence</i>	112
3.8	Teknik Analisis Data	139
3.9	Isu Etik	140
BAB IV	HASIL PENELITIAN	141
4.1	Hasil Uji Efektivitas Program <i>Responding in Peaceful and Positive Ways</i> (RIPP) dalam Pengembangan Disposisi <i>Nonviolence</i> Siswa	141
4.2	Pelaksanaan Program <i>Responding in Peaceful and Positive Ways</i> (RIPP) untuk Pengembangan Disposisi <i>Nonviolence</i> Siswa	148

BAB V	PEMBAHASAN HASIL PENELITIAN	188
5.1	Dinamika Perubahan Disposisi <i>Nonviolence</i> Pada Program <i>Responding in Peaceful and Positive Ways</i> (RIPP)	188
5.2	Kebaharuan Penelitian	211
5.3	Keterbatasan Penelitian	212
BAB VI	SIMPULAN DAN REKOMENDASI	215
6.1	Simpulan Penelitian	215
6.2	Rekomendasi Penelitian	216
DAFTAR PUSTAKA		218

DAFTAR GAMBAR

Gambar 2.1	Teori <i>Principle, Personal, Pragmatic, Public (4P)</i>	50
Gambar 2.2	Model Berlian <i>Nonviolence</i>	52
Gambar 2.3	Model Tiga Dimensi <i>Nonviolence</i>	55
Gambar 2.4	Model <i>Peaceful Self-Hood</i> Brenes	59
Gambar 4.1	Lembar Refleksi Pertemuan 1	150
Gambar 4.2	Hasil Refleksi Pertemuan Dua	155
Gambar 4.3	Dokumentasi Membuat Tantangan <i>Respect in Real Life</i>	164
Gambar 4.4	Dokumentasi Makna Persahabatan	166
Gambar 4.5	Refleksi Pertemuan Keempat Seni Mendengarkan	169
Gambar 4.6	Lembar Refleksi RSLV	172
Gambar 4.7	Hasil Tindak Lanjut Penerapan Teknik Relaksasi	174
Gambar 4.8	Lembar Refleksi Penerapan Mendengarkan Aktif	176
Gambar 4.9	Mengubah Bahasa Konfrontatif menjadi Bahasa Nonkonfrontatif	178
Gambar 4.10	Lembar Tantangan 7 Hari Penerapan RSLV	181

DAFTAR GRAFIK

Grafik 4.1	Hasil Pretest dan Posttest Disposisi <i>Nonviolence</i> Siswa SMKN 8 Bandung	146
------------	---	-----

DAFTAR TABEL

Tabel 2.1	<i>Nonviolence</i> dan Kognisi Sosial	25
Tabel 2.2	Karakteristik Individu <i>Nonviolence</i>	42
Tabel 3.1	<i>Nonequivalent Pretest-Posttest Control Group Design</i>	97
Tabel 3.2	Partisipan Penelitian	99
Tabel 3.3	Kisi-Kisi Instrumen <i>Teenage Nonviolence Test</i> (TNT)	102
Tabel 3.4	Konsistensi Internal TNT	103
Tabel 3.5	Stabilitas TNT di Seluruh Kelompok	104
Tabel 3.6	Stabilitas TNT di Semua Tingkatan Kelas	104
Tabel 3.7	Rumus Mencari Kategori Hasil Pretest	105
Tabel 3.8	Kategori dan Interpretasi Hasil Pretest Disposisi <i>Nonviolence</i> Siswa SMKN 8 Bandung	106
Tabel 3.9	Rencana Kegiatan Program <i>Responding in Peaceful and Positive Ways</i> (RIPP) untuk Pengembangan Disposisi <i>Nonviolence</i> Siswa Sekolah Menengah Kejuruan	123
Tabel 4.1	Uji Normalitas Data	142
Tabel 4.2	<i>Group Statistic</i>	142
Tabel 4.3	Data Hasil Uji <i>U-Mann Whitney</i>	143
Tabel 4.4	Hasil <i>Effect Sizes Cohens' d</i> Setiap Dimensi <i>Nonviolence</i>	144
Tabel 4.5	<i>Independent Samples Effect Sizes</i>	145
Tabel 4.6	Identifikasi Situasi Perubahan Stress	153
Tabel 4.7	Hasil Tindak lanjut Sesi Kedua	158
Tabel 4.8	Verbatim Refleksi Tindak Lanjut <i>Respect Challenge</i>	162
Tabel 4.9	Wawancara Partisipan Penelitian tentang Efektivitas Program <i>Responding in Peaceful and Positive Ways</i> (RIPP)	183
Tabel 4.10	Wawancara dengan Guru BK tentang Efektivitas Program <i>Responding in Peaceful and Positive Ways</i> (RIPP)	185

DAFTAR LAMPIRAN

Lampiran 1.1	Surat Keterangan Pembimbing	241
Lampiran 1.2	Surat Izin Penelitian	244
Lampiran 1.3	Surat Keterangan Telah Melaksanakan Penelitian	246
Lampiran 1.4	Surat Pernyataan <i>Simmilarity Index</i>	248
Lampiran 2.1	Profil Disposisi <i>Nonviolence</i> Siswa SMK	251
Lampiran 2.2	Data Pretest	255
Lampiran 2.3	Data Posttest	257
Lampiran 2.4	Data Pretest dan Posttest Dimensi <i>Nonvionce</i>	259
Lampiran 3.1	Surat Korespondensi Penelitian	261
Lampiran 3.2	Surat Izin Peminjaman Adaptasi Program RIPP	264
Lampiran 3.3	Surat Izin Peminjaman Instrumen Penelitian	271
Lampiran 3.4	Inventori <i>Teenage Nonviolence Test</i> (TNT)	274
Lampiran 3.5	Program <i>Responding in Peaceful and Positive Ways</i> (RIPP)	278

