

Positive Peace Culture in Pesantren (Islamic Boarding School) in Bandung-Indonesia

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Abstract: Pesantren is an educational institution that aims to educate and develop students' peaceful character. Developing a peaceful character requires a positive and peaceful atmosphere in the learning process both inside and outside the classroom. The purpose of this research is to analyze the culture of peace in pesantren specifically: 1) a safe and peaceful pesantren atmosphere exposed by students and teachers; 2) predisposition of students' peace culture; and 3) teacher behavior as a peace educator. The research method used is narrative research. Data were collected from 30 students and 3 teachers. The results of the research show; 1) in general, peaceful atmosphere of the class is in the high category except for one aspect; 2) predisposition of students' peace culture is in high category; and 3) the teacher's behavior as a peace educator can be an example in improving the culture of peace in pesantren. The conclusion of this research is positive culture of peace in pesantren, generally implemented by teachers and students, both inside and outside the classroom, in the form of: teachers or students do not exclude anyone, saying kind words, speaking with courtesy, and showing mutual respect.

1 INTRODUCTION

The culture of peace in school is a condition that every student and teacher expect. A peaceful culture requires peaceful thoughts and behavior by every student and teacher (Kartadinata, 2014). Peaceful thoughts and behaviors of mutual respect, mutual acceptance, compassion, and love, will create a calm life. Unbalanced thoughts and behavior, however, will cause unrest, tension and even conflict.

School as one of the education system in Indonesia requires a culture of peace in supporting the educational and learning process required by the students. But culture in school, especially in the class sometimes not peaceful. Non-peaceful culture in the classroom is due to horizontal and vertical conflicts (Sudrajat, et al., 2015). The most common conflict is horizontal conflict. Horizontal conflict is a conflict that occurs between students such as fights, mutual mockery, mutual bully and so forth. Horizontal conflict can also occur between groups of students such as brawl (Cross, 2011).

The results of research by Sudaryat et al (2016) and Joseph (2012), indicates that non-peaceful culture which occurs in the classroom take form as bullying behavior and personal conflict among students.

Unsustainable behavior is not only shown by students but also done by teachers in the form of verbal and physical punishment.

Saputra (2016) in his research, showed that non-peaceful culture also occurs in schools in the form of intolerant behavior of students such as mutual mockery due to differences of opinion and understanding among students. This intolerant behavior causes conflicts to inflict fights between students and even brawny riots which can occur between groups of students. The non-peaceful cultural phenomenon that occurs in the classroom goes against the purpose of education to produce independent learners who are responsible for themselves, their lives, their behavior towards others and able to cooperate with the people around them (Kartadinata, 2015).

Education for peace by Castro and Galance (2010) is a strategy of achieving peace or a method of preventing violence or conflict. Peace education is a process undertaken by teachers by providing knowledge, attitude development, and behavior to students in order to live fully in peace throughout mutual respect, mutual help, and tolerance (Machali 2013).

The importance of peace education has been proclaimed at the 1994 International Conference on Education and endorsed by the UNESCO General Conference of 1995 (UNESCO-APNIEVE, 2000), that it sees the phenomenon of both physical and psychological violence occurring almost everywhere in the world. Peace should be built on the basis of seeing equality with others, not seeing differences that would lead to conflict, (Kim, 2012).

Pesantren as an educational institution should have a culture of peace to support a friendly and conducive learning process. Friendly and peaceful learning will shape and develop the students' peaceful behavior. It is important to study the culture of peace in pesantren as a model to be applied in various educational institutions. The importance of building a culture of peace in the classroom has been studied by several researchers. Peace in general can be interpreted as the absence of war or conflict or violence. According to Mische (Reardon, 1993, 1988), a culture of peace should be built on peaceful behavior based on a positive peace and no longer using negative peace. Research conducted by Department of International and Transcultural Studies (DITS) (2006) and Anand (2014), showed that, building a culture of peace is carried out in two ways: 1) negative peace, using violence to make the situation peaceful and 2) positive peace, using freedom and justice for developing peaceful situation. Galtung (1969, 1996) and DITS (2006), define peace in two dimensions that is negative peace and positive peace. Negative peace is the absence of violence or war using force and positive peace is a peace built from the existence of social justice where the conflict is prevented by using non-violence.

Nowadays, the various regulations made by the school are still in the form of negative peace which resulted in the students being peaceful because they were forced to do so (Honkasilta, 2016). It is time for school to use positive peace in building the peace culture, so that feelings of peace can arise from the heart and mind and become the character of peace in students (Howlett, 2008). This research is expected to develop a scientific repertoire of guidance and counselling and psychology, especially for guidance and counselling teachers in implementing positive peace and becoming peacemakers in guiding students.

2 METHODS

The research design used is an analysis of narratives (Creswell, 2002). Specifically to describe the peaceful climate that occurred in the class both in the

form of interviews and observations. Interviews were conducted to students and teachers while observations were made during the classroom learning process and outside of the classroom situation. Observation is done by observing the interaction situation between students with students and students with teachers inside and outside the classroom.

