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## From Self to Social Sphere: Inner Peace and the Dynamics of Conflict

**Andar Ifazatul Nurlatifah**

Universitas Pendidikan Indonesia

[andarifa@upi.edu](mailto:andarifa@upi.edu)

**Ahman**

Universitas Pendidikan Indonesia

[ahman@upi.edu](mailto:ahman@upi.edu)

**Syamsu Yusuf**

Universitas Pendidikan Indonesia

[syamsu@upi.edu](mailto:syamsu@upi.edu)

**Ilfiandra**

Universitas Pendidikan Indonesia

[ilfiandra@upi.edu](mailto:ilfiandra@upi.edu)

### Abstract

This study explores how inner peace influences conflict dynamics among university students, particularly contrasting those living in dormitories or *pesantren* who often face interpersonal conflicts and emotional stress, with non-dormitory students who are more prone to intrapersonal conflicts due to social isolation and academic pressure. Drawing from the theory of holistic peace which includes intrapersonal, interpersonal, and human-environmental dimensions, inner peace is seen as a psychological balancer and foundational pillar for broader social harmony and constructive conflict resolution. Using a quantitative, non-experimental correlational design, 82 purposively selected students participated, including 35 boarding students and 47 non-residents. The *Inner Peace Scale* (19 valid items, Cronbach's Alpha = 0.764) measured three dimensions: acceptance of loss, inner balance and calmness, and transcending hedonism and materialism. The *Decisional Conflict Scale* (15 valid items,  $\alpha = 0.914$ ) assessed intrapersonal conflict, and the *Interpersonal Conflict Scale* (29 items adapted from the Thomas-Kilmann model,  $\alpha = 0.932$ ) measured interpersonal conflict. All instruments met validity and reliability standards, and normality was confirmed using the Shapiro-Wilk test. Pearson

correlation analysis showed a significant positive relationship between inner balance and calmness and intrapersonal conflict ( $r = 0.437$ ,  $p = 0.009$ ), and a significant negative relationship between acceptance of loss and interpersonal conflict ( $r = -0.433$ ,  $p = 0.009$ ). Regression analysis revealed that inner balance and calmness ( $\beta = 0.665$ ,  $p < 0.001$ ) and transcending hedonism and materialism ( $\beta = -0.489$ ,  $p = 0.002$ ) significantly affected intrapersonal conflict ( $R^2 = 0.361$ ), while acceptance of loss ( $\beta = -0.364$ ,  $p = 0.033$ ) reduced interpersonal conflict. These findings highlight the essential role of inner peace in shaping conflict responses. They suggest the importance of fostering empathic and transformative communication, emphasizing not only resolution but also the inner transformation of individuals involved in conflict.

**Keywords:** *inner peace, interpersonal conflict, intrapersonal conflict, regression, transformative communication*

### Abstrak

Perbedaan dinamika konflik antara mahasiswa yang tinggal di dormitori atau pesantren—yang sering menghadapi konflik interpersonal dan tekanan emosional—dengan mahasiswa non-dormitori yang cenderung mengalami konflik intrapersonal akibat isolasi sosial dan tekanan akademik, menunjukkan pentingnya *inner peace* sebagai penyeimbang psikologis dalam menghadapi tantangan hidup. Penelitian ini bertujuan menguji pengaruh *inner peace* terhadap konflik intrapersonal dan interpersonal yang dialami mahasiswa. Teori perdamaian holistik yang meliputi dimensi intrapersonal, interpersonal, dan relasi manusia-lingkungan menekankan bahwa kedamaian batin merupakan pilar utama bagi kesejahteraan pribadi dan resolusi konflik yang konstruktif. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional non-eksperimental. Sebanyak 82 mahasiswa berpartisipasi (35 santri dan 47 non-santri), dipilih melalui *purposive sampling*. Instrumen *Inner Peace Scale* mencakup aspek *acceptance of loss*, *inner balance and calmness*, dan *transcending hedonism and materialism*, dengan 19 item valid ( $\alpha = 0,764$ ). *Decisional Conflict Scale* mengukur konflik intrapersonal (15 item valid,  $\alpha = 0,914$ ), dan skala konflik interpersonal (29 item valid,  $\alpha = 0,932$ ) diadaptasi dari Thomas-Kilmann Conflict Mode. Uji Shapiro-Wilk menunjukkan data berdistribusi normal. Analisis Pearson menunjukkan *inner balance and calmness* berkorelasi positif signifikan dengan konflik intrapersonal ( $r = 0,437$ ;  $p = 0,009$ ), sedangkan *acceptance of loss* berkorelasi negatif signifikan dengan konflik interpersonal ( $r = -0,433$ ;  $p = 0,009$ ). Regresi menunjukkan bahwa *inner balance and calmness* ( $\beta = 0,665$ ;  $p < 0,001$ ) meningkatkan konflik intrapersonal, sementara *transcending hedonism and materialism* ( $\beta = -0,489$ ;  $p = 0,002$ ) menurunkannya. *Acceptance of loss* menurunkan konflik interpersonal ( $\beta = -0,364$ ;  $p = 0,033$ ). Temuan ini menegaskan peran penting *inner peace* dalam mengelola dinamika konflik di kalangan mahasiswa. Temuan ini berimplikasi pada terbukanya peluang untuk memperkuat pendekatan komunikasi empatik dan transformasi yang berfokus pada penyelesaian masalah dan transformasi personal dari konteks pelaku konflik.

