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Original Article

### Enhanced Conflict Resolution Skills among Indonesian Students based on Biblioeducational and Sociodrama Guidance

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#### Abstract

Students in Indonesia have been facing an increasing incidence of interpersonal conflicts; however, knowledge of conflict-solving teaching techniques is limited. This research aimed to determine whether group guidance using biblioeducational and sociodrama conflict resolution may enhance the students' favorable perceptions of conflict, attitudes toward dealing with conflict, and favorable tendencies in collaborative conflict resolution. The nonequivalent pretest and posttest control design was applied as the research design. Eighty students aged between 16 to 17 years were selected via purposive sampling from a school in Surabaya, located on the northeastern border of Java Island, Indonesia. They were assigned to two groups of 40 students each. Questionnaires were used to measure the effectiveness of a program with five modules designed for group guidance and conflict resolution program. The results showed that students who attended the program ( $M_{\text{perception}} = 248.10$ ,  $SD = 20.54$ ,  $M_{\text{attitude}} = 180.00$ ,  $SD = 21.15$ ,  $M_{\text{resolution}} = 122.82$ ,  $SD = 13.05$ ) compared to students in the control group ( $M_{\text{perception}} = 184.48$ ,  $SD = 30.60$ ,  $M_{\text{attitude}} = 138.23$ ,  $SD = 23.71$ ,  $M_{\text{resolution}} = 80.90$ ,  $SD = 11.95$ ) demonstrated significantly better scores  $t(78) = 10.90$ ,  $t(78) = 8.31$ , and  $t(78) = 14.98$ , respectively with significance  $p < .01$ . The findings highlight the benefits of conflict solving that can reduce psychological suffering and problematic behavioral conditions among Indonesian students. This study also showed that an intervention based on the five-module conflict resolution program could be useful in understanding interpersonal conflicts and managing collaborative negotiation behavior by teachers.

Conflicts among students have occurred more often in Indonesia in recent years (Bashori, 2022). As same as other areas in Indonesia, a previous study involved the distribution of surveys to 600 high school students in East Java, Surabaya, Indonesia; of them, 78% had experienced or were currently experiencing interpersonal conflicts, which could be in the form of arguments, feuds, hostilities, or even physical altercations. The paradigm for resolving conflicts is a win-win pattern in 13% of the cases, a lose-win paradigm in 16% of the cases, and a paradigm of lose-lose in 71% of the cases. These findings show that, generally, students continue to settle disputes destructively. Most students believe they are completely incompetent in handling problems and finding constructive solutions to these problems (Hamre et al., 2008; Levi-Keren et al., 2022; Song et al., 2006).

To find the solution, several researchers pointed out that students must participate in an improvement program that teaches how to handle conflict constructively, respect others' opinions, and emphasize peace while resolving problems (Hatun & Serin, 2021; Rai & Singh, 2021), in consideration of diversities in ethnicities, tribes, civilizations, and faiths in Indonesia. Indonesia may encounter conflict and violence due to these cultural differences. The programs like this aim to reduce conflict and violence through pedagogical, educational, and cultural means. To ensure students have conflict resolution skills, various models and techniques for conflict and violence prevention programs in schools must be developed (Dunn et al., 2020; Nemiro, 2021; Pérez-Jorge et al., 2021; Shoshani, 2021). Hence, using group guidance, this research aims to determine the effectiveness of a selected technique called the biblioeducational and sociodrama conflict resolution techniques that were successfully applied in several groups of students in different areas in Indonesia (Heryati et al., 2021). In terms of improvement, this technique was additionally developed thru the process of group guidance in this study. It may help Indonesian students, especially students in Surabaya, to clarify better perceptions of conflict, attitudes toward dealing with conflict, and favorable tendencies in collaborative conflict resolution, which could lead the problem-solving skillfulness among students.

### Literature Review

This section describes problematic school situations and teaching techniques for conflict solving, the relevant concepts of restorative justice toward conflict resolution, and previous studies to support the use of biblioeducational and sociodrama guidance. Then, research questions and hypotheses are described.

