



## Peace Development Training for Teachers as Peace Educators in Supporting Merdeka Belajar

**Eva Imania Eliasa<sup>1\*</sup>, Aprilia Tina Lidyasari<sup>2</sup>, Yuli Nurmallasari<sup>3</sup>, Mutmainah<sup>4</sup>**

<sup>1</sup> Guidance and Counseling, Universitas Negri Yogyakarta, Indonesia

Email: [eva\\_imania@uny.ac.id](mailto:eva_imania@uny.ac.id)

<sup>2</sup> Elementary School Education, Universitas Negri Yogyakarta, Indonesia

Email: [aprilia\\_tina@yahoo.com](mailto:aprilia_tina@yahoo.com)

<sup>3</sup> Guidance and Counseling, Universitas Negri Yogyakarta, Indonesia

Email: [yulinurmalasari@uny.ac.id](mailto:yulinurmalasari@uny.ac.id)

<sup>4</sup> Early Childhood Education, Universitas Negri Yogyakarta, Indonesia

Email: [mutmainah@gmail.com](mailto:mutmainah@gmail.com)

(Received: 05-06-2022; Reviewed: 26-08-2023; Accepted: 25-10-2023;

Available online: 24-12-2023; Published: 26-12-2023)



This is an open access article distributed under the Creative Commons Attribution License CC-BY-NC-4.0 ©2023 by author (<https://creativecommons.org/licenses/by-nc/4.0/> ).

**Abstract.** This research aims to develop the capacity for peace among school counselors in implementing Merdeka Belajar. The findings reveal that teachers need improvement in understanding concepts and skills for peace which are assumed to be beneficial for themselves and the school. The research uses a quantitative approach with a quasi-experimental one-group pretest posttest design. Participants in the study used convenient samples, 29 teachers of guidance and counseling at the Kulonprogo Junior High School. The training was divided into five sessions brainstorming, games, role playing, cinema therapy, and worksheet. The instrument used is the Peace Capacity Building Scale. Data analysis using t-test and ANOVA. Results show an increase in aspects of knowledge and skills. In addition, participants revealed that training is very important to be applied in the classroom and school. There are two outcomes achieved, namely the implementation agreement and articles published in journals.

**Keywords:** teachers-training, peace, peace educator, Merdeka Belajar

### INTRODUCTION:

Teachers are expected to be role models for students in schools. However, conditions in schools still need improvement on all sides, especially in the role of teachers as agents who transform values. The role of the teacher in terms of cognition provides insight and also stimulates students to discuss and argue; In terms of affection, teachers help students recognize their identity, learn to empathize, respect and tolerance; psychomotor side, the teacher becomes a stimulant for

activity, the ability to run the expected person. The position of the teacher is important, because whatever the indicators of educational success rest on teachers who have a direct contribution and form a positive social environment for students. This statement is corroborated by the ecological teori (Brown et al., 2014) view that human development is influenced by the environmental context. The reciprocal relationship between the individual and the environment that will shape the behavior of the individual. Information on the

environment where children live to describe, organize and classify the effects of varied environments. Mikrosistem is the environment in which the individual lives, this context includes the individual's family, peers, teachers, schools and neighborhoods. In the microsystem system there is a lot of interaction directly with social agents, namely parents, friends and teachers (Santrock, 2017). Social environment affects individual development significantly, especially in early childhood to adolescence. School as a medium of interaction helps build many aspects of students ranging from cognitive to student affection (Hanum, n.d.). Therefore, the position of the teacher is indispensable in the social environment.

Student academic achievement is one aspect that is significantly influenced by the role of the teacher. In the case of learning failure, it turns out that teachers according to Mulyasa (Eliasa, 2022) are one of the main factors causing difficulties or incompetence of students in learning. This happens because the teacher does not give encouragement or even indifferent in class when his students have difficulty in learning. Likewise, a learning atmosphere that is less comfortable and unpleasant will cause boredom and boredom among students. In line with various studies that show that the quality of teacher personality, teacher competence in understanding cultural contexts and individual uniqueness are very helpful for students in developing potential and achieved achievements (Keiler, 2018). Culturally sensitive teachers have to reveal a stronger desire, effort, and understanding of cultural settings and individual differences (Göncz, 2017).