DAFTAR PUSTAKA

- Abu-Nimer, M., Orellana, K., & Ayse, S. (2021). Islam and nonviolence: nonviolence in the world's religions: A concise introduction. DOI: 10.4324/9781003006763-8
- Aini, S.Q. (2016). Phenomenon of school bullying on adolescent in Paty Regency. *Jurnal Litbang, XII(1)*, pp. 51-60.
- Ajani, B.A., et al. (2024). Secondary school violence among adolescents: The contributing factors and way forward. *Indonesian Journal of Community and Special Needs Education, 4(2)*, pp. 83-94.
- Anderman, E.M. & Kimweli, D.M.S. (1997). Victimization and safety in schools serving early adolescents. *The Journal of Early Adolescence, 17(4)*, pp. 408-438. DOI: <https://doi.org/10.1177/0272431697017004004>
- Anderson, R. (2004). A definition of peace. *Peace and Conflict: Journal of Peace Psychology, 10(2)*, pp. 101-116. DOI: https://psycnet.apa.org/doi/10.1207/s15327949pac1002_2
- Ashraf, R. & Fatima, I. (2014). Role of personality and spirituality in nonviolent behavior in young adults. *Journal of Behavioral Sciences, 24(1)*, pp. 57-70
- Bacioglu, S.D. & Kocabiyik. (2019). A study on prospective school counselor's views on school violence. *Universal Journal of Educational Research, 7(1)*, pp. 146-156. DOI: 10.13189/ujer.2019.070119
- Balthip, Q., Petchruschatachart, U., Piriyaakontorn, S., & Boddy, J. (2013). Achieving peace and harmony in life: Thai Buddhists living with HIV/AIDS. *International Journal of Nursing Practice, 19(2)*, pp. 7-14. DOI:10.1111/ijn.12039.
- Bandura, A. (1976). *Social Learning Theory*. USA: Prentice-Hall
- Baraldi, C. & Iervese, V. (2010). Dialogic mediation in conflict resolution. *Conflict Resolution Quarterly, 27(4)*, pp. 423-445. DOI: <https://doi.org/10.1002/crq.20005>

- Barnett, B.C. (2021). Gandhi's Philosophy of Nonviolence: Essential Selections. *Supplementary Material*.
- Becerra, S., Munoz, F., & Riquelme, E. (2015). School violence and school coexistence management: unresolved challenges. *Procedia Social and Behavioral Sciences*, 190, pp. 156-163. DOI: <https://doi.org/10.1016/j.sbspro.2015.05.030>
- Benson, P.L. & Scales, P.C. (2009). Positive youth development and the prevention of youth aggression and violence. *European Journal of developmental Science*, 3(3), pp. 218-234. DOI: 10.3233/DEV-2009-3302
- Bhalareo, H. & Kumar, S. (2015). Nonviolence at workplace: Scale development and validation. *Business Perspectives and Research*, 3(1), pp. 36-51.
- Bolliger, L. & Wang, H. (2018). Pedagogy of nonviolence. *Journal of Curriculum and Pedagogy*, 10(2), pp. 112-114. DOI: <http://dx.doi.org/10.1080/15505170.2013.849626>
- Bondurant, J.V. (1988). *Conquest of Violence The gandian Psycholophy of Conflict*. USA: Princeton University Press.
- Boothe, I. & Smithey, L.A. (2007). Privilege, Empowerment, and Nonviolent Intervention. *Peace and Change*, 32(1): 39-59. DOI: <http://dx.doi.org/10.1111/j.1468-0130.2007.00408.x>
- Branagan, M. (2022). Nonviolence and sustainability: An indivisible connection. *Sustainability*, 14, 6426, pp. 1-23. DOI: <https://doi.org/10.3390/su14116426>
- Bretherton, D. (2018). How can social movements transform societies? Developing a guide for practice. *Peace and Conflict: Journal of Peace Psychology*, 24(1), 85-94.
- Burrowes, R. J. (1996). *The Strategy of Nonviolent Defense: A Gandhian Approach*. Albany, NY: State University of New York Press.
- Bushman, B.J., et al. (2016). Youth violence: What we know and what we need to know. *American Psychological Association*. DOI: <https://dx.doi.org/10.1037/a0039687>

- Calp, S. (2020). Peaceful and happy schools: How to build positive learning environments. *International Electric Journal of Elementary Education*, 12(4), pp. 311-320. DOI: 10.26822/iejee.2020459460
- Castro, L.N. & Galace, J.N. *Peace Education: A Pathway to A Culture of Peace*. Phillipines: Center for Peace Education.
- Cavanagh, T. (2008). Creating scholls as peace and nonviolence in a time of war and violence. *Journal of School Violence*, 8(64), pp. 64-81
- Cavanagh, T, et al. (2012). Creating peaceful and effective schools through a culture of care. *Discourse: Studies in the Cultural Politisc of Education*, 33(3), pp. 443-455.
- Chang, V. (2021). Inconsistent definitions bullying: A need to examine people's judgments and reasoning about bullying and cyberbullying. *Human Development*, 65(3), pp. 144-159. DOI: <https://doi.org/10.1159/000516838>
- Christie, D.J., Wagner, R.V., & Winter, D.A. (2001). *Peace, Conflict, and Violence: Peace Psychology for The 21st Century*. USA: Prentice-Hall Inc.
- Christoyannopoulos, A. (2023). Pacifism and nonviolence: Discerning the contours of an emerging multidisciplinary research agenda. *Journal of pacifism and Nonviolence*, 1, pp. 1-27. DOI:10.1163/27727882-bja00011
- Chubbuck, S.M. & Zembylas, M. (2011). Toward a critical pedagogy for nonviolence in urban school comtext. *Journal of Peace Education*, 8(3), pp. 259-275. DOI: <http://dx.doi.org/10.1080/17400201.2011.621362>
- Clements, K.P. (2015). Rediscovering Gandhi and principled nonviolence: An imperative for the 21st century. *Thammasat Review*, 18(1), pp. 11-27.
- Cohrs, J.C., Christie, D.J., White, M.P., & Das, C. (2013). Contribution of positive psychology to peace: Toward global well-being and resilience. *American Psychologist*, 68(7), pp. 590- 600. DOI: <http://dx.doi.org/10.1037/a0032089>
- Coleman, J.N., et al. (2024). Relations between perceptions of parental massage suporting fighting and nonviolence and adolescents physical aggression: Beliaf as mediators. *Aggressive Behavior*.

