



Teacher's effort in Implementing Peace Education (Study Cases in Class 1 SDN 62 Singkawang)

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ABSTRAK

Peace education is one of the methods used to cultivate love and peace in the middle of diversity in Indonesia. Study This aim is to know: (1) the efforts of the teacher in applying education peace; (2) inner teacher challenges to implementation of education peace; and (3) inner teacher solutions to overcome challenges. Study This study is qualitative, with observation, interview, and documentation. Research results show that (1) the effort made by the school to give education peace to their students at school is through the method of applying it through learning. Pancasila Education in class low using curriculum independent, as well give motivation before start learning by teachers for operate mission that has been made by the school to create life Love peace environment school; (2) the obstacles is form reception student That Alone when the teacher gives advice , case the occasional bullying happened to students of SDN 62 Singkawang, meanwhile student yay no want to be friends with student others in need special because no continue when invited talk , and also some fighting students _ with Friend peers who don't seldom raises self injury they; (3) solutions offered by the school for overcome challenge in application education n peace is with embed attitude tolerance to diversity in the environment school, apply it through activity extracurricular Scouts, as well make regulation or regulations for obeyed by all inhabitant school. Attitude tolerance in the middle of the diversity that exists in SDN 62 Singkawang is already instilled by the school in its students, especially in children in class low, which is class 1.

Introduction

Indonesia is a multicultural country, the biggest in the world. Indonesia consists of various groups based on ethnicity, religion, culture, and language. At the moment, Indonesia consists of 13,000 islands, big and small, with a population of around 250 million souls, with various types of diversity, 300 tribes, and 200 languages (Nurcahyono, 2018). Besides that, Indonesian people adhere to six religions, such as Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism.

The kindly contextual spirit of life, peace, and justice has been exemplified by the founding fathers' nation. At the moment, the BPUPKI meeting has approved the script for the

beginning of the known "Opening of the Basic Law". with the name Jakarta Charter. Fill in, please, first before doing a change. "Divinity with Obligation operates Islamic law for her adherents. Content is only given to people who are Muslims. Indonesia is one of the countries that have racial, ethnic, religious, and inter-cultural diversity groups (SARA).

Changes to the precepts first occurred on August 18, 1945, the morning before hearing the establishment of the 1945 Constitution, when a proposal from Maluku, North Sulawesi, and Bali (Small Sunda) was made to change the formulation of Pancasila to "The Almighty God Esa" (Brata and Wartha, 2017:131). Which means, please, that it is for you your religion and for me my religion, and run in accordance with respective religious orders, as well as not discriminate against religion, ethnicity, or race.

The spirit to live side by side in the midst of various differences also tries to continue to be cultivated until now, when Indonesia is 77 years old. However, after 77 years of Indonesia's independence, various problems have arisen, such as the fact that law enforcement in Indonesia is still lacking, as evidenced by the existence of social conflicts in each region that have not been completely resolved. This condition occurs because, demographically or sociologically, there are differences and divisions in society based on cultural identity.

Grouping based on identity and culture can see moments of SARA conflict (ethnicity, religion, race, and interclass). From the many data points found, SARA conflicts experienced enhancement from year to year. A number of cases occur, among other things, in conflict between Dayak and Madurese tribes in Sampit, Ambon conflict, conflict among racial Papuan people, and conflict politics too. These are phenomena that occur in Indonesia, such as the Free Aceh Movement (GAM), which aims to separate Aceh from the Republic of Indonesia (Andriyani, 2017). As well as the Jemaah Islam (East Indonesian Mujahidin) rebellion and the Free Papua Organization (OPM) rebellion with the same goal, which is to establish an appropriate country with ideology or understand what they are (Andani and Alsodiq, 2022).

West Kalimantan is one of the contributors to the high number of socio-cultural conflicts in Indonesia. In West Kalimantan, disputes involving ethnicity, religion, race, and intergroup relations (SARA) are not new. Disputes between Chinese, Malay, and Dayak citizens The most frightening conflict between the Dayak and Madurese tribes is the extraordinary trauma that is still being felt today (Komariah et al., 2022). Other conflicts, such as those between the Malays and the Madurese, are not as violent as this one. Meanwhile, conflicts between Dayak and Chinese, Malay and Chinese, and Malay and Dayak tend to have political overtones.

Indonesian people consist of various backgrounds. This is what can raise conflict. That conflict between individuals and groups The conflict happened in various forms, like conflict between ethnicity, religion, race, and so on. The values contained in education for peace society need in order to live side by side with peace and mutual value differences.

