

THE INFLUENCE OF THE IDEAL CHARACTER OF COUNSELORS TAUGHT BY KH. DAHLAN ON PEACE IN THE SCHOOL ENVIRONMENT

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Abstract

This research is motivated by the many counselor characters that are not in accordance with what they should be because counselors in schools are required to be able to blend in with students and be able to create a healthy climate and peace in the school environment. The purpose of this article is to find the effect of ideal counselor character on peace in the school environment. A positive stigma from students towards counselors can create a climate between students and counselors at school, indirectly making the counseling process effective and counseling goals can be achieved. The type of research used is Literature Review or literature study which uses a research method based on relevant papers obtained through library sources. This article expresses the author's hope to find out the significant positive impact in counselor character change, with the hope that these steps will make an important contribution in overcoming environmental challenges and encouraging positive changes in learners at large..

Kata Kunci: *Character influence; counselors; peace;*

1. Introduction

Peace is a word commonly used to mean the absence of war (Buchori Sahril et al., 2022).. Peace can be realized through the development of knowledge, values, attitudes, and skills that lead to peaceful conditions in accordance with the expectations of all people. (Saputra et al., 2019). One of the world's peace leaders is Mahatma Gandhi, who proposed that true peace-building should begin in childhood (Hakan et al., 2016). (Hakan et al., 2016). Because children can remember and understand messages well and do activities with the concept of peace at the beginning of their lives.

Demonstrating peaceful attitudes from childhood helps build a peaceful character. According to Mahatma Gandhi's perspective, counselors should incorporate the principles of love, non-violence, justice, responsible freedom, and tolerance into their counseling process (Hakan et al., 2016). In Mahatma Gandhi's mission of peace, he

emphasized love for one another. Love encourages people to behave differently in different aspects of their lives, such as school. According to previous research, people who show loving traits can help the development of learners' subjective well-being (Purwadi et al., 2022). Likewise, education in Indonesia in its curriculum system focuses on character development through character education which includes pacifism (Purwadi et al., 2022). (Purwadi et al., 2022)..

The results of research in one of the schools in Indonesia are that currently there are still many students who perceive BK teachers negatively. When students hear the counseling room, they think of a "punishment" or "scolding" from the counseling teacher. BK teachers are considered as school police who must maintain and defend school order, discipline, and security. (Kurniawati, 2022). The results of research conducted in one of the schools in another Central Java province also said that there are still many counseling teachers who are not aware of students but only focus on problematic students. (Irsyad et al., 2018).. Another study said that school police is a nickname that is often pinned to counseling teachers in schools because counseling teachers often provide punishment for students who violate, even nicknames that are no less foreign are also mentioned such as Haircutters, confiscators, and school security. (Alvi et al., 2019). Another study conducted in one of the schools in Yogyakarta obtained information that according to students, counselors are still considered to lack a warm and pleasant personality attitude, the reason is because they are still considered unfriendly and often ask questions, giving questions that make students feel embarrassed and pressured by statements addressed to them (Fatmawijaya et al., 2015). It is necessary to study the characteristics of counselors as agents of peace, especially in the school environment.

Counselors who can teach peace in Indonesia are able to create an environment that is conducive for students to learn and develop. Research shows that the lack of a sense of peace in students has an influence on their behavior (Saputra et al., 2019). Other research results show that counselors need to instill the value of peace to students through Islamic values. (Saimima, 2023). Before the counselor determines peace in students, the counselor needs to have inner peace. Inner peace is one of the keys to achieving social and environmental peace.

