Contribution of Social Identity, Stereotypes and Prejudice on Intention of Social Conflict

Hadi Suyono[1]*, Yuni Nirwanasari[2]
Universitas Ahmad Dahlan Yogyakarta, Indonesia
[1]hadi.suyono@psy.uad.ac.id, [2]yuninirwanasari1@gmail.com
*correspondence

Abstract

The intention to accurately predict the performance of social conflict behavior is influenced by stereotypes, social identity, and prejudice. Based on the dynamics of the relationship, this research aims to find the relationship between stereotypes, social identity, and prejudice with the intention of doing social conflict. Based on the analysis result, intentions are useful for preventing social conflict. This study used purposive sampling with the participants of 150 students in the 10th grade of State Senior High School (SMAN) 1 Belitang in East Oku Regency, South Sumatra Province. The research data were collected using a social conflict intention scale with a total of 21 items with the item determinant (rit) ranging from 0.274-0.777, a stereotypes scale with a total of 24 items ranging from 0.291 to 0.841, a social identity scale with a total of 21 items ranging from 0.290 to 0.897, and a prejudice scale with a total of 21 items ranging from 0.400. -0.796. The results of data analysis using multiple linear regression showed that the correlation coefficient of R is 0.269 with the p = 0.000 (p <0.05), which showed a significant positive relationship between stereotypes, social identity, and prejudice with the intention of social conflict. Based on the research results, the intention of a social conflict occurs because of stereotypes in which people give negative attributes or traits to other parties, social identity that causes bias to judge other groups, and prejudice that causes hostility to members of other groups. These findings can be used for conflict prevention by minimizing the intention of social conflict by changing stereotypes into positive judgment, knowing that social identity does not affect the objective judgment of other groups, and reducing prejudice so that a peaceful situation can be realized.

INTRODUCTION

Social conflicts that have many variations in Indonesia can be caused by environmental factors (Herdiansyah, 2018; Rozak et al., 2020; Setiawan & Ubaidullah, 2019), ethnic (Ariestha, 2012; Bashori et al., 2012; Safi, 2017; Sumaya, 2020), religion (Cinu, 2016; Hartani & Nulhaqim, 2020; Latifah, 2018), and politics (Kusuma, 2019; Pratiwi, 2020; Usman, 2018). Social conflict happens because there is no appropriate solution to prevent it. This is shown by research that focuses more on the process of

occurrence and conflict resolution. Based on the research, the process and resolution of social conflicts are due to some factors, including religion in Maluku, Poso, and Sampang (Adawiyah & Arif, 2021; Elewahan et al., 2019; Ikmal, 2021; Lestari & Parihala, 2020; Widayat et al., 2021), ethnicities in West Kalimantan and Lampung (Elyta, 2021; Hardianti, 2016; Sutianti, 2020; Utami, 2014), and horizontal conflicts in Sidoarjo, Bima, and Papua (Ahmad, 2018; Ajoi, 2016; Sukmana, 2017). Conflict management strategies by understanding the process and resolution have not been effective, in which it is proven that conflicts are still ongoing. Social conflicts include those that occur in houses of worship in plural communities, conflicts between ethnicities in rural areas, political conflicts in local democracies, and natural resource conflicts related to mining (Desike et al., 2021; Halim & Mubarak, 2020; Putri et al., 2021; Rochayati, 2017).

Specifically, the social conflicts actually involve high school students who are still in adolescence. Adolescents participate in these social conflicts because they go through a process of social learning by interpreting a value derived from their environment, in which a way to solve problems is by conflicting with other parties (Lating, 2016; Taylor & McKeown, 2019). This research proves that adolescents are part of social conflict. This is supported by the research that adolescents are in a vortex of conflict because they defend their groups when there is an attack on mining corporations (Suyono, 2019), do verbal violence in multicultural societies (Saleh & Nasrulah, 2019), follow demonstrations against government policies (Yestiana et al., 2021), and undergo brawls between groups ((Jasman & Dewi, 2018). Research conducted in other countries has also proven that adolescents have a role in social conflicts. Adolescents play a role in this social conflict, such as hostility, discrimination, and violent behavior (Kwon et al., 2022; Olandoski et al., 2019; Stoddard et al., 2015).

The results of interviews with participants who were still high school students showed that there were latent social conflicts. Based on the conflict cycle, the meaning of being latent is that the initial symptoms of conflict have the potential which leads to the development of violence (Hegre et al., 2021; Ryckman, 2019). The bias in evaluating other students from different ethnicities and beliefs was a symptom of social conflict. This makes an individual think he is always right and other students from other groups are always wrong when problems occur. The impact of this process fosters hostility between students who have different backgrounds in the group. Another symptom of social conflict found in participants was a negative judgement of students from other groups of unequal ethnicities. The participants perceived that students of a certain ethnicity tended to dominate, liked to speak harshly, and behaved disrespectfully. The next things that showed a social conflict were the act of maintaining social distancing, avoiding friendships, and doing verbal violence on students from other groups caused by differences in ethnicity, beliefs, social status, and economic status.

The presence of symptoms of social conflict in those students requires preventive measures to prevent violence. This can be done by understanding the students' intentions in social conflict. Intention can be used as the main strategy to prevent social conflicts because it has the accuracy of predicting behavioral performance by being proven by the study of psychosocial factors in palliative cares in nurses (Lavoie et al., 2014), growing immunity from COVID-19 by vaccinating (Solak et al., 2022), turnover in the employee (Kaymakcı et al., 2022), and adaptation to climate change (Xue et al., 2021). Based on the accuracy of intentions in assessing the performance of this behavior, the results can be applied to find out that social conflicts are at a certain range, including early symptoms of conflict growth, hostility development, or already leading to open conflict (Suyono, 2020). The results of this intention study can be used as the basis for social conflict prevention policies. This can be implemented because when there are already symptoms that have the potential to cause social conflicts, treatment is needed so it will not lead to violence and return to a peaceful situation (Suyono, 2019). Conceptually, the intention has the accuracy of detecting social conflicts because it has three elements, namely attitudes, subjective norms, and perceived behavioral control (Mohammadinezhad & Ahmadvand, 2020; Rohmah, 2014).

Unfortunately, the study that specifically discusses the intention of social conflicts is still little carried out by researchers in Indonesia. So far, the study about intention has been examined a lot in the economics field (Atrizka et al., 2020; Darmawan, 2019; Kurniawati et al., 2020), health (Darwan et al., 2019; Fuady et al., 2021; Wijayanti, 2021), education (Munawar et al., 2021; Sienatra et al., 2021; Wahyuningtyas & Indrawati, 2018), and social (Handayani & Kustanti, 2018; Khoir & Aviani, 2019; Zahra & Haq, 2019). Based on the background related to the lack of study on the intention of social conflict, the researchers conducted research on the intention of social conflict. The findings of the study contribute as a foundation of knowledge to prevent social conflicts early in high school students.

Furthermore, finding the intention of social conflict requires the stereotypes variable. This is because stereotypes contribute to influencing the strong or weak intention of social conflict. The dynamics of the relationship between stereotypes and the intention of social conflict are realized by attaching certain attributes or traits to the other parties subjectively that are solely formed from the group, which has an impact on unfair treatment in other groups (Kim & Loury, 2019; Levy, 2021). This dynamic causes social conflicts to occur. Research proves that stereotypes have an impact on gender bias assessment in groups of black women, causing conflicts (Cooley et al., 2018), affecting conflicts between Arabs and Jews in nursing undergraduate students (Hadar-Shoval et al., 2019), and terrorist attacks due to stereotypes in certain groups (Marzouki et al., 2020).

Similarly, social identity contributes to the intention of social conflict. Social

identity is a recognition of a person who is part of a group membership called in group causing bias in assessing the out-group resulting in social conflict (Mila & Yustisia, 2017). Research proves that social identity causes violence (Suparto, 2013), influences conflicts between groups (Çakal et al., 2016), and correlates with socio-political conflicts in the energy transition (Colvin, 2020).

Prejudice becomes part of the following variable contributing to the intention of social conflict. Prejudice can be in the form of social attitudes such as acts of discrimination, dislike, and hostility to other parties (Böhm et al., 2020; Landry et al., 2021; Seery & Quinton, 2015). This fosters potential conflicts. Research proves that prejudice contributes to conflicts related to religious problems (Alfandi, 2013), dynamics of inter-ethnic conflicts (Lampe & Anriani, 2017), and terrorist attacks related to microblogs (Dutta et al., 2018). Based on the description above, this study aims to identify the psychological variables of stereotypes, social identity, and prejudice that contribute to the intention of social conflict.

