

Education Management of Women's School-based on Peace Education

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Abstract—The Women's School for Peace in Poso District was established to encourage and empower citizens to build a peaceful life from their own initiatives and efforts. The Women's Peace School is a non-formal education activity established by AMAN (Asian Muslim Action Network) in the post-conflict region of Poso District. The management of education in women's schools is the management of education in the non-formal way for the implementation of peace education. This study aims to describe the management of education in women's schools through the activities of planning, organizing, directing and controlling. This research is a descriptive study, describing the implementation of the education management function in Poso District Women's School based on peace education. The results of the study show that the Women's School Management for planning activities is the Planning of Women's Schools based on the needs of the post-conflict community and focusing on women as pioneers of Peace development. The activity of organizing in women's schools is to carry out the division of tasks that aims to establish women as agents of peace. The briefing activity shows that the Women's School in the direction of assignments and learning activities provides space for women to express their learning desires and changes in individuals as agents of peace. Control activities show that the Women's School always conducts a good evaluation at the implementing level in this case AMAN Indonesia, the organizer to the executors namely the Presidium and the Women's School Coordinator and facilitators. The purpose of control is to ensure and monitor the accuracy of learning that develops the character of women as students who have the ability to care for peaceful life.

Keywords—*education management; women's school; peace education*

I. INTRODUCTION

In the aftermath of the prolonged conflict in Poso District, the community is in dire need of sustainable peace building. Peace efforts have been carried out by various parties since 2000 by the central government through community leaders and religious leaders, as well as by various parties in the local community. There is one specific situation that occurs in post-conflict peace efforts, namely that women are actively knitting communication between post-conflict citizens. Their efforts are: "When the food stock is depleted in the refugee camps, forcing women to take the initiative" down the mountain "and return to the village and collect the available food and go to the refuge. After seeing the conditions felt relatively safe, they finally started to sell their garden produce

in the form of vegetables, fruits and fish from door to door in a neighboring village. The door-to-door communication process began to exchange information on the whereabouts of each other's relatives both from Christian and Muslim families. Many families benefit from the exchange of information driven by women because they feel more honest and what they are using women's language [1].

Some peace education activities carried out in various places were first called for by local communities and specifically women. As in Solomon Island through the women's peace movement, so in Aceh, women were the first to voice peace rather than referendums. Women in Maluku and Poso were also the first to begin informal communication through trade with conflict victims who were considered "enemies" when the conflict occurred [2].

Departing from this situation, AMAN Indonesia, an interfaith institution, initiated the establishment of a Peace Women's School in several places in Poso District. The purpose of establishing the school is to encourage and empower community members to build a peaceful life from their own initiatives and efforts. This empowerment is specifically for women through education channels [3]. As Elise Boulding said [4], continuous peace education will produce a culture of peace, and this can be found first in the household. Parents, especially mothers, have a strategic role in order to educate and foster a culture of peace in the family. The strength and potential of women to be the pioneers of peace-building turned out to determine the continuity of peace specifically in post-conflict communities.

Women School for Peace, which will become the focus of this research is a non-formal learning activity for peace education. The school was founded by AMAN Indonesia (Asian Muslim Action Network) in several regions in Poso District. According to RI Law No. 20 of 2003 article 26 paragraph 23 says that the type of formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education and education aimed at to develop students' abilities. The implementation of this type of non-formal education can be done through course institutions, training institutions, study groups, center of community learning activities and taklim assemblies and other similar education units. Non-formal education does have a role as an enhancer and complement to

formal education, but there are also some problems related to its management, such as teaching staff and also the quality of graduates [5]. What is the actual management of non-formal education activities? I pull determines the circumstances of non-formal school management for the empowerment of women, namely the School of Women in Poso which bases its activities on peace education. Because it is a non-formal school, it designs and manages its own educational activities, do educational activities at the Women's School implement management functions such as in formal schools whose organizational structure is organized, with the curriculum already available? Are educational activities in women's schools managed efficiently to achieve their educational goals?

The purpose of this study to study and describe education management at the Women's School, with a focus on the process of implementing education management functions, namely: Planning, Organizing, Directing and controlling.