#### Problematic Situations in School and Teaching Techniques for Conflict Solving

Resolving conflicts is one of the factors that help with conflict prevention and management. These abilities include knowledge, attitudes, and techniques for handling disagreements healthily and productively (Dunn et al., 2020). Knowing what conflict is, what causes conflict, how conflict is caused, how to handle conflict constructively, and multicultural understanding and tolerance are all components of understanding conflict (Hakvoort et al., 2020). Tolerance, respect, empathy, and the ability to resolve disputes harmoniously are all traits that fall under the category of attitudes and skills. Through school-based programs, the community- particularly students—as the nation's future workforce—can develop their skills in conflict resolution. One scheduled school activity might be peace education and conflict resolution training programs. Programs like this one attempt to teach students how to avoid destructive ways of resolving conflicts (Deutsch, 2015; Siew & Jones, 2018; Valente & Lourenço, 2020)

In schools, procedures are frequently used; three patterns, namely, security, punishment, and school-based programming, are used to prevent and resolve conflicts (Breunlin et al., 2002). Students who engage in conflict and violence are punished since they are understood to have disobeyed the school's rules, which are under the security and punishment models. Although this approach is not educational and does not give children the skills to handle disagreement constructively, security and punishment methods effectively reduce student violence. However, security and punishment practices are perceived to degrade empathy and respect, injure health and well-being, not compensate people, and not educate or provide students with experience in peaceful conflict resolution as a school-based program.

With school-based programs that teach nonviolence and conflict resolution, one type of peace education (Swee-Hin & Cawagas, 2010), or restorative justice education (Kim et al., 2023), many schools have recently seen an increase in the pattern of these programs. Students' ability to analyze conflict and find solutions that promote peace is improved through this training. A win-win approach is useful in establishing and maintaining peace (Davidson, 2010; Fetherston, 2000; Swee-Hin & Cawagas, 2010). Engaging in peace education programs can improve students' knowledge, attitudes, and ability to resolve conflicts (Ilfiandra et al., 2023). The subject teacher uses integrative learning to teach a particular subject

matter issue that is combined with information on conflicts and how to resolve them, alternatively, through guidance and counseling services offered by the school. These programs for conflict prevention and management are implemented in Indonesian schools through group guidance services and integrated learning in the classroom (Handaka et al., 2022; Rahim & Hulukati, 2021; Sunawan et al., 2019).

### **Restorative Justice Concept and Conflict Resolution**

According to the National Center for Restorative Approaches in Youth Settings, restorative justice is an approach to behavior that changes the emphasis from regulating behavior to concentrating on the developing, nurturing, and healing of relationships and prioritizes repairing harm done to relationships and individuals above the necessity for placing blame and delivering punishment (Kim et al., 2023). Schools that practice restorative justice have used various tactics, from informal restorative dialogue between instructors and students or between students to formal restorative conferencing (Kim & Wohlstetter, 2022). According to several studies, the program's inconsistent findings were caused by changes in how the programs were operated. Development of the program based on the restorative justice concept toward conflict resolution should rely on situation-focused and require substantial training. This is particularly true if restorative justice ideas are presented together with empowerment strategies in concrete programs and the case for shifting away from traditional forms of punishment. Some interventions have been suggested as a successful strategy for reducing interpersonal disputes, and several researchers suggested using biblioeducational and sociodrama coaching to improve competence in restorative conflict resolution (Dunne, 2020; Lodi et al., 2022).

### **Biblioeducational and Sociodrama Guidance Framework**

Using the empirical concept of biblioeducation, the guidance technique that actively engages students in this study is provided. Biblioeducation involves the utilization of literature reviews as learning materials or group guidance (Kurniawati, 2022). The literature materials used for conflict resolution guidance may be articles, news stories, pictures, and videos that have been chosen according to specific criteria. The chosen materials are then organized into presentation materials given to the class. Videos created by the students as part of group projects are then used as the presentation materials in class. The students have already studied the subject material before the class meeting, mastering the topics presented. They could also access a video editing program on the Google Play Store to create the video collectively. The finished product is posted to YouTube so that other groups may watch it before the class meeting. The students then present their video projects to the class. The discussion among the groups in the classroom is the next step. Students actively participate in discussions by posing questions, making arguments, rebutting them, and coming to conclusions (Dunne, 2020; Song & Bonk, 2016).

Additionally, according to Rosa et al. (2021), the sociodrama approach increases student engagement and enhances the attraction of the advisory service. Students may learn about roles and characters that may have shown dramas with both a negative and a constructive conflict resolution method via sociodrama. Biblioeducation is combined with the sociodrama technique. Students act out dramatizations of hypothetical events following specified goals in a role-playing game called sociodrama. Throughout the drama, the actors will play their roles to acquire certain experiences. For students to understand how to handle destructive and constructive conflicts and their effects, dramatic conflict resolution-related situations are set up (Awaliyah et al., 2019; Baile et al., 2012). The experience results in knowledge, attitudes, beliefs, and specific expected behaviors.