METHOD

This research was a quantitative study with a correlational approach. The variables in the study consisted of the intention of social conflict as a dependent variable and stereotypes, social identity, and prejudice as independent variables. The population were students in the 10th grade of SMA 1 Belitang, East Oku. The participants were chosen using nonprobability sampling, especially the purposive sampling technique. The number of samples based on the table of Krejcie error tolerance of 5 % were 108 students. The participants of senior high school students were selected based on the symptoms of social conflict. It could be seen that there were fights, different treatment, unwillingness to get along, verbal violence, coercion of will, and domination by students on other students due to cultural, ethnic, and religious differences. The embryo of social conflict requires immediate handling to avoid becoming a larger conflict towards violence. The findings about the intention of high school students have effectiveness as a conflict preventive effort because it serves as a reference to take immediate precautions when social conflict symptoms begin to develop in schools.

The data collection used a scale of social conflict intention, stereotypes, social identity, and prejudice. Before the scale was used, a trial was first conducted to determine the validity and reliability to qualify as a psychological measuring instrument. Scale trials were performed on 30 subjects. The intention scale regarding social conflict consists of aspects of attitude, subjective norms, and perceived behavioral control. An example of an intention scale item about social conflict is "Defending the group because of getting pressure from the closest people." The item discriminant (rit) ranges from 0.274-0.777 with a reliability index of 0.904, so the total of items is 21. The stereotypes scale consists of aspects of direction, intensity, accuracy, and content. An example of a stereotypical scale item is "The family's belief in other groups and wish to win on their own triggers a

problem." The item discriminant (rit) ranges from 0.291-0.841 with a reliability index of 0.936, so the total of items is 24. The scale of social identity consists of aspects of categorization, social identification, and social comparison.

An example of a social identity scale item is "My group is always right and other groups are making mistakes." The *item discriminant* (rit) ranges from 0.290-0.897 with a reliability index of 0.935, so the total of items is 21. The scale of prejudice consists of cognitive, affective, and conative. An example of a prejudice scale item is "Information from the surrounding person generates dislike in other groups." The item discriminant (rit) ranges from 0.400-0.796 with a reliability index of 0.927, so the total of items is 21. Furthermore, the multiple linear regression analysis technique was used to analyze data to find the relationship between stereotypes, social identity and prejudice with the intention of social conflict. All data analysis used to test the scales and find relationships between independent and dependent variables used the SPSS computing program (Statistical Product of Solution) 16.0 for windows.
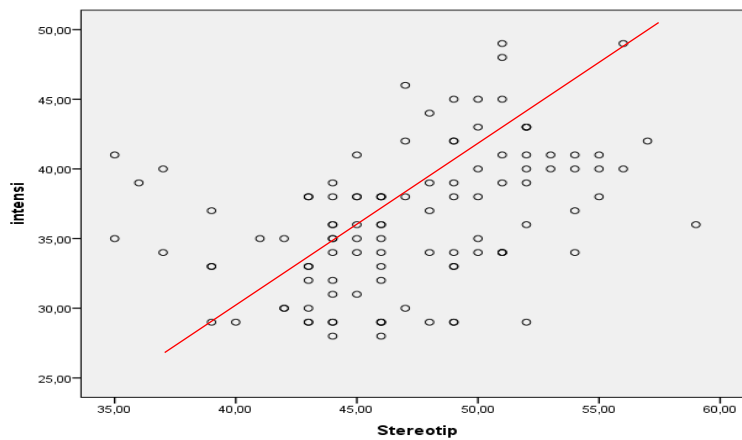
RESULTS

Prerequisite tests in the form of normality tests of stereotypes, social identity, prejudice, and intention of the social conflict used the statistical technique of the one-sample Kolmogorov-Smirnov Test that can be seen in Graph 1:
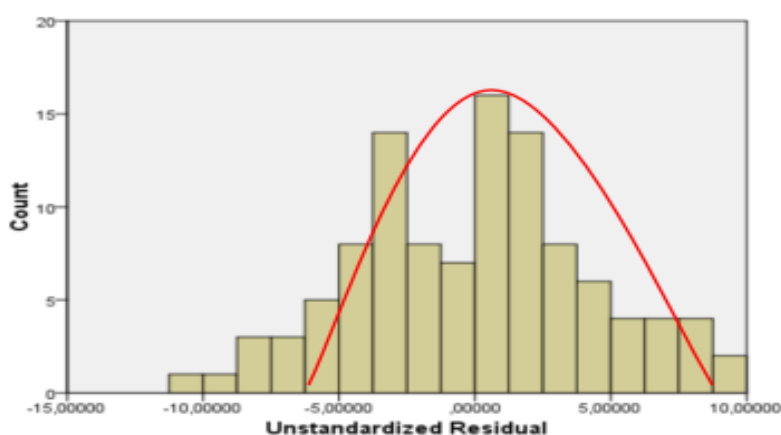
Graph 1 shows the significant value of Asiymp.Sig (2-tailed) of 0.771 and Kolmogorov-Smirnov Z of 0.664. Based on the one-sample Kolmogorov-Smirnov Test, the data is normally distributed if the obtained probability value is greater than 0.05 (>0.05). Conversely, if the probability value is smaller than 0.05 (<0.05), the data is not normally distributed. The result of the normality test is 0.771 > 0.05. It can be said that the data is normally distributed so that the prerequisites of the normality test for performing multiple linear regression analysis are met.

Meanwhile, the prerequisites of the linearity test using standardization of statistical tests is that if the F value is greater (>) than 0.05 and the significance level is smaller (<) than 0.05, the relationship between variables is linear. The results of the

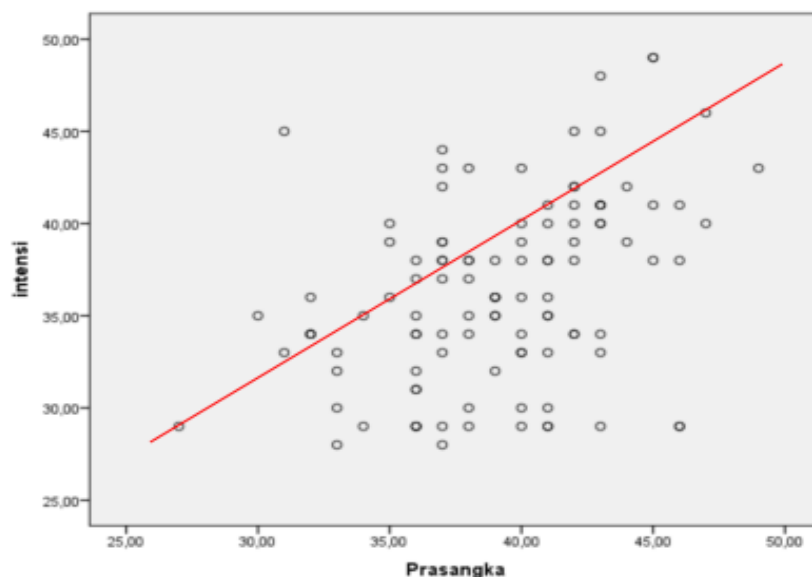analysis of the t linearity test for the intention of social conflict with stereotypes can be seen in Graph 2:

Graph 2 illustrates the statistical test results of the intention of social conflict and stereotypes with the F value = 1.313 (F>0.05) and p=0.000 (p<0.05), which means that the relationship between the two variables is linear.

Furthermore, results regarding the analysis of the t linearity test for the intention of social conflict with social identity can be seen in Graph 3:
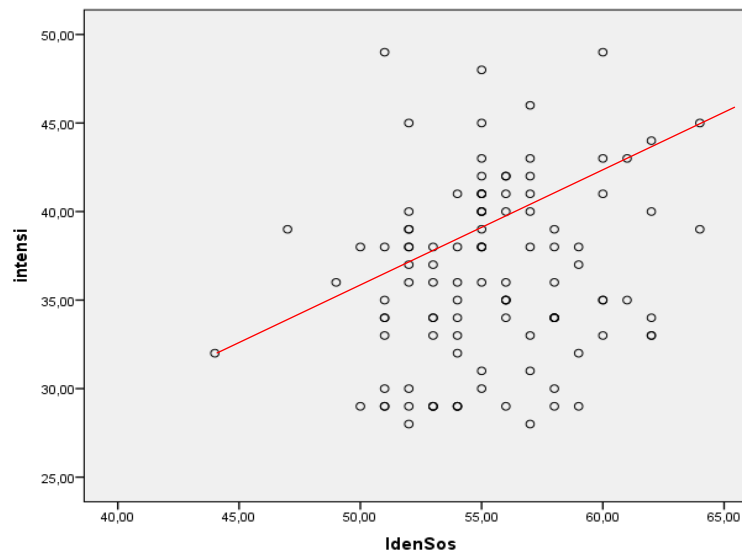

Graph 3 shows the statistical test results of the intention of social conflict and social identity with the F value = 1.481 (F>0.05) and p=0.032 (p<0.05), which means that the relationship between the two variables is linear.

While the results regarding analysis of the t linearity test for the intention of social conflict with prejudice can be seen in Graph 4:

Graph 4 illustrates the statistical test results of the relationship between the intention of social conflict with prejudice with the F value = 1.880 (F>0.05) and p=0.000 (p<0.05), which means that the relationship between the two variables is linear.