Conflict has also spread to the education sector in Indonesia. Education in Indonesia experienced a number of deviations in implementation. Violence is one example of deviations that occur in education, for example, bullying. KPAI (2021) stated that cases of bullying at school and on social media reached 2,982 ongoing cases and increased (Dihni, 2022). Fights and violence (bullying) carried out by students at school become proof that matter the cause, humanity is valued in students in Indonesia.

Application of peace education in schools is really useful for the formative generation of a young successor nation that has a high sense of patriotism and understands the tolerance

and diversity that exist in Indonesia (Saputra, 2016). This makes peace education very important, if implemented in schools. Education is not just teaching; it is a process for something in a nation to build and develop awareness in each individual as well as a sense of tolerance towards difference.

Based on the results of observations made by researchers, there is conflict. A conflict between students occurred once in class 1 at SDN 62 Singkawang. One student in class 1 ever fights with friend peers only because of trivial matters. With various The conflict in SDN 62 Singkawang is very unique for research and system implementation in schools implementing peace education. Observations made by researchers on activities at school indicate that the school has applied education peace specifically for child class 1, which is an environmental school. Neither the good student nor the teacher own differences in terms of religion, taste, ethnicity, and culture. However, even at school, there is a lot of diversity, but a sense of family or togetherness within class or outside class can be intertwined.

Based on information that has been obtained, in class 1, SDN 62 Singkawang has applied education peace in school, one of them through eye-pancasila education lessons, because education peace is really important if implemented in class 1, SDN 62 Singkawang, for students to become intelligent, skilled Indonesian citizens, have character, and can grow an attitude of love for peace from an early age. Objective education based on research This is for knowing teacher's efforts to apply education peace, for knowing internal teacher challenges to implementation education peace, and for knowing solutions to overcome challenges.

Research Methods

Researchers study This was done through observation, interviews, and documentation on the subject research at SDN 62 Singkawang. In student class I, there are 24 students, including the head school, guardian class I, and parent representative students. Observation implemented at the time of beginning study in framework study about condition school, biography students, and activities students interact with Friend peers in class and during breaks. Furthermore, observation is advanced, that is, moment down to field, and researchers carry out observation in a manner intense six times during not more than 1 month. For know in a manner real on application education peace at SDN 62 Singkawang, especially in class low, that is class 1.

The number of people interviewed is as many as 5 people, namely 2 students with certain criteria: 1 student once made a problem inside class and 1 student never made a problem inside class; the chief school; the guardian class; as many as 1 person; and the parents representatives, as many as 1 person. Researcher using structured and semi-structured interview techniques. Interview structure is a technique of data collection conducted by researchers if the data collector or researcher has definite information obtained by researchers. Meanwhile, semi-structured interviews are techniques conducted in interviews when a question already answered by the informant is followed by a new question from the researcher after the informant answers the question given.

Documentation techniques used to obtain information can be in the form of notes. In addition, data collection using documentation techniques can be in the form of photos, reports, and recordings related to the efforts of SDN 62 Singkawang in implementing peace education in schools. This data is not limited by space and time because it can be obtained anywhere while still within the scope of research.

Data Analysis

In qualitative studies, data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, namely by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and which will be learned, and drawing conclusions so that they are easily understood by oneself and others (Sugiyono, 2019). Researcher using analytical techniques Data reduction, namely the data obtained from a number of fields Enough Lots so that must recorded and researched more detail or summarizes the results of the data obtained, in addition That researchers also use Data Display namely For make it easy understand what happens , plan Work furthermore based on what I have understood; however, this is not an easy implementation in the field in a direct manner. Because it turns out to be a social phenomenon more complex and dynamic, when at the moment found in the field and already going on long enough in the field will experience data development, and researchers also do withdrawal conclusion with method study in a manner over and over again truth conclusion regarding the formulation process meaning results research. So that is disclosed with concise sentences and is easy to understand, especially about title, purpose, relevance, and consistency formula problems.

The Sub Findings

Peace education Already applied to students in class I at SDN 62 Singkawang; this is one of them. Students in class I have a high sense of concern for their peers. For example, if another friend is currently resting outside class, another friend who is inside class can guard his current friend. Rest outside so that you are not bullied by students from another class. because once something happens inside class, each other accuses accuses between one another who interferes goods her friend that is currently resting outside, so that problem raises fight. However, p the can overcome that is with guardian class 1 gives A inside rules class as well as penalty if commotion happens and also have to guard the goods One each other separately together. As for the results of the study, the following:

1. Effort School in Implementing Peace Education

Peace education is creating an attitude of love and peace between fellow people of different religions and ethnicities. In the middle of the diversity that is all around us, stay us. Diversity is really of various varieties, such as diversity of religion, ethnicity, gender, culture, and so on. At school, specifically at SDN 62 Singkawang, education peace already started to be applied in the aftermath of the pandemic because, during the pandemic, the teachers didn't know character children during more than a year of holidays and studied online at home.