- Collyer, C.E., Gallo, F.J., et al. (2007). Typology of violence derived from ratings of severity and provocation. *Perceptual and Motor Skills*, 102(2), 637-653.
- Crawford, D., & Bodine, R. (1996). *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*. In Program Guide
- Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*. Boston: Pearson.
- Cuga, C., Budimansyah, D., & Maftuh, B. (2020). The effectiveness of peace education learning models toward student's understanding of peace loving and anti-violence. *Advances in Social Science, Education, and Humanities Research*, 418: 432-436.
- Cutrin, O., et al. (2017). Effects of parenting practices through deviant peers on nonviolent and violent antisocial behaviours in middle- and late- adolescence. *The European Journal of Psychology Applied to Legal Context*, XXX, pp. 1-8. DOI: <https://www.chatpdf.com/c/dx.doi.org/10.1016/j.ejpal.2017.02.001>
- Cyrl, K.N. (2020). *The Kingian Nonviolence Conflict Reconciliation Training Program: Outcomes for High School Students' Cultural, Social, and Emotional Learning*. (Dissertations). University of Rhode Island, United States.
- Dahlberg, L.L & Potter, L.B. (2001). Youth violence. *American Journal of Preventive Medicine*, 20(1), pp. 3-14. DOI: [http://dx.doi.org/10.1016/S0749-3797\(00\)00268-3](http://dx.doi.org/10.1016/S0749-3797(00)00268-3)
- Day, J., Pinckney, J., & Chenoweth, E. (2015). Collecting data on nonviolent action: Lessons learned and ways forward. *Journal of peace Research*, 52(1), pp. 129-133. DOI: <https://doi.org/10.1177/0022343314533985>
- Deshmukh, P. & Kaplan, S. (2018). Bullying as a risk factor for inpatient hospitalization: Let's change it. *Journal of the American Academy of Child & Adolescent Psychiatry*, 57(10). DOI: <https://doi.org/10.1016/j.jaac.2018.09.397>

- Dorn, R.A.V. (2004). Correlates of violent and nonviolent victimization in a sample of public high school students. *Violence and Victims*, 19(3), pp. 303-320. DOI: <http://dx.doi.org/10.1891/vivi.19.3.303.65768>
- Doughlas, A. (2025). Rethinking Gandhi's Philosophy and Practice of Satyagraha: Insights, Misconceptions, and Reformulations. Book Chapter. DOI: 10.4324/9781003630210-4
- Dymnicki, B.A., Antônio, T., & Henry, B.D. (2011). Levels and growth of specific and general norms for nonviolence among middle school students. *Journal of Adolescence*, 34, pp. 965-973. DOI: <http://dx.doi.org/10.1016/j.adolescence.2010.11.012>
- Dunn, M. et al. (2019). *A community-academic partnership for school-based nonviolence education: The healthy power program*. *Journal of school health, American School Health Association*.
- Earls, F., Cairns, R.B., & Mercy, J.A. (1993). *The Control of Violence and The Promotion of Nonviolence in Adolescents*. In S.G. Millstein, A.C. Peterson, & E.O. Nightingale (Eds.), *Promoting the health of adolescents: New directions for the twenty-first century* (pp. 285-304). Oxford University Press.
- Eliasa, E.I., et al. (2025). Examining gender differences in nonviolence among vocational high school students: A quantitative study using the diamond model in Indonesia. *Journal of Aggression, Conflict, and Peace Research*. DOI: 10.1108/JACPR-11-2024-0958
- Ellington, B., Dunbar, A., & Morris, C.W. (2023). Elevating and expanding school counselors' roles and voices in the prevention of school violence. *Professional School Counseling*, 27(1), pp. 1-8. DOI: <https://doi.org/10.1177/2156759X221150003>
- Erikson, E.H. (1969). *Gandhi's Truth: On the Origins of Millitant Nonviolence*. New York: W.W. Norton & Company.
- Erickson, E.H. (1968). *Identity: Youth and Crisis*. London: W.W. Norton & Company.

- Esho, E.O. (2024). The paradigm of peace enhancing peace culture. *Journal of Aggression, Conflict and Peace Research*, 16 (1), pp. 83-97. DOI: <http://dx.doi.org/10.1108/JACPR-12-2022-0765>
- Espinosa, A., Pacheco, M., & Janos, E. (2023). The psychological effects of music and dance on building a culture of peace. *Peace and Conflict*. DOI: 10.1037/pac0000672
- Farrell, D.A., Ampy, L.A., & Meyer, A.L. (1998). Identification and assessment of problematic interpersonal situations for urban adolescents. *Journal of Clinical Child Psychology*, 27(3), pp. 293-305. DOI: http://dx.doi.org/10.1207/s15374424jccp2703_6
- Farrell, D.A., Meyer, A.L., & White, K.S. (2001). Evaluation of Responding in Peaceful and Positive Ways (RIPP): A school-based prevention program for reducing violence among urban adolescents. *Journal of Clinical Child & Adolescent Psychology*, 30(4), pp. 451- 463. DOI: https://doi.org/10.1207/S15374424JCCP3004_02
- Farrell, A.D., valois, R.F., Meyer, A.L. (2002). Evaluation of the RIPP-6 Violence Prevention Program at a Rural Middle School. *American Journal of Health Education*, 33:3, pp. 167-172.
- Farrell, A.D., valois, R.F., Meyer, A.L. (2003). Impact of the RIPP violence prevention program on rural middle school students. *The Journal of Primary Prevention*, 24(2), pp. 143-167
- Farrell, A.D., et al. (2003). Evaluation of the Responding in Peaceful and Posiitve Ways (RIPP) seventh grade violence prevention curriculum. *Journal of Child and Family Studies*, 12(1), pp. 101-120.
- Farrell, A.D., Erwin, E.H., et al. (2007). Problematic situations in the lives of urban African American middle school students: A qualitative study. *Journal of Research on Adolescence*, 17(2), pp. 413–454. DOI:<https://doi.org/10.1111/j.15327795.2007.00528.x>
- Farrell, A.D., Erwin, Elizabeth H, et al. (2008). Individual factors influencing effective nonviolent behavior and fighting in peer situations: a qualitative study with urban African American adolescents. *Journal of Clinical Child &*

Adolescent Psychology, 37(2), pp. 397–411. DOI: <https://doi.org/10.1080/15374410801955821>

Farrell, A.D., Henry, D.B., et al. (2010). Normative beliefs and self-efficacy for nonviolence as moderators of peer, school, and parental risk factors for aggression in early adolescence. *Journal of Clinical Child & Adolescent Psychology*, 39(6), pp. 800-813. DOI: <http://dx.doi.org/10.1080/15374416.2010.517167>

Farrell A.D., Sally, M., et al. (2010). Environmental influences on fighting versus nonviolent behavior in peer situations: A qualitative study with urban African American adolescents. *American Journal Community Psychology*, 46(1-2), pp. 19–35. DOI: <https://doi.org/10.1007/s10464-010-9331-z>

Farrell, A.D., Henry, D.B., & Bettencourt, A. (2011). Methodological challenges examining subgroup differences: Examples from universal school-based youth violence prevention trials. *Prevention Science*, 14(2), pp. 121-133. DOI: 10.1007/s11121-011-0200-2

Farrell, A.D., Thomson, E.L., & Mehari, K.R. (2016). Dimensions of peer influence and their relationship to adolescents' aggression, other problem behaviors and prosocial behavior. *Journal of Youth and Adolescence*, 46(6), pp. 1351-1369. DOI: <https://doi.org/10.1007/s10964-016-0601-4>

Farrell, A.D. & Bettencourt, A.F. (2020). Adolescents' appraisal of responses to problem situations and their relation to aggression and nonviolent behavior. *Psychology Violence*, 10(3), pp. 312–323. DOI: <https://psycnet.apa.org/doi/10.1037/vio0000261>

Farrell, et al. (2022). Beliefs as mediators of relations between exposure to violence and physical aggression during early adolescence. *Journal Early Adolescence*, 42(3), pp. 297-326. DOI: 10.1177/02724316211036747.