Potential core objectives, according to the above group guidelines on conflict resolution, might include how to define what conflict is, what causes conflict, how the conflict process works, the scope and extent of conflict, conflict resolution techniques, how to resolve conflicts negatively and consequently, and how to resolve conflicts constructively and the advantages of doing so; the counselor functions as the facilitator who coordinates the presenting group's video presentations, discussions, and the formulation of these conclusions (Barna & Blaskó, 2021; Pecaski McLennan, 2012; Shutenko et al., 2020; Veiga, 2022).

The following research questions were posed: 1) Do any groups show a significant difference in positive perceptions of conflict, positive attitudes toward conflict, and tendencies in collaborative conflict resolution?, and 2) Is the same type of scenario managed differently by trained and untrained in a five-module group guidance program for conflict resolution? To this end, the following section outlines the proposed hypothesis and method used to evaluate the effectiveness of the five-module conflict resolution program using biblioeducational and sociodrama in understanding interpersonal conflicts and managing collaborative negotiation behavior among Indonesian students.

### **Proposed Hypotheses**

Various group guidance techniques improve understanding of disputes and how to resolve their behavior. Generally, lectures and discussions were frequently used as group guidance techniques. School counselors create presentations and deliver them to students. Group discussions were also undertaken to develop crucial ideas about disputes and how to handle them. As a result, students actively discuss the topic, pay attention, and make conclusions (Chen & Rybak, 2017; Corey, 2015; Serbănescu & Ciuchi, 2021). The lecture-based approach is simple to use, but it is traditional. This approach has not effectively engaged students in creating learning processes and outcomes. Students who use active techniques can contribute to developing their knowledge, attitudes, and behaviors (Jacobs et al., 2015).

In light of the review, biblioeducational and sociodrama guidance frameworks were considered as an effective alternative approach. Previous studies by Pardeck and Pardeck (2021) and Dunne (2020) applied bibliotherapy as a healing tool for leading children to discover their perception of problematic issues and how to deal with their conflict relationships. Based on the existing literature, this study hypothesized that

H1: The students who received group guidance using biblioeducational and sociodrama conflict resolution can positively enhance perceptions of conflict compared with those who received traditional guidance methods.

H2: The students who received group guidance using biblioeducational and sociodrama conflict resolution can positively enhance attitudes toward managing conflict compared with those who received traditional guidance methods.

The students can gather and choose the materials for the content to be studied. One student is responsible for the information he or she gathered at the time of presentation, whereas another student, given the discussion of the issue of the literature from different angles, provides clarifications or asks questions; the students organize their finished work into informational materials that they will later show to other students. They construct a mutually acceptable conclusion. With this approach, teachers may actively engage students in learning activities while teaching them how to collaborate in groups and accept various viewpoints (Martinec et al., 2022; Pettersson, 2022). Previous studies by Valente et al. (2020) and Setiyowati et al. (2022) pointed out that implementing the biblioeducation strategies could enhance collaborative behavior in managing classroom relationships. Based on the existing literature, this study hypothesized that

H3: The students who received group guidance using biblioeducational and sociodrama conflict resolution can positively enhance tendencies in collaborative conflict resolution, called a win-win solution, compared with those who received traditional guidance methods.

In this study, group guidance in the classroom using biblioeducational and sociodrama methods was used to help students become more competent in conflict resolution in Indonesia. As the first empirical study in Surabaya, one of the goals of its guidance services is to help students understand and perceive conflict more positively. The target students were assisted in: 1) comprehending the causes of conflicts, strategies for resolving conflicts, and the effects of conflicts, 2) enhancing their optimistic attitudes in the

face of conflict. Using a win-win paradigm to reach an agreement and ensuring the satisfaction of both parties to the disagreement is what distinguishes this method of conflict resolution, where students' propensity for working together to overcome disagreements is evidence of this optimistic mindset, and 3) strengthening students' tendencies in collaborative conflict resolution.

