



ISSN: 0975-833X

## RESEARCH ARTICLE

### THE DEVELOPMENT OF CONFLICT MANAGEMENT MODEL TO IMPROVE THE EMOTIONAL STABILITY OF SENIOR HIGH SCHOOL STUDENTS (11<sup>TH</sup> GRADERS) IN KARANGANYAR, SOLO

Asrowi, \*Douglas Obura and Diah Putri Meitasari

Indonesian National Language, Indonesian

#### ARTICLE INFO

##### Article History:

Received 20<sup>th</sup> November, 2014  
Received in revised form  
15<sup>th</sup> December, 2014  
Accepted 05<sup>th</sup> January, 2015  
Published online 26<sup>th</sup> February, 2015

##### Key words:

Conflict Management,  
Emotional Stability.

#### ABSTRACT

This research aims to: 1) develop a hypothetical model of conflict management in form of a module to be used as a guideline in conflict management assessment and treatment, 2) determine the effectiveness of conflict management in improving the emotional stability of the eleventh graders in senior high school students, in Karanganyar. The research approach applied is "Research and Development", and the subjects involved were senior high school students (11th Graders) in Karanganyar who had low emotional stability. However, based on the results of the inventory scores distributed to students, among 292 students and there were 40 who had low emotional stability. The result of the inventory also functioned as a pre-test, and the research subjects were treated with conflict management technique, organized in the conflict management module, which were given in four sessions. After the treatment research subjects were given the same inventory pre-test, which served as a post-test, and analyzed with a proper module rational test and a t-test. The research designed one group pretest-posttest in order to determine the effectiveness of conflict management in improving emotional stability. Results have shown that conflict management module has proved to be effective; based on the subject matter experts, practitioners, and students, producing a percentage of 98.8% viability by experts and practitioners, and 84.25% by the students. Besides, to test the effectiveness of the t-test ( $t = 9672$ ) the results obtained with the significance of 0000, compared with the table t ( $df = 39$ , sig 5%,  $t = 1.68488$ ), then  $t$  count  $>$   $t$  table, which proved to be significant. Thus, there are significant differences between pre-test emotional stability and post-test emotional stability with an improvement of 20.68%.

Copyright © 2015 Asrowi et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

#### INTRODUCTION

One of the most important and vital period in the life of an individual is adolescence. Adolescence is a period of transition from childhood to adulthood, and during this period, there are rapid changes in an individual, which include; physical, emotional, social and psychological. Due to these changes, adolescents have to quit every action and behavior considered childish and have to start learning new patterns of behavior and attitude, and begin to adjust to new life patterns, particularly during early adolescence. Based on the particular development and behavioral patterns occurring at certain ages, the age limitation of early adolescence according to Hurlock (in Muhammad Al-Mighwar 2006) is between 13 or 14 to 17 years old. Therefore, individuals in early teenage years can be termed as early adolescents. Referring to the age limitation, individuals classified into early adolescence are those who are in senior high school, since they are usually aged between 14 and 17 years old. As early adolescents, senior high school students have developmental tasks, coupled with challenges that are completed according to their phases.

The development tasks which are successfully completed during adolescence will lead to happiness in carrying out more tasks in their future developments. If a teenager cannot complete the tasks well, then the teenager will face difficulties in dealing with the developmental tasks in the future. One of the developmental tasks during adolescence is to achieve emotional independence. Hurlock (in Moh. Moh Ali and Asrori, 2004) explains that the word "adolescence" is derived from a Latin word meaning to grow to reach maturity, and it is believed to be one of the most important things is emotional maturity, and Sarlito Wirawan Sarwono (2004) argues that emotion is any state within an individual that has either low or high affective colors. Affective colors are certain feelings experienced by an individual when faced with certain situations, such as; excitement, happiness, hopelessness, shock, hatred, and anger. However, Adolescence has been considered a period of great emotional upheaval accompanied by rapid physical and psychological development. As described by Muhammad Al-Mighwar (2006), early adolescence has distinctive features that no other periods have, for example, with unstable emotion. An individual's feelings and emotions in early adolescence that are perceived as the hurricanes and typhoons in life; that is, an adolescent can be extremely happy

\*Corresponding author: Douglas Obura,  
Indonesian National Language, Indonesian.

in one minute and can be very sad in an abrupt period. They can be highly confident then suddenly become very hesitant, especially in determining ideals. According to the journal of psychological interventions titled "emotional assistance and the ability to manage emotions for employees experiencing organizational changes" written by **Nur Afni Indahari Arifin et al.** highlights that organizational change can be caused by various reactions from the members of the organization, including emotional reactions. The research results show that significant emotional assistance is necessary in order to improve the ability of employees to manage emotions, and in addition to that, the research explains that restraining emotional reactions is not very effective to relieve negative emotional experience compared to implementing strategies to identify and control the emotions. Based on these results, it is worth mentioning that appropriate strategies need to be put in place to manage one's emotions in order not to be easily provoked whenever there is a change in the circumstances or environment.