Flecknoe, M. (2005). What does anyone know about peer mediation?. *Improving Schools*, 8(3), pp. 221-235. DOI: <https://doi.org/10.1177/1365480205060437>

Fokas, K. & Soysa, C. Negative emotion-focused coping mediates the relationships between neuroticism and psychological outcomes in college students. *Psi Chi Journal of Psychological Research*, 22(4), pp. 258-322. DOI: <https://doi.org/10.24839/2325-7342.JN22.4.258>

- Furlong, M & Morrison, G. (2000). The school in school violence: Definitions and Facts. *Journal of Emotion and Behavioral Disorders*, 8(2), pp. 71-82.
- Gass, M., Gough, S., Armas, A., & Dolcino, C. (2016). Play for peace as a violence prevention model: achieving *voluntad y convivencia*. *Journal of Experiential Education*, 39(4), 412-426. DOI: 10.1177/1053825916674978
- Gavine, A.J., William, D.J., & Donnelly, P.D. (2016). Effectiveness of universal school-based programs for prevention of violence in adolescents. *Psychology of violence*, 6(3), pp. 390-399. DOI: <http://dx.doi.org/10.1037/vio0000052>
- Galtung, J. (2016). On the meaning of nonviolence. *Journal of Peace Research*, 2(3), pp. 228-257. DOI: <https://doi.org/10.1177/002234336500200303>
- Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. London: SAGE Publications.
- Garthe, R.C., Sullivan, T.N., & Larsen, R.A. (2015). Bidirectional associations between perceived parental support for violent and nonviolent responses and early adolescent aggressive and effective nonviolent behaviors. *Journals of Adolescence*, 45, pp. 183-195. DOI: <https://doi.org/10.1016/j.adolescence.2015.09.009>
- Gay, L.R., Mills, G.E., & Airasian, P. (2012). *Educational Research: Competencies for analysis and applications Tenth Edition*. United States: PEARSON.
- Gerstein, L.H & Moeschberger, S.L. (2003). Building cultures of peace: An urgent task for counseling professionals. *Journal of Counseling & Development*, 81(1), pp. 115-119. DOI: <https://doi.org/10.1002/j.1556-6678.2003.tb00233.x>
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance program* (5th ed.). American Counseling Association.
- Godrej, F. (2012). Ascetics, warriors, and a Gandhian ecological citizenship. *Political Theory*, 40(4), 437-465. DOI: 10.1177/0090591712444843
- Hambisa, M. (2024). Beginning from the very beginning: The role of family environment in shaping adolescents' nonviolent behavior. *Ethiopian Journal of Behavioral Studies*, 7(1), pp. 118-153.

- Hansen, T. (2016). Holistic Peace. *Peace Review: A Journal of Social Justice*, 28, pp. 212-129. DOI: <https://doi.org/10.1080/10402659.2016.1166758>
- Hare, A.P. (1968). Nonviolent action from a social-psychological perspective. *Sociological Inquiry*, 38(1), pp. 5-12. DOI: <https://doi.org/10.1111/j.1475-682X.1968.tb00667.x>
- Harriss, I.M. (1998). The coalition for nonviolence in schools: A case study in Milwaukee, Wisconsin, USA. *The Canadian Journal of Peace and Conflict Studies*, 30(2), pp. 62-73.
- Hemphill, M.A., Janke, E.M., Gordon, B., Farrar, H. (2018). Restorative youth sports: An applied model for resolving conflicts and building positive relationship. *Journal of Youth Development*, 13(3), pp. 76-96. DOI: <https://doi.org/10.5195/jyd.2018.603>
- Henry, D & Chan, W.Y. (2010). Cross-sectional and longitudinal effects of sixth-grade setting-level norms for nonviolent problem solving on aggression and associated attitudes. *Journal of Community Psychology*, 38(8), pp. 1007-1022. DOI: 10.1002/jcop.20411
- Henry, D.B., et al. (2011). Influence on aggression and associated attitudes of middle school students. *Journal of School Psychology*, 49(5), pp. 481-503. DOI: <http://dx.doi.org/10.1016/j.jsp.2011.04.007>
- Henry, D.B., et al. (2013). Middle school students overestimate normative support for aggression and underestimate normative support for nonviolent. *Journal of Applied Social Psychology*, 43(2), pp. 433-445. DOI: <https://doi.org/10.1111/j.1559-1816.2013.01027.x>
- Hettler, S., & Johnston, L. M. (2009). Living peace: An exploration of experiential peace education, conflict resolution and violence prevention programs for youth. *Journal of Peace Education*, 6, 101-118. DOI:10.1080/17400200802658340
- Higham, L. (2024). Attending to slow violence: From pride to stand out. *The Australian Educational Researcher*. DOI: <https://doi.org/10.1007/s13384-023-00686-w>

- Hikmat, R., et al. (2024). Empathy's crucial role: Unravelling impact on students bullying behavior: A Scoping review. *Journal of Multidiciplinary Healtcare*, 17, pp. 3483-3495. DOI: <https://doi.org/10.2147/JMDH.S469921>
- Homan, S.M., et al. (2001). The Catholic Secondary School Climate: Forming a Culture of Nonviolence and Healthy Relatedness. *Journal of Catholic Education*, 4 (3). <http://dx.doi.org/10.15365/joce.0403022013>
- Houser, R.A. (2020). *Counseling and Educational Research: Evaluation and Application (4th ed)*. SAGE Publication, Inc.
- Huesmann, R.L. (1988). An information processing model for the development of aggression. *Aggressive Bahvior*, 14(1), pp. 13-24. DOI: [https://doi.org/10.1002/1098-2337\(1988\)14:1%3C13::AID-AB2480140104%3E3.0.CO;2-J](https://doi.org/10.1002/1098-2337(1988)14:1%3C13::AID-AB2480140104%3E3.0.CO;2-J)
- Hurlock, E. B. (1991). *Psikologi Perkembangan Suatu Pendekatan Rentang Hidup*. Jakarta: Erlangga.
- Jacobson, A. (2007). Nonviolence as a ways of lknowing in the public school classroom. *Jornal of peace education and Social Justice*, 1(1), pp. 38-54.
- James, W. (1995). The moral equivalent of war. *Peace and Conflict: Journal of Peace Psychology*, 1(1), pp. 17-26. DOI: https://doi.org/10.1207/s15327949pac0101_4
- Jennifer, D. & Shaughnessy, J. (2005). Promoting non-violence in schools: The role of cultural, organizational, and managerial factors. *Educational and Child Psychology*, 22(3), pp. 58-68.
- Johnson, S.L. (2009). Improving the scool environment to reduce school violence: A review of the literature. *Journal of School Health*, 79(10), pp. 451-465.
- Jones, T.S. (2004). Conflict resolution education: The field, the findings, and the future. *Conflict Resolution Quarterly*, 22(1), pp. 1-2.
- Kellam S, Koretz D, Moscicki E. (1999). Core elements of developmental epidemi ologically based prevention research. *Am J Community Psychol*, 27:463–82.

