

# Male and Female Students' Abilities in Creating the Peaceable Classroom

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## ABSTRACT

This research aims to describe and compare male and female students' abilities in creating a peaceable classroom. A quantitative approach by selecting the descriptive and comparative design was employed to conduct this research. Twenty-four secondary students were involved in this research. A questionnaire consisting of thirty-six close questions regarding abilities to create a peaceable classroom was administered to them. The questionnaire had been validated theoretically and empirically. To describe the level of male and female students' abilities in creating a peaceable classroom, a classification of scoring developed by Azwar was used, while the t-test was used to compare male and female students' abilities in creating a peaceable classroom. The results revealed that overall, male and female students had a moderate ability in creating a peaceable classroom. Also, there was no significant difference in abilities to create a peaceable classroom between male students and female students. However, descriptively, in creating the peaceable classroom, male students' abilities were higher than female students' abilities. It means that in appreciating the opinion of other students, not discriminating and cornering other students, saying kind words, talking softly and politely, and showing respect, male students' abilities were better than female students' abilities.

**Keywords:** Ability, Gender, Indonesian Students, Peace Education, Peaceable Classroom.

## 1. INTRODUCTION

The development of every individual in adolescence undergoes a complex change related to the change of physic, social role, and behavioural pattern [1]. The change of behavioural patterns tends to bring up deviant behaviour. This deviant behaviour is related to the conflict in the individual self. Hendricks [2], stated that conflict is a situation in which every human specifically students can't avoid it when in the phase of the development process. It means that every student certainly undergoes conflict in adolescence.

The conflict faced by students can happen in various levels such as intrapersonal conflict, interpersonal conflict, intragroup conflict, intergroup conflict, intra-organization conflict, and inter-organization conflict [3]. Generally, a conflict in school is affected by the social interaction of the student with his/her friends. In addition, a conflict can appear from the difference of opinion, thinking pattern, and character of students. Kim and Kim [4], revealed that some mischiefs of students in school are skipping school, conducting brawls and fights, and carrying out criminal acts. These mischiefs of students

can be caused by the level of low peacefulness in the school especially in the classroom in which they are often bullied by another student so that they are not comfortable with the conditions. So, peace education is really important to be implemented in the classroom specifically.

Peace education aims to develop the precise knowledge, skill, and disposition in building peacefulness effectively and sustainably [5]. It means that peace education is focused on the students' abilities in creating peacefulness of an occurred conflict used as a means of the development of students' peace culture. Navarro-Castro and Nario-Galace [6], explained that peace education is an effort to minimize miscommunication, dispute of inconvenience, and inability to express precise feelings and respect to others. Therefore, students' abilities in creating a peaceable classroom should be facilitated by guidance and counselling teachers through peace education.

A peaceful classroom is characterized by good cooperation and communication ability, respect for diversity, precise expression, and solve the conflict

peacefully [6]. Lestari [7], argued that the implementation of peace education focused on the peaceable classroom becomes one of the precise solutions to change students' bad attitude to good attitude because it develops students' understanding in communicating personally, understanding socio-cultural in their environment, and enhancing legal awareness on the activities that they conduct to other students. Creating a peaceable classroom is the way to help students respect each other regardless of differences.

Several studies related to peace education to create a peaceable classroom have been conducted widely [8]-[11]. Akhmad et al. [8], studied students' perspectives about peacefulness and conflict resolution in the school. Meanwhile, Degeng et al. [9], studied teachers' strategies in building a peaceable classroom. Specifically, Latipun et al. [10], studied the effectiveness of conflict resolution counselling on the adolescences' ability in creating a peaceable classroom. Also, Wulandari [11], studied peace education for creating a peaceable classroom. This research, however, explores students' ability in creating a peaceable classroom based on gender.

Gender issue in every scientific field becomes one of the interesting topics to be explored. Specifically, in the guidance and counselling field, male and female students' abilities in creating a peaceable classroom in this research are explored. Therefore, this current research aims to describe and compare male and female students' abilities in creating a peaceable classroom.

## 2. METHOD

Descriptive and comparative design using a quantitative approach were employed to carry out this research [12]. Descriptive design was used to describe male and female students' abilities in creating a peaceable classroom. Meanwhile, to compare male and female students' abilities in creating a peaceable classroom, a comparative design was used. There were four steps to conduct this research.