**Kata kunci:** *inner peace, konflik interpersonal, konflik intrapersonal, regresi, komunikasi transformasi*

## A. Introduction

The study of peace has seen significant development in recent decades. Initially, peace was conventionally understood in terms of the absence of violence or war, a concept known as negative peace (Galtung & Fischer, 2013). Over time, the positive peace approach emerged, emphasizing not only the absence of violence but also the presence of structural justice within society. Furthermore, the emergence of the concept of holistic peace marked a new chapter in peace studies by incorporating intrapersonal, interpersonal, and human-environmental dimensions as integral components of peace (Barnett, 2008; Galtung & Fischer, 2013). In other words, peace is no longer solely a political or social matter, but also encompasses an individual psychological dimension that directly impacts people's daily lives (Dambrun et al., 2012; Delle Fave et al., 2016). In this context, inner peace serves as one of the fundamental pillars of holistic peace. While 'peace' in its broadest sense refers to a social condition free from violence and characterized by justice, inner peace represents a personal manifestation of peace—rooted within the individual. It encompasses the ability to accept reality, regulate emotions, maintain inner calm, and resist becoming entangled in excessive material pursuits. When inner peace is disrupted, achieving broader social peace becomes difficult, as external conflicts often originate from unresolved internal tensions. Therefore, the pursuit of holistic peace must begin with efforts to cultivate inner peace at the personal level.

In Indonesia, research that explores the concept of inner peace remains relatively limited. Yet, the current social context reflects a growing need for a deeper understanding of peace, particularly in addressing various forms of violence and conflict involving adolescents and young adults. University students, as part of the emerging adulthood group, also encounter complex conflict dynamics—both internally and within their social relationships. Intrapersonal conflicts such as indecisiveness in life decision-making, academic pressure, and identity crises frequently arise, as highlighted by the study's findings Fauziah & Hartanto (2020). The study reports that the majority of students experience existential, situational, and developmental crises. In addition, interpersonal conflicts are also common, taking the form of disputes between peers, verbal bullying, and tensions arising from dormitory life or involvement in campus organizations. Kemendikbudristek (2023) noted that bullying and horizontal conflicts also occur across various sectors, including the field of education. These phenomena suggest that students require not only academic support, but also interventions that strengthen inner stability and promote healthy conflict resolution—both of which are rooted in the cultivation of inner peace.

The conflict dynamics experienced by students can generally be classified into two main types: intrapersonal and interpersonal conflicts. Intrapersonal conflicts include issues that arise from within the self, such as dilemmas in decision-making, conflicts between expectations and reality, and crises related to personal values and life goals. In contrast, interpersonal conflicts emerge through social interactions, such as disagreements with roommates, disputes within organizations, or communication tensions in group assignments. These two forms of conflict can interact and exacerbate one another, potentially worsening students' psychological

well-being if not effectively managed. In this context, inner peace is regarded as a key protective factor—encompassing the ability to accept reality, regulate emotions, and respond adaptively to stress and conflict. Research by Dambrun et al., (2012) shows that individuals with high levels of inner peace have a lower tendency to experience emotional stress and conflict in social relationships. In addition, studies by Delle Fave et al., (2016) Research asserts that inner peace contributes to improved psychological well-being and enhances the ability to manage conflicts more constructively. Thus, inner peace is not merely a passive emotional state, but rather an active resource that helps students navigate the inevitable dynamics of both intrapersonal and interpersonal conflicts during their academic journey.

