Publikasi Berkala Pendidikan Ilmu Sosial: Vol. 6 (No. 1), 2026, 01-11
ISSN: 2797-1945, E-ISSN: 2777-0931
DOI: https://doi.org/10.20527/pakis.v6i1.17200

CONFLICT RESOLUTION APPROACH IN SOCIAL STUDIES LEARNING AS AN EDUCATIONAL INSTRUMENT TO CULTIVATE NATIONALISTIC VALUES IN BORDER SCHOOLS

Asti Yunita Benu, Erlina Wiyanarti, Sapriya, Mamat Ruhimat
Universitas Pendidikan Indonesia
e-mail: astiyunitabenu@upi.edu

Article History
Received : 01-11-2025
Revised : 11-03-2025
Published : 31-03-2026

Keywords:
Conflict Resolution; Social Studies Learning; Nationalism Values

Abstract
Schools in the Indonesia-Timor Leste border region, including SMP Negeri 2 Atambua, face unique challenges in instilling national values in students living in a diverse social and cultural environment. By implementing a conflict resolution approach in social studies, teachers can transform the learning process into an educational tool to foster national awareness and tolerance among students living in the border region. This study aims to determine and describe the application of the conflict resolution approach in social studies learning as an educational instrument to instill nationalist values in schools in the Indonesia-Timor Leste border area. The location of the study was at SMP Negeri 2 Atambua, with research subjects including teachers, students, principals, and other related parties. The method used was a qualitative case study, through in-depth interviews, participatory observation, and documentation studies. The results of the study indicate that the application of the conflict resolution approach in social studies learning can create a harmonious learning atmosphere and reduce social tensions between students, while at the same time instilling nationalist values related to Indonesian history, state symbols, and the importance of maintaining the integrity of the nation. However, there are challenges faced, such as limited resources, facilities, and teacher training, as well as complex socio-cultural dynamics in the border area. The implementation of this approach is expected to be a strategic instrument in strengthening the nationalist character in the border area.

Kata Kunci:
Resolusi Konflik; Pembelajaran IPS; Nilai Nasionalisme

Abstrak
Sekolah di wilayah perbatasan Indonesia–Timor Leste, diantaranya SMP Negeri 2 Atambua memiliki tantangan tersendiri dalam menanamkan nilai nasionalisme kepada peserta didik yang hidup dalam lingkungan sosial dan budaya yang majemuk. Melalui implementasi pendekatan resolusi konflik dalam pembelajaran IPS, guru dapat menjadikan proses belajar sebagai instrumen edukatif untuk menumbuhkan kesadaran kebangsaan dan sikap toleran di kalangan siswa perbatasan. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan penerapan pendekatan resolusi konflik dalam pembelajaran IPS sebagai instrumen pendidikan untuk menanamkan nilai-nilai nasionalisme di sekolah wilayah perbatasan Indonesia-Timor Leste. Lokasi penelitian dilakukan di SMP Negeri 2 Atambua, dengan subjek penelitian meliputi guru, siswa, kepala sekolah, dan pihak terkait lainnya. Metode yang digunakan adalah studi kasus kualitatif, melalui wawancara mendalam, observasi partisipatif, dan

studi dokumentasi. Hasil penelitian menunjukkan bahwa penerapan pendekatan resolusi konflik dalam pembelajaran IPS dapat menciptakan suasana belajar yang harmonis dan mengurangi ketegangan sosial antar siswa, sekaligus menanamkan nilai-nilai nasionalisme yang berkaitan dengan sejarah Indonesia, simbol negara, dan pentingnya menjaga keutuhan bangsa. Meskipun demikian, terdapat tantangan yang dihadapi, seperti keterbatasan sumber daya, fasilitas, dan pelatihan guru, serta dinamika sosial budaya yang kompleks di wilayah perbatasan. Implementasi pendekatan ini diharapkan dapat menjadi instrumen strategis dalam memperkuat karakter nasionalis di wilayah perbatasan tersebut.