Unstable emotions significantly affect the behavior of adolescents and their interaction with the surroundings. In general, when adolescents are affected in any emotional situation, it should be noted that the effect will bring numerous impact or disadvantages to themselves as well as to others, and can interfere with their daily activities. Santrock (in **Pujiyati 2010**) adds that adolescence is a period of turbulence filled with conflicts and mood swings which are strongly influenced by environment and peers. According to the research conducted by **Mohamed Alfian Harris B. Omar and Mohamed Sharif Mustaffa (2006)**, they indicate that the most frequent type of emotion experienced by students is indecisiveness (26.1%) and the type of emotion that is least experienced is emotional trauma (1.1%). The research also shows that 46.7% students calm themselves down during emotional moment and 0.6% of them use drugs. At the end of the research, the researchers suggest that it is important to design appropriate programs to help students deal with their emotional instability. Therefore, the research indicates that students and emotional instability are inseparable and students often experience indecisiveness. Emotional instability experienced by students must be overwhelmed so it does not become an obstacle in achieving their developmental tasks and academic activities.

Arguably, a school is a place where adolescents can interact with their peers. Adolescent developmental tasks can be accomplished with the support of school personnel, as school is a formal educational institution that systematically implements guidance, teaching, and training programs to help students develop their potential in moral-spiritual, intellectual, emotional, and social aspects. Similarly, improving students' emotional stability is one of the many ways to accomplish a developmental task as adolescents, such as; achieving emotional independence. The existing fact shows that many adolescents have high emotional instability. Strong emotions during adolescence will not only interfere with learning activities at school, but can also lead to a worse result, such as; the development of a deviant behavior. The results of a research conducted by **Agustia Paramitha et al.** shows a correlation coefficient of 0.626 with a significance of 0.000

( $p < 0.01$ ), which means that there is a significant positive relationship between students' interest to go to night clubs with emotion focused coping behaviors. Based on this research, we can say that most adolescents, especially high school students who are emotionally unstable, will seek place where they can express their emotions and make themselves feel comfortable, such as; nightclubs, cafes, pubs, etc. The results of a preliminary study conducted in SMA Negeri Karanganyar shows that 14.5% students had low emotional stability, 57.9% had medium emotional stability, and 27.6% did have high emotional stability. Based on the results of the preliminary study, 14.5% students needed to improve their low emotional stability in order not to easily get provoked emotionally.

It is assumed that when adolescents are influenced by emotional behavioral situations, it would be very dangerous for them and at the same time, easy for them get involved in promiscuity. Another example is brawls or fights that frequently happen among high school students and many other situations indicating that many students are still emotionally unstable and experiencing either one of the followings; stress and frustration due to breakup, confused in choosing majors, undecided in determining the future, and fear and anxiety that usually leads to depression. Conflicts experienced by senior high school students can affect their academic achievement at schools. Therefore, the conflicts need to be resolved using proper strategy, which is suitable for the conditions of the adolescents.

Conflict management is a strategy to resolve conflicts conflicting situations or events; however, conflict includes personal and interpersonal conflicts. An example of personal conflict is the feeling of hesitation exhibited in choosing between two or more options that makes an individual feels anxious. Interpersonal conflicts are the ones occurring between an individual and another, such as; a neighborhood dispute or disagreement. Many psychologists and sociologists have argued that conflicts are strongly related to emotions. Adolescents tend to experience either or both the internal as well as external conflicts, which yields emotional behaviors, such as; aggressiveness, despair, frustration, and even stress. **Hendricks (2008)** explains that emotions are an integral part of conflicts. The occurrence of internal and external conflicts can trigger the emotion of an individual, and may result in irrational or illogical thinking. When adolescents have difficulty in dealing with conflicts, it can be dangerous since it may cause them behaving violently and beyond logic. In addition, emotionally unstable adolescents would face struggle in completing developmental tasks and studying, which may lead to persistent conflicts.