- Kelly, E.R., Novaco, R.W., & Cauffman, E. (2019). Anger and depression among incarcerated male youth: Predictors of violent and nonviolent offending during adjustment to incarceration. *Journal of Consulting and Clinical Psychology American Psychological Association*, pp. 1-40. DOI: <https://dx.doi.org/10.1037/ccp0000420>
- Khine, M.S. (2020). *Rasch Measurement: Applications on Quantitative Educational Research*. Singapore: Springer Nature Singapore Pte Ltd.
- Khnight, S. (2017). *Violent versus non-violent actors: an empirical study of different types of extremism*. American Psychological Association.
- Kislyakov, P.A., et al. (2014). Monitoring of education environment according to the social- psychological safety criterion. *Asian Social Science*, 10(17), pp. 285-291. DOI: <http://dx.doi.org/10.5539/ass.v10n17p285>
- Kohlberg, L. (1984). *The psychology of Moral Development: The Nature and Validity of Moral Stages*. USA: Library of Congress Cataloging in Publication Data.
- Kool, V. K. (1993). *Nonviolence: Social and Psychological Issues*. New York : University Press of America, Inc.
- Kool, V. K. & Sen , M. (1984) . *The nonviolence test*. In D. M. Pestonjee (Ed.) Second handbook of psychological and social instruments. Ahmedabad: Indian Institute of Management.
- Kool, V. K., & Keyes, C. M. L. (1990). *Explorations in the nonviolence personality*. In V. K. Kool (Ed.), Perspectives on nonviolence. New York: Springer-Verlag
- Kool, V.K. (2008). *Psychology of Nonviolence and Aggression*. New York: Palgrave Macmillan
- Kool, V.K. & Agrawal, R. (2016). *Psychology of technology*. USA: Springer International Publishing.
- Kool, V.K & Agrawal, R. (2020). *Gandhi and the Psychology of Nonviolence Volume 1: Scientific Roots and Development*. New York: Palgrave Macmillan.

- Koopman, S. & Seliga, L. (2021). Teaching peace by using nonviolent communication for difficult conversations in the college classroom. *Peace and Conflict Studies*, 27(3). DOI: 10.46743/1082-7307/2021.1692
- KPAI. (2018). 202 anak tawuran dalam dua tahun. Retrieved from: <https://www.kpai.go.id/publikasi/kpai-202-anak-tawuran-dalam-dua-tahun>
- KPAI. (2023). Bank Data Perlindungan Anak. Retrieved from <https://bankdata.kpai.go.id/tabulasidata/data-kasus-perlindungan-anak-2022>.
- KPAI. (2024). Kasus kekerasan terhadap anak pada satuan pendidikan terus terjadi: KPAI lakukan FGD dengan stakeholder dan sepakati beberapa rekomendasi. Retrieved from: <https://www.kpai.go.id>
- Kurlansky, M. (2008). *Nonviolence The History of A Dangerous Idea*. New York: A Modern Library Chronicles Book.
- Kutsyuruba, B., Klinger, D.A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: A review of the literature. *Review of Education*, 3(2), pp. 103-135. DOI: 10.1002/rev3.3043.
- Lai, V., Zeng, G., & Chu, C.M. (2016). Violent and nonviolent youth offenders: Preliminary evidence on group subtypes. *Youth Violence and Juvenile Justice*, 14(3), pp. 313-329. DOI: 10.1177/1541204015615193.
- Latipun, S., et al. (2012). Effectiveness of peer conflict resolution focused counseling in promoting peaceful behavior among adolescents. *Asian Social Science*, 8(9), pp. 8-16.
- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Method, Art Based, and Community-Based Participatory Research Approaches*. New York: Guilford Press.
- Lee, B.X. (2016). Causes and cures XIV: Nonviolence approaches. *Aggression and Violent Behavior*, DOI: <http://dx.doi.org/10.1016/j.avb.2017.04.002>
- Limbos, M.A., et al. (2007). Effectiveness of interventions to prevent youth violence: A systematic review. . *American Journal of Preventive Medicine*, 33(1), pp. 65-74.

- Magdalena, C., Mellisa, T, Katherine, K. (2018). Reducing urban violence: a contrast of public health and criminal justice approaches. *Epidemiology*. DOI: 10.1097/EDE.0000000000000756
- Makariem, N. (2023). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 46 Tahun 2023 tentang Pencegahan dan Penanganan Kekerasan di Lingkungan Satuan Pendidikan. Kemendikbud: Jakarta.
- Makinde, O. (1988). *Guidance and counselling in schools*. London: Macmillan Education.
- Marcovic, D.M. & Djustibek, B.S. (2022). Creating culture of peace: Non-violent conflict resolution. *Kultura polisa*, 19(1), pp. 25–44.
- Mattaini, M. A & McGuire. (2006). Behavioral strategies for constructing nonviolent cultures with youth: A review. *Behavior Modification*, 30(2), pp. 184–224. DOI: <https://doi.org/10.1177/0145445503259390>
- McMahon, S.M & Pederson, S. (2020). “Love and compassion not found elsewhere”: a photovoice exploration of restorative justice and nonviolent communication in a community-based juvenile justice diversion program. *Children and Youth Services Review*, 117. DOI: <https://doi.org/10.1016/j.childyouth.2020.105306>
- Merton, T. (2007). *Gandhi on Non-violence*. New Directions Publishing.
- Meyer, A.L., et al. (2001). *Promoting Nonviolence in Early Adolescence: Responding in Peaceful and Positive Ways*. New York: Springer.
- Meyer, A.L & Masho, S.W. (2005). A youth violence prevention curriculum for public health students. *American Journal of Preventive Medicine*, 29(5), pp. 240-246.
- Meyer, A.L. Cohen, R., Edmonds, T, & Masho, S. (2008). Developing a comprehensive approach to youth violence prevention in a small city. *American Journal of Preventive Medicine*, 34(3), pp. 13-20
- Malamut, S.T. & Salmivalli, C. (2021). Rumination as a mediator of the prospective association between victimization and bullying. *Child and Adolescent*

Psychopathology, 49, pp. 339-350. DOI: <https://doi.org/10.1007/s10802-020-00755-z>

Maralov, V.G & Sitarov, V.A. (2021). Influence of irrational beliefs and sensitivity to a person on future psychology students' propensity to coercion or nonviolence. *Sibirskiy Psikhologicheskii Zhurnal*. DOI: 10.17223/17267081/81/7

Marolov, V., et al. (2025). The Role of Value Orientations and Basic Beliefs in Students' Choice of Interaction Positions. *ResearchGate Publication*.

