The Effectiveness of Peace Education Learning Models Toward Students' Understanding of Peace-Loving and Anti-Violence

Candra Cuga
Department of Primary School Teacher
Education, Universitas Negeri Gorontalo
candracuga@ung.ac.id

Dasim Budimansyah
Department of Civic Education,
Universitas Pendidikan Indonesia
budimansyah@upi.edu

Bunyamin Maftuh
Department of Civic Education,
Universitas Pendidikan Indonesia
bunyaminmf@ristekdikti.go.id

Abstract-This research is motivated by anxiety to see the phenomenon of student conflict and violence in the form of destructive actions which still often occur in the universities. In order to prevent similar acts of violence in the future, it is necessary to develop a learning model for peace education based on jurisprudential inquiry. This study aims to apply a peace education learning model based on a jurisprudential inquiry therefore the students have an understanding of peace-loving and anti-violence. The research approach is quantitative using the quasi-experimental method. The results of the study illustrate that there is an increase in students' knowledge and understanding of the historical significance of the nation struggle; understanding the diversity of Indonesian society as a necessity; understand the concept of peace holistically; understand the meaning of human solidarity as a social person; understand the causes of conflict and understand many ways that can be taken to create a peace.These findings indicate that after students learn by using the Peace Education model, they tend to behave peacefully.

Keywords: Peace Education, jurisprudential inquiry, peace-loving and anti-violence

I. INTRODUCTION

Post-reform in 1998, the pattern of conflict in Indonesia has increasingly become widespread among tribal conflicts, groups, religious groups, social classes, villages, *etc.*Its characteristics are not only vertical conflict between classes but also occurs horizontally, hence conflicts that occur are not corrective but destructive conflicts(not functional but dysfunctional). Therefore we become a self-destroying nation[1]. Sometimes political, tension and ideological conflicts result from hate speech and intolerant messages towards different ethnic, culture and different religion[2]. Eventhough there have been many studies conducted on social phenomena and violence in Indonesia, but many social phenomena and violent behaviour inthe campus through horizontal and vertical conflicts have not done much, whereas this phenomenon has been occurred and symptomatic. Universitiesare still monitored by various cases of conflict and violence that have destructive consequences. The Universities should be a forum to celebrate diversity both in thinking and acting are precisely paradoxical to the reality in the field. Several data on brawls and acts of student violence still often appear the media coverage, including what it happened at several universities in Gorontalo. Basically,conflict can be resolved appropriately and adequately without committing violence. Therefore it is necessary to foster awareness and provide the capacity to the younger generation about conflict resolution or constructive and peaceful conflict resolution efforts [3]. For this reason the efforts are needed to improve students' understanding of peace-loving and anti-violence atthe University.

The Universities have a role in encouraging students to see themselves as problem solvers also to invest in developing citizenship knowledge and skills which is needed to cooperate with others and make a difference [4]. Even the universities have a role in mapping student knowledge management from 4 phases, namely1) knowledge construction; 2) knowledge dissemination;3) knowledge use; and 4) knowledge embodiment. This model can be built from a scientific and social process of knowledge [5]. Not only that, the university as a formal education institution is seen as a gateway to carry out the task of developing a culture of peace for students, who have the strategic strength to create a positive culture by the philosophy of society [6]. Some of these views and ideas show that the learning approach in the universitieshas a more sophisticated way of developing various learning models in order to improve students' ability to think critically, be skilled in communicating, collaborating, and building their self-confidence towards others. One step that can be taken is by applying the model of peace education in higher education [7]; [8]; [9]; [10]. In applying the learning syntax, it can use jurisprudential inquiry as to the basis for developing learning models [8]; [9] In this study, it is assumed that by developing a learning model of peace education in higher education, it can improve students' understanding of peace-loving and antiviolence. This study aims to show the extent ocf peace education learning model based on jurisprudential inquiry to improvestudents' understanding about socio-cultural diversity, the history of the nation's

struggle, the holistic concept of peace, the meaning of human solidarity, the causes of conflict and the ways that can be taken to create a peace. Therefore this study wants to answer the question about whether the application of peace education learning model based on the jurisprudential inquirycan affect students' understanding of peace-loving and anti-violence?