Based on the explanation above, it is important to have conflict management skills and a strategy in place to resolve or eliminate internal and external conflicts, and to control emotional stability. Students who have strong conflict management skills tend to resolve conflicts more easily and at the same time improve their behavioral emotional stability. Conflict management training is an effective way to improve the emotional stability of senior high school students, because by providing strategies and steps to manage conflicts, and students also tend to become calmer in resolving the conflicts

since they have had background experience in dealing with conflicts. This study particularly focuses on the implementation of conflict management training in increasing the emotional stability of students by using implementation guidelines and materials, which are put together in a conflict management module as an improvement of an existing conflict management module. The old modules were intended for adults, and they require a lot of time in understanding the information and conflict resolution discussions but the newly developed modules are less sophisticated because it is composed in simple language that is easy to understand and implement.

### Research Problems

The research problems were classified into two groups:

1. Problems were related to the results from exploring, collecting, and finding in the early researches. The results were formulated in a hypothetical conflict management module, which were used to improve emotional stability. The module was used in an initial measurement to determine the feasibility level of conflict management, which was used to improve the emotional stability of students.
2. The problems should be resolved inferentially, related to the effectiveness of the conflict management modules and the use of inferential statistical tests to prove the research hypothesis, whether management conflict was effective to improve the emotional stability of high school students in Karanganyar.

### Research Objectives

The objectives of the research are:

1. To develop a proper conflict management module as a guideline in treating conflict management.
2. To test the effectiveness of the conflict management module to improve the emotional stability of senior high school students in Karanganyar.

### Research Benefits

The benefits of the research are:

#### Theoretical Benefits

- a. To provide knowledge of conflict management, to help improve the emotional stability of senior high school students in Karanganyar.
- b. The conflict management module is beneficial because of the ability to improve the values of guidance and counseling in treating the lowest level of students' emotional stability.

#### Practical Benefits

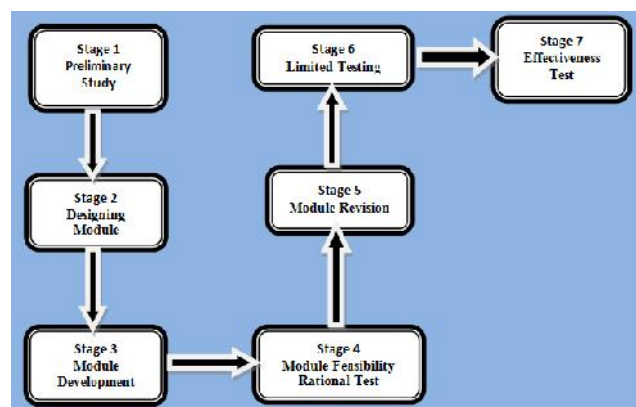
- a. To provide feedback to guidance and counseling teachers that conflict management is one of the various alternatives to deal with students' emotional stability.
- b. To motivate students to be able to overcome conflicts using appropriate strategies.

## MATERIALS AND METHODS

This research was a developmental research that applied Research and Development (R & D) approach. It was intended to seek ways to develop a model of conflict management to improve the emotional stability of senior high school students (11<sup>th</sup> graders) in Karanganyar. The model is a set of module that contains different ways to solve problem, through conflict management strategies. However, researchers applying developmental approach should go through interrelated stages, and Borg and Gall (in Sumarmo Alim, 2012), identify that the stages (steps) were; 1) preliminary study, 2) designing module, 3) module development, 4) module feasibility rational test, 5) module revision, 6) limited testing, 7) module revision, 8) effectiveness test, 9) final product revision, 10) dissemination, and implementation. However, this "R & D" of Conflict Management model research aimed at improving the emotional stability used seven out of the ten steps.

### The steps of the Development

The research involved 292 students at SMA Negeri Karanganyar (Karanganyar State High School). The research subjects were students who had low emotional stability. The technique used for collecting the data was instrument inventory technique, and the same technique was also employed to pre-test and post-test. The effectiveness test used pre-experiment design of one group pre-test post-test design. The data was analyzed using a t-test to compare the situation before and after the treatment was given. The result of the research in the form of initial score (pre-test) was then compared with the data from the final test (post-test).