The original contribution of this research is to show how dispute resolution might lessen psychological distress and difficult conflict circumstances by using an alternate and supplementary conflict settlement teaching method, this research contributed to the nascent research base by biblioeducational and sociodrama group counseling techniques designed into a five-module group guidance program for conflict resolution. This research applied this to increase conflict-solving skills and related competency in the Indonesian context. Therefore, it aimed to determine the effectiveness of group guidance using biblioeducational and sociodrama conflict resolution techniques among Surabaya students in Indonesia.

## Method

### Research Design

A quasi-experimental design with pretest and posttest control group designs was used in the research design as shown in Figure 1 (Boonroungrut, 2023). The research data are presented as pretest and posttest measurement results, including measurement scores on: 1) positive perceptions of conflict, 2) positive attitudes toward conflict, and 3) tendencies in collaborative conflict resolution. Table 1 shows the research design framework.

### Participants

Eighty students from high schools in Surabaya, located on the northeastern border of Java Island, Indonesia, were included as the participants. They were assigned to two groups of 40 students each. The samples were voluntarily selected using the inclusion criteria. The school counselor in each group guidance treatment was assessed in aspects such as age between 35 and 38 years old, career history with about 12 years of working experience, educational background in bachelor's in guidance and counseling, and received excellent student assessment of counselors. Table 2 shows the demographic information.

**Table 1**

#### *Research Design*

Group	Pretest	Intervention	Posttest
Experimental group	O1	X	O2
Control group	O3	–	O4

*Note.* O1 = pretest in the experimental group, O2 = posttest in the experimental group, X = group guidance using biblioeducational and sociodrama conflict resolution, O3 = pretest in the control group, O4 = pretest in the control group: group guidance in the classroom with conventional methods

**Table 2**

#### *Demographic Data of the Students*

Characteristic	Experimental group	Control group
Gender	Women = 21 Men = 19	Women = 23 Men = 17
Age	16–17 years	16–17 years
Have participated in a conflict resolution program	4.00%	3.00%
Have experienced interpersonal conflicts	92.00%	95.00%
Interest in joining the group guidance	Very interested 40.00% Interested 58.00%	Very interested 44.00% Interested 53.00%

## Measurement and Procedures

Data collection was done using a 141-item questionnaire. The final developed measure comprises the validated questionnaire in three main components, including: 1) 53 items in positive perceptions of conflict, 2) 37 items in positive attitudes toward conflict, and 3) 51 items in tendencies in collaborative conflict resolution effectively. In a questionnaire that is presented as a Likert scale with scores ranging from 1 to 4, in which a score of 1 indicates that the statement is disagreeable or improper; a score of 2 indicates that the statement is less agreeable/not quite correct/not quite right; a score of 3 indicates that the statement is true; and a score of 4 indicates that the statement is intensely agreeable, very appropriate, and very exact. In the developing process, the pool of 160-item questionnaires was assessed via content validation using validation of the index of consciousness (IOC) of three experts' remaining 152 valid items. Two hundred students were selected to validate the three sub-measures using CFA. The result showed that  $\chi^2 = 655.43$ ,  $\chi^2/df = 1.33$ , CFI = .55, GFI = .68, and RMSEA = .06. Alpha reliability values were at .77 in positive perceptions of conflict, .74 in positive attitudes toward conflict, and .82 in tendencies in collaborative conflict resolution. Thus, the instruments had good validity and reliability.

## Intervention Developmental Procedure

According to the empirical evidence from several studies, including Alawiyah et al. (2019), Baile et al. (2012), Barna and Blaskó (2021), Pecaski McLennan (2012), Shutenko et al. (2020), and Veiga (2022), the present study synthesized the core concepts and procedures to develop a five-module group guidance program for conflict resolution in the experimental group. According to the method of Mthimunya and Daniels (2019) in developing and validating the proposed program, a classic Delphi method was conducted to create and validate the program for Surabaya students. The intervention statements that obtained the requisite consensus ( $\geq 80\%$ ) were validated to gather additional advice from the panel of 5 experts in the education and psychology fields with intervention validation research experiences. According to the advice, the researcher concluded that a student-centered approach to teaching and learning should be crucial for enhancing conflict-solving abilities. The experts also offered feedback and advice on an intentional interruption in all modules. After fulfilling the experts' suggestions, they were satisfied with the agreement level and confirmed in the final round.

Table 3 summarizes the intervention program that comprises group guidance with biblioeducational and sociodrama techniques. Five meetings totaling 90 minutes each are used to provide guidance. The school counselor in each group guidance treatment was assessed each meeting in the following phases as presented in Table 3. Notably, the data were obtained from July to August 2022.