II. THEORETICAL REVIEW

A. The Concept of Peace Education

The Early period of peace education reviewers, such as Commenius, Jade Addamsm Maria Montessori, Jhon Dewey, Paulo Freire, Johan Galtung, Bigit Brocke-Utne, Betty Reardon, Ian M. Harris, and other figures, They supported the power of education as a medium of transformation for students and societies. By creating a new awareness for a more peaceful future [11].

The UN agency of education defines the peace education as a process to promote knowledges, skills, attitudes and values. It needed to bring a behavioral change that enable children, youth and adults to prevent conflict and violence; to resolve conflict peacefully; and to create conducive conditions for peace, even it's at interpersonal, interpersonal, intergroup, national and international levels [12]. The key words can be drawn based on the definition, namely the process to promote knowledge, skills, attitudes and values to prevent, resolve and create peace at every level [13].

The Peace education is based on a non-violence philosophy, love, mutual feelings of trust, trust, justice, cooperation, mutual respect and respect for the all living creatures in the world [14]. Therefore, the peace education can be interpreted as an effort to build community's independence and able to build their community peaceful independently also to overcome all problems that raised. In other words, peace education places the community (or in these context students) become the main actors of the peace building and conflict resolution process [13]; [15].

Peace education programs around the world are very different in terms of ideology, goal, focus, curriculum, content and practice [16].In addition, the program which matches the title is '*peace education*' often brings a different name a list of some of them: *peacebuilding education, education for conflict resolution, education for international understanding, education for human rights, education for mutual understanding, global education, education for democracy/citizenship, critical pedagogy, education for liberation, environmental education and life skills education* [14]; [17]. Sinclair provides a useful solution with the variety of terms used by using the term of UNESCO '*learning to live together*".

B. Peace Education Learning

According to David W. Johnson and Roger T. Johnson that the phases of peace depend on how to educate future generations into the competencies, perspectives, attitudes, values, and behavior patterns that will enable them to build and maintain peace [18].

Harris stressed that peace education must be integral in every effort to teach about peace. The main materialss of the pedagogy, namely cooperative learning, democratic society, moral sensitivity, and critical thinking [19]. The impact of integrated education can form a whole personality that includes religiosity, morality, intellectual, high motivation, leadership, healthy lifestyle, independence, ethics and work discipline, and socio-political awareness [20].

Teaching peace at the school or college to the students is a fun learning process. Educators (teachers / lecturers) teach about problems of violence and alternative solutions. Four main principles in teaching peace education, namely 1) holistic / holistic; 2) dialogue; 3) critical thinking; 4) forming the values of peace, [19] In addition, Turay & English proposed a new transformative model of peace education, which includes five elements: diversity, participatory learning, global perspective, knowing the foundations of culture and spiritual [21].

However, the effectiveness and sustainability of peace education depends on the relationship between theory, research, and practice. Three interrelated theories underlie many peace education programs. Each of them has been extensively researched. Each has produced practical procedures used in peace education programs. Social interdependence theory underlies the development of cooperative relations. Theory of constructive controversy focuses on effective political discourse, creative problem solving, and decision making on difficult issues. Integrative negotiation theory focuses on resolving conflicts to maximize mutual benefits. The three theories promote values citizenship that underlies consensual peace [22]. To apply the concepts, theories and models of peace education learning, it takes the role of educators with character. According to Canadian *Centre for Teaching Peace*, the educatiors should have a character as follows [17]:

> Peace educators establish democratic classrooms that teach cooperation and promote positive self esteem among their students. Teachers serve as peaceful role models to help to counteract images of violent behavior young people receive through popular culture and in their homes. Their teaching style adjusts to the developmental needs of their pupils, respecting the various identities and concerns about violence students bring to the classroom.

Thus, educators who want to become peace educators both in schools and in universities must be able to create democratic classes that teach cooperation and promote positive self-esteem among students.

