

Peace Education: Peace Counselling Training (PCT) to Reduce Student Aggressiveness Towards School Counsellors

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Abstract

The purpose of the PCT program for school counsellors is the skills of school counsellors to apply peace counselling to reduce student aggression. The PCT program is implemented through group discussion forums, information provision, training, mentoring. The target of the PCT program is school counsellors in Indonesia by involving guidance and counselling teacher consultation organizations. Evaluation of the process and results of the PCT program through mentoring impacts reducing aggression as measured by the aggressiveness scale. The implementation of the peace counselling program through FGDs, information provision, training, and mentoring is evaluated in each activity as a process evaluation. The result of the counselling activity is the counsellor's understanding of peace counselling with urgency in the perspective of religion and self of peace. Counsellors can have skills in the implementation of peace counselling with six stages. Peace counselling can apply to a set of individual and group counselling. Implementing the program decreases student aggression with an average initial condition of 65.59, down to 58.64. The conclusion is the peace counselling program can reduce student aggression. A peace counselling program can be applied as a strategy to reduce student aggression by school counsellors.

Keywords: Peace education, Peace counselling, Aggressiveness

1. Introduction

Students in Indonesia are learners who struggle to be able to develop themselves according to their potential. Commitment between students, teachers, school counsellors, and policy makers is the key to successful learning implemented in the classroom environment (Lengkanawati, 2017). In addition to learning in the classroom, the school facilitates students for self-development through counselling services through school counsellors. School counsellors play a role in providing assistance to problems and developing student potential with various asynchronous and synchronous media (Supriyanto et al., 2020).

Student problems that occur during the COVID-19 pandemic are increasingly out of control, especially problems outside of learning or other than the field of learning. The fact internationally, this condition impacts students due to isolation through online learning (Khamees et al., 2020). Depression and anxiety in this condition also have long-

term impacts (Cameron et al., 2020), uncontrolled student aggression. Aggression in violence is rooted in uncontrollable conditions in educational institutions and economic problems (Brown, 2020) during the COVID-19 pandemic. The forms of student aggressiveness are physical, verbal, angry, and hostile (Alhadi, Saputra, et al., 2019). Anger and aggression require psychosocial intervention, especially through counselling services that can regulate emotions (Lee & DiGiuseppe, 2018; Roberton et al., 2012).

In Indonesia, the fact in students is that psychosocial disorders during online learning appear in students (Fauziah et al., 2020, Hakim & Nurpratiwiningsih, 2020)). Another fact is that the negative school climate during online learning creates non-optimal student development (Saputra, Supriyanto, Astuti, Ayriza, & Adiputra, 2020). There is also aggression towards peers with peer victimization, homophobia, and perpetrators of sexual violence (Espelage et al., 2013). In general, it shows that this condition in Indonesia impacts economic problems related to learning facilities at home. Aggression appears as a form of unpreparedness of students and parents. This condition requires efforts for students to reduce aggression.

Efforts for all elements of education and policymakers. Teachers, institutions, and officials provide guidance in student services to deal with student crises (Daniel, 2020). School counsellors' can implementation guidance and counselling services are a big challenge in the COVID-19 pandemic, especially in reducing student aggression by school counsellors in Indonesia. The study results prove that peace counselling is an effort to form humans without violence or aggression (Saputra, Supriyanto, Astuti, Ayriza, Adiputra, et al., 2020). The character of peace needs to appear in students as evidence of aggression in Indonesia (Saputra, Supriyanto, Kurniawan, Beladina, et al., 2020).

Peace counselling program as an initiation to develop the skills of school counsellors in Indonesia. PCT is a program to help school counsellors with student aggression problems. Aggression is a self-conflict that causes violence, so it requires peace of mind (Bräuchler, 2020). The peace counselling training program equips school counsellors to apply 7 components of peace, namely humility, self-control, tolerance, forgiveness, strength, emotional control, and behavioural regulation (Saputra, Supriyanto, et al., 2019). School counsellors are also provided with peace counselling guidelines. Peace counselling guides equip counsellors to apply peaceful thinking patterns to students to discourage aggressive behaviour (Nurani et al., 2020).

The peace counselling program implements peace education that focuses on the scientific field of guidance and counselling. The PCT program collaborates with academics and practitioners in the field of guidance and counselling. The training is useful to improve school counsellors' pedagogical competence and professional competence as a teaching profession in Indonesia (Musfah, 2012). The purpose of the PCT program for school counsellors is to equip school counsellors about the skills of peace counselling and peace character so that students' aggression is reduced and discourages students from committing aggression.