Mayer, M. J., Nickerson, A. B., & Jimerson, S. R. (2021). Preventing school violence and promoting school safety: Contemporary scholarship advancing science, practice, and policy. *School Psychology Review*, 50(2–3), pp. 131–142.
DOI: <https://doi.org/10.1080/2372966X.2021.1949933>

Mayton, D.M. (2001). Nonviolence within cultures of peace: A means and an ends, peace and conflict. *Journal of Peace Psychology*, 7(2), pp. 143-155, DOI: http://dx.doi.org/10.1207/S15327949PAC0702_05

Mayton, D.M., Peter, D.J., & Owens, R.W. (1999). Values, militarism, and nonviolent predispositions. *Peace and Conflict: Journal of Peace Psychology*, 5(1), pp. 69-77. DOI: https://doi.org/10.1207/s15327949pac0501_7

Mayton, D.M., et al. (2002). The measurement of noviolence: A review. *Peace and Conflict: Journal of Peace Psychology*, 8(4), pp. 343-354. DOI: http://dx.doi.org/10.1207/S15327949PAC0804_03

Mayton, D.M. (2009). *Nonviolence and peace psychology: Intrapersonal, interpersonal, Societal, and World Peace*. New York, NY: Springer.

Mayton, D.M. & Browne, C.N. (2011). The encyclopedia of peace psychology, nonviolent disposition. *Wiley Online Library*.
DOI: <https://doi.org/10.1002/9780470672532.wbepp179>

McDonald, R. & Merrick, M.T. (2013). Above all things, be glad and ypung: Advancing violence in adolescence introduction. *Psychology of Violence*, 3(4), pp. 289-296. DOI: <http://dx.doi.org/10.1037/a0034275>

- Meeus, W. (2016). Adolescent psychosocial development: A review of longitudinal and research. *American Psychological Association*, 52(12), pp. 1969-1993. DOI: <http://dx.doi.org/10.1037/dev0000243>
- Meyer, A.L., et al. (2000). *Promoting Nonviolence in Early Adolescence: Responding in Peaceful and Positive Ways*. New York: Springer Science Business Media.
- Mileski, G. (2017). The violence of nonviolence: Contextualizing the movements of King and Gandhi. *Journal Colorado Boulder*, 5.
- Morrison, M.L. (2015). Peace learning and its relationship to the teaching of nonviolence. *Democracy and Education*, 22(1), pp. 1-6.
- Mohamad, A.M.A & Mohamad, Z. (2014). The use of expressive arts therapy in understanding psychological issues of Juvenile Delinquency. *Asian Social Science*, 10(9), pp. 144-161. DOI: <http://dx.doi.org/10.5539/ass.v10n9p144>.
- Muraven, M., Pogarsky, G., & Shmueli, D. (2006). Self-control depletion and the general theory of crime. *Journal of Quantitative Criminology*, 22(3), pp. 263-277. DOI:10.1007/s10940-006-9011-1
- Murray, H., Lyubansky, M., Miller, K., & Ortega, L. (2014). Toward a Psychology of Nonviolence, pp. 151-182. https://doi.org/10.1007/978-1-4614-7391-6_7.
- Murphy, C.M., et al. (2005). Alcohol consumption and intimate partner violence by alcoholic men: Comparing violent and nonviolent conflicts. *Psychology of Addictive Behaviors*, 19(1), pp. 35-42.
- Najafabadi, A.S, et al. (2024). Developing a Nonviolent Communication Training Program and Evaluating its Effectiveness on the Social Adaptation and Academic Self-Efficacy of Aggressive Male Students. *Journal of Adolescent and Youth Psychological Studies*, 5(8), pp. 38-47.
- Nepstad, S.E. (2015). Nonviolent Resistance. *Mobilization: An International Quarterly* 20(4): 415-426. DOI: 10.17813/1086-671X-20-4-415
- Niolon, P.H., et al. (2014). Prevalence of teen dating violence and co-occurring risk factors among middle school youth in high-risk urban communities. *Journal of Adolescent Health*, 56(2), pp. 5 - 13. DOI: <http://dx.doi.org/10.1016/j.jadohealth.2014.07.019>

- Nosek, M. & Duran, M. (2017). Increasing empathy and conflict resolution skills through Nonviolent Communication (NVC) training in Latino adults and youth. *Community Health Partnerships: Research, Education, and Action*, 11(3), pp. 275-283.
- Ohmer, M.L. (2016). Strategies for preventing youth violence: Facilitating collective efficacy among youth and adults. *Journal of the Society for Social Work & Research*, 7(4), pp. 68-706. DOI: 10.1086/689407
- Ojha, E. (2018). The necessities of peace education in the era of 21st century; A descriptive study. *International Journal of Innovative Science and Research Technology*, 3(8), pp. 376-379.
- Okumu, A. (2018). *Introduction to Guidance and Counseling*. African Virtual University.
- Pahmi, S., et al. (2024). Studi literatur terhadap kekerasan di kalangan remaja. *Jurnal Basicedu*, 8(1), pp. 909-920. DOI: <https://doi.org/10.31004/basicedu.v8i1.6354>
- Patterson, G. R. (1986). Performance models for antisocial boys. *American Psychologist*, 41(4), pp. 432-444.
- Payton, J.W., et al. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health*, 7(5), pp. 179-185. DOI: <https://doi.org/10.1111/j.1746-1561.2000.tb06468.x>
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kemendikbud RI
- Perry, C.L. & Jessor, R. (1985). The concept of health promotion and the prevention of adolescent drug abuse. *Health education Quarterly*, 12(2), pp. 169-184. DOI: <https://doi.org/10.1177/109019818501200204>