III. RESEARCH METHOD

The research approach used is a quantitative approach with a quasi-experimental method. This research is carried out to test the effectiveness of a model applied

in research [23]. This study uses research design matching only pre-test-post-test control group design [24]; [23]. The study sample was the third-semester student majoring in Elementary School Teacher Education in Gorontalo Muhammadiyah University, which consisted of experiment classes and control classes. The experimental class was given treatment by using a jurisprudential inquiry-based peace education learning model, while the control class used learning without a peace education model. Each experiment and control class consisted of 2 class; hence, the number of students was 116 people and 2 model lecturers.

The analysis was carried out on the results of experiments obtained from the results of tests which included the pre-test, post-test at the end of the activity unit. Statistical analysis was performed by comparing the results of the pre-test in the experimental class and the control class. Then look for the difference test (t-test) the results of the pre-test between the experimental class and the control class, compare the results of the post-test between the experimental class and the control class, and also between the gain score of the experimental class and the control class by using statistical analysis parametric statistics, namely to find out the increase in results that occur between the results of the pre-test and post-test of students in each sample group (control class and experimental class), are calculated using the Meltzer formula gain (N-gain) [25]. While the rules of testing are significant through the SPSS version 25 program. If the probability value of 0.05 is smaller or equal to the probability value Sig or $[0.05 \leq Sig]$, then Ho is accepted, and Ha is rejected, the meaning is not significant. If the probability value of 0.05 is greater or equal to the probability value Sig or $[0.05 \geq Sig]$, then Ho is rejected, and Ha is accepted as significant.

IV. RESULTS AND DISCUSSION

After the process of testing the effectiveness of peace education learning model based on jurisprudential inquiry towards the students' understanding about peace-loving and antiviolence through the basic concepts of civic education courses, the following results were found.

Table 1. The final result of the control class and experiment class based on score (post-test and gain)

the t-Test (independent t-test)					
Group Hypothesis	T_{count}	Df	T_{table} (1-tailed)	Sig	Conclusion
control*expe rimen (*posttest*)	12,252	114	1,658	.00 0	higherandsignific ant
control*expe rimen(gain)	-9,596	114	-1,658	.00 0	higherandsignific ant

Source: processed from primary data, contained in the SPSS data version 25 attachment

Based on the final results table of the control class and experimental class foundthe score (post-test and gain) information can be obtained that the learning of jurisprudential inquiry-based peace education has a higher influence on students' understanding of peace-loving and antiviolence compared to the classes that use fundamental concepts of civic education without using peace education pedagogy at the final measurement (post-test). Based on the data in the table above obtained information that the score of $T_{count}t$ 12.252 > T_{table} 1.658 with a significance level of 0.000 < 0.05 which indicates that Ha is accepted (higher and significant). While the measurement of the results of the gain is obtained information that the score-Tcount-9.596 < -T_{table} -1,658 with a significance level of 0,000 < 0,05, which indicates that Ha is accepted (higher and significant).

There are some interesting facts from the findings of this study, especially on the aspects of students' knowledge and understanding after taking part in learning model based on jurisprudential inquiry: 1)Students understand the historical concepts of national struggle, diversity and communication between socio-cultural which have full and contain peace values; 2) Students understand the causes of conflict by showing an understanding that conflict is a natural part of one's social life, therefore, they understand a conflict resolution methods that can be used, when presented with typical conflict descriptions in schools and universities or their communities, students can identify possible causes to explain reasons and their opinions logically and rationally; 3) Students understand some peaceful alternatives that can be done if they face conflicts, disputes and problems by demonstrating students' understanding of the importance of eliminating war and reducing global armed forces and weaponry, students understand the effective ways to resolve conflicts without violence (for example, resolutions through resolution conflict) and how to apply it to everyday life; 4) Students understand the holistic concept of peace by showing an understanding that peace is not only the absence of direct violence/physical violence but also the conditions of welfare, freedom and justice and the dynamic synergy between humans and ecology; and 5) Students understand human solidarity by demonstrating an understanding of the existence of interfaith, intercultural, and intergroup stereotypes of trust, empathy, respect and cooperation, and preventing prejudice.

