

The Student's Perspective of Peace in Senior High School in Yogyakarta

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Abstract— This research is a small part of a dissertation on Peace Guidance and Counseling. The purpose of the research is to explore the facts of peace experienced by students in school and the resolution of peaceful conflicts. The research approach uses a quantitative approach. Data collection instruments are in the form of essays to 273 participants from 9 high schools in Yogyakarta. Data collection techniques are using purposive sampling technique with 119 men and 154 women. Meanwhile data analysis uses descriptive qualitative method. The results of the research showed that 65% of students correlate peace to the peace of mind, happiness, no problems, and no learning assignments. In addition, 23% said that peace happened if the classroom atmosphere was safe and comfortable, no competition and hostility, no problems, maintaining harmony and tolerance, and obeying the rules. Moreover, to deal with conflict resolution, 60% of students will break up, state silently by leaving and apologizing, or only giving advice. Hence, the implications from the results of the research compile a Peace Guidance and Counseling Service Management model to build a safe and peaceful school.

Keywords— *peace, happy, negative peace, positive peace*

I. INTRODUCTION

There are many factors that influence the conditions of peace in school. Factors influencing a safe and peaceful school climate are family, school, teachers and government [1]. The four factors above make a comfortable and safe atmosphere at school and good relations between school members. As a consequence, there is interaction, mutual trust, and respect among school members. If the condition of these factors is high or good, a more positive climate can be created in the school [1]. However, in practice, there are still some conditions of discomfort at school. The students are not in peace either in the classroom or school [2]. The result of a research in the academic year of 2005-2006 found that about 38% of elementary schools in Romania have, at least, one violence with an average of about 29 crimes per 1,000 students [3]. Meanwhile, other data reveal that more than 60% of children experience direct or indirect violence

at school [4]. In addition, around 1.5 million fatal crimes have been committed against students each year [3, 5]. Crimes are also committed by adolescent students, when they are both inside and outside school. This crime was most commonly found during the transitional period, i.e. before and after school, at lunch, and at the beginning of each semester [6, 7]. The aggressors of crime may include fights inside and outside school, property vandalism, skipping school, and dropping as a result of their anger, anxiety, and depression [8, 9] as well as the lack of empathy towards others [10].

Based on the study of the phenomenon above, peace becomes an essential element for the continuity of student's learning. Especially in relation to "Yogyakarta Berhati Nyaman", do students in the school feel comfortable? In fact, until now, there has been no in-depth research on peace according to students and what actually happened in the classroom. Therefore, to get in-depth findings towards this notion, the researchers intended to find the reality of peace at school and the students' perception towards peace in the school.

II. METHODS

Quantitative method is used in this research. Furthermore, the instrument of data collection is in the form of questions: 1) What is your perception of peace? 2) What is the perception of peace in school? 3) What is the resolution taken in the event of a conflict? The study participants were class XI taken 1 class from each school in 9 selected high schools through a non-probability sampling technique. There were 273 participants with 119 male students and 154 female students.

III. RESULTS AND DISCUSSION

Result

The results showed that in general, the peaceful conditions felt by students in the class were quite significant because most of the participants stated that they felt peace in the classroom and in their schools. Table 1 illustrates the answer to the question, what is the

perception of peace according to students.

Table 1. Student's Perception About Peace

Num	Student's Perception		
	Result	Percentage	Total
1	Peace of Soul	64	175
2	Have no Problem	12	33
3	No Study Assignment	11	30
4.	Etc (Happy, Love, No Violence Relax)	13	35
Total		100	273

The data can be described as follows.

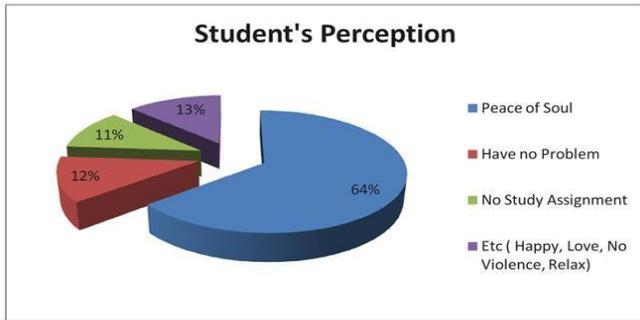


Fig. 1 Student's Perception

From various answers, the coding results are conical in Table 1 and Picture 1 above. Most of students stated that peace refers to peace of soul. This shows that as many as 64% of 273 students or 175 students agreed that peace has relation to peace of soul. When student feels peaceful, it will radiate out. Furthermore 12% answered that peace is to have no problems. Then 11% answered that peace is no homework, and as many as 13% of participants answered peace refers to happiness, love, no violence and relax.

Next, in regard to the second question, what is peace in school? The results can be seen from Table 2 below.

