



# Peace Education: The Perspective of Students, Teachers and School Counselors in Sukoharjo Regency

Adi Dewantoro, ASROWI, Ma'rifatin Indah Kholili, Ribut Purwaningrum

Sebelas Maret University

adi\_dewantoro@staff.uns.ac.id, asrowi@staff.uns.ac.id,  
marifat.in@staff.uns.ac.id,  
naning\_purwaningrum@staff.uns.ac.id

**Abstract.** Peace in the school environment is the hope of everyone in the world, especially in Indonesia. Education must be able to develop human values and higher social values into the minds of children, in order that children be able to develop a set of behavioral skills that needed to live in peace. Actually, peace education is a process that leads individual to prevent conflict and violence, resolve conflicts peacefully and create conducive conditions to peace. This study uses survey method through google forms. The population and sample of this study consist of students, teachers/homeroom teachers and school counselors of junior high school in Sukoharjo Regency area. The results of this study showed that 72.5 % of junior high school in Sukoharjo had tried to create peace at schools, the result of study seen from students' perspective showed that 88% students said that peace learning at school is very important, the result of study seen from teachers/homeroom teachers' perspective, 78% teachers has tried the maximum efforts to build peace in school environment. The result of study seen from school counselors' perspective showed us that 88.6% school counselors had tried to equip the students by developing their non-cognitive skills that needed in the implementation of peace education, such as: tolerance, self-control, cultural awarness, critical thinking, collaboration and more. By looking at the results of the study, we can conclude that the implementation of peace education is getting attention. However there is not standard guide that can be used by all school members in the implementation of peace education it self.

**Keywords:** Peace Education, Students, Teachers, Counselor Teachers

## 1 Introduction

Violence in school environment is a central issue that has become a problem in the world of education lately. These forms of violence include harrasment, fighting, bullying, isolation, argument and even murder. The results of survey which conducted by Kompas in 2017 showed that the level of bullying that ocoured to the students is in the category of concern. As many as 82.46 respondents stated that cases of bullying among

© The Author(s) 2023

M. Salimi et al. (eds.), *Proceedings of the 6th International Conference on Learning Innovation and Quality Education (ICLIQE 2022)*, Advances in Social Science, Education and Humanities Research 767, [https://doi.org/10.2991/978-2-38476-114-2\\_14](https://doi.org/10.2991/978-2-38476-114-2_14)

students were very worrying (KOMPAS,2017). In addition, the result of survey that conducted by ICRW released in 2015 showed that 84% of Indonesian children experienced violence in the school environment. The high percentage of violence began with bullying (ICRW.2015). the result of the survey showed that so far, schools have not been completely safe and comfortable place for the students.

The violence that has been occurring in the school environment, has negative implications for students both physically and emotionally well being. (Felix, furlong, & Austin, 2009). The impact of students who do not feel at peace will be hostility, isolation, disrupting the learning process, it is difficult for both students and schools to achieve common goals (Harris,2000). Many studies have found that violence primarily within the school scope has consequences for both the victim and the preparator. Schneider et al, (2012) revealed that the victims of violence are more likely to experience physical, psychological, academic problems, depression, learning difficulties, and even dropouts.

Based on the case above, peace in the school environment is the hope of all people in the world in general and especially in Indonesia. Education must be able to develop humans values and higher social values into the childs's mind, so that the child is able to develop a set of behavioral skills necessary to live in peace for all mankind. At the school level, the basic need of the students is to get a climate of peace through a culture of peace. In this culture, the children will naturally absorb the spirit of peace to be implemented into their lives (UNESCO,2005).

The peaceful culture is an active process which positive, participatory process of appreciating diversity, tolerating for differences, encouraging dialogue efforts, and resolving conflicts with the spirit of mutual understanding and cooperating (UNESCO,2013). The most significant strategy to promote the peaceful in the school environment is through peaceful education. Castro & Galace (2010) stated that promoting peaceful culture is through peace education is not only limiting the conflict resolution, but also developing attitudes, knowledge and skills of peaceful living in society. Galtung (1967) defines that peaceful education is the impact of peaceful thinking, there are three aspects that form a peaceful mind in an individual, it is called the existance of a set of peace values, a set of consequences of being peaceful, and the relationship between of them two. Kartadinata (2016) also revealed that education has a role as a developer of peaceful thinking and behavior, and counseling guidance services play a role in the development of peaceful culture. The school conselor services are expected to develop student's skills in developing peace in the schoolenvironment. These services can not be parted from the needs assessment carried out by school conselor both of cognitive, affective, and psychomotor.

