

Is There Peace in My Classroom? A Student's Perspective of Peace with Narrative Research in Senior High Schools in Yogyakarta

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Abstract

This study aims to determine perceptions of peace based on the students, conflict resolution and expectations for class peace. The research approach used narrative type qualitative research. The participants of the research were 22 students of Grade K11 of SMAN 1 Kalasan, Yogyakarta. The interview was done with 6 participants using purposive random sampling technique. The data collection was using an expressive writing and interview. The technique of data analysis used the steps of character of narrative research. The result of the research was that the students did not feel peaceful towards themselves and at their class. The conflict resolution done by the students was just silent. They had not tried any action yet. Their expectations were that their class became more solid and they could work together.

Keywords: peace, inner peace, outer peace, conflict resolution

1. INTRODUCTION

Peace education is the key to build a consensus of peace and keeping peace from time to time. There are five essential elements in building lasting peace through education (Johnson & Johnson, 2005). First, the general education system establishes the obligation of students' attendance from previously conflicting groups in order to have the opportunity to build positive relationships with one another. Second, a sense of togetherness and common good needs to be established to highlight common goals and to achieve shared common goals, so especially in schools, cooperative learning is necessary. Third, students must be taught constructive controversy, so they know how to make decisions and engage them in political discourse. Fourth, students should be taught how to engage in integrative negotiation and mediation to complete. Fifth, social values must be instilled.

Peace education has become an obligation that must be applied at schools, because in peace education, students will gain an understanding of the concept of peace, the scope of peace, the types of peace until how the resolution of conflict based on unity.

Peace education is very important, because students are not in peace either in the classroom or school. The result of

research in the academic year of 2005-2006, about 38% of elementary schools in Romania have, at least, one violence with an average of about 29 crimes per 1,000 students (Gerstein, Lindsey, Alisha & Akpan, 2014). Other data say that more than 60% of children experience direct or indirect violence at school (Finkelhor, Turner, Ormrod, & Hamby, 2009) and about 1.5 million fatal crimes have been committed against students each year at school (CDC, 2008; Gerstein, Lindsey, Alisha & Akpan, 2014). Many of the nonfatal crimes come from bullying, about a third of students report that being bullied for a year at school (DoE, 2008). The survey results of eighth graders about bullying reported that "67% of bullying is sometimes fun to do, 20% is not a problem with bullying, and 23% report that they feel good when they hit someone" (Virginia Youth Violence Project, cited in Dinkes, 2009). Similarly, when being asked about aggressive behaviour, 59% of the eighth graders were annoyed, 56% of the seventh grade students saw that aggressiveness leads to fights, and 46% of the sixth grade students reported that they felt offended on how the aggressor doing their action.

Adolescent students also commit crimes, when they are both inside and outside school. This crime was found the most commonly during the transitional period, i.e. before and after school, at lunch, and at the beginning of each semester (Anderson et. al., 2001; CDC, 2001). The aggressors of crime

are such as fights inside and outside school, property vandalism, skipping school, and dropping out as a result of their anger, anxiety, and depression and the lack of empathy towards others (Chan, Fung, & Gerstein, 2013).

The phenomenon above is so worrying and needs to be considered. Students do not feel peaceful and comfortable at school. The presence of bullying, aggressive minor behaviour (i.e. teasing, mocking, harassing) can reduce the student's learning concentration at school and interfere the learning activities. Furthermore, this incident resulted in the weakening of school climate, because for the victims, violence in schools caused visible and invisible injuries that could lead to various negative health outcomes (CDC, 2010). Students who feel insecure and unsafe at school, when they are on their way to and from school, have shown that they have spent the day in a saturated state, wanted to leave early, and had an experience of depression and anxiety (CDC, 2010).

The survey was taken from October 2013 to March 2014 involving nine thousand students, which were aged 12-17 years old, teachers, principals, parents, and NGO representatives. In addition, data from the United Nations Children's Fund (UNICEF) mention that 1 out of 3 girls and 1 out of 4 boys in Indonesia experienced violence. This data shows that girls more often experience violence in Indonesia.

Based on the study of the phenomenon above, peace becomes an important element for the continuity of student learning so that many models of peace education are held by looking at the social and cultural characteristics of participants. Therefore, prior to the model of peace education was made, researchers intended to identify how students' perceptions of student peace, students' experiences on non-peaceful conditions, resolution of conflicts of non-peacefulness and desirable expectations in a peaceful class.