Author Correspondence
Email: astiyunitabenu@upi.edu
Available online at https://ppjp.ulm.ac.id/journals/index.php/pakis
How to Cite:
Benu, A. Y., Wiyanarti, E., Sapriya, S., Ruhimat, M. (2026). Conflict Resolution Approach in Social Science Learning as an Educational Instrument to Cultivate Nationalistic Values in Border Schools. *Publikasi Berkala Pendidikan Ilmu Sosial*, 6(1). https://doi.org/10.20527/pakis.v6i1.17200

INTRODUCTION

The reality of conflict in Indonesia has made it a very important issue where Indonesia is considered a country that has cultural diversity such as race, religion, language, ethnicity and others (Budi, 2023). The border region is a strategic space that is full of social, cultural, economic and political dynamics. As the front porch, the face of Indonesia's borders should reflect safe and prosperous conditions (Muta'Ali et al., 2018). In Indonesia, border areas such as those directly adjacent to Timor Leste often face serious challenges in terms of national integration, national identity, and strengthening the values of nationalism. Despite having an important role in maintaining the country's sovereignty, in general, the development of border areas is still lagging behind other regions (Noveria et al., 2016). There are 4 (four) regencies in NTT Province that share land borders with RDTL, namely Kupang, TTU, Belu and Malaka Regencies. Indonesia's land border areas in these 4 (four) districts are areas that are still experiencing underdevelopment. The quality of human resources in this region is still relatively low. Accessibility, infrastructure and facilities to support residents' activities are still limited (Julqurniati & Susanty, 2019).

Given the vulnerable geographical context and limited educational facilities, schools in border areas have an important role as character-building agents and unifiers of the nation. Ginting (2024) argues that education plays a very important role in shaping the character and identity of the nation. One aspect that is the focus of education is strengthening the character of nationalism. This is because education is not only about transferring knowledge but making 'smart' learners. Being smart is not enough. It needs a balance between academic ability and character. Character is even an asset in building the nation and state. The existence of the Indonesian state still requires the spirit of nationalism. A high level of nationalism among

citizens or the younger generation will have a positive impact on the nation and state (Ramawati et al., 2023). In this case, the cultivation of the value of nationalism through Social Science (IPS) subjects becomes very relevant and strategic.

Social studies education as a forum for developing national insight and social sensitivity has great potential in internalising nationalism values. Through social studies learning, there is a transmission of nationalism values for students. Thus, teachers need to design learning that is concrete and as needed (Susanti, 2018), citizenship transmission is a tradition of social studies learning that emphasises the inheritance of values to students so that they have guidelines in behaviour and become good citizens (Suardi et al., 2021). Social studies as a subject that is a medium for teachers to form and educate students' nationalism is not well implemented where student involvement in learning is lacking.

It is important for teachers to implement combined and contextualised learning. Cooperative learning strategies (especially shared learning and constructive controversy) are always combined with conventional methods to teach aspects of peace education in social studies (Adetoro, 2015). Due to the reality of schools in border areas, the application of conventional learning methods that are informative and less contextualised is often unable to touch students' real experiences in dealing with social conflicts that occur in their neighbourhood. Therefore, an applicative and reflective learning approach is needed, one of which is through conflict resolution learning.

One of the important steps taken by a teacher in learning activities is to select, simplify, adjust, determine and arrange learning materials into materials that are easy for students to understand, accept and digest so that they can achieve the desired behavioural changes (Rodiyah et al., 2018). Marhayani & Suprapto (2018) explained that the application of the conflict resolution model can help students to have the ability and skills in addressing, solving and taking action on various social problems found in students' daily lives. Conflict resolution model is a learning model that focuses on the ability and skills of students in addressing, solving and taking action related to various social phenomena or problems that occur in their environment (Wahyuningsih & Oktavia, 2022). Conflict resolution learning provides space for students to recognise, understand and respond constructively to conflict. Through this research, the researcher hopes that by integrating this approach into social studies learning, students will not only be encouraged to understand global and local conflicts from a historical and social perspective, but will also be trained in critical thinking skills, empathy, and the ability to resolve differences peacefully.