The handling cases of violence that occurs in school only has been carried out in casuistically, unstructured and directly to the realm of law, it is not seen as an educational problem that is immediatly to be explored. This condition needs attention from all parties involved in the school. Based on the presentation (MENDIKBUD, 2016) as an effort to prevent violence that occurs in the schools, it is necessary to prepare the preventive measure of violence, including the preparation of anti-violence procedures and creation of the reporting chanenels by teachers, schools, and local goverment. Furthermore, build a peaceful behavior based on cultural values and human thinking system is no less important.

## **2 Research Methods**

The research method of the study was used a survey through a google form that consisting of 10 question items, the questions related to the views of students, teachers, and school counselor and peace in schools. The populations and samples of the study were students, teachers, school counselor of junior high school in the Sukoharjo Regency area. The detail respondents were 57 students, 61 teachers and 87 school counselor at the junior high school in the Sukoharjo Regency area..

## **3 Results And Discussion**

### **3.1 Results**

The result of this study are based on the peaceful education instruments that have been carried out by researchers to the students, 61 teachers and 87 school counselors in junior high school in the Sukoharjo Regency area. The analysis results showed that 72.5% of junior high school in Sukoharjo as our respodnent had tried to realize peace in schools, from the students' perspective, as many as 88% said that peace is important in teaching learning process at school. The students also stated that the presence of peace in scool environment can increase their enthuisiasm to learn safely, comfortably, and conduively. Furthermore, the perspective of subject teachers stated that 78% teachers had made maximum efforts in building peace in the school environment. The teachers agreed that peace in school environment is very important for development of the students. Viewed from school counselor's perspective, as many as 88.6% stated that they had tried to equip students by developing non-cognitive skills that needed in the implementation of peace education, such as tolerance, self control, cultural awariness, critical thinking, collaboration, and more. One of the method used in UNICEF's peace education programs includes; collaborative games, group discussions, brainstorming, decision-making exercises, negotiation, case studies, role playing, and simulation (Fountain, 1999).

### **3.2 Discussion**

Reflecting on the results of the study, peaceful education can not be separated from the efforts to build and maintain the harmonious and non-violent relations. Cooperative behavior, toleration, kindness, cultural awareness, critical thinking, self-control and concern are the examples of peaceful behavior. The teachers and school counselors' effort in developing peaceful cultures are positive values that need to be preserved in the development of peaceful education at schools. The concern of the teachers and school counselors in developing peace at schools will have an impact on improving the psychological well-being of the students. Considering the integrated aspects of personality that are harmoniuosly integrated with each other are positively correlated with happines, life satisfaction, positive effects, and the sense of purpose in life (Ryff & Keyes, 1995).

Individuals who have high scores in term of compassion will be happier and have high positive effect which compared to those with who has low scores, and tend to be low in depression and anxiety (Neff, Kirtpatrick, rude, 2007). By seeing the importance of peace in the whole domain of relations and individual life, the study of peace in schools is an essential aspect of education itself. The behavioral domain, knowledge, and peaceful attitudes will affect the relationship of individuals with themselves, between groups, individuals with other people, and other entities.

All dimensions of this relationship will have a potential to resolve conflicts and violence that occur. Anderson (2004) said that the context of the individual, between individuals, social groups, in the communities, in the countries, between countries, and the nature is positive context for personal peace. This peaceful domain and context can be interpreted as the concep of personal peacefulness (Castro & Galace, 2010). Personal peacefulness is defined as consistency in the domain of self, peace with oneself and all aspects of life, have a cognitive disposition that promotes personal peace across time, seek and appreciate of peace.

As stated in UNICEF concept, peace education is the process of promoting some knowledges, skills, attitudes, and values that needed to bring about behavioral changes that enable the children, youth, and adults to prevent conflict and violence; resolve the conflicts peacefully; and create conducive situation to peace, both of the personal, interpersonal, intergroup, national and international levels. (Fountain, 1999).