2. Method

Various methods implement the PCT program. The PCT method is implemented through forum group discussion (FGD), information provision, training, and mentoring. The target of the PCT program is school counsellors in Indonesia. The school counsellor teacher community involvement, known as the Guidance and Counseling Teacher Consultation, is the basis for preparing the peace counselling training program through FGDs. Peace counselling to reduce aggression through counselling about student aggression in the COVID-19 pandemic and peace counselling strategies. PCT involves practitioners and academics with the target of school counsellors. The result of PCT is that school counsellors practice aggressive behaviour with students with virtual mentoring by the team.

The PCT program utilizes zoom meetings through the preparation, implementation, and evaluation processes. The evaluation of the PCT process is that school counsellors practice the program's results and are implemented to students who have aggression in individual and group counselling services. Evaluation of the results of the PCT is a change in aggressive behaviour in students as measured by an aggressiveness scale (Alhadi, Saputra, et al., 2019).

3. Results and Discussion

Results

The PCT program is implemented for school counsellors who work as guidance and counselling teachers. A total of 43 school counsellors from various provinces in Indonesia, namely Central Java, Special Region of Yogyakarta, Banten, South Sulawesi, Jambi, East Kalimantan, South Kalimantan, East Java, and West Java. The PCT program is implemented with four methods (forum group discussion, information provision, training, and mentoring) and two evaluations (process evaluation and outcome evaluation).

a. Group Discussion Forum Method (FGD)

The community service team coordinates with the school counsellor community or called the guidance and counselling teacher consultation. Discussions between the team and representatives of the guidance and counselling teacher deliberations through the media zoom meeting discussed student problems and peace counselling urgency. The result of the discussion is the emergence of aggressive behaviour that needs to be reduced through counselling services. Peace counselling as an alternative school counsellor forms a peaceful mindset in students to reduce student aggressiveness. The follow-up to the discussion results was the design of a training program for school counsellors in Indonesia. Target participants PCT randomly or random sampling.



Figure 1. Discussion with the Coordinator of the Guidance and Counseling Teacher Meeting

b. Information Provision

The results of the FGD with representatives of the guidance and counselling teacher consultations were PCT. The initial stage of training activities is the information provision activity. Information provision is implemented to school counsellors through various materials. Materials related to information provision activities 1) the self-peace urgency, peace education apply in counselling services, student aggression in the COVID-19 pandemic, and the implementation of peace

counselling in the perspective of the Islamic religion. PCT materials provide a positive perspective for school counsellors to implement peace counselling.



Figure 2. Information provision with material (a) the urgency of self-peace, (b) implementation of peace education in counselling services, (c) student aggression in the COVID-19 pandemic, and (d) implementation of peace counselling in the perspective of Islam

c. Training

The next stage is the PCT activity. PCT. School counsellors are trained on the urgency of peace counselling and stages of peace counselling to reduce student aggressiveness. Counsellors are trained through two forms of services, namely individual counselling services and group counselling. School counsellors are also trained in the six stages of peace counselling. The result of the training activities is that school counsellors can apply peace counselling services to reduce student aggressiveness.



Figure 3. Discussion with the Coordinator of the Guidance and Counseling Teacher Meeting

d. Accompaniment

The next stage is the activity of assisting the implementation of peace counselling in their respective schools. School counsellors carry out peace counselling through two settings, namely group counselling and individual counselling. Group and individual settings for the implementation of peace counselling as a result of the training are adjusted to the condition of the students or the number of students who have aggressive behaviour. Counsellor assistance through the Wa group (WaG) or with virtual zoom. The result of the mentoring is that the counsellor fills out a google form to find out the level of decline in student aggressiveness.



Figure 4. Implementation and assistance of peace counselling in schools (a) assistance in the process of implementing peace counselling in schools, (b) implementation of virtual peace counselling, (c) implementation of face-to-face peace counselling

e. PCT Results

The result of the PCT program implemented by the school counsellor to students who have aggressive behaviour is a decrease in the level of student aggression in general with 95 students. Student aggression with an average pre-test or initial condition is 65.5. At the same time, student aggression after implementing the PCT program is an average value of 58.64. Reducing aggression is a recommendation that peace counselling by developing peaceful thoughts can reduce students' aggressive behaviour.