Firstly, we redesigned a questionnaire of abilities to create a peaceable classroom. We adopted several questions of the questionnaire that had been developed by Rukman [13]. Navarro-Castro and Nario-Galace [6], stated that there were five indicators of ability to create a peaceable classroom, that was appreciating the opinion of other students, not discriminating and cornering other students, saying the kinds words, talking softly and politely, and showing respect. So, we redesigned the questions of the questionnaire based on these indicators in which the questionnaire consisted of thirty-six questions.

Secondly, we validated the questionnaire theoretically. Theoretically, two experts in guidance and counselling education were involved in the validation process in which they verified and justified the

questionnaire based on the content and language. It resulted in a valid and eligible questionnaire.

Thirdly, we administrated the questionnaire to twenty-four secondary students in Riau consisted of fourteen male students and ten female students. They were selected using the purposive sampling technique because of the easy access of place and time in communicating this study to participants. Also, they were given sufficient time to answer the questionnaire about 30 minutes.

Fourthly, we analysed the results of the questionnaire of students' answers. Every question in the questionnaire was scored using the Likert scale, which was 1 – 5 [14]. We separated these answers based on male and female students. To describe the level of students' ability in creating a peaceable classroom, we used the categorization of instrument scores developed by Azwar [15]. Azwar [15], categorized it as  $X \geq M + SD$  (High),  $M - SD \leq X < M + SD$  (Moderate), and  $X < M - SD$  (Weak) in which M was mean and SD was standard deviation. We assumed that the data of the questionnaire was normal and homogenous [16] so that we used the t-test to compare male and female students' abilities in creating a peaceable classroom [17]. In addition, we used SPSS software and Microsoft Excel to analyse the data.

## 3. RESULTS AND DISCUSSION

Table 1 shows that overall, male and female students had a moderate ability in creating a peaceable classroom. It means that students have been able to create a conducive classroom. Navarro-Castro and Nairo-Galace [6], argued that when students have been able to create a harmonious and peaceful classroom, at the moments, they have been able to appreciate other students' opinions, do not discriminate and corner other students, say the kinds words, talk softly, and politely, and show respect to other students.

Specifically, male and female students had a moderate ability in appreciating the opinion of other students. It indicates that both male and female students have respected other students' opinions sufficiently. Even though, they had to enhance their ability in appreciating other students' opinions. The use of gadgets such as handphones is one of the factors affecting students so that they do not appreciate other students' opinions. Prasetyo [18], argued that students do not care about other students' feelings which are talking because they usually confide by handphone using an emoticon. The use of gadgets excessively creates students that is difficult to be invited to communicate. So, the use of gadgets should be decreased to create students more appreciative of the other students' opinions.

In addition, male and female students' ability to do not discriminate and corner other students was moderate. It means that they want to receive other students' suggestions and criticism. They also can control themselves on certain problems, however, in solving the problem of a certain case, they feel prestige. Students who have the attitude to receive themselves can develop a positive attitude toward themselves and their environment [19]. Al-Mighwar [20], also stated the social acceptance is an important factor of happiness. Therefore, students should receive themselves and their environment so that they do not discriminate and corner other students.

Furthermore, male and female students had a moderate ability in saying the kinds of words. It interprets that student has said sufficiently the positive words to other students. It means that by saying kinds and polite words to other students, they have given rewards and support to other students. Also, they can generate and maintain friend relationships among students. So, if students say kinds of positive words to other students, a harmonious and peaceful situation will be created.

The description of male and female students' abilities in creating a peaceable classroom are presented in Table 1.