The prerequisite test was also conducted on multicollinearity to see that there is no relationship between independent variables. The results of the multicollinearity test analysis can be seen in Graph 5:
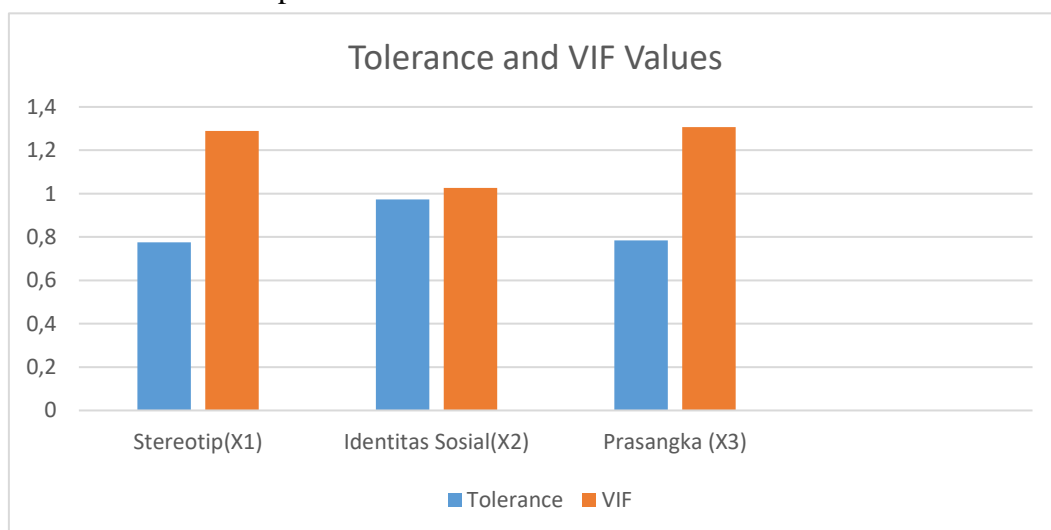
Graph 5 shows the tolerance and VIF values of stereotypes, social identity, and prejudice. The stereotype VIF value is 1.289 < 10, and the tolerance value is 0.776 > 0.1. The social identity VIF value is 1.027 < 10, and the tolerance value is 0.973 > 0.1. Meanwhile, the prejudice VIF value is 1.307 < 10, and the tolerance value is 0.785 > 0.1. The results of the analysis on the standardization of statistical tests are that VIF values are less than (<) 10 and tolerance values are greater than (>) 0.1, so it can be said that there is no multicollinearity among the three independent variables.

After the prerequisite test was fulfilled, a hypothesis test was carried out using multiple regression analysis techniques. The results of the hypothesis test can be seen in Table 1 below:

Table 1. Result of Multiple Linear Regression Analysis

No	Variable	R	Significance (p)	Description
1.	Stereotypes, social identity, and prejudice with intention of social conflict	0.269	0.000	The hypothesis is accepted.
2.	Stereotypes with the intention of social conflict	0.262	0.007 (p<0.05)	The hypothesis is accepted.
3.	Social identity with the intention of social conflict	0.254	0.009 (p<0.05)	The hypothesis is accepted
4.	Prejudice with the intention of social conflict	0.291	0.003 (p<0.05)	The hypothesis is accepted

Table 1 shows the correlation coefficient results of R=0.269 and p=0.000 (p<0.01) that the hypothesis is accepted. These results indicate a very significant positive relationship between stereotypes, social identity, and prejudice with the intention of social conflict. In detail, Table 4 shows the results of the minor hypothesis regarding the correlation coefficient (rxy) = 0.262 and p = 0.007 (p<0.05), meaning that there is a significant positive relationship between stereotypes and intention of social conflict. The correlation coefficient result is (rxy) = 0.254 with p = 0.009 (p<0.05), meaning that there is a significant positive relationship between social identity and the intention of social conflict. Moreover, the correlation coefficient result shows that (rxy) = 0.291 with the p = 0.003 (p<0.05), meaning that there is a significant positive relationship between prejudice and the intention of social conflict.

DISCUSSION

Statistical analysis results found that stereotypes, social identity, and prejudice jointly contributed to the intention of a conflict. This finding is reinforced by research that stereotypes, social identity, and prejudice contribute to increasing social conflict (Mashuri & Zaduqisti, 2019; Sun et al., 2019; Suyono, 2017). Furthermore, it can be explained that stereotypes are knowledge and beliefs in certain social groups. People with such knowledge and beliefs view individuals in social groups as having the same characteristics. This process affects the processing of social information, so it strongly affects social perception in other individuals or groups (Hidayat & Bashori, 2016). This concept can be a basis for explaining stereotypes and determine the intention of social conflict. As it happens in stereotypes, the processing of social information does not always have an accurate impact on the results of social perceptions justifying the traits of individuals from other groups with negative traits. Negative social perceptions will threaten the sustainability of other group members' lives. This condition can increase the intention of social conflict because other groups who feel threatened will retaliate against

the group that has given a negative social perception (Jussim et al., 2015; Schmuck et al., 2017).

The psychological dynamics of the relationship between stereotypes and the intention of social conflict can be explained in more depth. Stereotypes in the form of negative judgments result in the avoidance of interacting and cooperating with other parties, thus influencing such attitudes as disagree, dislike, and tending to reject other parties that affect the intention of social conflict (Zingora et al., 2021). Moreover, stereotypes contain intensity in the form of beliefs influenced by the environment. Problems occur if the group's belief is negative, which will influence individuals to assess the out-group negatively. This negative assessment of the out-group affects the communication relation between groups (De Dreu et al., 2020; Prelyawan & Junaedi, 2018), shown by resistance in the out-group. The dynamics of the resistance, when growing in all members towards the out-group, increase the intention of conflict (Khair & Alviani, 2019; Mediawati, 2019; Morris & Liu, 2015).

Similarly, social identity contributes to the intention of social conflict can be explained comprehensively. Social identity is a self-concept that comes from being part of a group. This process of forming self-concept makes individuals in the group feel valued, increase in social status, and feel proud to be members of the group so that they feel their group is better and different compared to other groups. Better and different feelings can be related to ethnicity, religion, race, political parties, and societal organizations (Brieger, 2018; Parsons, 2015). When beliefs regarding group recognition which is better than other groups, are disrupted because there is competition, it influences the tendency to increase conflict (Hogg et al., 2017; Jones, 2011; Weisel & Zultan, 2016).

Conflict increases due to the increase of social identity as a result of the disruption of the group itself, where it can be due to the realistic group conflict. Realistic group conflict theory states that conflicts between groups occur due to contending for limited resources. The existence of competition causes the group to feel that it will lose the limited resources they already have because there are plans for other groups to take on these limited resources. Conditions of contradiction between groups contending limited resources show a high category of social conflicts (Lundy & Darkwah, 2018; Mutezo, 2015; Terhune & Matusitz, 2016).

Psychological dynamics regarding categorization, identification, and social comparison in the group itself reinforce the explanation of the relationship between social identity and the intention of social conflict. This is because categorization, which is the determinant element of social identity, is interpreted as a process of individuals who perceive themselves as identical to other group members. The impact of feeling the same as group members give rise to his belief that being part of the in-group differs from the out-group. The differences that occur are higher because various interests and objectives competed between in-group and out-group will trigger discrimination and group bias, causing conflict (Mayo et al., 2016; Prati et al., 2016). Similarly, identification contributes

to the intention of social conflict. This process occurs because identification is an understanding and assessment inherent in the group members that they function to represent the group's identity. When members assess themselves as a group representation, there is a high sense of ownership in the in-group. Social conflicts will occur if there are differences in paths between groups that cause a reduction in group ownership. This has an impact on low tolerance in other groups, which is a factor causing the loss of ownership of the group (Cvetkovska et al., 2020; Selvanathan & Leidner, 2020). Social comparisons are also an important part that influences social conflicts. Social comparisons contribute to social conflicts due to the process of recognizing oneself by comparing with others from the out-group. The result of this social comparison is in the form of an assessment that an individual is better than others so that he fosters a positive picture of himself and assesses the negativity of other groups. The impact of social comparisons can lead to competition between groups and affect the fairness assessment that potentially fosters conflict (Garcia et al., 2013; Schneider & Valet, 2017).

The regression analysis results showed that prejudice was also proven to contribute the most to the intention of social conflict compared to other variables included in the study. Based on the theoretical concept, prejudice is a negative attitude to others based on membership in a certain group. This negative attitude causes the development of dislike and hostility in members of other groups. The consequences of dislike and hostility lead to inhibition of communication between ethnic groups, which has an impact on a misunderstanding when there is a problem, so it affects low religious tolerance and breeds acts of discrimination that it has the potential to cause conflict (Adelina et al., 2017; Muhid & Fadeli, 2018; Sari & Dewi, 2020).