The experiences of students living in dormitories or pesantren, compared to those living off-campus, reveal distinct conflict dynamics and differing needs for inner peace. Students residing in dormitories or pesantren often face challenges arising from intense social interactions and stricter life regulations, such as daily routines, shared spaces, and constant proximity to others—factors that can trigger interpersonal conflicts or emotional distress. In contrast, non-dormitory students are more likely to experience intrapersonal conflicts, such as feelings of loneliness, the challenges of developing independence, and the pressure of personal decision-making without a structured support system. A study by Nurjanah & Wahyuni, (2021) found that santri students face certain psychological pressures due to the high demands of spiritual and social discipline, while another study by Fitriana & Sholeha (2023) showed that non-dormitory students experience higher levels of stress due to social isolation and academic pressure without daily social control. These two groups, although different in life structure, both demonstrate the need for inner peace as a psychological balancer in dealing with the dynamics of life and the conflicts they experience.

Given the complexity of the conflict dynamics experienced by students and the crucial role of inner peace in helping them manage both internal and external pressures, it is highly relevant to examine the relationship between inner peace and both intrapersonal and interpersonal conflicts. This study aims to assess the extent to which inner peace influences the intrapersonal and interpersonal conflicts faced by college students, as well as identify which aspects of inner peace have the most significant impact on these conflict dynamics. By understanding this relationship, it is hoped that a solid empirical foundation can be established for the development of interpersonal communication models that are not only reactive to conflict, but also proactive in fostering individuals who are internally peaceful and capable of promoting peace in their social relationships.

## **B. Methods**

This study employs a quantitative approach with a non-experimental correlational design, aimed at determining the relationship between inner peace and both intrapersonal and interpersonal conflicts among college students. The sample consisted of 82 students, selected using a purposive sampling technique. Of these, 35 students resided in boarding schools, while 47 were non-boarding school students, with a gender distribution of 17 men and 65 women.

The primary instrument used in this study is the Inner Peace Scale, which measures three dimensions: acceptance of loss (AoL), inner balance and calmness (IBC), and transcending hedonism and materialism (THM). The instrument underwent expert judgment and was pre-tested on 438 students, resulting in 19 valid items based on Pearson correlation validity. A reliability test using Cronbach's Alpha yielded a reliability coefficient of 0.764, indicating that the instrument has a good level of reliability, as it exceeds the commonly accepted threshold of 0.70 used in psychology and education research ((Nunnally & Bernstein, 1994; Thorndike, 1995).

Intrapersonal conflict was measured using the Decisional Conflict Scale (DCS), which was tested on 35 students and resulted in 15 valid items, with a reliability coefficient of 0.914. Interpersonal conflict was assessed using the Interpersonal Conflict Management Questionnaire, adapted from the Thomas-Kilmann Conflict Mode Instrument and an alternative approach. This instrument produced 29 valid items, with a reliability coefficient of 0.932.

Table 1: Reliability Statistics

Instruments	All Items	N of Items	Valid Items		Valid Cases (N)
	Cronbach's Alpha		Cronbach's Alpha	N of Items	
Inner Peace Scale (IPS)	0.734	21	0.764	19	438
Decisional Conflict Scale (DCS)	0.908	16	0.914	15	35
The Interpersonal Conflict Scale	0.931	30	0.932	29	35

The normality assumption was tested using the Shapiro-Wilk test, which indicated that the data were normally distributed. Consequently, the relationship between variables was analyzed using the Pearson correlation test. The results of the classical regression assumption tests confirmed that the model met the necessary requirements for further analysis. The residual normality test, based on the histogram and normal P-P plot, showed a distribution that closely approximates normality, confirming that the normality assumption was satisfied. The linearity test indicated that the points on the scatterplot were randomly dispersed around the horizontal line, suggesting a linear relationship between the independent and dependent variables. The multicollinearity test produced favorable results, with Variance Inflation Factor (VIF) values ranging from 1.100 to 1.327 and tolerance values exceeding 0.1, indicating no signs of multicollinearity among the predictors. The homoscedasticity test, evaluated through the residual scatterplot, showed a random distribution of points without forming a specific pattern, suggesting that the residual variance is homogeneous, thus meeting the homoscedasticity assumption. Given that all the fundamental assumptions of linear regression were satisfied, the

regression analysis proceeded, and the results obtained are considered valid for scientific interpretation.