The implementation of conflict resolution learning in social studies education is

expected to be an effective educational instrument in shaping students' national character. Theoretically, the development of social skills and even conflict resolution has actually been accommodated by social studies (Sudarmiani et al., 2022). However, in reality, social studies learning in border area schools, teachers have not fully integrated conflict resolution education, so that the existing learning approach is not optimal in strengthening students' nationalism character. Thus, this research is important to examine how the implementation of learning strategies can support the internalisation of nationalism in the context of Indonesia-Timor Leste border education.

The purpose of this study is to describe the implementation of conflict resolution learning in social studies education in schools in the Indonesia-Timor Leste border region, identify the values of nationalism that are internalised through conflict resolution learning, analyse the effectiveness of conflict resolution learning as an educational instrument in instilling nationalism values in students in border schools and examine the supporting and inhibiting factors in the implementation of conflict resolution learning in the context of social studies education in border areas.

METHOD

This research uses a qualitative case study approach to examine in depth the implementation of the conflict resolution approach in social studies learning as an educational instrument to instil the value of nationalism in border schools in Indonesia-Timor Leste. The research location was determined purposively at one of the junior high schools in the border region, SMP Negeri 2 Atambua, with research subjects including social studies teachers, students, principals and other related parties. The research location, SMP Negeri 2 Atambua, was selected purposively, considering its location on the border between Indonesia and Timor-Leste. The social conditions and cross-border community interactions make this school a relevant context for examining the instillation of nationalist values through social studies learning. Furthermore, this school is considered representative for observing the implementation of conflict resolution approaches in educational settings in border areas. The focus of the research includes learning approach, forms of nationalism values that are instilled as well as supporting and inhibiting factors for the implementation of the approach. Data were collected through in-depth interviews, participant observation, and document analysis, and then analyzed interactively through the stages of data reduction, data presentation, and conclusion drawing. To ensure the validity of the data, this study used source and method triangulation by comparing information obtained from social studies teachers, students, and the principal, and by combining the results of interviews, observations, and documentation. In

addition, researchers conducted member checks with informants to ensure the data aligned with their experiences and discussions with colleagues to enhance the credibility of the research findings. The research stages include pre-research, data collection, data analysis, and preparation of the final report (Cohen et al., 2013; Creswell & Poth, 2016).

RESULTS AND DISCUSSION

This research was conducted in the eighth grade of SMP Negeri 2 Atambua. This school not only focuses on academic achievement but also emphasizes the importance of character building and moral values, which are reflected in student attitudes and behavior. Based on interviews with several teachers and students, it was found that conflicts that generally occur in this school environment are dominated by bullying behavior between students. This behavior often begins with verbal conflicts between individuals and ends with group conflicts that are resolved by guidance and counseling teachers. Interviews with the principal and guidance and counseling teachers also found that in 2024 there was a conflict between junior high school students involving SMP Negeri 2 Atambua students. This finding implicitly illustrates the social reality of students who have little understanding or are passive in resolving conflict.

In eighth-grade social studies learning at SMP Negeri 2 Atambua, the implementation of the conflict resolution approach is carried out through several learning stages. First, the teacher presents a case of social conflict that occurred in the community, particularly related to the lives of people in the Indonesia-Timor Leste border region. Second, students are asked to identify the form of conflict, the parties involved, and the factors causing the conflict through group discussions. Third, students analyze various possible solutions through a process of dialogue, negotiation, and exchange of opinions between groups. Fourth, students formulate a joint solution based on the values of unity, tolerance, and social justice. In the final stage, the teacher facilitates a reflection on the learning to emphasize the importance of peaceful conflict resolution in maintaining unity and nationalism. This approach differs from other learning approaches, such as the scientific approach, which generally emphasizes the stages of observing, asking questions, gathering information, reasoning, and communicating. The conflict resolution approach emphasizes the dialogical process, negotiation, and finding joint solutions to social conflicts that occur in society, so that students not only understand the concept cognitively but also develop social skills and national values in resolving conflicts peacefully.