A more in-depth explanation of prejudice that contributes to social conflict is due to the process of social learning from the environment. Members of the in-group will follow people in the environment with negative stigma values, so it causes dislike in members of the out-group. Social conflict will occur when people have negative stigmas related to dislike, which generates hatred and hostility. If it is not controlled, it can cause open conflicts leading to aggressiveness (Smith & Minescu, 2021; Soral et al., 2018; Van Pottelberge & Lievens, 2018).

Another factor that leads to the development of prejudice is cognitive sources. Cognitive sources have a relationship with prejudice due to the out-group homogeneity effect, which is a perception of the out-group whose members have similarities with each other and whose similarity is different from members who come from the in-group. The impact of the out-group homogeneity effect causes the awareness of differences towards the out-group to be higher (Apfelbaum et al., 2014; Canbeyli, 2019; Shilo et al., 2019). The high difference to the out-group can cause stigma consciousness which is the level of awareness of the stigma that an individual will be made a victim of people who are different from him. This stigma is an impact of prejudice. The study shows that stigma consciousness can cause social conflict because when a problem occurs, an individual

will blame the other party who is perceived making himself to be the victim. Such escalation cannot be managed properly and can foster acts of violence as a form of expression of a retaliatory response to the behavior of the out-group who has made himself a victim (Pietri et al., 2018; Wang et al., 2012; Wilton et al., 2013).

Based on the explanation above, it requires preventive efforts so that the intention of social conflict does not lead to violence and ends peacefully (Suyono, 2019). A recommendation that can be provided to prevent social conflict is to foster direct intergroup contact. Various studies have shown that to lower negative labelling due to stereotypes, reduce group bias due to social identity, and dislike of other groups due to prejudice, people can use direct intergroup contact. This intervention is a treatment that emphasizes how to increase the intensity of direct contact between groups (Brambilla et al., 2012; Christ et al., 2014; Ramiah & Hewstone, 2013; Schmid et al., 2014; Vezzali et al., 2015).

The theoretical concept that can be used to explain intergroup contacts is the contact hypothesis. This theory explains how intensive contact between groups makes it possible to get to know one another. Contact gives the opportunity to understand each other's existence between groups (Miles & Crisp, 2014). Intergroup contact makes negative stereotypes about other groups of people turn into positive judgments. During the contact process, people can learn about the reality that other groups have many positive traits, fostering awareness that negative stereotypes are inappropriate, and resulting in positive views towards the out-group (Mancini et al., 2012).

Intergroup contact provides another benefit, namely understanding other groups more widely so that people assess other groups based on the knowledge data they have. Based on this data, members of the in-group build more positive awareness in other groups that gives benefits when there is a problem; they will reduce group bias by perceiving more objectively that other groups are not always guilty. Based on self-evaluation, errors can be caused by members of the in-group itself (Abbott & Cameron, 2014; Dovidio et al., 2017; Merrilees et al., 2018). This process will also reduce prejudice because other groups' evaluations objectively produce a positive attitude. This makes judgments in other groups not only based on likes or dislikes but also based on the objective reality that exists regarding the existence of other groups. This awareness was obtained after making direct contact with the other groups (De Coninck et al., 2020; Hewstone et al., 2014; Wojcieszak & Azrout, 2016).

The next strategy that can be applied to lower stereotypes, social identity, and prejudice is to provide multicultural education. Multicultural education must be provided because it fosters awareness of diversity in society. This process will decrease stereotypes because multicultural education emphasizes the appreciation of differences with other groups, allowing individuals from the in-group to be willing to learn from other individuals from the out-group. It is beneficial to change negative stereotypes into positive attitudes towards the out-group. Multicultural education can also build an

atmosphere of harmony in an atmosphere of strong social identity among groups. Moreover, multicultural education can also foster a peaceful situation because each group with a high social identity will still appreciate each other for the differences that occur. Another benefit of multicultural education is lowering prejudice. This is because multicultural education emphasizes the appreciation of the diversity of other groups. This appreciation of diversity fosters a positive attitude towards other groups, even though the two groups have differences. This process makes prejudice against other groups not develop within the group (Brewer et al., 2012; Filpisan et al., 2011; Hierro & Gallego, 2018; Nakaya, 2018; Shwed et al., 2018; Stefaniak & Bilewicz, 2016; Tadmor et al., 2012; Thoyib et al., 2021).

CONCLUSION

Based on research findings, stereotypes, social identity, and prejudice contribute to the intention of social conflict. Stereotypes increase the intention of social conflict because the information processed by individuals is inaccurate, causing negative judgments of other groups. Social identity also increases the intention of social conflict because there is a group bias in which people believe their group is always right and other groups are always wrong. Furthermore, prejudice also contributes to the intention of social conflict because it causes negative attitudes that impact the development of dislike causing hostility in other groups. Suggestions that can be given to reduce intention as an effort to prevent conflict are to change negative stereotypes into positive assessments. Moreover, social identity that grows must not affect objectivity. It is also vital to reduce prejudice to form positive attitudes in other groups through intergroup contacts and multicultural education.

REFERENCES

Abbott, N., & Cameron, L. (2014). What Makes a Young Assertive Bystander? The Effect of Intergroup Contact, Empathy, Cultural Openness, and In-Group Bias on Assertive Bystander Intervention Intentions. *Journal of Social Issues*, *70*(1), 167–182. https://doi.org/10.1111/josi.12053

Adawiyah, D. P. R., & Arif, M. C. (2021). Strategi Komunikasi Pemerintah Kabupaten Sampang dalam Merukunkan Penganut Sunni-Syiah. *Jurnal Komunikasi*, *15*(2), 131–144. https://doi.org/10.21107/ilkom.v15i2.11477

Adelina, F., Hanurawan, F., & Suhanti, I. Y. (2017). Hubungan Antara Prasangka Sosial Dan Intensi Melakukan Diskriminasi Mahasiswa Etnis Jawa Terhadap Mahasiswa Yang Berasal Dari Nusa Tenggara Timur. *Jurnal Sains Psikologi*, *6*(1), 1–8. https://doi.org/10.17977/um023v6i12017p1-8

Ahmad, S. (2018). RESOLUSI KONFLIK (Studi Konflik Antara Desa Ngali dengan Desa Renda Kecamatan Belo Kabupaten Bima). *Jurnal Komunikasi Dan Kebudayaan*, *5*(2), 142–160. http://komunikasistisip.ejournal.web.id/index.php/komunikasistisip/article/view/195

Ajoi, K. M. (2016). Kedudukan Pribumi-Pendatang Di Pasar Dan Kantor: Konflik (Horizontal) Ekonomi-Politik Di Papua. *Jurnal Penelitoan Sosial*, *5*(1), 29–44. https://ejournal.uksw.edu/cakrawala/article/view/495

Alfandi, M. (2013). Prasangka: Potensi Pemicu Konflik Internal Umat Islam. *Walisongo: Jurnal Penelitian Sosial Keagamaan*, *21*(1), 113–140. https://doi.org/10.21580/ws.2013.21.1.239

Apfelbaum, E. P., Phillips, K. W., & Richeson, J. A. (2014). Rethinking the Baseline in Diversity Research: Should We Be Explaining the Effects of Homogeneity? *Perspectives on Psychological Science*, *9*(3), 235–244. https://doi.org/10.1177/1745691614527466

Ariestha, B. (2012). Akar konflik kerusuhan antar etnik di Lampung Selatan. *Journal of Social and Industrial Psychology*, *1*(2), 7–13. https://journal.unnes.ac.id/sju/index.php/sip/issue/view/483

Atrizka, D., Saputri, A., Sibarani, L. S. A., & Sugiharto, A. (2020). Hubungan antara Konformitas terhadap Intensi Membeli Online pada Mahasiswa Universitas HKBP Nommensen Medan. *Jurnal Diversita*, *6*(2), 251–259. https://ojs.uma.ac.id/index.php/diversita/article/view/4114

Bashori, K., Madjid, A., & Tago, M. Z. (2012). Dinamika Konflik dan Integrasi Antara Etnis Dayak dan Etnis Madura (Studi Kasus di Yogyakarta Malang dan Sampit). *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies*, *8*(1), 60–79. https://doi.org/10.18196/AIIJIS.2012

Böhm, R., Rusch, H., & Baron, J. (2020). The psychology of intergroup conflict: A review of theories and measures. *Journal of Economic Behavior and Organization*, *178*,

947–962. https://doi.org/10.1016/j.jebo.2018.01.020

Brambilla, M., Ravenna, M., & Hewstone, M. (2012). Changing stereotype content through mental imagery: Imagining intergroup contact promotes stereotype change. *Group Processes and Intergroup Relations*, *15*(3), 305–315. https://doi.org/10.1177/1368430211427574