The efforts to develop peace need to be done by all parties who involved in the education and learning process. As the Peace Education Network (PEN) in United Kingdom also encourage the schools to use an approach that can help students to formulate their views on peace and practice in managing emotions. The approach used by the Peace Education Network (PEN) are (a) The adults in school must teach a model of respecting others and resolving conflict without violence, (b) the component of peace education must be implicit in the school work structure and anti-bullying strategy, (c) school policies should refer to peaceful education, should be displayed throughout the school, and be mentioned regularly in school lessons and activities (PEN, 2011).

## 4 Conclusions And Suggestions

Peace is the state of a person's emotional well being and non-violent conflict resolution. A state of peace is a condition that is considered sufficient. In other words, if humans feel enough, they will get a sense of peace as the consequence of feeling "enough". Peaceful applications in psychology especially education are related to the selection of teaching methods and creating a classroom and school climate. Peace education aims to increase awareness of the importance of "learning to live together" and "peace oriented education". With this awareness, it is hoped that schools can carry out educational and learning activities safely, comfortably, and conducive, so they can contribute to the realization of the sustainable future for the children. For this reason, the

participation of stakeholders in the world of education is an inseparable role in the implementation of peace at schools.

## References

1. Anderson, R. 2004. A definition of peace. *Peace and Conflict: Journal of Peace Psychology*, 10(2), 101–116. [https://doi.org/10.1207/s15327949pac1002\\_2](https://doi.org/10.1207/s15327949pac1002_2)
2. Castro, N, L, & Galace, J.N., 2010. *Peace Education; A Pathway to A Culture of Peace*. Philipin: Canter for Peace Education Miriam College. violence victimization among diverse students. *Journal of Interpersonal Violence*, 24(10), 1673–1695. <https://doi.org/10.1177/0886260509331507>
3. Fountain, S. 1999. *Peace Education in UNICEF*. UNICEF. New York
4. Galtung, J. 1967. *Theories of Peace: A Synthetic Approach to Peace Thinking*. International Peace Research Institute. Oslo.
5. Harris, I. M., 2000. *Peace-building responses to school violence*. <http://bul.sagepub.com/content/84/614/5>
6. International Center for Research on Women & Plan International (ICRW). 2015. Are schools safe and gender equal spaces? Findings from a baseline study of school related gender-based violence in five countries in Asia. ICRW
7. Kartadinata, S. 2016. Nilai-nilai Kedamaian di Dalam Pendidikan dan *Bimbingan dan Konseling*. Seminar Nasional Bimbingan dan Konseling. FIP Universitas Negeri Malang
8. Kompas. 2017. *Rupa Sekolah Soal "Bullying"*. Terbit, Minggu 13 Agustus 2017.
9. MENDIKBUD. 2017. Pencegahan dan Penanggulangan Tindak Kekerasan *di Lingkungan Sekolah*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia: 25 Januari 2016.
10. Neff, K. D., Kirkpatrick, K. L., & Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality*, 41(1), 139–154. <https://doi.org/10.1016/j.jrp.2006.03.004>
11. Peace Education Network (PEN). 2011. Education for Peace: Whole School Approach. *Peace Education Network* ([http://www.peace-education.org.uk/education-for-peace/p2\\_articleid/14](http://www.peace-education.org.uk/education-for-peace/p2_articleid/14))
12. Ryff, C. D., & Keyes, C. L. M. 1995. The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
13. Schneider SK, O'Donnell L, Stueve A, Coulter RW. Cyberbullying, school bullying, and psychological distress: a regional census of high school students. *Am J Public Health*. 2012 Jan;102(1):171-7. doi: 10.2105/AJPH.2011.300308. Epub 2011 Nov 28. PMID: 22095343; PMCID: PMC3490574.
14. UNESCO. 2005. *Peace Education: Framework for Teacher Education*. India: Safdarjung Enclave.
15. UNESCO. 2013. UNESCO's Programme of action: Culture of Peace and *Non-Violence a Vision in Action*. Journal. Tersedia di : <http://unesdoc.unesco.org/images/0021/002177/217786e.pdf>

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