Table 2: Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Inner Peace	0.980	35	0.755
Acceptance of Loss	0.954	35	0.149
Inner Balance and Calmness	0.963	35	0.288
Transcending Hedonism and Materialism	0.957	35	0.191
Intrapersonal Conflict	0.956	35	0.167
Interpersonal Conflict	0.990	35	0.984

### C. Results and Discussion

The descriptive statistics table indicates that the overall mean score for Inner Peace is 66.08, with a standard deviation of 10.00, reflecting moderate variation among respondents. The mean scores for the individual aspects of Inner Peace are as follows: Acceptance of Loss (AoL) had a mean of 19.20, Inner Balance and Calmness (IBC) had a mean of 35.21, and Transcending Hedonism and Materialism (THM) had a mean score of 11.68. The Intrapersonal Conflict variable had a mean score of 81.80, with a standard deviation of 11.02, indicating variation in the level of internal conflict among respondents. Meanwhile, the mean score for Interpersonal Conflict was 156.43, with a standard deviation of 21.02. The analysis involved 35 respondents for the conflict variables, while 82 respondents were included for the inner peace dimensions.

Table 3: Statistic

	Inner Peace	AoL	IBC	THM	Intrap. Conflict	Interp. Conflict
N Valid	82	82	82	82	35	35
N Missing	0	0	0	0	47	47
Mean	66.0854	19.1951	35.2073	11.6829	81.8000	156.4286
Median	67.0000	19.0000	36.0000	11.5000	81.0000	153.0000
Std. Deviation	10.00272	3.90454	6.14784	2.74369	11.01550	21.02140
Minimum	36.00	11.00	17.00	6.00	62.00	107.00
Maximum	94.00	27.00	51.00	17.00	105.00	203.00

Table 3: Correlations

		Inner Peace	AoL	IBC	THM	Intrap. C.	Interp. C.
Inner Peace	Pearson Corr.	1	.727**	.852**	.701**	.138	-.214
	Sig. (2-tailed)		.000	.000	.000	.428	.218
AoL	Pearson Corr.	.727**	1	.334**	.479**	-.311	-.433**
	Sig. (2-tailed)	.000		.002	.000	.069	.009
IBC	Pearson Corr.	.852**	.334**	1	.390**	.437**	.021
	Sig. (2-tailed)	.000	.002		.000	.009	.905
THM	Pearson Corr.	.701**	.479**	.390**	1	-.277	-.322

Based on the results of the Pearson correlation analysis, it was found that, although inner peace in general did not show a significant correlation with either intrapersonal conflict ( $r = 0.138$ ;  $p = 0.428$ ) or interpersonal conflict ( $r = -0.214$ ;  $p = 0.218$ ), more specific findings emerged when examining the individual aspects of inner peace. The Acceptance of Loss (AoL) aspect was not significantly correlated with intrapersonal conflict but showed a significant negative correlation with interpersonal conflict ( $r = -0.433$ ;  $p = 0.009$ ), indicating that higher acceptance of loss is associated with lower levels of interpersonal conflict. The Inner Balance and Calmness (IBC) aspect demonstrated a significant positive correlation with intrapersonal conflict ( $r = 0.437$ ;  $p = 0.009$ ), but no significant correlation with interpersonal conflict. The Transcending Hedonism and Materialism (THM) aspect did not show a significant relationship with either type of conflict, although a negative trend was observed with interpersonal conflict ( $r = -0.322$ ;  $p = 0.060$ ), suggesting the need for further investigation using regression analysis.