The position of the teacher in the school so far has only been considered as an agent of lesson transformation, the emphasis is limited to how to deliver the material well and reliable classroom management that actually has contribution to the quality of education. as the result of Heyneman and Loxley's research (Eliasa, 2022) in 1983 in 29 countries consisting of 16 developing countries and 13 developed countries (16 developing countries used as research locations include: Argentina, Brazil, Chile, Iran, Egypt, Uganda, India, Thailand, and Hungary, while 13 developed countries that are used as research locations include: the United States, English, German,

Swedish, Australian, and Japanese). Dedi Supriadi (1999: 178) in one of his conclusions stated that among the various components that determine the quality of education (judging from student learning achievement) it turns out that teachers make the greatest contribution compared to others. Expert teachers could become as change agents by sharing their knowledge through school and city-level innovation programs (Reinius et al., 2022).

In line with the results of research by Kartadinata (2015) in general explaining that subject teachers and Guidance and Counseling teachers have not built a safe and peaceful school climate, only reached 56% of students' peaceful behavior in the classroom during the teaching and learning process (PBM). Or in other words, the peaceful class has only reached about 56%. The efforts made by teachers in PBM include teachers still asking and encouraging students to enthusiastically listen and ask questions and answers to certain related materials, with the hope that learners display good behavior and display positive conditions. And the efforts made by teachers to create or build peaceful classrooms in the classroom and teaching and learning process averaged about 66%. Or in other words, teachers in the teaching and learning process are only about 66% creating or building peace. Other efforts made according to the teacher's confession in PBM include praying and holding activities that are open between students, in responding to student behavior. The various teachers usually give advance warnings before being sanctioned. Peace education is still an interesting issue that is strongly influenced by how teachers' understanding of the concept and context of peace is implemented in schools (Parker, 2014).

The phenomenon among teachers who does not yet have a mindset about the concept of peace for himself, peace for others, nor does he have skills as a peaceful person. The urgency of various training models to encourage this is important to discuss scientifically and empirically.

## METHOD

The research uses a quantitative approach withn quasi-experimental one group pretest posttest design. This study used a convenience sample of 29 Kulonprogo Junior High School Guidance and Counselling teachers

who are members of the Guidance and Counselling Teachers' Consultation. The instrument used Peace Capacity Development Scale was utilized, with 5 Likert scale responses (Very Unsuitable to Very Suitable). Data analysis using t-test.

## RESULTS AND DISCUSSION

### Result

The results of the study show the results as presented in the following table 1.

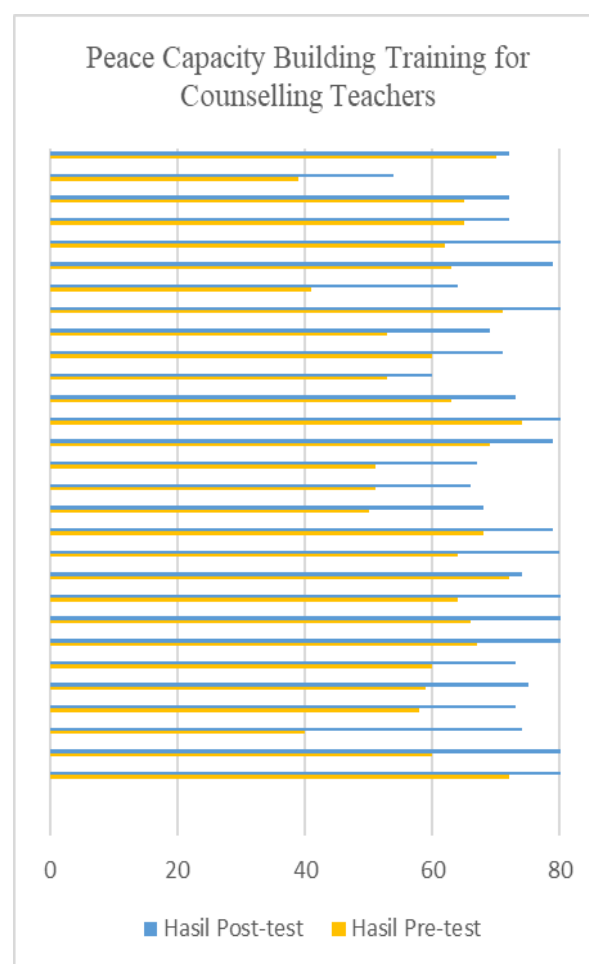
**Table 1.** Pre-Test and Post-Test Result

|        |                  | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|------------------|-------|----|----------------|-----------------|
| Pair 1 | Pretest Results  | 60,34 | 29 | 9,641          | 1,790           |
|        | Posttest Results | 74,10 | 29 | 7,331          | 1,361           |

Based on table 1, it is known that the Pre-test value obtained an average result or Mean of 60.34. As for the Post-test value, the average result or Mean was obtained at 74.10. The number of respondents used as a research sample was 29 people. For the value of Std. The deviation in the Pre-test was 9.641 and the Post-test was 7.331. For the Std. Error Mean value for the Pre-test of 1.790 and for the Post-test of 1.361. Because the average score of training results in Pre-test is  $60.34 < \text{Post-test is } 74.10$ , it means that descriptively there is a difference in the average training results between Pre-test and Post-test. The results can be seen in the following diagram 1.