**Table 1.** The results of students' abilities in creating a peaceable classroom

Gender	Indicators	Descriptive Statistics			Category
		N	M	%	
Male Students	Appreciating the opinion of other students	14	10,93	54,64	Moderate
	No discriminating and cornering other		47,07	58,84	Moderate

	students				
	Saying the kinds words	13,07	52,29	Moderate	
	Talking softly and politely	26,50	58,89	Moderate	
	Showing respect	6,07	60,71	Low	
	Overall	103,64	57,58	Moderate	
Female Students	Appreciating the opinion of other students	10	10,50	52,50	Moderate
	No discriminating and cornering other students		46,30	57,88	Moderate
	Saying the kinds words		14,90	59,60	Moderate
	Talking softly and politely		24,80	55,11	Moderate

	Showin g respect		5,40	54,00	Low
	Overall		101,9 0	56,61	Moderate

Also, male and female students' abilities in talking softly and politely were moderate. It indicates that students have sufficiently shown polite attitude to teachers. Also, students have rebuked other students to do not talk roughly with uncontrolled emotion. Haeruddin [21], argued that the growth of polite attitude needs habituation. It means that a habit can be trained at an early stage. Therefore, students have to optimize talking softly and politely to other students so that they can affect other students to show a positive attitude.

Meanwhile, male and female students had a low ability in showing respect to other students. It shows that students have sufficiently respected other students such as they can give positive criticism. Setiowati [22], argued that there are some attitudes when students react to other students that are accepting attitude, refusing attitude, and indifferent attitude. A usual phenomenon in which students assume themselves no guilty when they pain other students' feelings. Therefore, students have to control themselves so that they can respect other students.

The comparison of male and female students' ability in creating a peaceable classroom is presented in Table 2.

**Table 2.** The results of the t-test

Indicators	t- value	Sig. (2- tailed)	Conclusion
Appreciating the opinion of other students	0,552	0,587	Accepting H <sub>0</sub>
No discriminating and cornering other students	0,213	0,833	Accepting H <sub>0</sub>
Saying the kinds words	- 1,908	0,069	Accepting H <sub>0</sub>
Talking softly and politely	0,917	0,369	Accepting H <sub>0</sub>

Showing respect	1,245	0,226	Accepting H <sub>0</sub>
Overall	0,265	0,794	Accepting H <sub>0</sub>

Table 2 shows that the significance value of the t statistics of male and female students' ability in creating a peaceable classroom was more than 0,05. It indicates that there is no significant difference of ability in creating a peaceable classroom between male students and female students. It means that both male and female students have sufficient abilities to create a peaceable classroom in which there is a conducive classroom without some conflicts among students. Descriptively, to create a peaceable classroom, male students' ability was higher than female students' ability (See Table 1). It means that male students are more able to create a harmonious and peaceful classroom than female students.

Specifically, Table 2 also shows that all of the significant value of the t statistics of male and female students' ability to appreciate other students' opinions, do not discriminate and corner other students, say the kinds words, talk softly and politely, and show respect to other students were more than 0,05. These findings indicate that to appreciate other students' opinions, do not discriminate and corner other students, say the kinds words, talk softly and politely, and show respect to other students, between male students and female students, there is no significant difference of ability. It means that both male and female students have been able to respect other students' opinions, receive other students' suggestions and criticism, say positive words to other students, and do not talk roughly with uncontrolled emotion.

Descriptively, male students' ability was higher than female students' ability in appreciating other students' opinions, not discriminating and cornering other students, talking softly and politely, and showing respect to other students (See Table 1). It means that male students are more able to respect other students' opinions, receive other students' suggestions and criticism, and do not talk roughly with uncontrolled emotion than female students. However, to say the kinds words, female students' ability was higher than male students' ability (See Table 1). It means that female students are more able to say positive words than male students.

#### 4. CONCLUSION

This research reveals that male and female students have a moderate ability in creating a peaceable

classroom. Specifically, to appreciate other students' opinions, do not discriminate and corner other students, talk softly and politely, and say the kinds words, male and female students have a moderate ability. In showing respect to other students, however, male and female students' ability was low. Furthermore, there is no significant difference in abilities to create a peaceable classroom between male students and female students. Moreover, specifically related to every indicator of creating a peaceable classroom, there is no significant difference of ability among both. Meanwhile, descriptively, male students are more able to appreciate other students' opinions, do not discriminate and corner other students, talk softly and politely, and show respect to other students than female students. However, female students are more able to say the kinds of words than male students. Thus, this research suggests guidance and counseling teachers enhance male and female students' abilities in creating a peaceable classroom by implementing peace education such as counseling of conflict resolution.

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