Table 4: Multiple regression analysis results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Intrap. Conflict	(Constant)	84.850	13.454		6.307	.000	
	AoL	-.999	.586	-.228	-1.705	.098	.909
	IBC	1.194	.253	.665	4.729	.000	.820
	THM	-2.045	.613	-.489	-3.334	.002	.753
Interp. Conflict	(Constant)	224.801	31.262		7.191	.000	
	AoL	-3.043	1.361	-.364	-2.236	.033	.909



IBC	.608	.587	.178	1.037	.308	.820	1.219
THM	-2.293	1.425	-.288	-1.608	.118	.753	1.327

Based on the results of the multiple regression analysis presented in Table 4, it can be concluded that the aspects of inner peace significantly influence both intrapersonal and interpersonal conflict. The Inner Balance and Calmness (IBC) aspect has a significant positive effect on intrapersonal conflict ( $\beta = 0.665$ ,  $p < 0.001$ ), suggesting that higher levels of inner balance and calmness are associated with an increased potential for internal conflict. In contrast, the Transcending Hedonism and Materialism (THM) aspect shows a significant negative effect ( $\beta = -0.489$ ,  $p = 0.002$ ), indicating that individuals who are more capable of transcending hedonistic and materialistic values tend to experience lower levels of intrapersonal conflict. Meanwhile, the Acceptance of Loss (AoL) aspect does not have a statistically significant influence on intrapersonal conflict.

With regard to interpersonal conflict, only the Acceptance of Loss (AoL) dimension demonstrates a significant negative effect ( $\beta = -0.364$ ,  $p = 0.033$ ), indicating that higher levels of acceptance of loss are associated with a lower tendency for interpersonal conflict. In contrast, the Inner Balance and Calmness (IBC) and Transcending Hedonism and Materialism (THM) dimensions do not show significant effects on interpersonal conflict, with  $p$ -values of 0.308 and 0.118, respectively. All variables in both regression models exhibited tolerance values greater than 0.1 and Variance Inflation Factor (VIF) values below 10, confirming that multicollinearity is not present in the model. Therefore, the regression model is considered valid and stable for explaining the relationship between inner peace dimensions and the types of conflict experienced by students.

### **Inner peace – Intrapersonal conflict**

These findings suggest that the regression model is sufficiently robust in explaining intrapersonal conflict as the dependent variable, with two out of the three predictors demonstrating statistically significant effects. Notably, the significant positive effect of the Inner Balance and Calmness (IBC) aspect on intrapersonal conflict indicates that higher levels of calmness and inner balance among students are associated with increased levels of internal conflict. At first glance, this result may appear contradictory, as IBC is theoretically expected to mitigate internal conflict by fostering inner stability. However, this outcome may be better understood through a more nuanced lens. It is plausible that students with high levels of IBC are more introspective and emotionally attuned, which makes them more aware of their inner experiences and emotional fluctuations. This heightened self-awareness may lead them to recognize internal conflicts that others, with lower emotional sensitivity, might overlook. Thus, rather than indicating a lack of calmness, this finding suggests that individuals with strong inner balance are more capable of perceiving and acknowledging the subtle dynamics of intrapersonal conflict.

This aligns with the understanding that equanimity does not necessarily eliminate conflict, but rather enhances an individual's awareness of its presence. In this sense, Inner Balance and Calmness (IBC) should not be viewed as a conflict-free state, but as a capacity to recognize and respond to conflict in a more mature and composed manner. Within the context of university students, this distinction is crucial, as the pursuit of inner peace should not be interpreted as an effort to avoid conflict altogether. Instead, it involves cultivating the emotional readiness and psychological resilience necessary to face and manage conflict in a constructive way. One of the relevant communication theories to explain this phenomenon is Self-Perception Theory developed by Bem (1972).

According to this theory, individuals develop an understanding of their attitudes and internal states by observing their own behavior, particularly when internal cues—such as emotions or feelings—are weak or ambiguous. Students with high levels of Inner Balance and Calmness (IBC) tend to be more introspective and attuned to their internal experiences. This heightened sensitivity can lead to greater awareness of discrepancies in personal values, life goals, or mismatches between expectations and reality, which may, in turn, increase their susceptibility to intrapersonal conflict.

The finding that the Transcending Hedonism and Materialism (THM) aspect of inner peace has a significant negative effect on intrapersonal conflict suggests that students who are increasingly able to detach from hedonistic and materialistic values tend to experience lower levels of internal conflict. This implies that the pursuit of worldly pleasures and material possessions may undermine an individual's internal stability. In line with this, Self-Determination Theory posits that a focus on intrinsic values—such as personal growth, meaningful relationships, and a sense of purpose—contributes more significantly to psychological well-being than an orientation toward extrinsic goals such as wealth, status, or physical appearance (Deci & Ryan, 2000).