Based on table 2, it is known that the correlation coefficient is 0.745 with a significance value (Sig.) of 0.000. Since the value of Sig.  $0.000 < \text{probability of } 0.05$ , it can be said that there is a relationship between the Pre-test variable and the Post-test variable.

The decision-making guidelines in the paired sample t-test based on the significance value (Sig.) .000. Based on table 03 it is known that the value of Sig. (2-tailed) is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is an average difference between the Pre-Test and Post-test results which means that there is a significant influence of peaceful capacity building training for Guidance teachers and Counseling in Kulonprogo.



**Diagram 1.** Result Capacity Building Training

**Table 2.** Paired Samples Correlations

|                                      | N  | Correlation | Sig. |
|--------------------------------------|----|-------------|------|
| Pair 1<br>Pretest & Posttest Results | 29 | ,745        | ,000 |

**Table 3.** Paired Samples Test

|        |                                    | Paired Differences                        |         |    |                 |
|--------|------------------------------------|-------------------------------------------|---------|----|-----------------|
|        |                                    | 95% Confidence Interval of the Difference |         |    |                 |
|        |                                    | Upper                                     | t       | Df | Sig. (2-tailed) |
| Pair 1 | Pretest Results - Posttest Results | -11,313                                   | -11,525 | 28 | ,000            |

## Discussion

Based on quantitative data analysis with quantitative descriptive, peace capacity building activities have succeeded and effectively brought positive impacts to the participants, because the training program the effective is characterized by an increase in the motivation of the ta peser in digging up the content or training material (Personal, 2014). In addition, research show that training may increase teachers' knowledge, skills, motivation, and self-efficacy (Hyseni Duraku et al., 2022).

The quantitative picture above shows that there is an increase in peace preparedness through peace development training for Guidance and Counseling teachers. This shows that after the training, the teachers gained a new understanding of the concept of peace, the personal concept of the teacher of peace and the concept of a peaceful school, thus impacting the improvement of peace skills such as aspects of cooperation, communication, conflict resolution and peace spiritualitas. Guidance and Counseling teachers at first did not thoroughly understand the concept of peace, the concept of peaceful teachers and the concept of peaceful schools, becoming more understanding. That is, there is an increase in understanding of insights, skills and the value of peace that belongs to guidance and counseling teachers as peace educators. Guidance and Counseling teachers better understand that this definition of peaceful personality does not necessarily mean that peaceful people are peace activists or peace workers (Nelson, 2014). Some individuals, especially a peace educator, can embody peaceful emotions, behaviors, and attitudes across relevant domains without being agents of change for more peaceful world. Through

personal or social experience and transformation, guidance and counseling teachers can function as peacemakers and peace advocates, establishing psychological and inner peace (Supriyanto et al., 2019). Peace educators should have characteristics such as compassion, honesty, and guidance toward positive attitudes, as well as activities that are consistent with their understanding (Purwadi et al., 2022). For example, a person a teacher in appreciating peace and supporting alternatif peace in class or at school, for conflict resolution and remains alone is relatively inactive in organizations and programs to promote peace.

Indicators of peace capacity building refer to the idea of Castro & Galace (2008) namely Zone of Peace, starting from affirmations for the self, affirmations for the classroom and applications to students. The developed indicators are in line with personal, professional and social competencies. A competent teacher means a teacher with personal competence, that is, having a steady personality that is worthy of example, then having extensive knowledge, in-depth from the field of study he teaches, choosing and using various teaching methods in the teaching and learning process he organizes or professional competence (Hamalik, 2002; Selvi, 2010). Teachers who are able to advocate peaceful alternatives to conflict resolution and mutual harmony might be an evidence of their peace capacity building (Polat et al., 2016). Likewise, a teacher must have social competence, namely being able to communicate well with students, fellow teachers and the wider community.