**Table 3**

*The Proposed Five-Module Group Guidance Program for Conflict Resolution*

Module	Objective	Session details
Module 1: Introduction	To describe the goal of group guidance, the stages of group guidance, and the distribution of conflict resolution	The sessions focused on topics such as the necessity of dispute resolution, the goal of group guidance, the stages of group guidance, the distribution of working groups, the assignment of producing videos about conflicts from public literacy online, and also focus on the appearance of an example of video works as models.
Module 2: Understanding the Conflict	To identify what conflict is and why it occurs in different situations	In this meeting, the second stage of the meeting, a video presentation of conflict resolution by each group, response, and discussions were all handled. The counselor helps participants come to conclusions about what a conflict is its causes, how it arises, potential solutions, and its effects.

**Table 3** (*Continued*)

Module	Objective	Session details
Module 3: Win-lose and lose-lose conflict resolution paradigms	To apply the techniques to the particular scenarios properly	In the third stage, the classroom drama, and its discussions and conclusions were all addressed. The drama includes two scenarios: disputes between student groups and student fights (which symbolize win-lose and lose-lose patterned conflict solutions). After the drama was performed in class, a usual discussion regarding conflict resolution techniques that use negative win-lose and lose-lose patterns, how to avoid using these techniques, and the negative effects of these techniques were conducted.
Module 4: Conflict resolution that benefits all parties	To decide on a resolution that benefits all parties	In the goal of the fourth meeting, during the meeting's phases, the drama that was performed in the classroom, discussions, and conclusions were all covered. Two scenarios—negotiation and discussion for consensus—make up the drama (representing a win-win patterned conflict solution). After the play is performed in class, a traditional discussion about win-win conflict resolution strategies, the effects of using positive conflict resolution techniques, and how to handle constructive disagreements is conducted.
Module 5: Practice collaborative negotiations	To make effective negotiations using various types of communication skills	The goal of the fifth meeting, its phases, a negotiating simulation, and discussions and conclusions were all communicated. At this meeting, with the purpose of its conclusion being to formulate the goals of negotiations, how negotiations will be communicated, how negotiations will be conducted, and how collaborative negotiations will end in a solution, negotiation video examples, conflict case debates, role-playing negotiations, discussions, and conclusions were given. Group guidance on how to manage disagreements through lectures and discussions makes up treatment for the control group.

### **Ethical Procedures Followed**

Ethical clearance for this study was obtained from the Institutional Review Board of the Faculty of Education, Universitas Negeri Surabaya, before the data were collected, issued on August 2022. Although this study was classified as normal educational practice, informed consent was obtained from both children and their parents.

### **Results**

In the experimental group, Table 4 shows the result of the pretest and posttest measurements conducted on members of the experimental group.

**Table 4**  
*Pretest and Posttest Data*

	Descriptive Statistics					
	<i>n</i>	Range	Minimum	Maximum	Mean	Std. deviation
<b>Experimental group</b>						
Pretest perceptions	40	60	76	136	106.18	20.43
Posttest perceptions	40	99	175	274	248.10	20.54
Pretest attitudes	40	104	67	171	105.22	22.21
Posttest attitudes	40	114	89	203	180.00	21.15
Pretest resolve	40	38	43	81	57.25	10.42
Posttest resolve	40	53	89	142	122.82	13.05
<b>Control group</b>						
Pretest perceptions	40	63	76	139	108.55	19.60
Posttest perceptions	40	129	116	245	184.48	30.6
Pretest attitudes	40	103	68	171	106.58	22.26
Posttest attitudes	40	86	89	175	138.23	23.71
Pretest resolve	40	38	43	81	56.03	9.64
Posttest resolve	40	54	58	112	80.90	11.95

These measurements included: 1) data pretests and posttests on conflict perceptions, 2) data pretests and posttests on conflict attitudes, and 3) data pretests and posttests on tendencies in collaborative conflict resolution. The pretest-posttest difference shows an increase in attitude toward conflict of 74.78, an increase in perception of conflict of 142, and an increase in the ability to resolve disputes of 65.57. In the control group, the pretest and posttest measurements were conducted on members of the control group. The pretest-posttest differences showed an increase in perception of conflict of 76.07, an increase in attitude toward conflict of 31.65, and an increase in the ability to resolve disputes of 24.87.