Brewer, M. B., Gonsalkorale, K., & van Dommelen, A. (2012). Social identity complexity: Comparing majority and minority ethnic group members in a multicultural society. *Group Processes and Intergroup Relations*, *16*(5), 529–544. https://doi.org/10.1177/1368430212468622

Brieger, S. A. (2018). Social Identity and Environmental Concern: The Importance of Contextual Effects. *Environment and Behavior*, *51*(7), 828–855. https://doi.org/10.1177/0013916518756988

Çakal, H., Hewstone, M., Güler, M., & Heath, A. (2016). Predicting support for collective action in the conflict between Turks and Kurds: Perceived threats as a mediator of intergroup contact and social identity. *Group Processes and Intergroup Relations*, *19*(6), 1–21. https://doi.org/10.1177/1368430216641303

Canbeyli, M. (2019). *The Outgroup Homogeneity Effect Studied in Children with Migration Background from Turkey* (Issue October 2019) [Universitat Gottingen]. https://www.researchgate.net/profile/Mehmet-Canbeyli/publication/344450074_The_Outgroup_Homogeneity_Effect_Studied _in_Children_with_Migration_Background_from_Turkey_Masters_Thesis_by_ Mehmet_Canbeyli/links/5f817868299bf1b53e1b9bdb/The-Outgroup-Homogeneity-

Christ, O., Schmid, K., Lolliot, S., Swart, H., Stolle, D., Tausch, N., Ramiah, A. Al, Wagner, U., Vertovec, S., & Hewstone, M. (2014). Contextual effect of positive intergroup contact on outgroup prejudice. *Proceedings of the National Academy of Sciences of the United States of America*, *111*(11), 3996–4000. https://doi.org/10.1073/pnas.1320901111

Cinu, S. (2016). AGAMA,MELITERISASI DAN KONFLIK (Kasus Poso, Sulawesi Tenggah). *Al-Fikra : Jurnal Ilmiah Keislaman*, *15*(1), 1–49. https://doi.org/10.24014/af.v15i1.4007

Colvin, R. M. (2020). Social identity in the energy transition: an analysis of the "Stop Adani Convoy" to explore social-political conflict in Australia. *Energy Research and Social Science*, *66*, 101492. https://doi.org/10.1016/j.erss.2020.101492

Cooley, E., Winslow, H., Vojt, A., Shein, J., & Ho, J. (2018). Bias at the intersection of identity: Conflicting social stereotypes of gender and race augment the perceived femininity and interpersonal warmth of smiling Black women. *Journal of Experimental Social Psychology*, *74*, 43–49. https://doi.org/10.1016/j.jesp.2017.08.007

Cvetkovska, S., Verkuyten, M., & Adelman, L. (2020). Being tolerated and minority well-

being: The role of group identifications. *International Journal of Intercultural Relations*, *74*, 161–173. https://doi.org/10.1016/j.ijintrel.2019.10.010

Darmawan, D. (2019). Profesionalisme, Motivasi Berprestasi, Komitmen Organisasi, dan Pengaruhnya Terhadap Intensi Berwirausaha. *Ekuitas:Jurnal Ekonomi Dan Keuangan*, *3*(3), 344–364. https://ejournal.stiesia.ac.id/ekuitas/article/view/4167

Darwan, S., Buanasari, A., & Kundre, R. (2019). Pengaruh Pendidikan Kesehatan, Pencegahan Pasung terhadap Intensi Pasung pada Keluraga ODGJ di Rumah Sakit Jiwa Prof. Dr. V. Ratumbuysang Manado. *Jurnal Keperawatan*, *7*(1), 1–9. https://ejournal.unsrat.ac.id/index.php/jkp/article/view/24352/24022

De Coninck, D., Rodríguez-de-Dios, I., & D'Haenens, L. (2020). The contact hypothesis during the European refugee crisis: Relating quality and quantity of (in)direct intergroup contact to attitudes towards refugees. *Group Processes and Intergroup Relations*, *24*(6), 881–901. https://doi.org/10.1177/1368430220929394

De Dreu, C. K. W., Gross, J., Fariña, A., & Ma, Y. (2020). Group Cooperation, Carrying-Capacity Stress, and Intergroup Conflict. *Trends in Cognitive Sciences*, *24*(9), 760–776. https://doi.org/10.1016/j.tics.2020.06.005

Desike, V., Audia, A., & Wardani. (2021). Konflik Antar Masyarakat Etnis Jawa Di Desa Sukaraja Tiga Dan Masyarakat Etnis Lampung Di Desa Gedung Wani Kecamatan Marga Tiga Lampung Timur. *Social Pedagogy : Journal of Social Science Education*, *2*(2), 83–95. https://e-journal.metrouniv.ac.id/index.php/social-pedagogy/article/view/3517

Dovidio, J. F., Love, A., Schellhaas, F. M. H., & Hewstone, M. (2017). Reducing intergroup bias through intergroup contact: Twenty years of progress and future directions. *Group Processes and Intergroup Relations*, *20*(5), 606–620. https://doi.org/10.1177/1368430217712052

Dutta, H., Kwon, K. H., & Rao, H. R. (2018). A system for intergroup prejudice detection: The case of microblogging under terrorist attacks. *Decision Support Systems*, *113*, 11–21. https://doi.org/10.1016/j.dss.2018.06.003

Elewahan, J., Mubin, I., & Serena, M. Y. (2019). Konflik Maluku dan Pelaksanaan Perjanjian Maliko. *Historis: Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah*, *4*(2), 47–51. https://doi.org/10.31764/historis.v4i2.1397

Elyta. (2021). Penanganan Konflik Melalui Keamanan di Kalimantan Barat Indonesia. *Jurnal Politik Profetik*, *9*(2), 331–343. https://doi.org/https://doi.org/10.24252/profetik.v9i2a9.

Filpisan, M., Tomuletiu, A. E., Moraru, A., Stoica, M., Gorea, B., & Solovastru, A. (2011). The dynamic of stereotypes and prejudices in the multicultural enviroment. *Procedia - Social and Behavioral Sciences*, *15*, 3263–3267. https://doi.org/10.1016/j.sbspro.2011.04.282

Fuady, I., Yustina, T., & Prasati, D. (2021). Faktor-Faktor yang Mempengaruhi Intensi Mahasiswa Dalam Penerapan Protokol Kesehatan Dalam Pencegahan Penularan

Covid 19. *Window of Health*, *4*(2), 116–1124. http://jurnal.fkmumi.ac.id/index.php/woh/article/view/243/38

Garcia, S. M., Tor, A., & Schiff, T. M. (2013). The Psychology of Competition: A Social Comparison Perspective. *Perspectives on Psychological Science*, *8*(6), 634–650. https://doi.org/10.1177/1745691613504114

Hadar-Shoval, D., Alon-Tirosh, M., & Morag, H. (2019). Social relations between students from two groups in conflict: Differences in stereotypes and perceived social distance between Jewish and Arab nursing students. *Nurse Education Today*, *78*, 5–9. https://doi.org/10.1016/j.nedt.2019.04.001

Halim, A., & Mubarak, Z. (2020). Pola Konflik Agama Di Wilayah Plural: Studi Kasus Pendirian Rumah Ibadah Di Kota Jambi. *TAJDID: Jurnal Ilmu Ushuluddin*, *19*(1), 85–109. https://doi.org/10.30631/tjd.v19i1.128

Handayani, W., & Kustanti, R. E. (2018). Hubungan antara Persepsi Terhadap Keterlibatan Ayah dalam Pengasuhan dengan Intensi Perilaku Seks Pranikah Remaja. *Jurnal Empati*, *7*(1), 188–194. https://ejournal3.undip.ac.id/index.php/empati/article/view/20185

Hardianti. (2016). Tragedi Salah Paham Antara Suku Lampung Dengan Suku Bali Di Lampung Selatan (Studi Kasus : Konflik Antar Suku). *Jurnal Ilmiah Ilmu Sosial*, *2*(2), 95–100. http://dx.doi.org/10.23887/jiis.v2i2.20184.

Hartani, M., & Nulhaqim, S. A. (2020). Analisis Konflik Antar Umat Beragama Di Aceh Singkil. *Jurnal Kolaborasi Resolusi Konflik*, *2*(2), 93–99. https://doi.org/10.24198/jkrk.v2i2.28154

Herdiansyah, H. (2018). Pengelolaan Konflik Sumber Daya Alam Terbarukan di Perbatasan dalam Pendekatan Ekologi Politik. *Jurnal Hubungan Internasional*, *7*(2), 143–151. https://doi.org/10.18196/hi.72134

Hewstone, M., Lolliot, S., Swart, H., Myers, E., Voci, A., Ramiah, A. Al, & Cairns, E. (2014). Intergroup contact and intergroup conflict. *Peace and Conflict*, *20*(1), 39–53. https://doi.org/10.1037/a0035582

Hidayat, K., & Bashori, K. (2016). *Psikologi Sosial. Aku, Kami, dan Kita*. Penerbit Erlangga.