- Peterson, R.L. & Skiba, R. (2000). Creating school climates that prevent school violence. *Preventing School Failure: Alternativ Education for Children and Youth*, 44(3), pp. 122-129. DOI: <http://dx.doi.org/10.1080/10459880009599794>
- Pontara, G. (2011). *The Nonviolent Personality*. Australia.
- Putri, D.P., Bhima, S.K.L., & Saebani. (2015). Perbandingan karakteristik kekerasan yang terjadi terhadap anak pada Sekolah Menengah Atas dan Sekolah Menengah Kejuruan di Kota Tegal. *Media Medika Muda*, 4(4), pp. 546-559.
- Rahman, M.M. (2022). The universality of learning how to coexist in peace and harmony: A critical analysis in the context of religion and history from global perspective. *EPH International Journal of Educational Reserach*, 6(2), pp. 1-8. DOI: <https://doi.org/10.53555/ephijer.v6i2.77>
- Reid, J., Eddy, M., Fetrow, R., & Stoolmiller, M. (1999). Description and immediate impacts of a preventive intervention for conduct problems. *American Journal of Community Psychology*, 27 (4), 483–517.
- Rice, T.R. (2015). Violence among young men: The importance of a gender-specific developmental approach to adolesecnt male suicide and homicide. *International Journal of Adolescent Medicine and Health*, 27(2), pp. 177-181. DOI: <https://doi.org/10.1515/ijamh-2015-5008>
- Rodgers, Y.H., Cooper, J., & Page, B. (2005). Nonviolent offenders's and college students' attachment and social support behaviors: Implications for counseling. *International Journal of Offender Therapy and Comparative Criminology*, 49(2), pp. 210-220. DOI: <https://doi.org/10.1177/0306624X04271129>
- Rosenberg, M.B. (2005). *Nonviolent Communication: A Language of Life 2nd Edition*. USA: PuddleDancer Press Book.
- Santrock, J. W. (2018). *Adolescence* (16th ed.). New York: McGraw-Hill.
- Santrock, J.W. (2019). *Adolescence Seventeenth Edition*. New York: McGraw-Hill Education

- Sarkar, A. & Garg. (2019). Peaceful workplace only a myth? Examining the mediating role of psychological capital on spirituality and nonviolence behavior at the workplace. *International Journal of Conflict Management*.
- Sarkar, A & Garg N. (2023). Peaceful workplace only a myth?. *International Journal of Conflict Management*. DOI: <http://dx.doi.org/10.1108/IJCMA-11-2019-0217>
- Sellick, P. (2019). From nonviolent practice toward a theory of political power. *Journal of Political Power*. DOI: 10.1080/2158379X.2019.1701832
- Setiadi, R. and Ilfiandra, M. (2020), “Peace education pedagogy: a strategy to build peaceful schooling”, Proceedings of the International Conference on Educational Psychology and Pedagogy- “Diversity in Education” (ICEPP2019),doi: 10.2991/assehr.k.200130.105.
- Schock, K. (2003). Nonviolent action and its misconceptions: Insight for social scientists. *Political Science, Sociology*. DOI: <https://doi.org/10.1017/S1049096503003482>
- Sharma, N.P. (2020). From inner peace to world peace: Buddhist meditation in practice. *Journal of International Affairs*, 3, pp. 132-144. DOI: <https://doi.org/10.3126/joia.v3i1.29089>
- Sharma, R. (2020). Nonviolence as a way of life: Challenges and practices. *Journal of Peace Education and Social Justice*, 14(2), 101–118.
- Sharp, G. (1973). *The Politics of Nonviolent Action Part One Power and Struggle*. Boston: Porter Sargent Publishers.
- Shelton, D., et al. (2009). Treatment of impulsive aggression in correctional settings. *Behavioral Sciences & The Law*, 27(5), pp. 787-800. DOI: 10.1002/bsl.889
- Shertzer, B., & Stone, S. (1976). *Fundamentals of guidance* (3rd ed.). Boston, MA: Houghton Mifflin.
- Sims, G.K., Nelson, L.L., & Puopolo, M.R. (2014). *Personal Peacefulness: Psychological Perspective*. USA: Springer.

- Smith, T., Amponsah, E., & Garman, L. (2021). Violence: A prescription of hope for a vulnerable population in book: Leading community based changes in the culture of health in the US - Experiences in developing the team and impacting the community. DOI: <http://dx.doi.org/10.5772/intechopen.98460>
- Snyder, F.J.(2014). Socio-emotional and character development: A theoretical orientation. *Journal of Character Education*, 10(2), pp. 107-127.
- Slam, Z. (2016). Educational nonviolence through child friendly school. *TARBIYA: Journal of Education in Muslim Society*, 3(2), pp. 186-204. DOI: <http://dx.doi.org/10.15408/tjems.v3i2.4983>
- Slate, N. (2020). A dangerous idea: Nonviolence as tactic and philosophy. *Modern Intellectual History*, pp. 1-20.
- Sogut, M., et al. (2022). Problem orientation and psychological distress among adolescents: Do cognitive emotion regulation strategies mediate their relationship?. *Psychological Reports*, pp. 1-20. DOI: <https://doi.org/10.1177/00332941211018802>
- Sorensen, M.J. & Johansen, J. (2016). Nonviolent conflict escalation. *Conflict Resolution Quarterly*, pp. 1-26. DOI: 10.1002/crq.21173
- Standish, K. (2014). Understanding cultural violence and gender: honour killings; dowry murder; the zina ordinance and blood-feuds. *Journal of Gender Studies*, 23(2), pp. 111-124. DOI: <https://doi.org/10.1080/09589236.2012.739082>
- Standish, K., et al. (2022). *The Palgrave handbook of Positive Peace*. Singapore: Palgrave Macmillan
- Steinberg, L. & Morris, A.S. (2001). Adolescent Development. *Annual Review of Psychology*, 52(1), pp. 83-110. DOI: <https://doi.org/10.1146/annurev.psych.52.1.83>
- Stuart, G. (2004). Nonviolence as a framework for youth work practice. *Youth Studies Australia*, 23(3), pp. 26-32