KH Ahmad Dahlan There is one of the Indonesian Islamic figures who has characteristics that represent counselors and uphold the value of peace in his teachings. In the novel and film *Sang Pencerah*, which describes the life of KH Ahmad Dahlan, it is suggested that his teachings can also be applied in the current era of globalization. This is in accordance with the characteristics of counselors, namely open-mindedness (Puspitasari et al., 2016). KH Ahmad Dahlan is the founding scholar of the Islamic organization Muhammadiyah. He has a motto that is very famous and becomes a guideline, namely "Live Muhammadiyah, don't look for life in Muhammadiyah" (Purwadi et al., 2022).. Many studies have identified the characteristics of counselors in building peace in the school environment. The result is that many counselors have good characteristics in developing peace in schools. (Mayasari, 2020).

There is previous research on the characteristics of peace educators. One of the studies mentioned that a peace educator is a relationship seeker who mutually enhances and maintains peace and a sense of community. (Supriyanto, Nanda Eka Saputra, et al., 2019).. Another study mentioned about the attributes of peace educators according to KH Ahmad Dahlan are showing compassion, being sincere, must be able to be a good example for students, practicing in accordance with their knowledge and committed to sharing knowledge based on tolerance and empathy. (Purwadi et al., 2022).. However, this study focuses on the influence of the ideal character of counselors taught by KH. Ahmad Dahlan on peace in the school environment.

This study aims to find the effect of the ideal character of the counselor of KH. Ahmad Dahlan's teachings on Peace in the School Environment The counselor acts as a peace builder by having certain characteristics that can change the bad stigma of students to be positive. A positive stigma from students towards counselors can create a climate between students and counselors at school, indirectly making counseling services effective and achieving their goals. (Saputra et al., 2020).

2. Methods

This study applied the literature review or literature analysis approach, a research technique that relies on appropriate written materials found through library references such as articles, books and journals. In the literature review approach, the search for

literature sources is conducted not only as a first step in designing the research design, but also as a way to obtain research information. In an effort to find library materials, researchers get references from sources such as ResearchGate, Google Scholar and Publish Or Perish. In searching for relevant literature, researchers used the search term "

3. Results and Discussion

According to Neukrug (2007), the characteristics of an ideal counselor include: First, empathy That the counselor can appropriately feel and understand the feelings and personal meanings experienced by the counselee, and then convey this understanding and acceptance to the counselee. Empathy has been empirically shown to be associated with positive outcomes for the counselee and is perhaps the most important element in establishing the initial rapport in counseling. The ability to empathize also involves the ability to interpret the nonverbal expressions of the counselee that indicate a desire to be "understood and accepted" by the counselor. (Amalia Rizki, 2019).

Second, acceptance. Acceptance is the attitude in which the counselor ensures that the counselee feels accepted whatever they say in the context of the counseling relationship. Almost all counseling approaches emphasize the importance of this acceptance. This attitude of acceptance is developed by the counselor from the early stages of counseling. The counseling process is confidential and shows the counselor's full acceptance of the counselee through expressions, as well as verbal and nonverbal communication. (Lianawati, 2017).

Third, authenticity refers to the counselor's ability to be authentic, open, and connected to his or her feelings and thoughts in the context of a supportive relationship. Carl Rogers explained that the counselor's personal authenticity means that the counselor does not show falsehood in his attitude and nature when dealing with the counselee during the counseling session. (Fadhilah Umar, 2017).

Fourth, the competence of the counselor's expertise and mastery (competence) has proven to be an important factor for the success of the counselee in the counseling process. Competent counselors are always hungry for knowledge and seek to constantly improve and expand their expertise. They demonstrate a passion for learning through

consistent study habits, joining professional associations, participating in mentoring and supervision, and reading related literature. Counselors believe that education is a lifelong process and continually seek to deepen and broaden their approach to working with counselees.

Peace is a condition of friendliness and harmony in a particular environment. (Purwadi et al., 2022). Positive peace proposed by Johan Galtung is a situation where there is prosperity, freedom and justice (Charles Webel & Johan Galtung, 2007). (Charles Webel & Johan Galtung, 2007).. The statement emphasizes that peace is not only about the absence of war or conflict, but also includes an inner state of well-being, freedom, justice, and friendship in society. Without these elements, true peace cannot be realized. Peace can be achieved through the development of knowledge, values, attitudes, and skills that support peaceful conditions in accordance with everyone's expectations. (Saputra et al., 2019) True peace is the noble aspiration of every human being. True peace will not be realized if there are no serious and systematic efforts from various parties. (Supriyanto, Nanda, et al., 2019).

