

Peace Values in Learning Process

(A descriptive study based on student experiences)

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Abstract—Education should be a process of internalizing the value of peace in order to make students feel comfort in their learning process. Therefore, lecturers and students need to interact peacefully in the learning process. This study examines the value of peace in the learning process in the perspective of students at Manado State University. The method used was narrative with a qualitative approach. The participants in this study were 100 students of Manado State University who were randomly obtained. Data were analyzed qualitatively based on student stories and experiences which were supported by interviews. The results of the study indicated that the value of peace provides comfort for students in learning. The value of peace is in the form of caring, respecting others and tolerating. In addition there were behaviors that did not reflect the value of peace, such as unfair treatment, discrimination, uncooperative, not accepting differences, and violating the rules.

Keywords—value; peace; learning; student

I. INTRODUCTION

Education is an effort to build world peace. Inheritance of the values of peace can be done through an educational process because values abound everywhere in education [1]. So it can be said that education is part of a process of building peace, tolerance, social behavior, justice and intercultural understanding [2]. A peaceful attitude must be exist in the learning process in order to create a conducive, warm, and enjoyable learning atmosphere. A good relationship between educators and students and between fellow students, as well as all components in the education environment. Belief in students can develop skills and ability to interact positively with the environment and their peers [3]. The same perception was stated by Modell that the success of any interactive environment depends on the ability of participants to communicate effectively [4]. Furthermore, Shahmohammadi quoting Morrison states that achieving educational goals and changing student attitudes can be achieved from effective interactive relationships between teachers, families and school personnel [5].

The human desire to feel peace in his life is not limited to one scope. Peace covers all aspects of human life including learning. The value of peace in the student learning process is the need because students can follow the learning process, understand the subject matter, and be able to do what is

learned if they feel comfortable in learning. In addition, Shahmohammadi stated that a good relationship between educators and students, receptive and honest has a positive impact on the learning process, respect and acceptance of students [5].

Therefore, the learning process must provide comfort to students in learning. One of the efforts taken is to internalize the values of peace in the learning process. Internalization of the value of peace is expected to provide a sense of warm, comfort and motivate students in the learning process [6]. Lee reported in his research that high learning motivation will help students to achieve learning goals because the most influential factor to study achievement is learning motivation [7]. Conversely, if students feel things are not in accordance with the value of peace, it will disturb the learning process. The role of the lecturer is to identify the attitudes and behavior of students and to make policies in the learning process that are appropriate to the conditions of students learning. This indicates the importance of the values of peace such as love for others, accepting differences in ethnicity, religion, and class, respect for others, fairness, cooperation, obeying rules and tolerance need to be an important concern of educational institutions.

This study explains and discusses the experiences and stories of students learning related to the peaceful values along they experience in the learning process, both pleasant and unpleasant. The purpose of this study is to reveal various things students feel in the learning process in terms of the value of peace.

Peace can be realized in two conditions, namely positive peace and negative peace [8]. Positive peace is a condition of prosperity and fair relations in a social, economic, political and environmental manner. Absence of Structural Violence, Socio-Cultural Violence (Racism, Sexism, Religious Intolerance); Ecological Violence (Pollution, over consumption). While negative peace (the absence of direct violence / physical violence) such as Direct Violence (War, torture of child and female abuse). Likewise in education, the value of peace must exist. Students must get welfare in social relations with the surrounding environment and free from racist acts, religious intolerance, a clean natural environment and no verbal or physical violence.

In 1999, the United Nations adopted a declaration and action program on peace culture which included 8 aspects, namely: 1) Fostering a culture of peace through education by promoting education for all; 2) Promoting sustainable economic and social development by targeting the eradication of poverty; 3) Promoting respect for all human rights; 4) Ensuring equality between women and men by integrating a gender perspective and promoting equality in economic; 5) Fostering democratic participation by educating responsible citizens; 6) Advancing understanding, tolerance and solidarity by promoting a dialogue among civilizations; 7) Supporting participatory communication and the free flow of information and knowledge; 8) Promoting international peace and security [9].

Thus there are several elements in realizing peace through the cultivation of a peaceful attitude that includes; a sense of mutual understanding, tolerance, solidarity, respect for human rights, economic development, social, cultural, democratic participation and actions to improve international security and peace [10]. In the learning process, the internalization of the value of peace in the classroom is very important to create a comfortable and enjoyable learning atmosphere for students. So that the attention of educational institutions needs to be directed at how the class creates peace for students.

Banks suggests the efforts that educational institutions can adopt in the cultivation of attitudes and behaviors of respecting differences in society are: a) Content Integration; integration of education in a curriculum involving diversity in a culture of education; b) Knowledge construction, the construction of science embodied by knowing and understanding the diversity, togetherness and cooperation in a comprehensive manner; c) Prejudice Reduction, an effort to reduce the prejudices that usually arise in a multicultural society; d) equity pedagogy or human equality in education so that all have equal opportunity in gaining knowledge; and e) empowering school culture is the empowerment of all school cultures that can support the development of attitudes, behaviors and positive characters for learners.

Effective communication and positive educator attitudes toward students such as praise, awards are an important part of increasing their interest in learning and being actively seen in each of their learning activities [4,11]. Likewise, relationships with fellow students who respect, accept differences, obey rules, be fair and tolerant will have a positive impact on the learning process. Thus, the values of peace will be an integral part of the learning and education process as a whole.

II. METHOD

The research design used was a qualitative approach to the type of narrative case study [6]. The qualitative research, as Merriams’ argument, put forward some assumptions: researchers will focus more on the process, focus on meaning and experience and will more physically interact with people, location, or institutions to observe or record of behavior that is in the background of study [12].