### Results of Pretest and Posttest Comparison

To evaluation of normality, the Shapiro-Wilk test presented the symmetric normal distributions (Boonroungrut, 2023). Thus, the parametric tests were applied. Table 5 concludes the results of all three measurements. Based on the independent test of the *t*-test sample on the pretest, no difference in the pretest scores existed between the experimental and control groups. There was no statistically significant difference between the experimental and control groups in the pretest data on positive perceptions of conflict, positive attitudes toward conflict, and tendencies in collaborative conflict resolution, with significant values at .59, .78, and .58, respectively.

Based on the independent analysis of the *t*-test sample on the post-test scores between the experimental group and the control group, it was concluded that there were significant differences in post-test scores that took into account all three-measurement data. This suggests that how the experimental and control groups were treated affected how disputes were perceived, how people felt about perceptions of conflict, post-test attitudes toward conflict, and how to resolve conflicts in significantly different degrees with significant values  $<0.01$  in all measures. Cohen's *d* was performed, reporting effect of each measure over 0.7. According to the rule of thumb interpretation of Hattie (2009), effect side values were medium-to-large effect.



**Table 5***Independent Sample T-test Results on the Pretest and Posttest*

	Mean difference	<i>t</i>	<i>p</i>	95%CI lower	95%CI upper
Pretest between experimental and control groups					
Pretest perceptions	-2.37	-.53	.59	-11.28	6.53
Pretest attitudes	-1.35	-.27	.78	-11.25	8.55
Pretest resolve	.54	.54	.58	-3.24	5.69
Posttest between experimental and control groups					
Posttest perceptions	63.62	10.90	<0.01	52.00	75.24
Posttest attitudes	41.77	8.31	<0.01	31.77	51.77
Posttest resolve	41.92	14.98	<0.01	36.35	47.49

**Results of Experimental and Control Groups Comparison**

Paired *t*-test calculation results for the experimental group in Table 6 reveal that: a) there was a significant difference in the perception of conflict scores between the pretest and the posttest, b) There is a significant difference in the attitude in facing conflict score between the pretest and the posttest, and c) There is a significant difference in the pretest and posttest results on resolving conflict. Hence, from the analysis, the group guidance using biblioeducational and sociodrama could promote positive views of conflicts, good attitudes toward handling conflicts, and tendencies to resolve conflicts collaboratively. Cohen's *d* was performed, reporting the test power with scores in the zone of desired effects.

The paired *t*-test calculations for the control group revealed the following: a) There was a significant difference in scores between the pretest and posttest scores for the perception of conflict, b) There was a significant difference in the attitude-to-face conflict score between the pretest and the posttest, and c) There is a significant difference in the pretest and posttest results for the skill of conflict resolution. In this light, group counseling using conventional methods such as lectures and discussions on conflict resolution might improve people's perceptions of and attitudes regarding conflicts and tendencies in ways to resolve conflicts collaboratively. In the same experimental group, Cohen's *d* was also performed, reporting the test power with scores in the zone of desired effects.

**Table 6***Paired Sample T-Test Results in the Experimental and Control Groups*

	Mean difference	<i>t</i>	<i>p</i>	95%CI lower	95%CI upper
Experimental group					
Pretest–posttest perceptions	-141.92	-34.15	<0.01	-150.33	-133.52
Pretest–posttest attitudes	-74.77	-14.91	<0.01	-84.91	-64.63
Pretest–posttest resolve	-65.57	-27.25	<0.01	-70.44	-60.70
Control group					
Pretest–posttest perceptions	-75.92	-15.07	<0.01	-86.11	-65.73
Pretest–posttest attitudes	-31.65	-7.15	<0.01	-40.60	-22.70
Pretest–posttest resolve	-24.87	-10.43	<0.01	-29.69	-20.05