From the opinions of several experts above, it can be concluded that peace is not only about the absence of conflict or war, but also involves welfare, freedom, justice, and friendship in society. True peace requires serious and systematic joint efforts from various parties to create it. This can be achieved through the development of knowledge, values, attitudes, and skills that support the creation of peaceful conditions in accordance with everyone's expectations.

Peace can be created through the development of knowledge, attitudes, values and skills that lead to a state of peace in accordance with everyone's expectations. This can be fully realized through peace of mind and behavior by every individual in society. (Buchori & Fakhri, 2018). The existence of peace can be emphasized on 'negative peace' which prevents conflict, violence and intimidation and, on the other hand, 'positive peace' which is concerned with the development of justice, a sustainable environment and social cooperation in various lines of life (De Rivera, 2009). (De Rivera, 2009). Therefore, peace is a basic need for every individual in life.

The school environment should be built to promote peace (Loreta Cavarro Nastro & Jasmin Nario Galace, 2010) Peace serves to create a condition of justice, without

conflict or violence, without exploitation of one another and fostering a peaceful life. Peace essentially resides in the human mind (Anand Shruti, 2014). The purpose of peace is that individuals can build social interactions that are positive, for example, respect each other and have a high tolerance value, especially in the surrounding environment. (Akbar Muhammad Saepul et al., 2018).

Based on the explanation above, it can be concluded that the purpose of peace is to create conditions full of justice without conflict or violence, and a life of peace and peace allows individuals to build positive social interactions, such as mutual respect and high tolerance, and use non-violent methods in handling conflicts.

According to (Loreta Cavarro Nastro & Jasmin Nario Galace, 2010) peace has various levels of relationships, starting from personal peace and extending to a larger circle of social and environmental peace. The levels are as follows: (1) Self-harmony, indicators that must be present in oneself for the creation of peace are (a) Self-respect, which is characterized by having a sense of self-worth and a sense of pride in social, cultural and family backgrounds and having a sense of strength and improvement towards positive changes in oneself. (b) Inner resources, namely by cultivating inner resources in the form of faith, love, hope, vision and individual personal capacity so as to build outward peace. (c) Respect for other persons, Respect for other groups within the nation, Respect for other nations, namely respect is the most important and influential basic factor that must be possessed in individuals. Respect is characterized by mutual acceptance and respect for human dignity with various diversities that exist among others, namely respect for other people, respect for other groups such as ethnicity and culture, and respect for other nations. (d) Respect for the environment, which is characterized by self-care for the surrounding natural environment by living simply. (2) Environmental harmony. The earth must be preserved so as not to cause ecological concerns, because when the earth is increasingly threatened, human welfare and security are threatened and will certainly have an impact on resource shortages so as to threaten the lifestyle or life itself, from these threats can lead to aggression and violent conflict. Therefore, the need for cooperation between humans to care for the earth as a path to peace. (3) Social harmony, this social interaction can cover (a) Global, namely the need for cooperation and concern of the world community for the entire human community to realize a world without

violence or oppression, justice, respect for freedom and rights (b) Intergroup / Social, namely the need for intergroup relationships with tolerance or respect for all group differences such as ethnicity, culture, race, and religion. and (c) Interpersonal, namely peace within the individual is the domain that supports the structure of interpersonal interactions.

Based on the explanation above, it can be concluded that the indicators of peace include various attitudes and abilities that support the creation of harmony in life. These indicators include: humility towards idealism, self-control towards equality, tolerance towards differences, forgiving other people's mistakes, choosing strength over weakness, regulating self-emotion, and regulating self-behavior. And peace has a level of relationship, namely self harmony, environmental harmony and social harmony.