Hierro, M. J., & Gallego, A. (2018). Identities in between: Political Conflict and Ethnonational Identities in Multicultural States. *Journal of Conflict Resolution*, *62*(6), 1314–1339. https://doi.org/10.1177/0022002716682593

Hogg, M. A., Abrams, D., & Brewer, M. B. (2017). Social identity: The role of self in group processes and intergroup relations. *Group Processes and Intergroup Relations*, *20*(5), 570–581. https://doi.org/10.1177/1368430217690909

Ikmal, N. M. (2021). Sunni-Syiah Conflict in Sampang, Madura: The Politics of Identity. *Jurnal Studi Sosial Dan Politik*, *5*(1), 1–8. https://doi.org/10.19109/jssp.v5i1.5611

Jasman, G., & Dewi, F. S. (2018). Tawuran Remaja di Nagari Surantih dan Rawang Gunung Malelo Kecamatan Sutera Kabupaten Pesisir Selatan. *Jurnal of Civic Education*, *1*(4), 429–437. http://jce.ppj.unp.ac.id/index.php/jce/article/view/348

Jones, J. A. (2011). Who Are We ? Producing Group Identity Through EveryDay Practices of Conflict and Discourse. *Sociological Perspectives*, *54*(2), 139–161. https://doi.org/10.1525/sop.2011.54.2.139.140

Jussim, L., Crawford, J. T., & Rubinstein, R. S. (2015). Stereotype (In)Accuracy in Perceptions of Groups and Individuals. *Current Directions in Psychological Science*, *24*(6), 490–497. https://doi.org/10.1177/0963721415605257

Kaymakcı, R., Görener, A., & Toker, K. (2022). The perceived overqualification's effect on innovative work behaviour: Do transformational leadership and turnover intention matter? *Current Research in Behavioral Sciences*, *3*, 1–11. https://doi.org/10.1016/j.crbeha.2022.100068

Khair, U., & Alviani, Y. I. (2019). Intensi Perilaku Tawuran Ditinjau Dari Theory Of Planned Behavior. *Jurnal Riset Psikologi*, *3*, 1–12. http://ejournal.unp.ac.id/students/index.php/psi/article/view/6888/3363

Khoir, U., & Aviani, Y. (2019). Intensi Perilaku Tawuran di Tinjau dari Theory of Planned Behavior. *Jurnal Riset Psikologi*, *2019*(3), 1–12. http://ejournal.unp.ac.id/students/index.php/psi/article/view/6888

Kim, Y. C., & Loury, G. C. (2019). To be, or not to be: Stereotypes, identity choice and group inequality. *Journal of Public Economics*, *174*, 36–52. https://doi.org/10.1016/j.jpubeco.2019.01.009

Kurniawati, R. M., Dwihapsari, R., Huda, N., & Rini, N. (2020). Intensi Perilaku dan Religiusitas Generasi Millenials terhadap Keputusan Membayar ZIS Melalui Platform Digital. *E-Qien:Jurnal Ekonomi Dan Bisnis*, *7*(2), 15–22. https://stiemuttaqien.ac.id/ojs/index.php/OJS/article/view/134

Kusuma, F. K. (2019). Pilkada Serentak Dari Perspektif Konflik. *Media Keadilan: Jurnal Ilmu Hukum*, *9*(2), 105–119. https://doi.org/10.31764/jmk.v9i2.888

Kwon, E., Metzger, I., & Kogan, M. S. (2022). Racial Discrimination and Conduct Problems Among Black American Youth: The Moderating Effect of Ethnic Racial Socialization. *Journal of Adolescent Health*, *71*(4), 488–493. https://doi.org/https://doi.org/10.1016/j.jadohealth.2022.05.007

Lampe, I., & Anriani, H. B. (2017). Stereotipe, Prasangka dan Dinamika Antaretnik. *Jurnal Penelitian Pers Dan Komunikasi Pembangunan*, *20*(1), 17–32. https://doi.org/10.46426/jp2kp.v20i1.42

Landry, A. P., Ihm, E., & Schooler, J. W. (2021). Hated but still human: Metadehumanization leads to greater hostility than metaprejudice. *Group Processes and Intergroup Relations*, *25*(2), 315–334. https://doi.org/10.1177/1368430220979035

Latifah, N. (2018). Agama, Konflik Sosial dan Kekerasan Politik. *FONDATIA*, *2*(2), 154–167. https://doi.org/10.36088/fondatia.v2i2.131   %0A%0A

Lating, D. A. (2016). Konflik Sosial Remaja Akhir (Studi Psikologi Perkembangan Masyarakat Negeri Mamala dan Morella Kecamatan Leihitu Kabupaten Maluku Tengah). *FIKRATUNA: Jurnal Penelitian Sosial Keagamaan*, *8*(1), 23–35. https://core.ac.uk/download/pdf/229361461.pdf

Lavoie, M., Godin, G., Vézina-Im, L. A., Blondeau, D., Martineau, I., & Roy, L. (2014). Psychosocial determinants of nurses' intention to practise euthanasia in palliative care. *Nursing Ethics*, *23*(1), 48–60. https://doi.org/10.1177/0969733014557117

Lestari, D. T., & Parihala, Y. (2020). Merawat Damai Antar Umat Beragama Melalui Memori Kolektif dan Identitas Kultural Masyarakat Maluku. *Hanifiya: Jurnal Studi Agama-Agama*, *3*(1), 43–54. https://doi.org/10.15575/hanifiya.v3i1.8697

Levy, D. M. (2021). Statistical discrimination when group members are aware of their stereotype: Learning from David Hume and Adam Smith. *Journal of Economic Behavior and Organization*, *181*, 86–93. https://doi.org/10.1016/j.jebo.2020.11.023

Lundy, B. D., & Darkwah, K. (2018). Measuring Community Integration of Lusophone West African Immigrant Populations Through Needs Assessment, Human Security, and Realistic Conflict Theory. *Journal of International Migration and Integration*, *19*(2), 513–526. https://doi.org/10.1007/s12134-018-0551-7

Mancini, C., Mears, D. P., Stewart, E. A., Beaver, K. M., & Pickett, J. T. (2012). Whites' Perceptions About Black Criminality: A Closer Look at the Contact Hypothesis. *Crime and Delinquency*, *61*(7), 996–1022. https://doi.org/10.1177/0011128712461900

Marzouki, Y., Barach, E., Srinivasan, V., Shaikh, S., & Feldman, L. B. (2020). The dynamics of negative stereotypes as revealed by tweeting behavior in the aftermath of the Charlie Hebdo terrorist attack. *Heliyon*, *6*(8), 1–26. https://doi.org/10.1016/j.heliyon.2020.e04311

Mashuri, A., & Zaduqisti, E. (2019). Explaining Muslims' Aggressive Tendencies Towards the West: The Role of Negative Stereotypes, Anger, Perceived Conflict and Islamic Fundamentalism. *Psychology and Developing Societies*, *31*(1), 56–87. https://doi.org/10.1177/0971333618819151

Mayo, M., van Knippenberg, D., Guillén, L., & Firfiray, S. (2016). Team Diversity and Categorization Salience: Capturing Diversity-Blind, Intergroup-Biased, and Multicultural Perceptions. In *Organizational Research Methods* (Vol. 19, Issue 3). https://doi.org/10.1177/1094428116639130

Mediawati, D. (2019). Konflik Antar Etnis Dan Upaya Penyelesaian Hukumnya. *Khazanah Hukum*, *1*(1), 36–49. https://doi.org/10.15575/kh.v1i1.7134

Merrilees, C. E., Taylor, L. K., Baird, R., Goeke-Morey, M. C., Shirlow, P., & Cummings, E. M. (2018). Neighborhood Effects of Intergroup Contact on Change in Youth

Intergroup Bias. *Journal of Youth and Adolescence*, *47*(1), 77–87. https://doi.org/10.1007/s10964-017-0684-6

Mila, M. N., & Yustisia, M. (2017). Teori Identitas Sosial. In A. Pitaloka (Ed.), *Teori Psikologi Sosial Kontemporer* (pp. 73–85). Rajawali Pers.