Participants in this study were students of class X Pesantren Daarut Tauhiid Bandung amounted to 30 students and 3 teachers. The instruments used are questionnaires/checklist lists, interviews and guidelines for observation. The scale of peaceful life competence and classroom climate is given to students to measure the peaceful behavior that students show in the classroom. A checklist given to teachers regarding the teacher's efforts in developing a peaceful class.

The research procedure is done by distributing questionnaires, observing and doing interviews to students and teachers. Subsequently, the data were analysed using narrative-descriptive analysis that described the results of questionnaire, interviews and observations that have been done.

3 RESULTS

The analysis results of the questionnaire/checklist, interview and observation guide classroom climate, discovered three schemes to be analyzed, namely:

3.1 Culture or Class Atmosphere

A recent analysis of questionnaires, interviews and observations, data showed 86.7% a culture of peace in the classroom in the category of high, 13.3% in the moderate category and 0% in the low category.

Table 1: Culture or atmosphere class.

No	Culture Class	Peace*	Not Peace*
1.	Listen to the current student / teacher that speaks	Doesn't interrupt when a friend talks	Sometimes students do not listen to the explanation of teachers and friends who express opinions
2.	Does not exclude anyone	a. Feel to be part of the class b. Mutual cooperation to achieve the goal	

		c. Doesn't distinguish friends based on background d. Easy to blend in when there is group formation in the class	
3.	Saying kind words	Mutual support for gaining achievement	
4.	Speaking softly/ courtesy	a. Getting attention by the teachers when expressing opinion b. The reassuring words and actions of the teacher	
5.	Showing respect to one another (student/ teacher)	a. Express admiration mutually b. Teachers presence reassure the classroom atmosphere c. Teachers welcome the presence of students with enthusiastic d. Atmosphere of competition in the class did not spoil friendship	less appreciative when there is a difference of opinion

Description: *) The results of questionnaires, interviews and observations on students and teachers.

Table I indicates that there is a culture of peace in the classroom shown by students and teachers such as respect for others, participating in classrooms, supporting each other, showing modesty. But there is a culture that is not peacefully shown by students that is sometimes students do not listen to the explanation of teachers and friends who express opinions.

3.2 Predisposition Peace Culture of Students

Based on the analysis of the results of questionnaires, interviews and observations, data obtained predisposition peaceful culture of students is 100% in the high category.

Table 2: Predisposition peace culture students.

Indicators	Predisposition Peace Culture of Students*
Love	Students feel that as bad as any person, the person will still have the desire to change
Compassion	Students are willing to help friends according to their ability
Self-Harmony	Students are not easily instigated with bad talk about other people
Tolerance	Students entrust the message to a friend even if ever betrayed
Wardens (Care) and Share	Students entertain friends when he or she is feeling sad
Interdependence	Students understand every country has its own culture
Introduction to Life of Others	Students believe everyone is able to resolve the problem
Thankful	Say thanks to a friend for his help

Description: *) The results of questionnaires, interviews and observations on students and teachers.

Table 2 shows there is a culture of peace in the classroom in the form of mutual love, mutual help, tolerance, mutual comfort and as a form of gratitude, the students would like to thank the friends for their help.

3.3 Teacher's Behavior as a Peace Educator

Table 3: Behavior of teachers as a peace educator.

No	Context of Events	Teachers Behavior*
1.	Learning Process	a. Describing how to create safe and comfortable situation in the classroom b. Choosing a picture, or create a poster or banner or presentation material that is relevant to the importance of peace and harmony in the classroom, c. Providing outside world information in line with the theme of classroom activities d. Giving students the opportunity to express their opinions or aspirations
2.	Dealing with students acting up in class	a. Refrain from rebuking him or her in haste. b. Asking directly to the student according to the subject matter being discussed.

3.	Dealing with differences of opinion among students	<ul style="list-style-type: none"> a. Encourage students to respect each other for differences b. Explains the diversity in humans c. Provide reasons based on different experiences
4.	In completing the task group of subjects who competed in the class	<ul style="list-style-type: none"> a. Explain to students about the importance of working together b. Regard members of his or her group as a successful team, c. Giving trust to a group of talented friends in their field d. Giving freedom to experiment with group tasks
5.	Dealing with conflicts between students in the classroom	<ul style="list-style-type: none"> a. Encouraging students to find out the background of the conflict b. Listening to student explanations regarding the conflict that occurred c. Seek and collect accurate data / information, conclude and provide solutions
6.	Avoiding conflicts	<ul style="list-style-type: none"> a. Encourage students to understand the meaning, types, and steps of conflict resolution within the relevant context or lesson. b. Train students to listen and understand the opinions of others c. Train students to increase their sensitivity to the situation

Description: *) The results of questionnaires, interviews and observations on students and teachers.