- Suarez, D.I., et al. (2021). Testing the efficacy of 'unlearning', a mindfulness and compassionbased programme for cultivating nonviolence in teenagers: A randomised controlled trial. *Brief Research Report*, 12, pp. 1-10. DOI: <https://doi.org/10.3389/fpsyg.2021.71773>
- Suherman, U. (2015). *Manajemen Bimbingan dan Konseling*. Bandung: Rizky Press.
- Suherman, U. (2023). *Bimbingan dan Konseling Komprehensif Berbasis Al-Qur'an*. Bandung: UPI Press.
- Supriyanto, A., Saputra, W.N.E., & Astuti, B. (2019). peace guidance and counseling based on Indonesian local wisdom. *Advances in Social Science, Education and Humanities Research*, 370, pp. 178-180. DOI: <https://doi.org/10.2991/adics-elssh-19.2019.37>
- Thomas, S.P. & Smith, H. (2004). School connectedness, anger behaviors, and relationships of violent and nonviolent American youth. *Perspective in Psychiatric Care*, 40(4), pp. 135-148. DOI: <https://doi.org/10.1111/j.1744-6163.2004.tb00011.x>
- Thomas, D.L. (2013). *The relevenace of Martin Luther King, Jr;s Nonviolence philosophy to diversity and inclusion efferots*. Gaines Fellow Senior Thesis, University of Kentucky.
- Thomas, D.L., et al. (2022). Attachment neuroscience and Martin Luther King Jr.'s nonviolence philosophy: Implications for the 21st century and beyond. *Jpurnal of Black Psychology*, 48(3), pp. 507-546.
- Triyanti, N. (2024). *Program Bimbingan Cultivating Peace untuk Mengembangkan Kemampuan Resolusi Konflik Siswa Sekolah Menengah Kejuruan di Kabupaten Pangandaran*. (Thesis). Program Studi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia. Tidak diterbitkan.
- Tuguleva, G.V., et al. (2021). Pedagogy of nonviolence as a principle of humanistic pedagogy. *Revista On Line De Politica E Gestao Educacional*, 25(6), pp. 3596-3603. DOI: <http://dx.doi.org/10.22633/rpge.v25iesp.6.16119>

- UNESCO. (2017). *Education for Sustainable Development Goals Learning Objective*. Paris.
- United Nations. (1999). Declaration and program of action on a culture of peace: resolutions/adopted by the General Assembly. UN. General Assembly (53rd sess.:1998- 1999). <https://digitallibrary.un.org/record/285677?ln=e>
- Varghese, F.P., et al. (2017). Transformational leadership and Asian Indian values: Duty, selfless service, and nonviolence. *The Counseling Psychologists*, 45(6), pp. 810-829. DOI: 10.1177/0011000017723080.
- Volungis, A.M & Goodman, K. (2017). School violence prevention: Teachers establishing relationships with students using counseling strategies. *Sage Open*, 7(1), pp. 1-11. DOI: <https://doi.org/10.1177/2158244017700460>
- Wallensteen, P. & Svensson, I. (2014). Talking peace: International mediation in armed conflicts. *Journal of Peace Research*, 51(2), pp. 315-327. DOI: 10.1177/0022343313512223
- Wallensteen, P., & Svensson, I. (2014). *Conflict prevention: Theory and practice*. Routledge.
- Wang, H. (2018). Nonviolence as teacher education: a qualitative study in challenges and possibilities. *Journal of Peace Education*, 15(3), pp. 1-22. DOI: <https://doi.org/10.1080/17400201.2018.1458294>
- Wang, H. (2019). An integrative psychic life, nonviolent relations, and curriculum dynamics in teacher education. *Studies in Philosophy and Education*, 38(2). DOI: 10.1007/s11217- 019-09661-4
- Wang, H., Smythe, J.L., & Schneider, J. (2023). The dynamic dance of nonviolence in education: Embracing tensions and embodiment in critical times. *Culture, Education, and Future*, 1(2), pp. 86-102. DOI: <https://doi.org/10.70116/2980274111>
- Waters, R. (2017). Symbolic non-violence in the work of teachers in alternative education settings. *Teaching Education*, 28(1), pp. 27-40. DOI: 10.1080/10476210.2016.121059.

- Weber, T. (2003) Nonviolence is who? Gene Sharp and Gandhi. *Peace and Change: A Journal of Peace Research*, 28(2): 250-270. DOI: <https://doi.org/10.1111/1468-0130.00261>
- Werpehowski, W.. (2014). A school nonviolence. *Integritas*, 4(1), pp. 1-15
- Whiting, J.B., et al. (2016). Be the change you want to see: Discovering principles of nonviolent social movements in intimate relationships. *The Family Journal: Counseling and Therapy for Couples and Families*, 24(4), 367-377. DOI: 10.1177/1066480716663190
- Winter, K., et al. (2017). Social cognitive in aggressive offenders: Impaired empathy, but intact Theory of Mind. *Scientific Reports*, 7(1), pp. 1-10. DOI: 10.1038/s41598-017-00745-0
- Wisniewska, E. (2024). The family as the first and primary environment for peace-oriented upbringing. *Forum Pedagogical* 14(2), DOI: 10.21697/fp.2024.2.2.14
- Wong, D.S.W., et al. (2007). School bullying among Hong Kong Chinese primary school children. *Youth & Society*, 40(1), pp. 35-54. DOI: 10.1177/0044118X07310134
- Wong, D.S.W., Chan, H.C., & Cheng, C.H.K. (2014). Cyberbullying perpetration and victimization among adolescents in Hong Kong. *Children and Youth Services Review*, 36, pp. 133-140. DOI: <http://dx.doi.org/10.1016/j.childyouth.2013.11.006>
- Yemenici, A. (2016). Peace education: Training for an evolved consciousness of non-violence. *All Azimuth*, 5(1), pp. 5-25.
- Yusuf, S. (2017). *Bimbingan dan Konseling Perkembangan: Suatu Pendekatan Komprehensif*. Bandung: PT Refika Aditama.
- Yusuf, S. & Nurihsan, A. J. (2022). *Landasan Bimbingan dan Konseling*. Bandung: PT Remaja Rosdakarya
- Yusuf, S., & Nurihsan, A. J. (2022). *Teori dan praktik bimbingan dan konseling*. Bandung: Remaja Rosdakarya.

- Zembylas, M. (2020). Butler on (non)violence, affect, and ethics: Renewing pedagogies for nonviolence in social justice education. *Educational Studies*, pp. 1-17. DOI: <https://doi.org/10.1080/00131946.2020.1837835>
- Zhao, H. & Seibert, S.E. (2006). The big five personality dimensions and entrepreneurial status: A meta-analytical review. *Journal of Applied Psychology*, 91(2), pp.259-271. DOI: <https://psycnet.apa.org/doi/10.1037/0021-9010.91.2.259>
- Zhu, W., Chen, Y., & Xia, L.X. (2020). Childhood maltreatment and aggression: The mediating roles of hostile attribution bias and danger rumination. *Personality and Individual Differences*, 162, pp. 1-7. DOI: <https://doi.org/10.1016/j.paid.2020.110007>