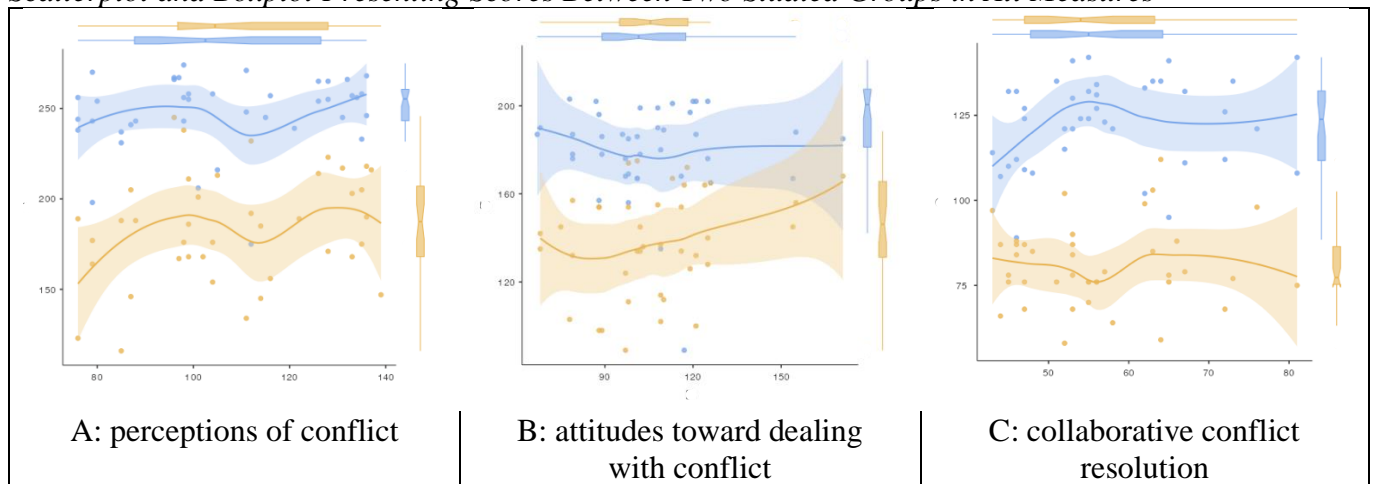
The application of group guidance in the experiment group with biblioeducational and sociodrama could significantly increase positive perceptions of conflicts, positive attitudes toward conflict management, and tendencies in collaborative conflict resolution, as depicted in Figure 1. Thus, according to the provided hypotheses, the students who received group guidance using the proposed technique could positively enhance perceptions of conflict compared to those who received traditional guidance methods. H1 was accepted. The students who received group guidance using the proposed technique could positively

enhance attitudes toward managing conflict than those who received traditional guidance methods. H2 was accepted. The students who received group guidance using the proposed technique could positively enhance tendencies in collaborative conflict resolution than those who received traditional guidance methods. H3 was also accepted. This conclusion could be drawn based on the data analyses, including descriptive data analysis, independent sample *t*-test analysis, and paired sample *t*-test analysis.

Furthermore, the treatment of group guidance in the classroom in the experimental group resulted in an increase in the score compared to the therapy in the control group, as evidenced by the significant difference in the average pretest and posttest scores. In the control group, conventional lectures and discussions could increase positive perceptions of conflicts, positive attitudes about managing conflicts, and tendencies toward collaborative conflict resolution. Hence, sociodrama conflict resolution and group guidance in the classroom could both be effective means of improving students' conflict resolution skills.

**Figure 1**

*Scatterplot and Boxplot Presenting Scores Between Two Studied Groups in All Measures*



*Note.* X-axis and Y-axis referred to the pretest and the posttest, respectively. The blue color represents the experimental group, whereas the light brown color represents the control group

## Discussion and Conclusion

The primary objective of this study was to determine the effectiveness of a selected technique called the biblioeducational and sociodrama conflict resolution technique using in-group guidance among the students in Surabaya, Indonesia. The study's results revealed that the technique significantly increases perceptions of conflicts, attitudes toward conflict management, and tendencies in collaborative conflict resolution. This means that biblioeducational and sociodrama group counseling strategies could be effectively applied to enhancing students' competence in conflict resolution as an alternative and complementary teaching on conflict resolution. One of the guidance and counseling services that could be used to help students build their skills in the academic, personal–social, and career sectors is group guidance in the classroom (Arfasa & Weldmeskel, 2020; Knight, 2015; Lubis et al., 2021; Paolini, 2019). Among the several ways to implement group guidance services, this is one of the alternatives to peace education programs in schools, particularly focused on enhancing conflict resolution abilities (Barsky, 2014; Chen & Rybak, 2017; Pérusse et al., 2009). This time, the guidance approach employed in guidance services focusing on managing conflicts is the approach of lectures and discussions. The strategy used could help students' conflict resolution skills based on the research data analysis. Nevertheless, biblioeducational and sociodrama methods outperform lectures and discussions in terms of helping students to become more adept at resolving conflicts (Awaliyah et al., 2019).