Research at the Women's School is important because *first*, knowing the education management process will provide an overview of the management of education activities by the community independently for peace building in Poso district. *Second*, this research is expected to illustrate a change that really originates from the initiatives of the people themselves who are aware of the importance of a peaceful life, through changes in mindset through educational activities.

Management Education is the management of educational activities carried out as a joint effort by members of educational organizations, by means of mobilizing and using all the potential that is owned effectively and efficiently, to achieve the goals of education that have been established [6]. Educational management can be concluded through three approaches, namely: Education management is seen as the science and art of managing educational resources, process approaches through management functions, and structural approaches. As the science and art of managing educational resources, the management must create an atmosphere and learning process that can develop the potential of students. The process approach means that education management is a process of planning, organizing, directing and controlling educational resources to achieve educational goals. The structure approach means that education management manages the people involved in the education organization, curriculum, means, and relationships with outside communities [6].

Educational Management functions consist of 4 stages. The first stage is planning. Planning is the process of making decisions about the goals and ways that will be implemented later to achieve these goals. The planning stages are: study of needs, formulation of objectives and targets, determination and alignment of policies, formulation of program and project activities, allocation of funding sources [6]. The second stage is organizing, namely the division of labor, the division of activities according to the level of responsibility, the arrangement of work relations between organizations. The third stage is direction, which is to mobilize all resources to work together effectively and efficiently, as well as a pattern of guidance, coordination, communication built in it. The fourth stage is control, namely the process of monitoring, evaluating

and reporting whether all activities are running and achieving the educational objectives of the educational institution.

Management is also divided into several types, including education management, because each organization has its own norms in implementing management as a system that runs the organization. One type of management that is also used by management education is management based on the goals or objectives to be achieved where all managerial activities are directed at the goals achieved, and the goals or objectives are known and agreed upon by all members of the organization [7].

In essence, peace education is a planned and systematic process of educational activity to directly instill, support, demonstrate and influence the development of knowledge, thoughts, feelings, skills, values, and attitudes needed to promote peace. The aim is to help individuals and communities to acquire relevant knowledge and skills, personal values and behavior to apply commitment and actively and independently strive to live a peaceful life in all aspects of life [8]. Any understanding or definition built on peace education must refer to a philosophy that teaches anti-violence, love, compassion, trust, justice and cooperation and respects the human family and all life on this Planet.

In accordance with the conditions of the post- conflict Poso community, which requires empowerment for peace building, appropriate peace education is in the positive realm. Because positive peace education is one that wants to prevent violence, and build peace through ways to motivate and train students to be skilled and want to live in a peaceful manner continuously [9, 10].

The non-formal education model is an education system whose curriculum is made by individuals or groups of people in the community, who hold an educational activity. In the Law on National Education System Law No. 20 of 2003, it is stated that people have the right to hold formal and non-formal education. So that the Peace Education Model implemented at the Poso District Women's School is a non-formal education activity whose design and implementation of learning is carried out by a group or non-governmental organization. This study would like to see the process of managing or implementing the functions of education management in a peace women's school, Poso District.

II. RESEARCH METHODS

This is a descriptive study with qualitative approach. The preliminary study carried out by identifying the activities of the school establishment of women in some areas in Poso district. Then and look for curriculum documentation and activities carried out in women's schools. From the results of the correspondence with the AMAN board and the women's School presidium, the focus was agreed upon for this study. Description qualitative Method used in this study were directed to digging how the concept of peace education in women schools built and management process of this school as an educational organization.

Data collection for this study was conducted in 5 women's schools established by AMAN Indonesia located in several villages and sub-districts in Poso District, namely the Women's

School (WS) of the creative mother of Saojo, WS Mungkudena, WS Teratai Sangele, WS Mandiri Pamona, WS Sintuwu Maroso Pamona. The informants of this study were: AMAN INDO Management, Poso District Women's School Presidium, and Women's School Facilitators.

The main data collection techniques in this study are observation, interviews and documentation studies. Observation, Documentation and interview studies were used to find data in the form of learning activities at the Women's School, Documentation of the Peace Education curriculum, the foundation of the establishment of the Women's School, finding out other data such as the circumstances of the participants and outside support for these activities.

The description of the data analysis carried out is, the data obtained through the collection of interview data and study documents are identified and classified according to the type of data desired according to the implementation of the Education Management function. Then analyzed in order to obtain an overview of the management of non-formal education activities specifically for women based on learning about peace. Then data reduction is done by summarizing, choosing the main things, focusing on important things, looking for themes and patterns.