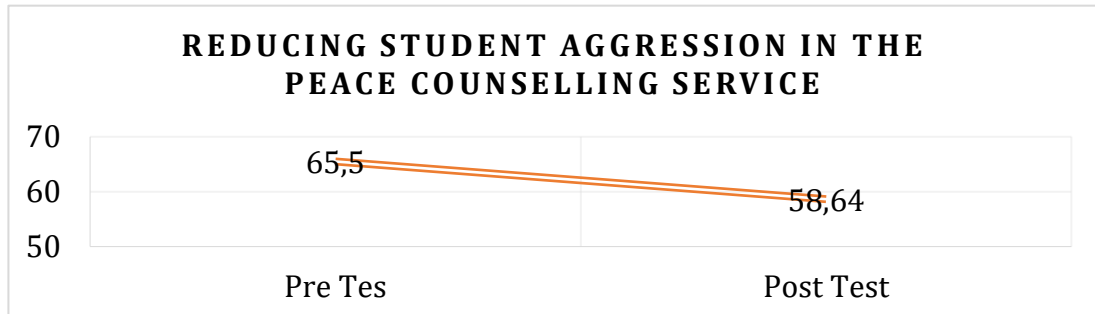


Figure 1. Decreased behavior of aggression after the process of peace counseling by the school counselor.

Discussion

The problem identification process is based on research data and interviews—identification of PCT program problems based on FGDs. FGD is a qualitative approach to explore social issues (O. Nyumba et al., 2018). The PCT program is very appropriate because it starts from the FGD. Social issues emerged, namely the aggressiveness of students. FGDs by online application makes it easier to identify problems experienced by students and school counsellors. Online FGDs require a strong agreement to participate actively (Buder et al., 2015).

The PCT program also provides school counsellors with information about aggressiveness. School counsellors' knowledge, understanding, and ability in analyzing student aggressiveness become a strong basis for determining the level of student aggression. School counsellors have a major challenge in analyzing student needs (Lake & Olson, 2020). School counsellors must also be able to analyze the psychological impact of students (Shah et al., 2020). The condition that arises is the aggressiveness of students due to psychological conditions. School counsellors, in providing information activities, can analyze the condition of students. The main purpose of providing the information is empowerment to improve welfare and self-quality (Bahua, 2016).

Training as a method in the PCT program. Various intensive pieces of training can achieve successful programs with positive results (Etemadibousheri, 2019). Peace education training allows school counsellors to implement programs in schools (Alhadi,

Nurani, et al., 2019). PCT program as a strategy to create a peaceful mindset in students through school counsellors. The PCT program aligns with the research results that peace counselling is a reference in schools' counselling services (Saputra, Ayriza, et al., 2019).

Incentive assistance to the implementation of the peace counselling program as an element of success. Assistance in the PCT program to build mutual respect and contribute to school counsellors' empowerment (Watkins, 2015) Mentoring as an element of success that can help school counsellors reduce student aggression through the PCT program.

Peace counselling can reduce student aggression because it creates peaceful thinking patterns that impact individual behaviour. In contrast to the solution-focused brief counselling (SFBC) approach, which can develop solutions that can minimize students' desires for the counselling process and outcomes (Wiretna et al., 2020), peace counselling can form cognitive and affective dimensions that can change individual behaviour with long-term effects. Long. It is also different from peer counselling in helping students' aggressive behaviour, which emphasizes social cognitive and empathy; peace counselling emphasizes the individual perpetrator of aggression to change the cognitive and affective dimensions of students' changes' mal-adaptive behaviour. The counsellor can also apply peace counselling with local wisdom to shape peaceful behaviour and love the homeland (Saputra, Supriyanto, Astuti, & Ayriza, 2020) and can be applied to individual or group settings (Supriyanto et al., 2019).

4. Conclusion

Peace counselling is a counselling strategy that creates peaceful thoughts in students. Peaceful thoughts are formed to minimize negative concepts in students, then reduced in adaptive behaviour. PCT program as an effort to reduce student aggressiveness. Peace counselling program with four stages of activities, namely FGD, information provision, training, and mentoring, to increase school counsellors' understanding to form a peaceful mindset. The result of the PCT program is that school counsellors can apply peace counselling in individual and group counselling service settings. Implementing peace counselling by school counsellors to students decreases aggressive behaviour, with an initial average of 65.5 droppings to 58.64. Peace counselling can be implemented by school counsellors to minimize self-conflicts in students and communities outside the school.

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