Students could actively participate in gathering and choosing content from online resources for literacy using the biblioeducational technique and in executing group guidance using biblioeducational and sociodrama methods. Moreover, students could actively create videos in groups for media for class presentations. These activities give students the knowledge and skills to find and select useful online resources (Song & Bonk, 2016). Students could participate in-group video production projects where they receive training on creating video presentations. The video content was then posted on YouTube and covered in class by different groups in shifts. The other group listens attentively and asks questions whenever one of the groups presents its products. The students are involved in a heated discussion until they reach an agreement on what characterizes a conflict, what causes conflicts, the effects of conflicts, and how conflicts can be managed.

The sociodrama method encourages student engagement and makes the guidance service more attractive (Rosa et al., 2021). They could internalize the characters and roles through sociodrama. This study presents two dramas: one about how to resolve conflicts negatively and the other about how to resolve them positively. The school counselor wrote the play's script. The class is divided between groups of students acting out the play's characters and students serving as observers. They are handed observation sheets, which they are instructed to complete after group discussions. With sociodrama encouraging students to view drama actively, note important details, and participate in drama and discussions, counselors use the findings of the group discussions as the basis for discussion. Discussions compare and contrast different approaches to resolving disputes peacefully and constructively. When concluding, both the benefits and drawbacks of both a positive and negative approach to conflict resolution must be considered.

This program was successful because of the active student participation, group cooperation, debate engagement, concluding guidance, and high interest in the group guidance process. For the student group team, sociodrama and biblioeducational methods offer challenges. They are passionate about creating the best video content, effectively presenting their videos in class, and working to have the outcomes of their group discussions get to the discussion's conclusion. Based on the findings of the analysis, the student's understanding of conflicts, positive attitudes about handling conflicts, and willingness to solve conflicts amicably all increased significantly, where the primary means of reaching the objective of improving conflict resolution competency are these variables, as mentioned earlier. Developing students' conflict resolution capabilities contributes to efforts to reduce the use of violence in resolving disputes in society (Levi-Keren et al., 2022).

The prevention of conflict and violence requires the use of pedagogical, cultural, and educational strategies. With counselors often offering group guidance services in the classroom each week, using guidance and counseling services could be a cultural and educational option (Hakvoort et al., 2020; Pérez-Jorge et al., 2021). With school counselors' maybe using biblioeducational and sociodrama techniques to engage students in the guidance process and stimulate their interest, strengthening students' conflict resolution skills is a key message provided in the personal and social services. The methods support active learning for students and promote group collaboration and decision-making skills.

### **Recommendation for Behavioral Sciences**

From the analysis, as an alternate and supplementary conflict-solving education method for teachers, methods might be successfully used to increase competence in conflict resolution. The implementation guidelines for the five-module conflict resolution program for teachers were also offered by this research. This promising tool may therefore be used to manage collaborative negotiating behavior and comprehend interpersonal disputes among Indonesian students. Considerably, to explore the effectiveness of the synthesis conflict-solving program based on previous studies, such as Rosa et al. (2021), performing comprehensive studies with large-scale populations and applying other methodologies was suggested. The practice of this research is limited to high school students, and it has yet to be widely applied to various cultural traits of various geographic locations. Then, utilizing targets for elementary or junior

high school students and identifying various demographic and cultural aspects of schools, researchers could study peace education in schools using various forms of programs and diverse methods in local contexts. Additionally, despite the possibility that this study revealed distinct cognitive outcomes, the cognitive process related to students' conflict-solving tendencies was concealed. Krathwohl's and Bloom's taxonomy might be applied to future models as the fundamental ground or moderation in conflict-solving behaviors (Esparrago, 2021). Thus, diversity sensitivity could be warranted (Nelson et al., 2020).

## Conclusion

This study showed that Indonesian students' proficiency in conflict resolution could be increased by using biblioeducational and sociodrama group guidance techniques in the classroom. Their ability to resolve conflicts is crucial in preventing conflict and violence. Hence, understanding conflicts, having a constructive approach toward handling disputes, and current developments in collaborative conflict resolution are all examples of conflict resolution competency. By selecting the appropriate guidance approach, students must actively participate in implementing group guidance in the classroom. Students find biblioeducational and sociodrama challenging; they collaborate in teams to create literacy work, present it in class, discuss it, and make conclusions in line with the guidance goal. Compared to the traditional lecture method, this strategy is better at helping students develop their skills in dispute resolution.

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