2. METHOD

The research step is in line with states that the characteristics of the type of narrative research begin by identifying the phenomenon in the world of education, while the phenomenon raised is the story of past memories of the problem of unresolvedness in the classroom or school environment; selecting individuals according to the purpose of phenomenon; collecting stories from individuals and reflection in person; retelling the story; collaborating with participants in each phase of the study; writing about a story about the person of the participant and his experience; and validating the accuracy of the report.

Narrative research is used when composing narrative reports of individual stories. Researchers make ties with participants with the aim that researchers and participants feel comfortable. For participants, sharing a story will make them feel that their story is important and feel heard. Narrative research is also used when the story has a chronology of events. This study focuses on micro-analytic images (individual stories) of students of Grade K11 of SMAN 1 Kalasan Yogyakarta on the theme of the perceptions of peace in class and school, students' experiences on non-peaceful

conditions, resolution of conflicts of non-peacefulness and desirable expectations in a peaceful class.

The data collection was done by: first, the questionnaire was in the form of expressive writing. The freedom was given to all participants to write freely about their peaceful perceptions either at class or at school; memories when experiencing non-peacefulness; what solution done; and what hope to achieve. After the writing was collected, then continued to the second stage, 6 students who considered as the results of his writings can represent participants were chosen. A total of 6 selected students, i.e. 3 students, 3 female students were interviewed by the researcher along with the Counselling and Guidance Teacher at the vice principal's office. Interviews are used to collect data on the situational context of their inner peace, the experience of the non-peacefulness perceived, the solutions they have made, as well as the hope of becoming leaders facing the problem of non-peacefulness in the classroom.

The participants studied were from 22 students of Grade K11, consisting of 10 male and 12 female students. Research participant were chosen by using nonprobability sampling, i.e. by purposive sampling technique to select the subject that is relevant to the research or the purpose of the research by taking into account the characteristics and characteristics of the population. The first stage is the determination of grade and from the recommendation of Counselling and Guidance Teacher, Grade K11 was chosen. Then, the collections of the participants of research for the second phase was by using an interview, in which 6 students of 3 boys and 3 girls, were chosen.

3. RESULTS AND DISCUSSION

3.1 Student Perceptions about the Concept of Peace

Based on the results of *expressive writing*, students of Grade K11 feel the peace is when:

SS: "I'm peaceful; when the class is silent ... none is making a noise and no homework."

ZA: "I'm peaceful when I'm in solitude, writing a poem and writing on FB."

DA: "It seems that I feel at peace if I can express myself in everything, such as to expel a desire towards something, to be able to be creative if there is a task from the teacher..."

When it was studied deeper, peace occurs when students are alone, no one else and only individual. This becomes a question of what peace is happening in the classroom. Anderson (2001, p.103) defines peace as "a condition in which individuals, families, groups, communities and/ or countries experience low levels of violence and engage in mutually harmonious relationships". Anderson's statement is different from the reality of the students in the XI IPA 2 class of SMAN 1 Kalasan. They feel that there is no peace in class, as it seems that there is a direct and indirect intergroup'

misunderstanding. This condition can be seen from the statement of some students, that they do not feel peaceful at class when experiencing problems:

PP: "When making a class movie, it seemed like all of us do not cooperate each other and disfigure our own results."

ATK: "I saw that my friends were not compact in basketball practice when they would join a basketball competition... They do not want to practice seriously."

DS: "I felt uncomfortable with the nickname of my friend, Rembo, as if they mocked me and I felt unpeaceful... I also turned to be irresponsible, lazy, and was different from the time I was in junior high school..."

AG: "In the biology lesson, I discussed a bit with my friends, but the biology teacher was insinuating because we did not concentrate and pay attention to the lesson..."

RA: "I fought with PP when determining the background for the filming scene, because actually I was the real director in the class movie..."

SS: "I fought because I feel that RA did not make any contribution to the filming. Then, in the middle of the process, he tried to overhaul the concept that already existed..."

