

## PEACE EDUCATION AS THE DEVELOPMENT OF SOCIAL SKILL IN SOCIAL SCIENCE LEARNING

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### ABSTRACT

This research aims to describe the integration of peace education as the reinforcement of social skill reinforcement in Social Science learning. Qualitative research method was employed in this study. Data source included teachers, documents, and library study. Data collection was carried out using interview, questionnaire, and document and literature source analysis. Interview and questionnaire were used to explore the respondents' perspective on peace education for developing social skill in Social Science learning. The subjects agreeing to participate in this study were Social Science teachers in Junior High School consisting of 20 teachers. The participants were selected using purposive sampling. Data validation was conducted using method triangulation and data analysis using an interactive model of analysis encompassing data reduction, data display, and data verification. From the result of research, it could be concluded that Social Science teachers in Surakarta had positive perception that peace education in Social Science learning can be used to reinforce social skill.

Keywords: peace education, social skill, Social Science

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan integrasi pendidikan perdamaian sebagai penguatan keterampilan sosial dalam pembelajaran Ilmu Sosial. Metode penelitian kualitatif digunakan dalam penelitian ini. Sumber data termasuk guru, dokumen, dan studi perpustakaan. Pengumpulan data dilakukan dengan menggunakan wawancara, kuesioner, dan analisis sumber dokumen dan literatur. Wawancara dan kuesioner digunakan untuk mengeksplorasi perspektif responden tentang pendidikan perdamaian untuk mengembangkan keterampilan sosial dalam pembelajaran Ilmu Sosial. Subyek yang setuju untuk berpartisipasi dalam penelitian ini adalah guru Ilmu Sosial di SMP yang terdiri dari 20 guru. Para peserta dipilih menggunakan purposive sampling. Validasi data dilakukan dengan menggunakan triangulasi metode dan analisis data menggunakan model analisis interaktif yang meliputi reduksi data, tampilan data, dan verifikasi data. Dari hasil penelitian, dapat disimpulkan bahwa guru Ilmu Sosial di Surakarta memiliki persepsi positif bahwa pendidikan perdamaian dalam pembelajaran Ilmu Sosial dapat digunakan untuk memperkuat keterampilan sosial.

Kata kunci: pendidikan perdamaian, keterampilan sosial, Ilmu Sosial



## **INTRODUCTION**

A state with plural condition of community will be very vulnerable to conflict. Indonesia as the one with such condition is faced with a severe problem. Indonesia is still encircled with many conflicts arising within society. When the society situation is replete with disorder, conflict, and without peace, education is considered as the one contributing to such situation because it fails in creating good citizens. The school ideally becomes an appropriate means of inculcating moral values supporting the creation of peace within society. This reason is in line with the role of education institution as the one serving to grow and to deepen love to homeland, to increase nationalism spirit, and social solidarity feeling.

Therefore, a skill is required to organize such plurality to make all components of society living safely, comfortably, peacefully, and quietly for the sustainability of life within society, nation, and state (Reardon, 2002). Community should be equipped with much knowledge about its nation's condition earlier (Lauritzen, 2016). Education is an appropriate intermediary to grow various attitudes supporting the achievement of peace (Kester, 2013). Education is a central means of muffling conflict and an appropriate means of creating social skill in the attempt of creating peace (Morris, McGuire, Walker, 2017). Peace cannot be realized instantaneously without an awareness of creating the peace itself (Habibi, 2018). Peace education has been an urgent agenda for some reasons: it can be the most effective medium to recover trauma by which students can be empowered to understand the strategy of dealing with and resolving conflict (Lauritzen, 2016) and young generation is the backbone of a sustainable peace development (Ommering, 2015).

Indonesia with populations having very plural races, religions, languages customs, and etc is vulnerable to conflict. From the observation on curriculum content, it can be found that Indonesian curriculum has not paid attention yet to di-

versity aspect. It is likely still confused with the searching for an appropriate format to provide peace education in schools or other educational institutions (Morrison, 2011). Tolerance, adapting, communicating, and other social skills are required (Hu, et al, 2017). Concord, moral, peace, and conflict are interrelated (Johnson, & Johnson, 2005). Indeed, our education has apparently not contributed significantly yet to the attempt of realizing a harmonious and peaceful life. This article tries to represent the role of Social Science education in creating peace as a social ability (competency) (Morris, McGuire, & Walker, 2017).