III. RESULTS

A. A Glimpse of Women's School

AMAN Indonesia (Asian Muslim Action Network) is a network of Muslim and non-Muslim organizations, both individuals and institutions in Asia [3]. AMAN Indonesia works to promote justice and peace. AMAN Indonesia through the Women's School Presidium and the Facilitators established the Peace Women's School (SPP) in Poso District. Until 2016, there were 13 SPs established in Poso District, as follows: (1) SP Betania, Poso Pesisir; (2) SP Mungkudena Toaro, Pamona Utara; (3) SP Rumongi Sawi tendeadongi, Pamona Utara; (4) SP Rumongi Jagung Tendeadongi, Pamona Utara; (5) SP Teratai Sangele, Pamona Puselemba; (6) SP Mekar Megapu, Pamona Timur; (7) SP Mandiri Pamona, Pamona Puselemba; (8) Sintuwu Maroso Pamona SP, Pamona Puselemba; (9) SP Poso Bersatu; (10) SP Silanca, Lage; (11) SP Malei, (12) SP Mother of creative Saojo; (13) SP Lena [11].

The Women's School was established not for the purpose of formal schools complete with buildings. Kegiatan avoids forms formality of a school. The name "School of Women" was born from the spirit of women who want to meet and always want to learn, especially learning to understand themselves and their communities. The concept of *school* in this activity is used on the basis that what will be built is a learning system [12].

Women's School Participants are women in local villages with ages between 25-50 years. And generally carry out the tasks of household and workers in the gardens and rice fields. There are also those who have employment backgrounds as civil servants, teachers, retirees, private workers, members of NGOs. The religious background of each participant is diverse, some are Islamic and Christian. Educational backgrounds also vary but average high school graduates.

To become a Women School participant, participants were first introduced to AMAN Indonesia and the peace approach through "Peace and Tolerance Training". This training was designed to explain the focus and approach of AMAN Indonesia and introduce the draft curriculum that was made based on the results of the assessment.

The implementation of learning in the Women's School is adapted to the conditions of the community, where more take place in public facilities such as the village hall, the meeting hall of a house of worship, and the houses of the people who have spacious space for learning activities. The determination of students, learning time and learning space is adjusted to the objectives of learning peace education itself.

Learning class meetings at the Women's School are held 2 meetings in one month. One meeting using learning material from the Module, Time or Length of lesson time of each lesson session contained in the module has a duration of time is 120 minutes. While one meeting discussed materials related to the needs of female school participants, such as discussing agricultural activities, environmentally friendly plantations, discussions with village officials, working on handicrafts.

The results showed that in addition to the peace education material discussed, there was also a discussion of the material submitted according to the participants' needs, which was the material or material typical of each women's school. For example, the Mungkudena Sawidago Women's School develops basic materials for environmentally friendly organic plantations. The Women's School in Tendeadongi developed materials around corn farming activities. At Silanca Women's School develop skills activities through making rattan-based dishes. All of these materials become media for peace. Participants are also given the opportunity and have the right to submit material outside the learning module, if deemed appropriate with the context of the participants' needs.

B. Planning Function

The implementation of the education management functions has been carried out at the Women's school in accordance with the functions of Planning, Organizing, directing, and controlling. Planning activities also have stages in accordance with the planning characteristics developed. The planning process and stages are as follows:

C. Assessment Phase of Needs

The results of the data analysis show that Women's School Activities are focused on peace education activities. The implementation of planning activities is preceded by analyzing peace needs in conflict areas. AMAN Indonesia analyzes Post-conflict social conditions in the Poso community and after the Malino 1 Peace Declaration on 18-20 December 2001, with interfaith issues and refugee-local segregation, communities are beginning to try to open themselves up to build a reconciliation and peaceful life, enduring conflict and violence. AMAN also analyzed the characteristics of the socio-economic and political dynamics of the community regarding the peaceful potential and vulnerability of the community. They began to be open to togetherness activities such as public meetings through local cultural activities (such as "mesale") and art (dero dances)

commonly practiced en masse by the Poso community held to welcome heart reconciliation, and become a symbol of reintegration of Muslims and Christians. The results of this analysis are the basis for accommodating the community in peace building through an educational activity. These education activities involve women as the main learners, because they see the enthusiasm of women that precedes communication between citizens in post-conflict communities.