Picture 1. Chart of Developmental Research Stages

## RESULTS AND DISCUSSION

The results of the research were described with strong research findings as follows based on the formulation of the problems:

### Initial Condition of Students' Emotional Stability

The initial condition of the students' emotional stability was analyzed by distributing an inventory as a preliminary study (need assessment evaluation) to 50% of the total students in SMA Negeri Karanganyar. Based on the data obtained from the preliminary study, 23 students (15.9%) had low emotional

stability, 60 students (41.4%) had medium emotional stability, and 62 students (42.7%) had high emotional stability. A more detailed calculation of the preliminary study score can be seen in the appendix. Students categorized as having low emotional stability scored within a range of 40-55, medium emotional stability 56-63, and high emotional stability 64-77. The result is presented below:

**Table 1. Preliminary Study Score**

| Emotional Stability Level | Inventory Score | Number of Students | Percentage |
|---------------------------|-----------------|--------------------|------------|
| High                      | 64 – 77         | 62                 | 42.7%      |
| Medium                    | 56 – 63         | 60                 | 41.4%      |
| Low                       | 40 – 55         | 23                 | 15.9%      |

The result above shows that 23 students scored 40-55, which indicates that they have low emotional stability. Based on the above result, a follow up was conducted by distributing the inventory to all students with low emotional stability, then treating them using a conflict management module.

### Hypothetical Composition of Conflict Management Development

The result of the research is a composition of conflict management module with service activities that lead to a stable and adaptable mental state that can easily enable students to make the right decisions. The application of the module can be in the service activities or during intervention period. The content of the module is entirely guidance material, implementation instructions, and games related to conflict management as an effort to improve students' emotional stability. The title of the module used for this research is "Conflict Management to Improve Emotional Stability." The guidance activities given by the researcher leads to cognitive domain in the form of review material, affective domain with discussion and problem solving, and psychometric domain through group games. The three concepts of service activities and material descriptions of the services are:

#### (a) Emotional Stability

Students were exposed to situations in which they had to choose and make appropriate decisions within a given (limited) time, and all group members had to share and defend their opinions. It aims include; understanding the interaction in the group, determining students' emotional level while trying to defend their opinions and to know students' attitudes and feelings when other members of the group disagree with their opinions.

#### (b) Discussions on actual social phenomena related to emotional behavior

The purpose of this second meeting was to enable students reveal the conflicts they have ever experienced or seen and able to understand the right strategies in dealing with common conflicts experienced. In addition, students became more informed and aware of their behavior and feelings when experiencing conflict with others.

#### (c) Conflict Management

The researchers provided materials on conflict management through guidance activities, and the students filled out a conflict management questionnaire to determine strategies commonly used and evaluated what strategies were often used by their group mates. The results of the questionnaire and evaluation were compared to determine students' ability to understand them better.

#### Determining the Effectiveness of Conflict Management in Improving Emotional Stability

Both pre-test and post-tests were administered to 40 subjects, taken from the inventory result. Based on the result of both tests, there were improvements in all aspects: the lowest score, the highest score, and the average score (mean). The comparison of the pre-test and post-test results can be seen in Table 2.

**Table 2. Comparison of Subject's Emotional Stability Based on Pre-Test and Post-Test Result**

| No. | Analysis Result | Lowest Score | Highest Score | Average Score |
|-----|-----------------|--------------|---------------|---------------|
| 1   | Pre-test        | 67           | 85            | 79.75         |
| 2   | post-test       | 81           | 118           | 96.25         |

From the table above, it can be observed that there is a change of score before and after the treatment. The lowest score for the pre-test is 67, which increases to 81 in the post-test. The highest score for the pre-test is 85, and it increases to 118 in the post-test. The average score also increases from 79.75 in the pre-test to 96.25 in the post-test. This therefore indicates that, the treatment brought improvement. Below is the result of the t-test to determine the effectiveness of conflict management in improving emotional stability.

The paired result of the pre-test and the post-test shows  $t = 9.672$  with a significance of 0.000. Compared with table  $t$  ( $df = 39$  sig 5%,  $t = 1.68488$ ),  $t$  count  $>$   $t$  table which has a significant meaning. Thus, the research hypothesis stating that conflict management is effective to improve the emotional stability of senior high school students was accepted (withheld). The result presents that an improvement in emotional stability was due to the treatments administered, which was conflict management. The conclusion of the hypothesis test was that conflict management was an effective way to improve the emotional stability of high school students in Karanganyar. The percentage of improvement can be seen in Table 4.