One of important guides for the students in school is teacher. Teachers contribute very considerably to give good example and behavioral model in school (Hu, et al, 2017; Diazgranados, et al, 2014). Students often pay attention to teachers' behavior in teaching activity (Cheung, 2017). Students learn some unique and crucial behaviors (Hu, et al, 2017), such as the skill of interacting with peers (appreciating their friends, asking for help when necessary, being sensitive to others' emotion), self-control skill (controlling anger, receiving others' critique, obeying the rule) (Lauritzen, 2016), academic skill (responsible for their study) (Josep & Duss, 2009), and other skills (inviting friends to play together, expressing emotion, convincing themselves, participating in activity and group in appropriate manner) (Nikooyeh, Zarani, & Fathabadi, 2017). One of most effective ways for teachers to teach social skill is to use Social Science learning (Morris, McGuire, & Walker, 2017). Because basically Social Science learning guide aims not only to give knowledge on Social Science (cognitive) facts but also to improve the students' social skill (Ertmer, et al, 2012).

## **RESEARCH METHOD**

This research analyzed the data from case study in Junior High School in Surakarta. A qualitative research strategy was adopted in this study to acquire in-depth

knowledge on peace education learning at school, with several methods applied to facilitate the finding triangulation. The problems studied in this article related to, among others: the integration of peace education into Social Science learning, peace education into social skill, and Social Science learning into social skill. The integration of peace education into Social Science learning can be seen from the concept of collective right and freedom, cultural and social consciousness, environment problem, and social justice as the part of peace education in social science. Social science attempts to view the relationship between peace and long-term justice from many dimensions.

The relevance of peace education as the development of social skill can be seen in the inculcation of peace education as the development of social skill conducted by teachers, school institutions, and by institutionalizing the peace through education. Teachers introduce peace values to students to prevent them from being engaged with violence. Schools serve to give understanding about peace education, human rights, social justice, and global issues that should be integrated into school curriculum. Institutionalizing peace through education inculcate civic values to students. Meanwhile, the integration of peace education into Social Science learning can improve social skill as indicated with some aspects. Social skill is developed through the mastery of cognitive aspect first, and then through practice and habituation. Social Science learning teaches a variety of social skills such as communication, tolerance, empathy, and unity required by the students to socialize and to communicate with others, and to adapt to surrounding environment.

The respondents of research consisted of 20 teachers coming from many junior high schools in Surakarta with much experience with teaching Social Science education.

The main instruments of collecting data in this study were questionnaire and semi-structured interview conducted by teachers in junior high schools in Surakar-

ta. While collecting the data during the research process, peace education scale as social skill in Social Science learning was developed. There were several answer models in the questionnaire used. Open-ended questionnaire was used in the items number 1-3, in which the respondents could give answer along with the reason freely. Yes or no question was used in the items number 4-9. Meanwhile, answer options of very disagree, disagree, not sure, agree, and very agree were provide in the items number 10-13, using five-point Likert scale for each item.

Data analysis was conducted using coding and categorization in each of words and sentences in the questionnaire that were relevant to indicator of each research topic. Data analysis was also carried out using an interactive analysis encompassing data collection, data reduction, and verification to find general pattern. Data validation was carried out using method triangulation by means of checking the result of interview with corresponding respondent to ensure that the data written was actually consistent with the reality.

## **RESULTS AND DISCUSSIONS**

### **Integration of peace education in Social Science learning.**

Peace education in UNICEF refers to the process of promoting knowledge, skill, attitude, and values necessary to bring about the behavioral change enabling children, adolescents, and adults to prevent conflict and violence from occurring either transparently or structurally, to resolve the conflict peacefully, and to create conducive condition to peace, at interpersonal, intergroup, national or international level (Fountain, 1999). Referring to such definition, the integration of peace education can be conducted in Social Science learning. Social Science subject, according to teachers, can grow cultural and socializing consciousnesses, anti-violence attitude and care, and can apply character of love and peace with the fellows. Peace education is closely related to the objective of Social Science learning. An objective of

Social Science learning, according to teachers, is to have commitment and consciousness of social and humanity values as the objective of peace education. Peace education mainstreaming in Social Science particularly can be done in social interaction basic competency and in conflict. Meanwhile, the implementation of peace education in Social Science can be conducted using scientific, inquiry, contextual teaching learning (CTL), and problem based learning model approaches.

The process of changing behavior occurs through a series of stages, so that individual has awareness of peace and conflict problems (Cunliffe, 2017) and attention to peace problem, acquires knowledge and skill related to peace problem, is motivated by new attitude and values, has a wish to take peaceful action, tries new behavior peacefully, can evaluate fault/make introspection, practices peaceful behavior recommended (Joseph & Duss, 2009).

The implementation of peace education can be seen in building education for plural society, building commonness and independence among students underlying the peaceful community, teaching the students how to participate in peaceful politics (Kuenzi, 2018), teaching the students how to participate in negotiation and mediation for peace, inculcating civic values (Wulf, 1999).