This is what makes party school, especially the teachers, start from class low until class very high for changing the character of students at school after the COVID-19 pandemic. Motivating students is one method used by teachers at SDN 62 Singkawang. This is so that the previous character's more negative characteristics become more positive. as a statement from the principal in the interview following this:

"Giving motivation to students to appreciate their fellow friends, not bully, and instill good character in children by the existence of P5 (Project

Reinforcement Profile Pancasila students) was very supportive because at the moment they came in class, the right children wished greetings, prayed, and shake hands with the teacher. That's one developed character, and indeed there is change."

Interview results from the researcher to the principal state that with the method of giving motivation to students like each other, giving value to fellow friends, and not bullying each other are things used to embed good character in students at SDN 62 Singkawang.

This was also conveyed by the guardian in class 1 at the interview, following this:

"For embed attitude concern to student that with method give advice, give know student if, for example, there is a friend in need of help. If we can help, we must help. If, for example, no, can yes, please help as much as possible.

Interview results for the student class I've never seen a friend's peers fight and separate her from her friend. Interview results also give information that the best way to protect yourself and your friends so as not to fight is to scold friends who bother him and friends who are close, so no one bothers them again. We way too often report annoying friends to guardian classes; each of them meets with their teacher when they are currently resting or even directly reports it to the head school. Us is a child who doesn't once make an error inside class. Statements strengthened with answers from students at interviews follow:

"Never".

Statement: This was also reinforced by the parents and student in the interview as follows:

"God willing, for example, if there is a friend who sometimes forgets to bring pocket money, for example, if it's small, yes. He wants to go snacking with her friend and wants to guarantee Rp. 1000.00. He sometimes buys cakes that cost Rp. 1000.00 and gets two later given one, so ".

Interview results with parents _ student states that he is concerned about his own soul, especially when it comes to sharing with his friends. Attitude concern Already embedded in self-favorite child, he shares his current friend's distress.

2. Challenge School in Implementation of Peace Education

The challenges in education will vary in each school. Challenge: This appears at the moment in application education, peace inside class, and school environment. Challenge this form of obstacle-planting attitude with concern for each child's school. However, at SDN 62 Singkawang, obstacles in application attitude concern children are not too difficult because at school this culture of peace has already almost formed after

the past COVID-19 pandemic. Based on the results of the head interview, SDN 62 Singkawang conducted the following:

"There are no obstacles anyway. The only obstacle is the acceptance of the students themselves. Hearing or listening is only passing, while listening is entrenched. For example, every day we ask our children to pick up trash in the yard and class. The child must cultivate it at home so that it becomes a habit; this may be difficult to implement. In quotation marks because children's understanding is still lacking.

Interview results to the head school state that the obstacle in the implementation of peace education in schools is the reception student, who alone is limited in his or her ability to hear and listen because contexts hear and listen differently. Hear means only to hear, whereas listen means to hear and also apply.

This was also conveyed by the guardian in class 1 in the interview following:

"For challenge, that hard that is cook know. For class 1, right finished given know already disperse again that's it again. For Class I, it is delicious to apply peace. That delicious like this, they right Still children, no. There is revenge if, for example, they that fight say already yes "Please don't repeat it again or don't like this again the same as his friend ".

Interview results for the guardian Class 1 stated that the challenge for child class 1 is that when the teacher is concerned and gives advice, they hear it for only a moment, and just after that, they disband and do not listen to what is said by the guardian. However, though thereby they do not have a feud between her friend because of her age, those who are still young do not think of a feud with fighting friends with him.

As for the challenges or obstacles that teachers have to face related to students, they often fight with their peers. Interview results for students in class 1 MJ stated that he was once hostile with her friend until boxing because there is one friend who doesn't want to be friends with MJ, so MJ is not accepting if they are not friends, so a fight arises between MJ and his friends. In the interview, MJ stated that:

"The enemy is boxing because it is noisy ".

Researchers also do interviews with parents and students to strengthen the results of research. This was also conveyed by parents in the interview, which follows:

"God willing, yes, lots nope anyway, but sometimes if his son is in the mood, again, no good right, sometimes there is she fussed anyway. But mostly no ".

Interview results from the researcher to parents state that there is no obstacle to applying education peace to children, only sometimes feeling children are often capricious or even no good.

3. School Solutions in Overcome Challenge Application of Peace Education

See a number of challenges faced by schools. Party schools also have solutions to overcome challenges. Interview results to the head school in the interview following:

"Mutual value Each other, for example, if her friend wants to pray. Give friends of different religions the chance to pray. For example, at the time of the presiding ceremony prayer, other Muslims must follow the order. Attitude and tolerance are still embedded, so no one can be picky.