Based on the above, the mean (the average) score of the post-test is 96.25, higher than the average score of the pre-test, 79.75. The percentage of improvement is 20.68%. This means that there was a significant improvement of students' emotional stability before and after given the treatment. In addition to the empirical result, the behavioral result of the analysis showed positive benefits on the students' behavior. Based on the information obtained from a meeting with the coordinator, guidance and counseling teachers in December, after the students are treated with conflict management, they

no longer show negative actions, but get easily provoked emotionally, and fight with each other. This therefore shows that, the conflict management treatment module employed has proven effective to improve students' emotional stability.

**Table 3. Test Result: Pairwise T-test and Pairwise Statistics Result Paired Test**

|        |                       | Paired Differences |                |                 |   |             | T     | df | Sig. (2-tailed) |
|--------|-----------------------|--------------------|----------------|-----------------|---|-------------|-------|----|-----------------|
|        |                       | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |             |       |    |                 |
|        |                       |                    |                |                 | Lower                                     | Upper       |       |    |                 |
| Pair 1 | pre-test<br>post-test | -<br>16.500        | 10.789         | 1.706           | -<br>19.951                               | -<br>13.049 | 9.672 | 99 | .000            |

**Table 4. Percentage of Improvement from Pre-Test to Post-Test Paired Samples Statistics**

|        |           | Mean  | N  | Std. Deviation | Std. Error Mean | Percentage of Improvement |
|--------|-----------|-------|----|----------------|-----------------|---------------------------|
| Pair 1 | Pre-test  | 79.75 | 40 | 4.629          | .732            |                           |
|        | Post-test | 96.25 | 40 | 9.298          | 1.470           | 20.68%                    |

## Conclusion

Based on the analysis, it can be concluded that a research done by developing a model of conflict management module as a treatment to improve students' emotional stability has proven effective. This therefore means that the research hypothesis, "Conflict Management is Effective to Improve Emotional Stability" can be accepted as true. This has been proven from the pair wise test of the pre-test and the post-test results, which indicates  $t = 9.672$  with a significance of 0.000. Compared with the table  $t$  ( $df = 39$  sig 5%,  $t = 1.68488$ ),  $t$  count  $>$   $t$  table, which has significant meaning.

The score of the post-test is 96.25, higher than that of the pre-test (79.75), which shows an improvement of 20.68%. There were also improvements in the lowest and the highest score. The lowest score for the pre-test was 67, and for post-test was 81, meanwhile the highest score for the pre-test was 81, and for the post-test 118. The students' emotional stability improved after they were given the conflict management treatment. This indicates that students who had low emotional stability improved their emotional stability through conflict management. A conceptually and empirically tested, management conflict module was looked at as an outcome of the development of a conflict management hypothetical model that can be used as a treatment.

There are several types of treatment given in this case. However, the first is materials on the importance of emotional stability in conducting daily activities in school as well as outside of school. The second is group discussions on actual phenomena associated with emotional behavior exhibited by senior high school students in the school as well as in the society. In addition, there are materials on conflict management, and games about strategies to resolve conflicts, and the treatments included in the module were given to students who had low emotional stability in order to make their emotion more stable.

## Recommendations

Based on the findings of the research that conflict management is effective for improving emotional stability, the researchers give the following recommendations:

1. To headmasters (head teachers) and guidance and counseling teachers;
  - a. Headmasters should provide effective and reliable facilities to mold conflict management so that students can develop stable emotion, which is important for gaining optimum learning achievement.
  - b. Guidance and counseling teachers should accept to learn the development of hypothetical model of conflict management in the form of conflict management module for the sake of optimal implementation of the module.
  - c. Guidance and counseling teachers should implement the treatment of emotional instability using conflict management periodically, for students experiencing low emotional stability.
2. To students;
  - a. Students will be in a position to improve their emotional stability by controlling their emotion properly so that they can reduce emotional behaviors.
  - b. Students are expected to join conflict management treatment regularly and properly in order to maintain stable emotion.
3. For researchers;
  - a. It is assumed that conflict management can be tested by using several different techniques to find the most effective conflict management technique to improve emotional stability.
  - b. For researchers who will use conflict management module, they are expected to use the existing module in other schools to obtain different results that can lead to successful and optimal learning achievement.