D. Stage of Goal Formulation

In this planning phase, the aim of Peace Education in Schools was also established women are strengthening understanding of peace building, in women, the realization of an awareness of behavior change for a culture that is sensitive to peace-building efforts, increasing skills to understand culture and the surrounding environment, encouraging women to participate in encouraging structural change to achieve basic human needs, through active roles and involvement in decision making that affects their lives.

E. Policy and Priority Setting

At this stage the organizers conducted a mapping to empower women as actors of peace through education. Policies and priorities for women's school establishment for peace is, through these educational activities AMAN Indonesia wants to build the confidence and characteristics of women in post-conflict areas. *First*, the character of peace, namely the nature and peaceful behavior in women through the development of feminine traits of women in the family and community. The women saw firsthand the bitter life and violence during the conflict, and caused a lot of trauma, namely suspicion of other different citizens. Bad memories of conflict affect the character building, so it needs to be reconciled and returned to the purity of character as a human who loves peace. Through Women's Schools The principles of nonviolence are not only learned by them, but practiced in daily life as a commitment to positive peace creation.

Second, peace education focuses on the perspective of pluralism and multiculturalism, where women, school participants of Peace Women are faced with the reality of accepting the plurality of the Indonesian people. Efforts to build interfaith dialogue in response to sensitive issues are cultivated so that knowledge of other religious traditions can be understood and disseminated to erode prejudice. Meetings with different women's groups were prepared to build a women's peace movement with a vision of preserving life. Strengthening the pluralism perspective and multiculturalism helps to sharpen women's control over policies that are not sensitive to peace building.

Third, *leadership skills* in women. This skill includes conflict management and organization. The highest achievement to be seen in this program is the representation of women in decision-making at all levels as the highest manifestation of awareness of the values of peace. The SPP curriculum is directed at the emergence of women's collective leadership in a community, so that many strong women will be born involved in all aspects of life. Strengthening leadership is aimed at the sustainability of peace education at the grassroots as a learning media for the people [2].

F. Formulation Phase of Programs and Project Activities

Formulation of program and project activities the implementation of peace education activities at the Women's School is to create a curriculum that is contained in 4 Learning Modules as a learning package 1. Contents Module 1 is Women's Peace Education in schools, as follows:

Curriculum content. There are three basic materials that become the spirit of learning at the Women's School. *First*, the material is related to tolerance based on knowledge about peace. *Both* materials are related to tolerance based on gender role awareness. *Third*, the material related to tolerance is based on public awareness of environmental problems. In practice, the basic materials were derived from discussions with various themes: Gender and Women's Rights, Peace and the Role of Women, Organizational Strengthening, Information Distortion and Conflict, Seeing and Knowing Differences, Appreciating Diversity, Introduction to Conflict, Peace in an Islamic Perspective Family Nutrition. The materials were prepared based on the results of a curriculum workshop that was jointly organized by women members of SP. AMAN also uses the basics of text interpretation to strengthen the arguments in teaching. For example, studying the verses of each scripture about tolerance.

Learning subjects are as follows: Module 1- Individual Transformation: Session 1: Developing the atmosphere, Session 2: Women's Identity, Session 3: Gender Material in the perspectives of religions; Gender introduction session, Session 4: Gender in a religious perspective; Session 5: Women and peace building; Peace values, Session 6: Women's role and peace building, Session 7: Legal Protection Instruments.

Module 2: Relational Transformation: Session 1: Analysis of conflict and peace, Session 2: Appreciating and Accepting Differences, Session 3 Effective and Non-violent Communication, Session 4: Negotiation, Session 5: Mediation.

Module 3 Cultural Transformation: Religion as a peace movement, Assessing conflict risk, organizing, participatory Regional Study Techniques - Knowing PRA.

Module 4: Structural Transformation Material: Knowing the government system, Citizenship rights, Advocacy: Understanding Advocacy, Non litigation advocacy steps.