Miles, E., & Crisp, R. J. (2014). A meta-analytic test of the imagined contact hypothesis. *Group Processes and Intergroup Relations*, *17*(1), 3–26. https://doi.org/10.1177/1368430213510573

Mohammadinezhad, S., & Ahmadvand, M. (2020). Modeling the internal processes of farmers' water conflicts in arid and semi-arid regions: Extending the theory of planned behavior. *Journal of Hydrology*, *580*(October 2019), 1–11. https://doi.org/10.1016/j.jhydrol.2019.124241

Morris, M. W., & Liu, Z. (2015). Psychological Functions of Subjective Norms: Reference Groups, Moralization, Adherence, and Defiance. *Journal of Cross-Cultural Psychology*, *46*(10), 1279–1287. https://doi.org/10.1177/0022022115612161

Muhid, A., & Fadeli, M. I. (2018). Korelasi antara Prasangka Sosial dan Toleransi Beragama Pada Mahasiswa Aktivis Organisasi Kemahasiswaan di Perguruan Tinggi Umum. *Al Qodiri:Jurnal Pendidikan, Sosial Dan Keagamaan*, *15*(2), 124–136. http://ejournal.kopertais4.or.id/tapalkuda/index.php/qodiri/article/view/3191

Munawar, W., Amin, M., Kurnia, T., Alhifni, A., & Akbar, A. (2021). Strategi Peningkatan Intensi Mahasiswa Ekonomi Syariah dalam Partisipasi Program Merdeka Belajar Kampus Merdeka. *Syarihah:Jurnal Ekonomi Islam*, *7*(2), 204–214. https://ojs.unida.ac.id/JSEI/article/view/5032

Mutezo, M. E. (2015). *Exploring the value of Realistic Conflict Theory and Social Identity Theory for understanding in-group giving in the Minimal Group Paradigm* (Issue December) [University of Kwa-Zulu Natal]. https://researchspace.ukzn.ac.za/handle/10413/14015

Nakaya, A. (2018). Overcoming Ethnic Conflict through Multicultural Education: The Case of West Kalimantan, Indonesia social identity Multicultural Education, Transformative Citizenship Education, and Social Identity Methods Multiculturalism in Indonesia's Education System. *International Journal of Multicultural Education*, *20*(1), 118–137. https://doi.org/https://doi.org/10.18251/ijme.v20i1.1549

Olandoski, G., Bianchi, A., & Delhomme, P. (2019). Brazilian adaptation of the driving anger expression inventory: testing its psychometrics properties and links between anger behavior, risky behavior, sensation seeking, and hostility in a sample of Brazilian undergraduate students. *Journal of Safety Research*, *70*, 233–241. https://doi.org/https://doi.org/10.1016/j.jsr.2019.07.008

Parsons, B. M. (2015). The Social Identity Politics of Peer Networks. *American Politics*

Research, *43*(4), 680–707. https://doi.org/10.1177/1532673X14546856

Pietri, E. S., Johnson, I. R., & Ozgumus, E. (2018). One size may not fit all: Exploring how the intersection of race and gender and stigma consciousness predict effective identity-safe cues for Black women. *Journal of Experimental Social Psychology*, *74*, 291–306. https://doi.org/10.1016/j.jesp.2017.06.021

Prastyawan, E. B., & Junaedi, F. (2018). Stereotip dan Konflik Antar Suporter Sepakbola Persibat dan Persip Pekalongan. *Persepsi : Communication Journal*, *1*(1), 1–14. https://doi.org/10.30596/persepsi.v1i1.2440

Prati, F., Crisp, R. J., Meleady, R., & Rubini, M. (2016). Humanizing Outgroups Through Multiple Categorization: The Roles of Individuation and Threat. *Personality and Social Psychology Bulletin*, *42*(4), 526–539. https://doi.org/10.1177/0146167216636624

Pratiwi, R. D. A. (2020). Konflik Sosial Di Indonesia (Suatu Tinjauan Sosiologis Terhadap Proses Disintegrasi Elit Politik Di Era Reformasi). *Jurnal Wacana Kinerja: Kajian Praktis-Akademis Kinerja Dan Administrasi Pelayanan Publik*, *5*(4), 77–86. http://103.85.61.66/ojs/index.php/jwk/article/view/547/458

Putri, A. N., Rifqi, D. A., & Prakris, M. A. (2021). Penolakan Aktivitas Tambang Pasir dan Konflik Sosial di Kabupaten Lumajang, Jawa Timur. *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial*, *1*(7), 815–823. https://doi.org/10.17977/um063v1i72021p815-823

Ramiah, A. Al, & Hewstone, M. (2013). Intergroup contact as a tool for reducing, resolving, and preventing intergroup conflict: Evidence, limitations, and potential. *American Psychologist*, *68*(7), 527–542. https://doi.org/10.1037/a0032603

Rochayati, N. (2017). Dinamika Demokrasi Lokal Di Asia Tenggara: Desentralisasi, Pilkada, Dan Konflik Kekerasan Di Indonesia Dan Filipina. *Global: Jurnal Politik Internasional*, *10*(2), 135–149. https://doi.org/10.7454/global.v10i2.277

Rohmah, L. K. (2014). Konflik Sosial dan Keinginan Individu untuk Melaporkan Fraud Secara Internal. *Lantip: Jurnal Ilmu Sosial Dan Ekonomi Universitas Respati Yogyakarta*, *4*(1), 1–15. http://lantip.respati.ac.id/index.php/LANTIP/article/view/

Rozak, A., Kartini, D. S., & Djuyandi, Y. (2020). Strategi Survivalitas Warga dan Politik Survivalitas Aktor Politik pada Konflik Pertambangan. *Politika: Jurnal Ilmu Politik*, *11*(2), 53–75. https://doi.org/10.14710/politika.11.1.2020.53-75

Safi, J. (2017). Konflik Komunal: Maluku 1999-2000. *ISTORIA: Jurnal Pendidikan Dan Ilmu Sejarah*, *12*(2), 33–44. https://doi.org/10.21831/istoria.v13i1.17615

Saleh, F., & Nasrulah, I. (2019). Sapaan Keakraban Remaja Sebagai Pemicu Konflik di Makassar: Kajian Pragmatik. *Jurnal Idiomatik*, *2*(1), 24–31. http://www.ejournals.umma.ac.id/index.php/idiomatik/article/view/253

Sari, P. N., & Dewi, S. F. (2020). Prasangka Terhadap Etnis Tionghoa di Pariaman.

Journal of Civic Education, *3*(2), 165–171. https://doi.org/10.24036/jce.v3i2.186

Schmid, K., Hewstone, M., & Tausch, N. (2014). Secondary transfer effects of intergroup contact via social identity complexity. *British Journal of Social Psychology*, *53*(3), 443–462. https://doi.org/10.1111/bjso.12045

Schmuck, D., Matthes, J., & Paul, F. H. (2017). Negative Stereotypical Portrayals of Muslims in Right-Wing Populist Campaigns: Perceived Discrimination, Social Identity Threats, and Hostility Among Young Muslim Adults. *Journal of Communication*, *67*(4), 610–634. https://doi.org/10.1111/jcom.12313

Schneider, S. M., & Valet, P. (2017). Relative Standards and Distributive Justice: How Social Comparison Orientations Moderate the Link between Relative Earnings and Justice Perceptions. *Social Psychology Quarterly*, *80*(3), 276–287. https://doi.org/10.1177/0190272517708810

Seery, M. D., & Quinton, W. J. (2015). Targeting Prejudice: Personal Self-Esteem as a Resource for Asians' Attributions to Racial Discrimination. *Social Psychological and Personality Science*, *6*(6), 677–684. https://doi.org/10.1177/1948550615575756

Selvanathan, H. P., & Leidner, B. (2020). Modes of Ingroup Identification and Notions of Justice Provide Distinct Pathways to Normative and Nonnormative Collective Action in the Israeli–Palestinian Conflict. *Journal of Conflict Resolution*, *64*(9), 1754–1788. https://doi.org/10.1177/0022002720907660

Setiawan, D., & Ubaidullah. (2019). Konflik dan Resistensi Masyarakat terhadap Pertambangan Galian C di Kabupaten Nagan Raya (Studi Kasus Desa Suak Palembang Kecamatan Darul Makmur). *Jurnal Ilmiah Mahasiswa FISIP Unsyiah*, *4*(2), 1–11. http://www.jim.unsyiah.ac.id/FISIP/article/view/11073

Shilo, R., Weinsdörfer, A., Rakoczy, H., & Diesendruck, G. (2019). The Out-Group Homogeneity Effect Across Development: A Cross-Cultural Investigation. *Child Development*, *90*(6), 2104–2117. https://doi.org/10.1111/cdev.13082

Shwed, U., Kalish, Y., & Shavit, Y. (2018). Multicultural or assimilationist education: Contact theory and social identity theory in Israeli Arab–Jewish integrated schools. *European Sociological Review*, *34*(6), 645–658. https://doi.org/10.1093/esr/jcy034

Sienatra, B. K., Nainggolan, R., Vidyanata, D., Yosia, B. G. A., & Dewi, K. Y. (2021). Pemediasian Persepsi Manfaat pada Kualitas Konten dan Desain Learning Management System terhadap Intensi Belajar Keberlanjutan. *Jurnal Ilmiah Ekonomi Dan Bisnis*, *14*(1), 18–25. https://journal.stekom.ac.id/index.php/Bisnis/article/view/329/246

Smith, E. M., & Minescu, A. (2021). Comparing normative influence from multiple groups: Beyond family, religious ingroup norms predict children's prejudice towards refugees. *International Journal of Intercultural Relations*, *81*, 54–67. https://doi.org/10.1016/j.ijintrel.2020.12.010