## REFERENCES

- Agustia Paramitha, Abdurrohman and Ari Dhamayanti 2006. Keterkaitan Perilaku Emotion Focused Coping dengan Minat Dugem pada Siswa Kelas II SMA "X" Semarang. *Jurnal Psikologi Proyeksi*. Fakultas Psikologi Universitas Islam Sultan Agung.
- Andiel Goleman translation by Hermaya, T. 1977. *Kecerdasan Emosional*. Jakarta: Gramedia Pustaka Utama.
- Apri Astuti, 2003. Hubungan Kestabilan Emosi dan Kemandirian Terhadap Prestasi Belajar Keterampilan Siswa SLTP SLB - C YSSD Surakarta Tahun Ajaran 2002/2003. Skripsi Universitas Sebelas Maret Surakarta. Not for sale.

- As'adi Muhammad, 2011. Cara Kerja Emosi dan Pikiran Manusia. Jogjakarta: DIVA Press.
- Cholid Nabuko and Abu Achmadi 1999. Metodologi Penelitian. Jakarta: Bumi Aksara.
- Chusnul Chotimah 2010. Hubungan Kestabilan Emosi dengan Prestasi Belajar pada Siswa Kelas X di SMA Negeri 1 Karanganyar Klaten. Skripsi Universitas Sebelas Maret Surakarta. Not for sale.
- Emzir, 2008. Metodologi Penelitian Pendidikan: Kuantitatif and Kualitatif. Jakarta: RajaGrafindo Persada.
- FKIP UNS., 2012. Pedoman Penulisan Skripsi FKIP UNS.
- Junaidi, 2010. Download Tabel t untuk d.f = 1 – 200. <http://junaidichaniago.com/2010/04/21/download-tabel-t-untuk-d-f-1-200/>. Downloaded on 18 January 2013
- Djawad Dahlan, M. 2011. Psikologi Perkembangan Anak and Remaja. Bandung: PT Remaja Rosdakarya.
- Martono, M. 1994. Konflik di Tempat Kerja. Yogyakarta: Kanisius.
- Moh. Ali and Moh. Asrori 2004. Psikologi Remaja. Jakarta: Bumi Aksara.
- Mohamed Alfian Harris, B., Omar and Mohamed Sharif Mustaffa, 2006. Tahap Kestabilan Emosi Pelajar di Sebuah Kolej Kediaman Institusi Pengajian Tinggi Awam. *Journal Pendidikan*. [http://eprints.utm.my/158/3/MohamedAlfian\\_Harris2006\\_Tahapkestabilanemosipela\\_jardi.pdf](http://eprints.utm.my/158/3/MohamedAlfian_Harris2006_Tahapkestabilanemosipela_jardi.pdf). Downloaded on 14 June 2011.
- Muhammad Al-Mighwar, 2006. Psikologi Remaja. Bandung: CV Pustaka Setia.
- Navastara, 2007. Manajemen Konflik: Definisi dan Teori-Teori Konflik. <http://jepits.wordpress.com/2007/12/19/manajemen-konflik-definisi-and-teori-teori-konflik/>. Downloaded on 18 June 2011.
- Pujiyati, 2010. Hubungan Antara Penerimaan Diri dengan Kestabilan Emosi pada Remaja Pasca Putus Cinta. Skripsi Universitas Muhammadiyah Surakarta. Not for sale.
- Sabian Utsman, 2007. Konflik dan Solidaritas Masyarakat Nelayan. Yogyakarta: Pustaka Pelajar.
- Sarlito Wirawan Sarwono, 2004. Psikologi Remaja. Jakarta: Rajagrafindo Persada.
- Sopiah, 2008. Perilaku Organisasional. Yogyakarta: ANDI OFFSET.
- Supratiknya, 1995. Komunikasi Antar Pribadi. Yogyakarta: Kanisius.
- Sutarno, 2010. Metodologi Penelitian Pendidikan dan Bimbingan. Surakarta: BK FKIP UNS
- Syamsu Yusuf, 2011. Psikologi Perkembangan Anak dan Remaja. Bandung: PT Remaja Rosdakarya.
- Syamsu Yusuf, L. N. and Juntika Nurihsan 2010. Landasan Bimbingan dan Konseling. Bandung: Remaja Rosdakarya.
- Wakitri, Chasiyah, and Siti Mardiyati 2002. Perkembangan Peserta Didik. Program Studi Bimbingan and Konseling FKIP UNS.
- William Hendricks translation by Arif Santoso, 2008. Bagaimana Mengelola Konflik. Jakarta: Bumi Aksara.
- Winkel, W.S. 1991. Bimbingan dan Konseling di Institusi Pendidikan. Jakarta: PT Gramedia.
- Wirawan, 2010. Konflik dan Manajemen Konflik. Jakarta: Salemba Humanika.

\*\*\*\*\*