Students who have transcended materialistic orientations tend to focus on more transcendent aspects of life. In this context, transcendence refers to an individual's capacity to move beyond basic needs and worldly concerns toward a higher sense of meaning, as outlined in transpersonal psychology (Maslow, 1969). This finding aligns with the revised version of Maslow's hierarchy of needs, which places self-transcendence at the apex. In this expanded model, self-transcendence involves a life orientation that goes beyond the self, emphasizing values such as meaning, contribution to others, and spiritual awareness (Koltko-Rivera, 2006). Individuals who attain this level of development tend to adopt more spiritual, altruistic, and meaningful value systems, enabling them to manage internal conflicts with greater wisdom and reflection. From this perspective, university students who do not anchor their happiness in material consumption or social approval—but instead in inner peace and deeper existential values—experience lower levels of intrapersonal conflict. This is because they are less entangled in the tension between societal expectations and their authentic personal needs. In essence, transcendence provides a stable and resilient framework of meaning that serves as a protective factor against emotional volatility and psychological distress.

Based on the results of multiple linear regression analysis, the Acceptance of Loss (AoL) aspect of inner peace showed a negative direction of influence on intrapersonal conflict; however, this effect was not statistically significant. While there is an observed tendency for students with a greater capacity to accept loss to experience lower levels of intrapersonal conflict, this relationship was not strong enough to be confirmed within the scope of the present sample. Theoretically, the ability to accept loss is associated with self-acceptance, emotional resilience, and adaptability to life changes—factors that are recognized as important in reducing psychological distress and intrapsychic conflict (Neimeyer, 2001).

This aligns with previous research suggesting by Bonanno (2004) that individuals who are able to integrate experiences of loss without excessive resistance to reality tend to maintain greater psychological stability and integrity. Thus, the negative direction of the effect is consistent with the theoretical framework, even though it did not reach statistical significance in this study. Several factors may account for this non-significant result. First, the variation in Acceptance of Loss (AoL) scores among respondents may have been relatively homogeneous, limiting the statistical power needed to detect a significant relationship. Second, the psychological developmental stage of university students—characterized by identity exploration and emotional fluctuation—may mean that the process of accepting loss has not yet been fully internalized, thus weakening its observable impact on intrapersonal conflict.

Additionally, as noted by Stroebe & Schut (2010), individuals may exhibit cognitive acceptance while still harboring unresolved emotional denial or tension, which may not be outwardly expressed but continues to influence internal conflict. Therefore, although the data suggest a potential trend whereby acceptance of loss may reduce intrapersonal conflict, further research using longitudinal designs or qualitative methods is recommended to explore the nuances of this relationship more deeply within the student population.

### **Inner peace – Interpersonal Conflict**

In relation to interpersonal conflict, the Acceptance of Loss aspect within the concept of inner peace shows a significant negative influence, indicating that the higher an individual's ability to accept loss, the lower their tendency to engage in interpersonal conflict. This finding suggests that the capacity to accept the dynamics of loss can serve as a foundational element for stability in social relationships. Psychologically, individuals with a high capacity for accepting loss tend to be more emotionally mature, less excessively reactive, and better able to process differences and disappointment in relationships without placing blame on others. This aligns with frameworks in emotional regulation and relational maturity, which propose that individuals who can calmly accept painful realities are more likely to develop healthier interpersonal communication skills (Gross & Thompson, 2007).

In this context, acceptance of loss is not solely an intrapsychic process, but also influences how individuals manage expectations and disappointment in their interactions with others. Individuals who regulate negative emotions through reappraisal strategies—including the acceptance of loss—tend to maintain higher-

quality interpersonal interactions (Rodriguez et al., 2016). This capacity allows individuals to avoid reactively projecting personal emotional burdens onto social exchanges, thereby minimizing the likelihood of interpersonal conflict. Consequently, students with a high level of acceptance of loss are likely to be more psychosocially prepared to navigate the fluctuations of social relationships, which may not always align with their expectations. Rather than externalizing feelings of disappointment or loss through confrontational behavior, they are more inclined to preserve interpersonal harmony.