Solak, Ç., Peker-Dural, H., Karlıdağ, S., & Peker, M. (2022). Linking the behavioral immune system to COVID-19 vaccination intention: The mediating role of the need for cognitive closure and vaccine hesitancy. *Personality and Individual Differences*, *185*, 1–5. https://doi.org/10.1016/j.paid.2021.111245

Soral, W., Bilewicz, M., & Winiewski, M. (2018). Exposure to hate speech increases prejudice through desensitization. *Aggressive Behavior*, *44*(2), 136–146. https://doi.org/10.1002/ab.21737

Stefaniak, A., & Bilewicz, M. (2016). Contact with a multicultural past: A prejudice-reducing intervention. *International Journal of Intercultural Relations*, *50*, 60–65. https://doi.org/10.1016/j.ijintrel.2015.11.004

Stoddard, A. S., Heinze, E. J., Choe, E. D., & Zimmerman, A. M. (2015). Predicting violent behavior: The role of violence exposure and future educational aspirations during adolescence. *Journal of Adolescence*, *44*, 191–203. https://doi.org/https://doi.org/10.1016/j.adolescence.2015.07.017

Sukmana, O. (2017). Konflik Horisontal Antar Kelompok Korban Bencana Lumpur Lapindo. *Jurnal Sosial Politik*, *3*(1), 78–98. https://doi.org/10.22219/.v2i2.4402

Sumaya, F. (2020). Identitas Dalam Konflik Di Kalimantan Barat (Sebuah Pemetaan Konflik). *Jurnal Kolaborasi Resolusi Konflik*, *2*(2), 86–92. https://doi.org/10.24198/jkrk.v2i2.28149

Sun, L. R., Wang, P., & Bai, Y. H. (2019). Effect of Implicit Prejudice on Intergroup Conflict: The Cognitive Processing Bias Perspective. *Journal of Interpersonal Violence*, *36*(15), 1–28. https://doi.org/10.1177/0886260519844271

Suparto, D. (2013). KONFLIK IDENTITAS SOSIAL MASYARAKAT TEMANGGUNG (Kajian Kekerasan Sosial di Temanggung Tahun 2011). *Politika: Jurnal Ilmu Politik*, *3*(1), 56–72. https://ejournal.undip.ac.id/index.php/politika/article/view/4829

Sutianti, S. (2020). Dinamka Konflik Antar Etnis Dayak dan Etnis Madura di Samalantan Kalimantan Barat. *Ijd-Demos*, *2*(1), 90–107. https://doi.org/10.37950/ijd.v2i1.35

Suyono, H. (2017). Pengembangan Model Sistem Peringatan Dini Konflik Menggunakan Prediktor Identitas Sosial. *Humanitas*, *14*(1), 66–77. https://doi.org/10.26555/humanitas.v14i1.4894

Suyono, H. (2019). *Merawat Perdamaian Metode Sistem Peringatan Dini Konflik*. Semesta Ilmu dan Clinic for Community Empowerment.

Suyono, H. (2020). Conflict Early Warning System Index as a Preventive Effort. *Journal of Educational, Health and Community Psychology*, *9*(1), 42–66. https://doi.org/10.12928/jehcp.v9i1.15297

Tadmor, C. T., Hong, Y. Y., Chao, M. M., Wiruchnipawan, F., & Wang, W. (2012). Multicultural experiences reduce intergroup bias through epistemic unfreezing. *Journal of Personality and Social Psychology*, *103*(5), 750–772.

https://doi.org/10.1037/a0029719

Taylor, L., & McKeown, S. (2019). Does violence beget violence? The role of family ethnic socialization and intergroup bias among youth in a setting of protracted intergroup conflict. *International Journal of Behavioral Development*, *45*(5), 403–408. https://doi.org/https://doi.org/10.1177/0165025419844036

Terhune, V., & Matusitz, J. (2016). The Uighurs Versus the Chinese Government: An Application of Realistic Conflict Theory. *Journal of Applied Security Research*, *11*(2), 139–148. https://doi.org/10.1080/19361610.2016.1137174

Thoyib, M., Subandi, S., & Harsoyo, R. (2021). Managing Multicultural Islamic Education through Conflict Resolution Learning Development in Indonesia. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, *6*(2), 409–421. https://doi.org/10.24042/tadris.v6i2.10330

Usman. (2018). Pilkada dan Konflik Horizontal. *Al-Daulah: Jurnal Hukum Dan Perundangan Islam*, *7*(2), 325–346. https://doi.org/https://doi.org/10.24252/ad.v7i2.7246

Utami, A. (2014). Resolusi Konflik Antar Etnis Kabupaten Lampung Selatan (Studi Kasus: Konflik Suku Bali Desa Balinuraga dan Suku Lampung Desa Agom Kabupaten Lampung Selatan). *Journal of Politic and Government Studies, 3*(2), 126–135. https://ejournal3.undip.ac.id/index.php/jpgs/article/view/4999

Van Pottelberge, A., & Lievens, J. (2018). The experience of ethnic prejudice of Turkish ethnic minorities in Flanders: Does it affect parental preferences about partner selection? *International Journal of Intercultural Relations*, *65*, 30–41. https://doi.org/10.1016/j.ijintrel.2018.03.008

Vezzali, L., Stathi, S., Crisp, R. J., & Capozza, D. (2015). Comparing direct and imagined intergroup contact among children: Effects on outgroup stereotypes and helping intentions. *International Journal of Intercultural Relations*, *49*, 46–53. https://doi.org/10.1016/j.ijintrel.2015.06.009

Wahyuningtyas, F., & Indrawati, S. E. (2018). Hubungan antara Konformitas Teman Sebaya. *Jurnal Empati*, *7*(2), 100–107. https://ejournal3.undip.ac.id/index.php/empati/article/view/21671

Wang, K., Stroebe, K., & Dovidio, J. F. (2012). Stigma consciousness and prejudice ambiguity: Can it be adaptive to perceive the world as biased? *Personality and Individual Differences*, *53*(3), 241–245. https://doi.org/10.1016/j.paid.2012.03.021

Weisel, O., & Zultan, R. (2016). Social motives in intergroup conflict: Group identity and perceived target of threat. *European Economic Review*, *90*, 122–133. https://doi.org/10.1016/j.euroecorev.2016.01.004

Widayat, I. A., Bahari, D. M., Salsabila, A. A., Handayani, N. R. S., & Adjie, H. K. (2021). Konflik Poso : Sejarah dan Upaya Penyelesaiannya. *Jupiis: Jurnal Pendidikan Ilmu-Ilmu Sosial*, *13*(1), 1.

https://doi.org/10.24114/jupiis.v13i1.18618

Wijayanti, M. P. (2021). Pengaruh Media Promosi Kesehatan Berbasis Multi Level Health Promotion terhadap Intensi dan Perilaku Merokok Santri di Pondok Pesantren Api Jawa Tengah. *Prima Ekonomika*, *12*(2), 48–59. http://jurnal.stieykp.ac.id/index.php/prima-ekonomika/article/view/123/95

Wilton, L. S., Sanchez, D. T., & Garcia, J. A. (2013). The Stigma of Privilege: Racial Identity and Stigma Consciousness Among Biracial Individuals. *Race and Social Problems*, *5*(1), 41–56. https://doi.org/10.1007/s12552-012-9083-5

Wojcieszak, M., & Azrout, R. (2016). I Saw You in the News: Mediated and Direct Intergroup Contact Improve Outgroup Attitudes. *Journal of Communication*, *66*(6), 1032–1060. https://doi.org/10.1111/jcom.12266

Xue, M., Zhao, Y., Wang, Z., & Zhang, B. (2021). Behavioural determinants of an individual's intention to adapt to climate change: Both internal and external perspectives. *Environmental Impact Assessment Review*, *91*, 1–15. https://doi.org/10.1016/j.eiar.2021.106672

Yestiana, E., Pambudi, J. H., & Putri, S. P. (2021). Kelas Cakap Politik: Program Edukasi Politik bagi Pelajar SMA yang Mengikuti Aksi Demonstrasi RUU Cipta Kerja. *Abdipraja*, *2*(2), 2010–2017. https://jurnal.untidar.ac.id/index.php/abdipraja/article/view/4354/pdf

Zahra, A. A., & Haq, A. L. A. (2019). Intensi Perilaku Perundungan (Bullying):Studi Fenomologis pada Pelaku Perundungan di Sekolah. *Psycho Idea*, *17*(1), 67–66. http://jurnalnasional.ump.ac.id/index.php/PSYCHOIDEA/article/view/3849/2395

Zingora, T., Vezzali, L., & Graf, S. (2021). Stereotypes in the face of reality: Intergroup contact inconsistent with group stereotypes changes attitudes more than stereotype-consistent contact. *Group Processes and Intergroup Relations*, *24*(8), 1284–1305. https://doi.org/10.1177/1368430220946816