A peace counselor must have several attributes, capacities and skills that a peace educator must develop in order to be an effective peace message medium. In a book written by (Loreta Cavarro Nastro & Jasmin Nario Galace, 2010) mentioned some of the characteristics that must be possessed by peace educators include the following:

The first is having a responsible character. Responsible counselors work effectively and consistently, which helps to increase positive outcomes for the counselee. They are committed to following the progress of the counselee and adjusting their approach as needed.

Second, having the character of a lifelong learner. Counselors who are constantly learning can develop and refine their skills. These include communication skills, empathy, analysis, and different therapeutic techniques, all of which are essential to helping counselees effectively.

Third, he is sensitive and responsive . Each learner may require a different approach in the counseling process. By understanding their circumstances, counselors can adjust the techniques and strategies used to ensure a more effective approach.

Fourth, a peace educator must be constructively critical. A critical attitude helps the counselor in recognizing and addressing issues or challenges that may not be obvious at first glance. This is important to ensure that all aspects of the counselee's situation are considered.

From some of the characteristics mentioned above, it can be concluded that the character that peace educators must have in order to become agents of peace in the school environment is that they must have a responsible nature, lifelong learners, establish good relationships between school residents, be sensitive and responsive to various possibilities, constructively critical.

There is one figure who teaches about peace is KH. Ahmad Dahlan presented in the novel *Sang Pencerah*, where KH. KH. Ahmad Dahlan's teachings teach many things such as, humility, tolerance, critical, sincerity and compassion.

First, humbleness or *tawadhu'* is an attitude that is highly recommended in Islam. This means that a person recognizes his own weaknesses and limitations, and does not feel better or more noble than others. The teaching of *tawadhu'* taught by KH Ahmad Dahlan emphasizes the importance of humility as part of the perfection of a Muslim's character. According to KH Ahmad Dahlan, the teaching of peace implies the importance of humility. Being humble shows an attitude that is appreciated, shows a willingness to understand oneself both strengths and weaknesses and recognizes that the individual is not the center of the universe in social interactions. (Allgaier et al., 2015).

Second, tolerance is a form of accommodation in social interaction. All people must try to bring out their tolerant nature to maintain social stability so that there is no conflict caused by different views or ideologies. (Casram, 2016). According to KH Ahmad Dahlan, the second concept of peace is tolerance. Tolerance is defined as a person's ability to appreciate and respect the behavior of other individuals, in accordance with applicable norms (Bakar et al., 2015). (Bakar et al., 2015). As Indonesia is rich in diversity, tolerance is key to creating peace. KH Ahmad Dahlan, long ago, understood the importance of this and taught about tolerance.

Third, critical KH Ahmad Dahlan, the founder of Muhammadiyah, taught many values about education and critical thinking. In his teachings, critical thinking can be understood as the ability to evaluate information wisely, question, analyze, and make rational decisions. Critical thinking in his view is not simply accepting what is heard or read without deep reflection, but invites to explore, research, and test the truth of any information. The teaching of peace according to KH. Ahmad Dahlan is to seek the real truth not by following habits that have been considered true for so long. In this peace

teaching, KH. Ahmad Dahlan emphasized not to be a follower without a clear basis. (Wahyu Nanda Eka et al., 2023).

Fourth, sincerity in an Islamic perspective, "ikhlas" is a very important concept. Ikhlas comes from an Arabic word that means "pure" or "clean". In a religious context, ikhlas refers to actions or intentions that are carried out solely to expect the pleasure of Allah SWT, without seeking praise, appreciation, or other worldly benefits. By doing everything sincerely, a person is expected to achieve closeness to Allah SWT and achieve happiness and blessings in the life of the world and the hereafter. Ikhlas is the achievement of life goals because humans have many things to fulfill. (Wahyu Nanda Eka et al., 2023).