Contents and curriculum content in Women's schools focusing on strengthening knowledge and empowering women to understand themselves and the environment, building women's self-confidence and their independent attitude to fight for peace. It can be seen from some material that specifically touches the needs and roles of women in peace building. Women such as the topic of Individual Transformation, Relational Transformation, cultural transformation.

G. Phase Resource Allocation of Funds

Funding related to the implementation of peace education in school are girls, sources of financing entirely from AMAN Indonesia. Starting from Module multiplication, Transportation facilitator and presidium honorarium. There is also the participation of student's collection of contributions in each women's school for financing

H. Organizing Function

In organizing activities, the implementation of women's schools is the arrangement and division of labor. The organization organized in the women's school is the division of tasks and giving delegations of authority, carrying out activities according to the agreed program. In one school, there is a board of women consisting of a Chair, Secretary and Treasurer. The chairman's task is to coordinate all peace education learning activities. Setting schedules, places, materials, communicating with facilitators and presidiums. The Secretary's task is to document the results of each peace education activity meeting in written minutes. Treasurer task is financial management that comes from student contributions, to finance needs in learning meetings at the Women's School. Facilitators are those who guide or facilitate learning with Module Teaching Materials. The Women's School Presidium is a person appointed by AMAN to organize or coordinate the activities of several Women's Schools in one District, entrusted with socializing about the Women's School, opening and formalizing the establishment of a Women's School.

The division of labor carried out shows the connectedness of units in women's schools, as well as the connectivity between women's schools established in several regions in Poso District. This division of labor also shows how the curriculum and learning can be done appropriately and achieve the objectives of implementing education in women's schools

Management of Women School Students observed and according to data from the Presidium, also carried out in accordance with the purpose of peace building. Women's School Participants are women in the district of Poso as a post-conflict area, who experienced firsthand the situation in Poso.

I. Direction Function

The function of directing or mobilizing (actuating) is to encourage performance, give direction and motivate, coordination and communication. Activities in the implementation of this function are AMAN as the organizers coordinate and communicate through the Presidium to the female school administrators. In particular, monitoring the activities of peace education activities. This coordination and communication is mainly to solve women's problems discussed both in class and in various meetings, developing peace education learning activities such as women's skills development, mentoring facilitators to improve their ability to assist and facilitate learning classes, discussions to explore the possibility of women's school establishment new ones in places where the Women's School activities have not been established. Discussion of the establishment of a new school was carried out after a preliminary study and mapping of the situation and conditions of women in the area. This opportunity is usually a place for organizers to direct activities, division of tasks, and mapping women's needs in the Women's School activities to be established. The results of the interviews found that most women's school establishments were requests from local women. The female school organizers also arranged the School Management which gradually would reach as many women as possible in the area.

The presidium and facilitator also receive training on structured peace education conducted by inviting or bringing them to the AMAN Indonesia training center, or learning opportunities and visiting other women's schools in other areas.

J. Control function

Control or supervision function to ensure that every activity is carried out according to the plans and objectives of the women's school. The Women's School Organizer, AMAN, Presidium and Facilitator, constantly monitors and evaluates the active involvement of female school participants in both classroom activities and in the community. Monitoring is done to see to see whether participants are able to: Identify threats, have been able to find solutions to these threats, be able to recognize people, structures of people, bureaucracy and existing devices. It is also expected to have the ability to foster critical awareness, to take the initiative in making changes, be able to care for the environment, and critically see the problems that surround it, especially regarding security.

Monitoring of several women's schools in Poso District was carried out by the presidium by visiting the place and monitoring the activity of learning and the development of skills products and the cultivation of plants developed. As an environmentally friendly farming organic, corn agriculture, rattan plate-making skills activities. All of these materials become media for peace.

According to the results of interviews and documentation studies the accuracy of peace education learning activities in women's schools can be seen from the activities and achievements of students in the community. Some of the learning outcomes of the women's school participants were: the ability to negotiate significantly increased. The increase was driven by discussion exercises during the SP and provision of knowledge obtained from WS. This can be monitored where SP Participants can become an introduction in several village activities such as village discussions and women's empowerment activities in the Village. Then the ability to lead the church and *dasa wisma* events. Other positive achievements and are very *urgent* is the ability to forget each other's revenge. Within the WS, members study conflict and pluralism and conduct inter-group and inter-religious visits. According to some members, the WS process is very helpful in forgetting revenge. The achievement of WS can also be seen from the increase in ability and courage in dialogue, the ability to express opinions increases and has begun to dare to convey knowledge. Another achievement is the strengthening of the roles of women's institutions in human rights issues for example. This achievement is a very important capital for the emergence of peace agents that have greater power. Participants continue to be encouraged and evaluated whether they begin to voice what policy makers should hear. For example some of the capabilities have been seen during Musrenbang, women's school participants loudly voiced the development of civilization by proposing the development of education for children in Poso Lage Malei.