Un-peacefulness with other groups will create a not-harmonious-class's atmosphere. Though, peace is formed from one to another. In the class of XI IPA 2, there is no intergroup warfare, but conflicts have occurred inside the class. And this condition is clearly considered that the class is not peaceful. This is in line with Hugo Grotius's opinion in 1624 that peace as merely the absence of war or direct violence (Castro, 2008). Similarly, the opinion of Anderson (2001), the low level of violence and engage in mutually harmonious relationships (Sims, 2014). Peace does not mean the absence of war or conflict alone, it has something to do with objections and attitudes. In the deepest sense, peace is a sense of *goodwill* towards others, wishing them the best in life. There is love and caring for others, not just as human beings, but as brothers and sisters whose happiness and well-being directly affect a person. Peace is thus a dynamic concept because it relates to humans who have recurrent, contextual, varied and urgent needs in everyday life.

Similarly, in a class situation, there is a positive peace and a negative peace. Just as expressed by Johan Galtung, a figure and researcher on the concept of peace from Norway. According to Galtung (1969), peace is the absence/reduction of violence of all kinds. Peace is nonviolent and creative conflict transformation. There is positive and negative peace (Galtung, 1969). Peace refers to both direct and indirect violence. Direct violence is understood as a physical aggression that can cause physical damage to death. Indirect violence consists of structural and cultural factors. Structural violence presents in socially unfair societies (i.e. health gaps) while the masks of cultural violence or validation of structural violence (i.e. indifference or support from domestic violence (Cremin, Sellman and McCluskey, 2012: 430).

From the results of expressive writing, it is also mentioned that among them they also feel uncomfortable and

were not calm when they were outside the class except in the organizational environment and extra curricular, as in the quotation below:

GK: "When elected as a chairman of the organization, I felt uncomfortable, underestimated, many people do not like...as if all eyes look at me..."

KSR: "We wanted to practice the choir, but the chairman and other members came late. The promise was at 13.00 start practice, but until 14.00 it just started... I became so emotional and was not quite serious in practicing the choir..."

PDS: "I am active in the Islamic Organization (ROHIS). When there was work collaboration, not all members were present. Similarly, related to the meetings in this organization, many members were asking for permission. It seems that there is no seriousness in them..."

CAD: "I felt that the condition of the members of the Students' Organization (OSIS) was less comfortable, starting from the election of members, OSIS meetings and "Tonti" election...all of them did not make me comfortable..."

The above conditions were when students performed activities outside the classroom, such as in the organization or extracurricular which showed discomfort among members. There is an element of unhappiness in the members whereas the element of happiness is crucial to peace. As revealed by Lyubomirsky, King & Diener (2005), peace is closely related to human health and well-being. Many studies have shown that a positive influence of physical health effects with inner peace. Research has also shown that various aspects of inner peace are closely related to psychological well-being. For example, inner peace reflected in personality measures such as coherence and conformity is positively correlated with a person's tendency to experience positive emotions (Sheldon & Kasser 1995). Similarly, other relevant reviews suggest that psychological health and well-being will reach optimum when different aspects of personality are integrated into a harmonious physical whole. The study also shows the importance of other aspects of intrapersonal peace, how people relate within them. This self-acceptance has proven to be positively correlated with happiness, life satisfaction, positive effect, and purpose in life (Ryff, 1989).

Other expressive writing results also have a sense of unhappiness while looking at themselves. Un-peacefulness with oneself is also one of the disturbed inner peace. This condition can be seen from the statement below:

FMS: "I usually felt lonely and do not want to be separated with my classmates..."

BAD: "I felt noisy and uncomfortable. My friend said, if I'm less stylish because my shoes did not fit the socks, I finally became inferior..."

ETU: "I felt disappointed in self and friends; because they suspected me that I was closer to boyfriends than girlfriends."

The condition of loneliness and unconfidence in oneself indicates unhappiness and unpeacefulness on him. Peace in

oneself or inner peace affects the appearance of peaceful behaviour from outside or outer peace. The inner perspectives and outer transformations are often mentioned in both secular and faith-based peace literature. There is a growing consensus that there is indeed a strong connection between our inner states and what we see out. This consistency is the foundation that makes a person fully integrated (Castro, 2008). Having Inner Peace is a characteristic of self-respect and characteristic of dignity. The person who has Inner Peace will face the challenge of living with inner equilibrium, because as difficult as anything, he is confident in his purpose and the intrinsic value that is in him. Therefore, he is not easy on addiction, exposed to psychological diseases and various forms of inner disharmony, but the challenge is faced with a sense of hope and trust towards his ability.