These findings indicate the importance of peace-loving understanding and antiviolence of students in order to be able to behave and be skilled in resolving problems constructively. This is in line with the results of Amaliyah Salsabiela's research which found that one of the most influences the culture of peace in the Muhammadiyah University of Surakarta students is knowledge, belief, individual social values, motivation and perception [26]. Likewise, Eva Imania Elias's findings show Yogyakarta State University students who have a high category for a culture of peace, one of the indications is that students can understand to create a culture of peace for themselves and

their surrounding environment [27]. When students can maintain the environmental ecosystem well, students as citizens have ecological responsibilities [28]. This is a manifestation of peace with nature. Increasing aspects of student knowledge about conflict will affect the improvement of aspects of attitudes and aspects of their skills about conflict [29].

The research findings show that the historical theme of the nation's struggle is very relevant to be developed in the learning of peace education. The lecturers can design a content strategy of a sense of openness and understanding of diverse cultural, historical, and fundamental shared values [30]. Not only that, Carter views that the skill standard that must be demonstrated by lecturers in peace education is to teach about power relations in current events and history to help students recognize sources of structural violence [31]. The various views are part of the rationale in developing the historical theme of the nation's struggle that has been carried out.

Also, the development of the theme of communication and socio-cultural diversity is based on the practical experience of academics and researchers in applying peace education in schools and universities [12]; [8]; [16]; [32]. Through a culture-based curriculum content approach, the pedagogical responses of educators (teachers and lecturers) towards the students will also be different. This, in itself, will help students in accentuating cultural diversity in their respective environments [17]. Culture based learning can make meaningful and contextual learning highly related to cultural communities and make learning exciting and enjoyable [33]. Even Rajakumar gives details of the theme of culture, namely the values and attitudes related to cultural preservation such as an appreciation for the family and all its members; appreciation of one's culture; awards for world cultural heritage; awareness of social and cultural change [30]. Similarly, one of the postulates of peace education embeds the theory of peace and practice education in certain cultural norms [34]. This shows that in the development of topics and themes of learning can be raised about local, national and even global culture by the needs and competencies of students.

Other findings also show students' understanding of the concepts of holistic peace and humanitarian solidarity that are relevant to the theme of human rights in the subject of the Basic Concept of Citizenship Education. As stated by Virginia Cawagas that "the theme of peace education, such as human rights, can be integrated into social science studies" [12]; [35]; [36]. Respect for human dignity is a concept of human rights that can be developed in the learning of peace education [37]. Several material developments must be by the principle of integration, one of which is by the potential of students [20].

Therefore, to understand the peace education model is not only related to violent behavior, war, conflict, crime, *etc*. but also the realization of favorable conditions of peace. Peace is a concept and a positive way to look at yourself or others. Peace can be defined in two sides; the first "negative" peace, namely the absence of war or violent conflict. This situation is achieved by a structural approach, namely prevention of potential conflicts with the ruling party that can trigger potential conflicts into open conflict and use of force. Second, peace is positive, namely the existence of prosperous freedom and justice, which forms the basis of the creation of a peaceful atmosphere in a community, [38]; [39]. To achieve ultimate peace, it comes from three things, namely, inner peace, social peace and peace with nature [37]. Thus peace education is an educational process based on a philosophy that teaches antiviolence, love, compassion, trust, justice, the cooperation of all humanity [37].

Another goal is to teach peace education especially about how to create peace within us, amongother individuals and us, in our families, in our workplaces, in our communities and finally in the context of the entire nation. The peace education learning model also aims to teach students how to create a culture of peace [40]. Thus, when viewed from the goal of peace education in general, it basically wants to offer opportunities for students to develop the knowledge and values needed for the practice of conflict resolution, communication and cooperation about issues of peace, war, violence, conflict and injustice [41]. These various objectives indicate that universities have a strategic role in developing a more systematic and sustainable model of peace education.

V. CONCLUSION

The development of learning models for peace education based on the jurisprudential inquiry can influence the students' understanding of peace-loving and antiviolence. The results of the study illustrate that there is an increase in students' knowledge and understanding of the historical significance of the nation's struggle; understanding the diversity of Indonesian society as a necessity; understand the concept of peace holistically; understand the meaning of human solidarity as a social person; understand the causes of conflict and understand the many ways that can be taken to create peace. These findings indicate that after students learn by using the Peace Education model, they tend to behave peacefully.

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