Data collection came from 100 students at Manado State University who were taken randomly. Data based on students

story and experience in learning process (Narrative text). In addition, the researcher also conducted interviews to find out more about student experiences. The data obtained has been analyzed qualitatively based on stories and experiences narrated by students in a narrative both through text and direct interviews.

III. RESULTS AND DISCUSSION

The results of this study indicate that the learning process has created two learning conditions perceived by students, namely the existence of peaceful experiences (table 1) and a non-peaceful experiences (table 2). Students said that the perceived peace in the learning process was realized in the form of mutual respect between lecturers and students as well as between fellow students. When meeting with lecturers, students have the initiative to give greetings first, be polite, and smile kindly. This provides a safe and peaceful feeling for students and lecturers. Likewise when starting the learning process, the lecturer gives good opening remarks by asking the condition of students including asking about their health and readiness to learn. In relation to fellow students, an atmosphere that is created is full of intimacy. Interact with liquid but still appreciate each other.

The relationship between students also shows that cyclical love and love for others is shown by caring to help friends who experience problems and difficulties in learning or other needs that are not met. In addition, some students have shown tolerance in terms of religious differences among students. For example students who are together in religious holidays and other social activities.

TABLE I. COMFORTABLE AND PEACEFUL EXPERIENCES

Comfortable and Peaceful Experiences	Context
Respect others	Differences in class discussion; Good interaction relations in class; appreciate differences, give greetings when meeting.
Loving others	Helping friends who need help in learning or in other things.
Caring	Helps fellow students regardless of ethnicity and religion.
Tolerant	Respect for religious differences.

Nevertheless, students also convey unpleasant experiences experienced in the learning process, including, unfair treatment from lecturers in terms of giving grades (learning evaluation), as well as unfair treatment of friends in the learning process. The students added that there were several students who were still unable to be fair in the classroom and other learning processes. In relation to discriminatory attitudes experienced by students, this situation occurs in terms of the implementation of worship activities and calls or greetings to fellow students who are not good. Usually between fellow students call with an unwelcome, calling with the intention to joke, but it can lead to discomfort in learning.

On the other hand, there are students who do not have a cooperative attitude. They still do not want to work together in a team to work on lectures given by lecturers. Some students also only expect other friends who complete tasks for the benefit of all group members. This caused discomfort for

some students because they only did group assignments alone. This study also obtained data from the experience of students who had received unpleasant attitudes. This includes verbal speech and physical actions, such as greeting friends with names or callings that are not appropriate, dialect, regional language, dress, and other actions that do not reflect the value of peace.

Indiscipline actions and breaking the rules also make the learning process become disruptive. Students who arrived late, did not do assignments, and wore inappropriate clothes often disrupt the learning situation in the classroom. In addition, researchers still get experience of students who experience intolerant actions in terms of opportunities to worship. Of course this is a consideration for educational institutions in giving the right to worship each student.

TABLE II. UNCOMFORTABLE AND UNPEACEFUL EXPERIENCES

Uncomfortable and Unpeaceful Experiences	Context
Unfair treatment	In class discussion; in learning evaluations.
Discrimination and Intolerance	In the Time of Religious Service; an unpleasant call from a student.
Reluctance to work together	Learning process and group assignment.
Not obeying the rules	undiscipline in time, class rules and college assignments.

The result shows that generally, students explain the learning process goes well, including the interaction between students and lecturers, and among students. However, there are some things they found some uncomfortable in the learning process. the unfair treatment, discrimination, unwillingness of cooperation, verbal and nonverbal abuse, coercion, disregard of differences, intolerant, disobedient of the rule are some unpleasant felt by students.

Based on the research data can be carried out, the learning process on the one hand has provided comfort and comfort in learning, but on the other hand there are still ineffective changes. University leaders must provide the best in providing internal information. This can be used with arrangements that allow actions that are not possible, acts of infringement, harassment, disrespect and others. Colored social relations must be familiarized through interactions that educate between all components of the university, students, lecturers, and staff. There are so many things that can be pursued to realize a state of peace. One of them is the growth of a culture of peace which is marked by the existence of values, attitudes, rules and behaviors that respect life, respect the principles of law, respect human rights. In addition, it has a commitment to resolve conflicts peacefully, respect and enhance the right to building peace and respect equal rights and opportunities for men and women. Respect and enhance the right to express opinions and information and follow the principles of justice, freedom, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue, understanding at all levels of society, and among various nations and empowering national and internal environments conducive to peace [13]. Lecturers can be a model followed by students. Through modeling positive attitudes in life in the educational environment, students can follow good examples as examples

of behaving and behaving. Character characters (religious leaders, community leaders, historical figures, and character figures in literary arts) have an important function in instilling moral values and becoming role models that have affective meanings that influence personality development [14,15].

In addition, the evaluation of education does not only focus on cognitive knowledge but is a unity with affective and psychomotor. Anderson emphasized the importance of three important cognitive, affective and psychomotor domains that need to be evaluated in education [16]. Cognitive, affective and psychomotor are descriptions of the whole educational process and human characteristics of the learning process that has been passed. So that combination of evaluation on cognitive, affective and psychomotor aspects will describe the overall character of a person at a certain time.

IV. CONCLUSIONS

Based on the research conducted relating to the values of peace in the learning process, it can be concluded that the learning process must internalize the value of peace in each process. The value of peace is one of the efforts to create a good atmosphere and learning conditions in supporting the achievement of educational goals. Students need the values of peace to provide comfort in learning such as respect and love for others, caring and tolerant. On the other hand, students do not expect a discriminatory situation, unfair treatment, intolerance, unwillingness to cooperate and actions that violate the rules.

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