Fifth, compassion, or in Indonesian, "social care" or "love", is a very important concept in Islamic teachings, and also in the teachings adopted by KH Ahmad Dahlan, the founder of Muhammadiyah. He emphasized the importance of compassion as an integral part of Muslim religious practice and social life. He taught compassion through his behavior, especially in interacting with others. Through this practice of compassion, KH Ahmad Dahlan and Muhammadiyah sought to create a more just, harmonious, and empathetic society. Compassion is not only a concept in Islam, but also a concrete action that is expected to change the world into a better place for all humans. The concept of love (compassion) as a manifestation of the desire to achieve peace in the human mind based on the perspective of KH (Dahlan et al., 2015).

<i>Literature review results table</i>	
<i>Author, Title</i>	<i>Result</i>
REDUCING STUDENTS' NEGATIVE PERCEPTIONS OF BK TEACHERS THROUGH INFORMATION SERVICES IN CLASS X MM2 SMKN 1 JUWIRING	Kurniawati's study of counselors said that there is a lot of negative stigma directed at counselors. This is in line with the research being discussed, namely how to eliminate negative stigma by changing the character of the counselor.

PROSIDING

Seminar Nasional Bimbingan dan Konseling
 “Transformasi Digital Dalam Bimbingan dan Konseling: Memaksimalkan Teknologi Untuk
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 Sabtu, 27 Juli 2024

Kurniawati Journal of Vocational Education Innovation (2022) 2(1).	
STIGMA GURU BIMBING KONSELING (Changing the Mindset of Learners Towards Counseling Guidance Teachers Through Interpersonal Communication Skills) Alvi A, Counseling P, Surabaya U Surabaya State University, Surabaya, (2019) 2-3	Research conducted by Alvi which discusses the stigma given by students to counselors has relevance to the current research discussed, namely on how to improve the stigma that exists in students towards counselors, the counselors themselves must improve it by having the character of a counselor.
Personality Characteristics of Ideal Counselors in Multicultural Counseling. Alfiani, State University of Yogyakarta (2023).	The study conducted by Alfiani is to find out the personality characteristics of multicultural counselors, namely counselors must have confidence in theory, cognitive complexity, competence, cultural competence, embrace health perspectives, authenticity, acceptance and empathy.
Personal characteristics of effective counselors. Rahmadi Tarmizi, Dio Alexander, Tasdih. Semarang State University (2018).	The study conducted by Rahmadi et al in 2018 is to discuss the urgency of the counselor's personality in supporting the counseling service process. Counselors must also understand the skills that will affect the service process they will produce. This is in line with the research being discussed, namely that the counselor's personality character is very important for the success of counseling services and can change the bad stigma that exists on counselors.

<p>The attributes of peace educators from Sang Pencerah, the biography of KH Ahmad Dahlan: A hermeneutic study</p> <p>Purwadi P, Saputra W, Rohmadheny P</p> <p>HTS Theological Studies / Theological Studies (2022) 78(4)</p>	<p>The study conducted by Purwadi et al in 2022 discusses the attributes possessed by peace educators from the study he researched, which distinguishes the research raised in the form of educators and uses hermeneutic studies from the text of the enlightener while this study raises counselors.</p>
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4. Conclusions

Based on the results of literature studies that have been conducted, it shows that there are still many counselors who do not have ideal characters. Many stigmas are directed at counselors such as school police, school security guards, school barbers and the view that every student who enters the bk room must be a problem student. Characteristics are one of the things that every counselor must have so that what is applied by the counselor can be carried out effectively. The personal qualities of the counselor greatly support the success in the counseling service process. Effective counselor personality is all the criteria of excellence such as personal, knowledge, skills, and values. This happens because the counselor does not have a character that reflects peace. The goal of peace is to build positive social interactions between individuals. Therefore, the counselor as an agent of peace must be able to create a healthy climate in the school environment.

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