Learning observations indicate that teachers still predominantly use a teacher-centered approach rather than a student-centered approach. This situation limits students' opportunities

to develop their ability to manage conflict independently. A review of learning documents also shows that social studies teachers predominantly use textual lecture methods rather than more varied learning methods, resulting in a one-way learning process. This finding indicates that the implementation of conflict resolution approaches in social studies learning has not been optimal. This condition differs from the findings of Adetoro's (2015) research, which showed that cooperative learning strategies, such as learning together and constructive controversy, can be combined with conventional methods to teach aspects of peace education in social studies learning. This approach provides space for students to engage in dialogue, collaborate, and develop their ability to resolve conflict constructively. This demonstrates that teacher flexibility in adapting learning methods is crucial for students to understand material related to social conflict more contextually.

However, the results of this study also found that although the conflict resolution approach has not been systematically implemented, teachers have indirectly implemented several techniques aimed at resolving conflicts, such as group discussions, problem-solving simulations, and collaborative activities between students. In certain materials, teachers use a case study method that places students in social conflict situations that occur in society, then invites students to work together to find solutions based on conflict resolution principles, such as open communication, mutual understanding, and compromise. Based on interviews, this approach in some situations was able to reduce the intensity of conflict between students and create a more harmonious classroom atmosphere. This finding aligns with research by Rosyad et al. (2022) which emphasizes that character formation occurs not only in the classroom but also through students' social interactions within the school environment. Furthermore, research by Sari and Apriani (2020) shows that instilling nationalistic values through schools can serve as a bridge between families and communities in strengthening character education. In this context, social studies learning plays a strategic role in instilling nationalistic values both through learning activities inside and outside the classroom..

This school has a unique dynamic because it is geographically located in a border area and also has students from Timor-Leste, resulting in a strong cultural diversity. Observations show that despite challenges in overcoming differences in identity and culture, a conflict resolution approach can be an effective bridge to building understanding between students from diverse backgrounds. However, this diversity also adds complexity to instilling nationalist values, particularly in terms of uniting diverse views about Indonesia among students. The conflict resolution approach implemented by teachers in social studies lessons has shown positive results in easing tensions and increasing mutual respect and tolerance

among students. However, several obstacles arise, including time constraints, focus on classroom administration, and difficulties in optimal classroom management. Furthermore, research by DJ and Jumardi (2022) indicates that one factor weakening nationalism among the younger generation is the suboptimal role of teachers in instilling these values in the learning process. Therefore, strengthening the conflict resolution approach in social studies learning is crucial as a pedagogical strategy to foster mutual respect, tolerance, and national awareness, especially among students living in border areas.

The main findings of the study indicate that the conflict resolution approach in social studies learning is an effective pedagogical tool for instilling nationalistic values in students in border schools. Through learning activities that facilitate dialogue, social conflict analysis, and collaborative solution-finding, students not only cognitively understand social studies material but also internalize the values of unity, tolerance, and national identity. This approach helps students develop mutual respect, national awareness, and the ability to peacefully resolve differences within the context of life in border communities.

In learning practices, teachers utilize the local context and various social issues occurring in border areas as discussion materials to build students' critical awareness of the importance of maintaining sovereignty, unity, and national identity. This approach enables students to understand the social realities they face while developing their ability to resolve conflicts constructively. This finding aligns with research by Sa'odah et al. (2021), which states that the conflict resolution model is students' abilities and skills in addressing and taking action against various socio-cultural phenomena and problems that occur in society, whether at the local, regional, national, or international levels, supported by the social and cultural values of the communities in which they live.