K. Discussion

The implementation of this planning stage, shows that the Women's School was established and managed also by

implementing the management of women's human resources specifically for peace building in Poso District, and the management of the peace education curriculum. Involving human resources in this case women in one organization is a major instrument of an organization [12]. Because it is an effective and efficient step to achieve the stated goals. AMAN believes that Education Management in women's schools by involving women's resources, as well as managing the peace education curriculum, is to encourage women's empowerment itself as a pioneer of peace building and peace building in post-conflict areas can be sustainable.

The implementation of the organizing phase shows that there is a clear division of labor and proceedings, and connectivity between fields and the pooling of human resources and other resources. The ability of women to be able to be responsible and work together in one organization is not separated from women's specific advantages in managing conflict and having the awareness and desire to end the conflict. Women consider conflict to be useless and tend to leave a traumatic impression and tend to harm women's interests [13]. Improving education for women, able to build individual dignity and capacity, and women have the ability to be involved in the organization and realize the goals of the organization [12]. The aim of establishing women's schools to build sustainable peace in Poso District will be achieved with women as agents and actors of peace. In line with several research results that elevate women's power as actors and peace agents [14].

The implementation of the briefing stage is observed that guidance, coordination and communication that occurs opens up opportunities for women to express their learning desires, including learning from fellow experiences in a planned manner. Coordination and guidance in addition to learning classes, assignments and instruction outside the classroom are used by women to make it as a learning medium, a forum for organizations and media for women to actively participate in the peace building process. It is observed that directing and communication activities are aimed at making women more confident and ultimately able to conveying his knowledge to the people around him and the wider community. This shows the willingness and independence of women to change themselves in terms of having the knowledge and skills to learn to be a force in peace building. This circulation of knowledge of peace building is expected to be able to influence the daily actions of the community.

The process of evaluating or monitoring learning outcomes such as those conducted at the Women's School is a learning activity that sees its success in changing behavior. As stated in the Peace Education handbook in India by UNESCO, [15], the success of peace education will be demonstrated by changes in student behavior, reducing violence and increasing cooperation, assistance, empathy, etc., not theoretical knowledge about peace education. Also in accordance with the objective of supervision in its function is the efficiency of the output produced. Women's schools have carried out efficient education activities where the results achieved or outputs are in accordance with the goals of the education. The achievement of the students at the women's school shows that the management of education in women's schools has been carried out according

to the function of the management function itself, to achieve the goals of peace education that women schools want to achieve.

IV. CONCLUSION

- Management of education carried out in the Peace School of Poso District is a type of management based on the goals or objectives to be achieved, where all operational activities are directed at the stated goals
- Management of education in women's schools is carried out by combining three approaches, namely the first approach to managing educational resources, this approach is to create an atmosphere and learning process that can develop the potential of students. The second approach is the process approach, where management is carried out according to the function through the function of planning, organizing, directing and controlling educational resources to achieve educational goals. The third approach is the structural approach, namely education management manages the people involved in the educational organization, curriculum, facilities, and relations with outside communities.
- Activities and stages of implementation of education management functions implemented as follows: Management School girls for planning activity is Planning for Educational women was conducted by the needs of post-conflict societies and focuses on women as a pioneer in the development of Peace. Organizing activities in women's schools have a division of tasks that aims to establish women as agents of peace. The briefing activity shows that the Women's School in the direction of assignments and learning activities provides space for women to express their learning desires and changes in individuals as agents of peace. Control activities show that the Women's School always conducts a good evaluation at the implementing level in this case AMAN Indonesia, the organizer to the executors namely the Presidium and the Women's School Coordinator and facilitators. The purpose of control is to ensure and monitor the accuracy of learning that develops the character of women as students who have the ability to care for peaceful life.

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