"How to apply when do wicked to friends so we will get the result in return deed students..."

Interview results from the researcher to the head school state that given a solution to overcome a challenge, the method gives advice to students that we as people of faith must each other appreciate. For example, at the time of the implementation ceremony flag, when officers read prayer to religious Muslims, non-Muslim students also followed prayer in a manner together so there was no difference between them.

This was also conveyed by the guardian in class I in the interview following:

"The solution is that we, as educators, must often give advice to them, so they say, "Don't fight, yes, if class," if there is a wrong friend, if there is an intentional mistake, or "No help, sorry. That's it, just anyway, the solution often gives advice.

Interview results for the guardian Class 1 stated that the guardian solution class 1 offers is often giving advice to students. When one of the students in guardian class 1 gets into a fight, guardian class 1 will give a reprimand to his students so that they don't fight and have to forgive each other.

Solutions are presented in the results interview, which is A school's mission For overcoming challenges in education, peace is one of them. The class teacher gives advice to an annoying kid or her friend when they study or make a commotion inside class, so it doesn't matter like that again. Besides it, one student also helps a friend who is being bullied by scolding him so that it doesn't bother him. Again, disturbing during class time begins with mocking parents names and fighting. One mission school, namely activity study, teaches with goo, is planned, programmed, and measurable so that it implements an effective and efficient teaching process and instills concern for social and environmental issues, love of peace, love of homeland, spirit of nationality, and democratic life.

There are other solutions provided by the school, one of which is to follow the rules of etiquette contained in the school's ordinances. Rule the including (1) All students should implement 5S (smile, greet, polite, and courteous); (2) mutual honor between fellow students, appreciate difference in choosing friends to learn, play, and mingle well at school and outside school; (3) be brave and convey something wrong and state something right in a manner polite without touching other people's feelings; (4) get used to saying thank you after accepting help or service from others; (5) get used to using good and correct Indonesian; (6) dare confess mistakes that have to be done and ask sorry; (7) remind and rebuke friends who neglect the rules, violate religious laws, and norms of society in the environment around school.

Application through learning Pancasila Education is curriculum independent, namely in class 1. This is proven by the material that researchers get from field

representatives of the SDN 62 Singkawang Public Elementary School curriculum, which is as follows:

Table 1. Material Class 1 Pancasila Education Learning

Class	Learning Curriculum	Subjects	Theme	Material
Class 1	Freedom Curriculum	Pancasila Education	-	diversity

Class 1 SDN 62 Singkawang has an independent curriculum. One of the implementations of peace education in class I, namely, where to learn Pancasila Education, after reviewing the application, exists in the material diversity. Due to the material diversity, there is an explanation or even teaching about tolerance and mutual value between diversity in ethnicity, religion, race, gender, and social diversity contained in an area or place where people live.

Discussion

The teacher's efforts in applying education peace in class, i.e., with method embed attitude concern to students with method give advice, like if there is one friend in need of help as much as possible, other students should follow and help her friend. Another thing to do is embed an attitude of love and peace, like "no fight must each other value friendship." If you err right away, request sorry.

Challenge in applying education peace in class 1, i.e., student class 1, is very difficult for notified. Like case If they are warned, they will not make any noise, and no naughty student will be able to do so for more than a moment. Sometimes there are a number of hostile students with her friend because of trivial problems. There are also picky students who do not want to be friends with students who do not meet the criteria, such as not wanting to be friends with the same his son who is naughty or not wanting to be friends with the same too child who is quiet in class.

The solution offered by teachers to overcome challenges in implementing peace education is to give advice to students. If there is one friend who does wrong as much as possible to be forgiven, do not fight. Guardian teacher class 1 really often gives advice for overcoming the challenge above. Because child class 1 is still very easy to arrange because there is no own feud with friends or peers if someone did something wrong. Besides, it's also a guardian class that makes mandatory regulations for students to obey when in the class, like "no can fight with friend peers, no can take a walk while studying starts, no can be noisy when the teacher is explaining material ahead," and "no can be picky in being friends," like discriminate between tribe A must be friends with the same tribe A," or religion A must be friends with religion A.

Conclusion

Conclusions obtained from the results of the study This is education for peace. Already implemented in class 1 SDN 62 Singkawang after the COVID-19 pandemic period, which made teachers unable to know the character of their students for not enough of a year. Efforts made

by the school to provide peace education to their students in schools include giving them motivation before they start classroom learning as well as making applicable regulations for the whole class. Teacher challenges, namely from reception students, that alone when the teacher gives advice. Solutions offered by the teacher to overcome challenges in application education include giving advice, which is often possible for student classes. I also make inside rules that must be obeyed by all inhabitant classes to create a peaceful atmosphere.

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