Indicators of the development of peace capacity in line with the Law on Teachers and Lecturers No.14 of Th 2005, teacher competencies consist of: (1) Pedagogic

competence, (2) Personality competence, (3) Social competence, (4) Professional competence. The personal indicators of peaceful teachers are in accordance with the personality competence of teachers in the National Standards of Education (Asmani, 2002) that is, having a steady and stable personality, whose indicators act in accordance with legal norms, social norms, have consistency in acting in accordance with norms. These teachers have a strong awareness of peace and its values yet are able to recognize the necessity of fostering peace through education while remaining peaceful and pleasant (Ay & Gökdemir, 2020). Then the teacher must have a mature personality, with traits displaying independence in acting as an educator who has a work ethic. Furthermore, another competence is to have a wise personality, which is shown by actions that are beneficial to students, in schools and communities as well as showing openness in thinking and acting. A teacher must have an authoritative personality, that is, behavior that has a positive impact on students and has a respected behavior and have noble morals and be exemplary, by displaying actions that are in accordance with religious norms and have behaviors that are exemplary of students.

The personal profile of the teacher is an obligation and the educator should have a peaceful personality in his vision and mission in education. Because the position of the teacher is very important in education. As mentioned by Horner (2015; Halai & Durrani, 2017) that teachers are agents of paktif development of reconciliation in schools. The perspective of the teacher as an agent of change is essential in situations affected by conflict where both the teacher and the student can carry a legacy of pain, trauma and prejudice that exists in the wider community. Situations like these require teachers to have the skills and competencies as well as the necessary resources to act in a way that can challenge and conflict inequality both in In and out of the classroom.

Peace educator is defined as an educator who has the attributes of an educator to the point of having global responsibility, intensively cultivating peace, full of vision, optimistic spirit & thinking builder positive and believe that education is capable of being a tool of constructive change (Cabedo-mas, 2015; Diazgranados, et al., 2014). A peace educator is

always motivated in service, involved in social communities and has a long life learner spirit who constantly renews learning capacity and meng- his update with the outside world. Then in the field, it can function or be conveying and transformer or being critical and reflexive in culture. In his daily life, he has a sense of community always maintaining the mutualism of relationships, the guardian of peace and human dignity. And don't forget that peace educators have gender sensitivity so they are not gender biased.

In line with the above opinion, ideally a teacher as a peace maker and peace building, has several basic competencies that must be possessed, namely critical thinking and analysis, empathy and solidarity, individual agents and coalitions can build Cooperation, participatory and democratic engagement, educational and communication strategies, conflict transformation (changing) skills, sustainable reflection practices (Bajaj, 2015).

The importance of teacher factors in building a peaceful classroom climate is explained by Hymel (2015) that teachers have an important role in students' social and emotional learning (SEL). Teachers become key in behavior and prosocial change, they create classes by building feelings and acceptance between students, forming constructive cooperation with other students, role-playing in building social emotional learning. As a guru creates a harmonious classroom climate and connects students with each other. With verbal and nonverbal communication used by the teacher, it becomes a model of how to communicate well with others, how to hear and regulate emosi when deal with stress (Hymel & Darwich, 2018).

In humanist classroom management, the teacher as a focus in communication relationships between students, creates a sense of belonging to each other (Ullucuci, 2009). In the classroom, the teacher brought a really comfortable suasana and a good language. Teachers are frequently described to as "warm demanders" because they must balance all of the factors in the classroom, such as students, texts, learning, objectives, and assessments (British Council, 2021). Based on the above presentation, both qualitatively and quantitatively, the results of increasing the peaceful capacity of teachers are obtained both from the aspect of knowledge about the concept of peace, peace in the classroom, peace

in schools, how to be a peace educator, as well as the development of aspects of skills, such as communication skills, cooperation, respect, tolerance, sharing, love, spirituality and conflict resolution.

## CONCLUSIONS AND SUGGESTIONS

Teachers as role models in the classroom have an important role in supporting students towards optimal development. Students must be facilitated with basic needs, one of which is peace, so the position of the teacher has a position as a facilitator in developing peace. However, before entering the classroom, the teacher must have the capacity of inner peace as an inner peace to be a peace educator. Therefore training is necessary to develop a peaceful capacity for teachers. This training answers these conditions, so it is trained on several values of peace, namely cooperation, effective communication, tolerance, conflict resolution. So a few steps about affirmations on the self, application on students and creating a peaceful classroom atmosphere and a peaceful school climate. The result of the training is the development of peace capacity in guidance and counseling teachers so that dapat supports the government program, namely