Furthermore, the application of conflict resolution models in learning can be developed through classroom activities involving discussion, problem-solving, and role-playing, as explained by Malihah et al. (2015). Through methods such as case studies, group discussions, and simulations, students are encouraged to understand conflicts from various perspectives and formulate solutions based on national values and principles of social justice. The application of this approach also contributes to strengthening students' character, particularly in fostering tolerance, empathy, and the ability to resolve conflicts peacefully. In this context, social studies teachers not only act as presenters but also as facilitators, guiding students to think reflectively and analytically about various social and national issues that occur around them. Furthermore, the conflict resolution approach can build a healthy dialogue space between students from diverse cultural backgrounds in border areas. This

process indirectly fosters a spirit of togetherness and a sense of belonging to the Indonesian nation. This aligns with the view of Keraf and Komalasari (2019), who stated that schools have a strategic role as spaces for character formation for citizens through an educational process that instills national values. This finding is also supported by research by Istianti et al. (2022) which shows that conflict resolution-based social studies learning can help students identify social problems, think critically and creatively, and make decisions in determining solutions to various problems they encounter in the community. The following are forms of nationalist values that emerge in social studies learning through the conflict resolution approach implemented by teachers:

Table 1. Nationalist Values Emerging in Social Studies Learning through the Conflict Resolution Approach

Nationalism Values	Description of Students' Behavior	Implementation in Social Studies Learning
Love for the homeland	Students show pride in their national identity and the territory of Indonesia	Discussion on the importance of maintaining sovereignty in border areas
Unity and solidarity	Students respect differences of opinion and prioritize common interests	Group discussions to collaboratively find solutions to social conflicts
Tolerance	Students respect differences in cultural background, ethnicity, and perspectives	Analysis of social conflict cases and seeking peaceful solutions
Democratic attitude	Students actively express their opinions and respect collective decisions	Deliberation to determine solutions to conflicts discussed in the learning process
Responsibility as citizens	Students are aware of their role in maintaining social harmony and national unity	Learning reflection on the role of the younger generation in maintaining nationalism in border areas
Prioritizing national interests	Students understand the importance of maintaining national identity in social interactions	Discussion on the challenges of nationalism in border regions

Sources: Research (2025)

The table above shows that applying a conflict-resolution approach to social studies learning fosters various nationalistic values in students, such as patriotism, unity, tolerance, democratic attitudes, civic responsibility, and prioritizing the nation's interests. These values emerge through discussions, social conflict analysis, and reflection activities, enabling students to understand the importance of maintaining social harmony and national identity, particularly in the context of community life in border areas.

However, this study also identified several challenges, such as limited resources, a lack of teacher training in conflict resolution approaches, and the strong influence of local culture and cross-border identities that sometimes obscure the spirit of nationalism. This fact

aligns with what was stated by (Julqurniati & Susanty, 2019) that there are four districts in East Nusa Tenggara Province that share land borders with East Timor (RDTL): Kupang, TTU, Belu, and Malaka. Indonesia's land border areas in these four districts are still experiencing underdevelopment. The quality of human resources in these areas is still relatively low. Accessibility, infrastructure, and facilities to support population activities are still limited. Therefore, further support is needed from the government and education stakeholders to develop policies that encourage the systematic integration of this approach into the curriculum, as well as provide training for teachers to implement it optimally. Only through education can young people acquire the knowledge, skills, and values that enable them to become contributing members of society and resolve conflicts constructively (Damanik, 2023). Furthermore, in line with research (Oluwagbohunmi & Alonge, 2023), student learning must be connected to life after school. They need to acquire skills that enhance analytical reasoning and complex problem-solving. Therefore, with sustained effort, this approach has great potential to become a strategic educational instrument for strengthening nationalism in border areas.

CONCLUSION

Based on the results of research conducted at SMP Negeri 2 Atambua City as one of the border schools of Indonesia-Timor Leste, it can be concluded that the conflict resolution approach in social studies learning plays an important role in creating a harmonious learning atmosphere and reducing social tensions between students. This approach allows students to understand how to resolve conflicts constructively and develop social skills that are beneficial for their future lives. In addition, social studies learning has succeeded in instilling nationalism values in students, especially through teaching about Indonesian history, state symbols, and an understanding of the importance of maintaining the integrity of the nation, even though they are located in an area close to the neighbouring country, Timor Leste. However, this implementation also faces various challenges, especially related to limited resources, both in terms of facilities and teacher training. The complex social dynamics in border areas with differences in culture, language and identity are also factors that affect the implementation of character education and nationalism in schools in the region.

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