Table 2. Perception of Peace in School

Num	Peace in School		
	Component	Percentage	Total
1	Save and comfortable	23	63
2	The existence of harmony	17	46
3	No problem	14	38
4	No competition	12	33
5	Tolerance	9	25
6	And others (No gangs, obedient rules, good relations with others)	25	68
Total		100	273

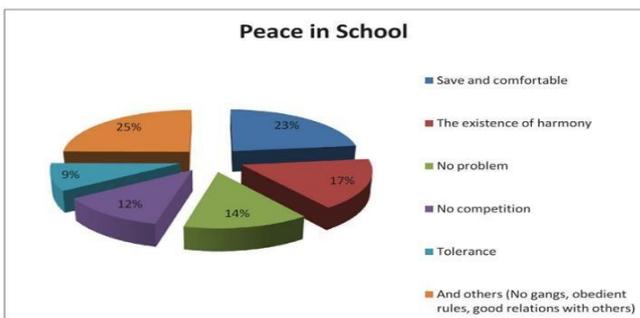


Fig. 2 Peace in School

Based on Table 2 and Picture 2 above, 23% of the participants said that peace in school happened when the school was safe and comfortable, 17% when there was harmony between students, 14% when there were no problems, 12% when there were no problems, 9% maintained tolerance and others 25 % answered that peace in school happened when there is no squad, obey the rules and have good relations with others. In addition, to answer the third question, what was the resolution of the conflict? The findings can be seen from the following.

Table 3. Conflict Resolution

Num	Conflict Resolution		
	Result	Percentage	Total
1	Break up (interfering) or mediate	61	167
2	Silent action	11	30
3	Let it be or not interfere	10	27
4.	Give a suggestion	10	27
5.	and others (reported to the Teacher, apologized)	8	22
Total		100	273

The pie chart can be described as follows.



Fig. 3 Conflict Resolution

Based on Table 3 and Picture 3 above, the conflict resolution by 61% or 167 students is interfering or mediating, 11% take silent action, 10% leave it or don't interfere, 10% give advice, and others 8 % report to the teacher, or apologize.

Discussion

The results of the research showed that positive peace has correlation to peace of mind, happiness, and love. Meanwhile, negative peace refers to no violence, have no problem, and no study assignment. Therefore, in a class situation, there can be a positive peace and a negative peace [11,12].

This finding is in line with Johan Galtung [13]. A figure and researcher on the concept of peace from Norway, who stated that peace is the absence or reduction of violence of all kinds. Peace is non-violent and creative conflict transformation. There can be positive and negative peace [13]. Peace refers to both direct and indirect violence. Direct violence is understood as a physical aggression that can cause physical damage to death. Meanwhile, 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 can relate to i.e. indifference or support from domestic violence [14].

This becomes a question of what peace is happening in the classroom. Anderson [15] 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".

This is in line with Hugo Grotius's opinion in 1624 that peace as merely the absence of war or direct violence [16]. Similarly, the opinion of Anderson [16, 17] the low level of violence and engage in mutually harmonious relationships [18]. In addition, Swarnalita & Karlita [19] stated that 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. There is an element of unhappiness in the members whereas the element of happiness is crucial to peace. As revealed by Lyubomirsky [20] peace is closely related to human health and well-being.

Many studies have shown that a positive influence of physical health affects the inner peace. Another research has also shown that various aspects of inner peace are closely related to psychological well-being. For example, inner peace is reflected in personality measures such as coherence and conformity which is positively correlated to a person's tendency to experience positive emotions [21]. 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 themselves. This self-acceptance has proven to be positively correlated with happiness, life satisfaction, positive effect, and purpose in life [22, 23].

The third research result is about conflict resolution. Most of the participants or 61% made efforts to break up or mediate. This means that students have carried out a spirit of peace in school. However, students also need to learn the actions that need to be taken if a conflict occurs. Building peace in school needs to be understood by students that conflict is inevitable. Students need to realize that conflict is an opportunity for maturity in attitude [24]. The important thing is that students know the best attitude in dealing with conflicts with friends, teachers, and other school elements.

Conflict resolution is a joint problem-solving action [25]. Similarly, Fisher [26] explains that conflict resolution is the attempt to deal with the causes of conflict and seeks to build lasting relationships among the rival groups. The above statements show the presence of anxiety when further response of action and reaction is better to be silent. Resolutions like this will not make the students' 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-peace 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 have a good conflict resolution towards the issue.

If this condition has happened, the students need to conduct a form of conflict resolution. The conflict resolution approach according to Bodine and Crawford [27] can be in terms of:

1. Process Curriculum Approach, providing instruction on conflict-resolution materials such as negotiation, mediation in a subject, curriculum and clear learning plans.
2. Mediator Program Approach, selecting students as cadres who have been trained on conflict resolution.
3. Peaceable Classroom Approach, integrating conflict resolution into core subjects (Civics Education, Science, Science, Literature, Art, etc.) and class management strategies.
4. Peaceable School Approach, establishing and realizing a peaceable school state, using comprehensive conflict resolution as a system for managing the classroom and school life.

Similarly, peace education becomes the school's attention. UNESCO [28] 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 sustainable futures. Further, it is explained that peace education is holistic. Fran Schmidt and Alice Friedman [29] 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 [1]. 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 'education for mutual understanding' as Catholics and Protestant efforts use educational strategies to undo the centuries of hostility [30]. Likewise, in South Korean, peace education is referred to as 'Reunification Education [31]. 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 [13].

IV. CONCLUSION

Students' perceptions about peace have negative peace, namely no violence, no study assignment, and no problem, while the positive perception of peace refers to peace of soul. In practice, students feel peaceful at school when the

atmosphere at school is safe and comfortable. If harmony between students occurs, there will be no problem, no competition, no squads, and the students tend to maintain tolerance and obey the rules. Furthermore, the conflict resolution done by the students is to break up or to become an intermediary, stay quiet, don't interfere or report to the teacher and apologize. At last, the implication of this research is there is a need for peace education in schools to build a safe and peaceful school climate. In addition, it is also important to increase in the capacity of the teacher's ability to have peaceful competence in himself and become an agent of peace in the school.

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