The aspects of Inner Balance and Calmness and Transcending Hedonism and Materialism that did not show a significant effect on interpersonal conflict suggest that, although these dimensions reflect an individual's capacity to maintain inner composure and detach from external achievement-driven values, they tend to have a greater influence on internal or intrapersonal conflicts. The Inner Balance and Calmness dimension may assist students in managing internal stress and tension, but it does not necessarily translate into how they navigate interpersonal disagreements or differences, which often require more explicit social and communication skills. Similarly, students who have transcended materialistic or hedonistic orientations—as reflected in the Transcending Hedonism and Materialism dimension—may prioritize deeper life goals over external validation. However, despite being more internally grounded, they may still encounter interpersonal conflict, particularly in situations involving value differences or ineffective communication. Therefore, while these inner peace aspects play a crucial role in supporting students' internal conflict regulation, additional interpersonal competencies are needed to effectively manage external relational challenges.

In Communication Studies, the aspect of Inner Balance and Calmness relates to an individual's ability to manage stress and tension arising from internal conflicts. For example, emotional regulation theory (Gross & Thompson, 2007) states that individuals who have a good ability to regulate their emotions are less likely to overreact in conflict situations, allowing them to remain calm and rational. However, in social relationships involving differences of opinion or disagreements, explicit communication skills—such as active listening, empathy, and negotiation—become more necessary. The interpersonal communication model (Watzlawick & Beavin, 1967) suggests that effective communication in the face of differences is not only about managing oneself but also about the ability to listen, understand, and respond to those differences constructively. Therefore, while inner peace achieved through Inner Balance and Calmness is important for maintaining personal stability, social skills aimed more directly at resolving interpersonal conflicts still need to be strengthened so that social relationships can remain harmonious.

However, effective da'wah must also include teaching constructive social and communication skills. Symbolic interactionism theory (Blumer, 2007) states that individuals learn and build meaning through social interactions. Therefore, da'wah that only emphasizes achieving internal peace without equipping individuals with skills to handle differences in social interactions could cause individuals to feel anxious or unprepared to face greater social challenges.

Therefore, the development of inner peace, especially in the aspects of Inner Balance and Calmness and Transcending Hedonism and Materialism, should be accompanied by the strengthening of interpersonal communication skills. Communication competence theory (Spitzberg & Cupach, 1984) highlights that effective communication skills are key to building healthy interpersonal relationships, especially in managing conflicts that arise in social relationships. Through the learning of more effective communication—including the ability to accept differences, empathize, and respond to conflicts constructively—individuals, especially students, will be better prepared to face the complex dynamics of social relationships. In other words, da'wah and communication education should mutually support each other in preparing individuals not only to achieve inner peace but also to realize social peace in their lives.

#### **D. Conclusion**

This study highlights the significant role of inner peace in managing conflict dynamics among university students, particularly in both intrapersonal and interpersonal contexts. The findings indicate that inner balance and calmness contributes positively to intrapersonal conflict, suggesting that students with heightened self-awareness may experience more internal conflict due to increased emotional sensitivity. Conversely, transcending hedonism and materialism reduces intrapersonal conflict, pointing to the importance of prioritizing intrinsic values over external desires for psychological well-being. Additionally, acceptance of loss significantly reduces interpersonal conflict, highlighting the potential of this aspect of inner peace in promoting healthier and more harmonious social interactions.

These results are highly relevant to the field of dawah and communication, where effective conflict resolution is essential. The concept of inner peace can be integrated into communication strategies aimed at fostering empathy, emotional regulation, and maturity in interpersonal relations. In the context of dawah, inner peace can be a transformative tool, not just for personal growth but also for promoting peaceful, harmonious interactions within society. By emphasizing spiritual and emotional resilience, dawah initiatives can help individuals navigate conflicts in a constructive manner, leading to greater social cohesion. Furthermore, communication approaches rooted in empathy and conflict transformation can support the development of students' inner peace, making them more equipped to manage both internal struggles and external relational conflicts.

Thus, fostering inner peace is not only a personal goal but a communicative approach that can enhance the effectiveness of dawah and interpersonal communication, ultimately contributing to societal harmony and personal transformation.

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