## REFERENCES

- Ay, T. S., & Gökdemir, A. (2020). Perception of peace among pre-service teachers. *International Journal of Evaluation and Research in Education*, 9(2), 427–438. <https://doi.org/10.11591/ijere.v9i2.20577>
- British Council. (2021). *Teachers as agents of change How teachers are working in schools to improve girls' education and gender equity in two states in Nigeria*.
- Brown, T., Jeanes, R., & Cutter-Mackenzie, A. (2014). Social ecology as education. In *The Socioecological Educator: A 21st Century Renewal of Physical, Health, Environment and Outdoor Education* (Vol. 9789400771673, pp. 23–45). Springer Netherlands. [https://doi.org/10.1007/978-94-007-7167-3\\_2](https://doi.org/10.1007/978-94-007-7167-3_2)
- Brown, T., Jeanes, R., & Cutter-Mackenzie, A. (2014). Social ecology as education. In *The socioecological educator* (pp. 23–45). Springer, Dordrecht.
- Cabedo-Mas, A. (2015). Challenges and perspectives of peace education in schools: The role of music. *Australian Journal of Music Education*, (1), 75–85.
- Diazgranados, S., Noonan, J., Brion-Meisels, S., Saldarriaga, L., Daza, B. C., Chávez, M., & Antonellis, I. (2014). Transformative peace education with teachers: lessons from Juegos de Paz in rural Colombia. *Journal of Peace Education*, 11(2), 150–161.
- Eliasa, Eva Imania (2022). Model Manajemen Bimbingan dan Konseling Kedamaian Untuk Membangun Iklim Sekolah Damai. Disertasi. Bandung: Repository UPI
- Göncz, L. (2017). Teacher personality: a review of psychological research and guidelines for a more comprehensive theory in educational psychology. In *Open Review of Educational Research* (Vol. 4, Issue 1, pp. 75–95). Taylor and Francis Ltd. <https://doi.org/10.1080/23265507.2017.1339572>
- Halai, Anjum & Durrani, Naureen (2017): Teachers as agents of peace? Exploring teacher agency in social cohesion in Pakistan. *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2017.1322491
- Horner, L., L. Kadiwal, Y. Sayed, A. Barrett, N. Durrani, and M. Novelli (2015). Literature Review: The Role of Teachers in Peacebuilding. Research Consortium on Education and Peacebuilding, UNICEF. <http://www.ungei.org/resources/files/The-Role-of-Teachers-in-Peacebuilding-Literature-ReviewSept15.pdf>
- Hanum, N. S. (n.d.). *THE IMPORTANCE OF CLASSROOM INTERACTION IN THE TEACHING OF READING IN JUNIOR HIGH SCHOOL*.
- Hyseni Duraku, Z., Blakaj, V., Shllaku Likaj, E., Boci, L., & Shtylla, H. (2022). Professional training improves early education teachers' knowledge, skills, motivation, and self-efficacy. *Frontiers in*

- Education*, 7.  
<https://doi.org/10.3389/feduc.2022.980254>
- Kartadinata, S., dkk. (2015). Pengembangan model pedagogi kedamaian untuk membangun budaya damai pada jalur pendidikan formal. (Laporan Penelitian Unggulan PT ). Bandung: LPPM Universitas Pendidikan Indonesia
- Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education*, 5(1). <https://doi.org/10.1186/s40594-018-0131-6>
- Parker, L. (2014). Religious education for peaceful coexistence in Indonesia?. *South East Asia Research*, 22(4), 487-504.
- Polat, S., Arslan, Y., & Günçavdı, G. (2016). *Journal of Education and Practice* [www.iiste.org](http://www.iiste.org) ISSN (Vol. 7, Issue 28). Online. [www.iiste.org](http://www.iiste.org)
- Purwadi, P., Saputra, W. N. E., Sudaryani, R. R. S., & Rohmadheny, P. S. (2022). The attributes of peace educators from Sang Pencerah, the biography of KH Ahmad Dahlan: A hermeneutic study. *HTS Teologiese Studies / Theological Studies*, 78(4).  
<https://doi.org/10.4102/hts.v78i4.7714>
- Reinius, H., Kaukinen, I., Korhonen, T., Juuti, K., & Hakkarainen, K. (2022). Teachers as transformative agents in changing school culture. *Teaching and Teacher Education*, 120.  
<https://doi.org/10.1016/j.tate.2022.103888>
- Santrock, J. W. (2017). *Essential Life-span development*.  
<https://doi.org/10.1037/002921>
- Supriyanto, A., Nanda, W., Saputra, E., & Astuti, B. (2019). *Peace Guidance and Counseling Based on Indonesian Local Wisdom*.
- Undang-Undang Republik Indonesia tentang Guru dan Dosen. (2005)