Table 3 shows the behavioral tendencies of teachers as peace educator, from provides a safe and peaceful learning, respect for diversity, to the conflict management.

4 DISCUSSION

The results of the research focused on three schemes that have been analyzed, specifically: 1) the culture of peace in the classroom; 2) predisposition student peace culture; 3) teacher behavior as a peace educator. The culture of peace in the class indicates that in general, it takes a form of five indicators of peace culture according to Castro and Galace (2010) known as the term of This Classroom Is A Zone Of Peace, that is: 1) Listen when someone is talking; 2) Do not exclude anyone; 3) Say only kind words; 4) Speak gently; 5) Show respect for each other.

Students tend to listen while the teacher is explaining and pay attention to the other students when expressing their opinions. Teachers do not position themselves as a source of knowledge, they are not impose what they are thinking, and instead, they give students the opportunity to express their

opinions. Those behaviors demonstrating a peaceful culture in the classroom (Munawar, 2010). But there is a kind of behavior that is shown by the students, which demonstrates a non-peaceful behavior, that is, sometimes students do not listen to the explanation of teachers and friends who express opinions by conducting discussions with peers who are not related to the theme of discussion in the ongoing lesson.

For indicators, does not exclude anyone, students feel part of the class by participating in discussions on subject matter, this is done on the subject of physics that students can complete tasks together to make the power grid from the battery to light the light bulb. The results of the Gordijn study (2001), show that, individuals or groups that do not discriminate against other individuals tend to value diversity or uphold tolerance will create peace.

In the indicator speaking softly/courtesy, students and teachers have the principle of "5S" developed in Daarut Tauhiid High School. Those are: Senyum (Smile), Salam (Salaam), Sapa (Greeting), Sopan (Polite) and Santun (Well mannered) is a set of behavior that must exist in students when meeting with other people, especially to teachers.

Showing one's respect among students and teachers is also shown in the classroom. Research conducted by Sagkal, et al. (2012) shows a sense of empathy in a person will grow a sense of affection and respect for others.

In some students, there are also behaviors that indicate less respect to each other when there is a difference of opinion. This behavior can be explained by the theory of Champion (1999), Harris (1999), and Penings (2002), that the occurrence of disagreements that are not handled properly will result in conflicts caused by the lack of a culture of tolerance that values differences.

Predisposition of the culture of peace shown by the students is the result formed by the atmosphere applied in Pesantren Daarut Tauhiid, this is the goal established by KH. Abdullah Gymnastiar as the head of this school. Predisposition peaceful culture of students in the form of good character and strong known as the character "Baku" or "Standard" and familiarize Senyum (Smile), Salam (Salaam), Sapa (Greeting), Sopan (Polite) dan Santun (Well mannered) in daily behavior both by students and teachers (Gymnastiar, 2013).

In the indicator of compassion, shows that students feel compassionate toward other students. According to Djamarah (2004), compassion will create compassion. A sense of affection is shown by students to other students as well as teachers to students like parents to their children.

The tendency of teacher's behavior as a peace educator outlines the indicators developed by Castro and Galace (2010) in the form of teachers providing

peaceful education in the learning process, dealing with students who are calm and creative in the classroom, dealing with differences of opinion among students by giving explanations about differences rather than ugliness but diversity of thinking and mutual respect, in completing the task of subject groups that competed in the classroom is not emphasized to compete but rather to foster cooperation among students, conflict management among students by encouraging and training students more sensitive to situations that may lead to more conflict tolerant (Winzer, 1995).

5 CONCLUSIONS

Pesantren is a place to build a culture of positive peace that starts from creating a peaceful class. Culture of positive peace in class, in general have been done in Pesantren Daarut Tauhiid Bandung. The peaceful culture in the classroom is formed from the implementation of classroom learning that has met five indicators: listening while students / teachers are speaking, not excluding anyone, saying kind words, speaking gently, showing respect for each other among students with students and teachers (Castro and Galace, 2010).

Creating a culture of peace is also evident from the predisposition of a student's peaceful culture of love, novelty or sense of motherhood, harmony, tolerance, nurturing (caring) and sharing, interdependence, the recognition of other people's souls, and gratitude (UNESCO-APNIEVE, 2000). A culture of peace is also seen in the teacher's behavior as a peace educator. Teachers provide peaceful education on learning process, win-win solution conflict resolution, and prevent conflict by teaching tolerance to students. This is according to the opinion of Machali (2013) that is creating a culture of peace in school, teachers should be an example in providing knowledge, develop an attitude to be able to live peaceful by mutual respect, mutual help, and tolerant. The creation of a culture of peace in Pesantren Daarut Tauhiid Bandung because their teachers become a peace educator by applying a positive culture of peace, both applied in learning in the classroom or outside the classroom. Teachers as a peace educator, accustom Senyum (Smile), Salam (Salaam), Sapa (Greeting), Sopan (Polite) dan Santun (Well mannered) in their daily behaviors.

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