A peaceful person also shows that a person responds to negative actions in a positive way. For example, when choosing forgiveness rather than revenge and continue to do good things to others even it is painful because the person has dropped us, then we can feel a sense of wellness outstanding (Castro, 2008). This statement is similar to the participant's expression:

FAN: "I better forgive myself if there is a friend who was injured, because I do not want to make our friendship damaged because of misunderstanding in the group."

Dalai Lama, the leader of the Tibetan people and Nobel Peace Prize Awardee in 1989 explained that calm and healthy thinking has beneficial effects on one's physical health and well-being. Conversely, feelings of fear and anger can damage health. Therefore, someone can learn to reduce the influence of negative emotions, so that he can live happier and more satisfied. When humans are stuck with ideas of getting more and getting rich, without making room for anything else in their lives, this will result in a loss of "dream of happiness". On the one hand he may seem to have a comfortable and successful life, but on the other side he is still tortured by anxiety, dissatisfaction and uncertainty. Humans need to be something beyond degree, income and wealth. Humans need to understand that it is not a social position or an important thing to display, but what they do is to spread eternal happiness in themselves and society. Peace is not merely a lack of violence, but it also involves satisfaction, happiness, and calm; this matter becomes a manifestation and affection and concern, life without fear (Castro, 2008).

3.2 Peace of Conflict Resolution

Conflict resolution is a joint problem-solving action. Conflict resolution is the attempt to deal with the causes of conflict and seeks to build lasting relationships among the rival groups. Based on interviews, 2 out of 6 students interviewed, the conflict resolution done was:

AD: "I know there is something with myself and my group, but I just put it aside. Let others not know about my heart"

EL: "Rather than make it more crowded, I'd better ignore it..."

The above statements show the presence of anxiety when the further response of action and reaction is better to be silent. Resolutions like this will not make the student concerned feel relieved and other members will feel there is a problem in it. This is because there is no communication with fellow members. It seems that the form of resolution of the conflict is not visible. Some students feel that the self-un-peacefulness does not need to be shown out. Others, both classmates and schoolmates, do not need to know the condition of their discomfort. This means students do not have a good conflict resolution towards the issue.

Similarly, peace education becomes the school's attention. Balasooriya (2002) affirms that peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures. Further, it is explained that peace education is holistic. Fran Schmidt and Alice Friedman (Balasooriya, 2002) explain that peace education encompasses the physical, emotional, intellectual, and social growth of children in a framework rooted in traditional human values. It is based on a philosophy that teaches love, affection, trust, justice, cooperation and respect for the human family and all life on our beautiful planet.

Peace education has a different kind. Then, as peace educators, they seek to overcome various forms of violence in different social contexts. In 1950, as a matter of concern, after the bombing incident in Hiroshima and Nagasaki, teachers in Japan led a campaign for peace education known as 'A bomb Education'. In Southern countries where high levels of poverty cause violence, peace education is often referred to as 'Development Education', in which students learn about different strategies to address the problem of structural violence. In Ireland, peace education is referred to as 'education for mutual understanding' as Catholics and Protestant efforts use educational strategies to undo the centuries of hostility (Smith & Robinson, 1992). Likewise, in South Korean, peace education is referred to as 'Reunification Education' (Synott, 2002). Peace education responds to various forms of conflict and violence (direct, structural, and cultural) and creates new forms of educational praxis in social contexts around the world (Galtung, 1969).

3.3 Hope for Peace for Students

A total of 6 participants interviewed had hopes for intertwined peace among the class. As in their statement below:

SS: "I want a peaceful class. All work inside the class. Solid, like when we were in the class meeting last semester in last year..."

NA: "Friends understand each other; know each other and more compact."

RA: "There is no dispute and misunderstanding. It becomes a solid and compact class, receive and understand friends."

BAD: "No relying on each other, no anger in class, no mutual mockery."

FS: "If there is a problem, let's solve together and there is no hostility in it."

Basically, from each heart, they want peace in the classroom. Genuinely, the students as humans who continue to live in unity have the principle that humans have the ability to bring peace strategy (Galtung, 1969).

4. CONCLUSION

The condition of students related to peace needs to be considered, because inner peace will affect to outer peace. Un-peaceful circumstances in the classroom and less comfortable at school becomes a question that needs to be answered by the school side. The students also do not know how the conflict resolution needs to be done. The recommendation for schools is to prepare peace education integrated to each subject and one of the materials in it is conflict resolution, to fit students' expectations of peace in the classroom and at school.

5. REFERENCES

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