Reardon (2002) defines peace education as the development of reflective ability and contribution to achieve and to maintain peace. Peace education adopting the understanding of education for more just and peaceful world based on taking action in this way (Wulf, 1999) is a process in which the abilities of problem solving, cooperating, reflecting, conflict resolving and attitudes such as love, respect, tolerance, and empathy are taught to individuals and students. Peace education aims to resolve conflict without violence, to build peace for collective harmony, to unite students and teachers in the peace-oriented behavior changing process (Lauritzen, 2016). The students' good contribution is expected to run permanently

after peace education has been taught. Thus, this contribution enables the students to give solution without violence to many conflicts occurring in their surrounding environment (Kwon, Walker, & Kristjansson, 2017).

The objective of peace education is to build peace between human beings, interpersonal relation, group, state, society, and culture. The objectives of peace education are to ensure that the students assess conflict more positively; acquire reflective thinking methods oriented to the cooperation to solve problem (Corredor, Obregon, & Asensio, 2018); to overcome with societal problem in broader perspective; to ensure the improvement of tolerance to different politics, religions, and races; and to be responsible for decision making (Acaron, 2018) and reflective thinking; and to ensure that people find peace in both world and society (Johnson & Johnson, 2005).

An important objective of education is to practice individuals to have world view (Kuenzi, 2018), to respect human rights, to give importance to personality, to feel being responsible to society, and to be constructive, creative, and productive. In this way, in addition to academic achievement, individuals are expected to have strong social skill (Madden, 2015). Positive output can be obtained from learning many social skills in both short and long terms (Cheung, Siu & Brown, T, 2017). Social skill acquired in this case help students solve emotional (anxiety, self-openness) and cognitive behavior problems (learning failure) in school (Floress, Martell & Schaub, 2017). At the same time, social skill equips students to build positive social relation with peers, parents, and other adults (Stouwe, et al, 2018).

If education is a process to mature intellectual, social, and moral aspects, educational institution should have been able to function well to contribute to realizing a quiet and peaceful life. Briefly, education should be able to produce a generation aware of diverse society conditions and can avoid conflict, so that the dream

about the creation of peaceful circumstance is not utopian. Therefore, the most important point is to make schools the means of sharpening sensitivity to different social environments (Gadaire, Marshall & Brissett, 2017). Considering the reality that conflict is an inevitable life reality, education in schools should have taught how to manage conflict. Thus, the attempt of creating peace is considered as a social skill sharpened continuously in education.

Aspects related to education should be developed to support the objective of schools to create pro-active generation (Moran, 2018) in the attempt of creating peace. Teacher should consider three learning strategies to teach social skill systematically to students (Wu, et al, 2018). It is *firstly* the strategy of acquiring skills introduced to students; *secondly*, students' performance in learning and using social skill easily; and *thirdly*, using and practicing social skill in new situation. Social skill teaching consists of social modeling, behavior practice, and behavior transfer (Cartledge, 2001).

### **Peace Education as the Inculcation of Social Skill**

Teachers very agree (55%), agree (41%), and disagree (4%) that the measure of inculcating peace education as the development of social skill can be accomplished through teachers, school institutions, and by institutionalizing peace through education (Johnson & Johnson, 2005). *Firstly*, one of teachers' duties is to provide knowledge, skill, and awareness of the presence of peace and conflict (Wang, 2018). Teachers have obligation to introduce peace problems and values contained in the conflict resolution, and to habituate students to respect and to appreciate each others' difference. It is intended to introduce peace values to students to prevent them from being engaged with student quarrel and other violent behaviors. Students are expected to grow respect to difference, appreciation to their fellow friends and the attitude of helping each other in daily life in school. Therefore,

students are expected to be aware of peace problem and conflict by observing daily life (Wang, 2018). In such the role, students will find out knowledge and skill related to peace problems themselves.

*Secondly*, teachers very agree (50%), agree (46%), and disagree (4%) that the school also plays an important role in introducing peace education to students. The roles likely played by school are to give understanding on peace education, human rights and social justice (Corredor, Wills & Asensio, 2018) and global issues that should be integrated into school curriculum, to provide a forum for discussing peace and social justice values, to inculcate equality and non-discrimination principles in school policy practice, to develop peaceful culture by developing the attitude of respecting each other in the interaction between school members, and to develop learning method in order to improve cooperation and respect to difference.

*Thirdly*, teachers very agree (50%), agree (45%) and disagree (5%) that by institutionalizing peace through education, the education in school also functions to inculcate civic values to students (Johnson & Johnson, 2005). Education in school should be able to equip students to participate in peaceful political discourse. In the learning process, teachers can demonstrate the conflict negotiating and mediating process thereby becoming social integration. Teachers should also build commonness and independence among students that can be practiced with learning models in the class.

Teachers very agree (50%), agree (45%) and disagree (5) that the material of peace education that can be the learning material includes: conflict resolution, human rights, and international peace (reconciliation) mechanism. The integration of peace material into education curriculum aims to promote peaceful culture and to remove violent culture, to focus on interpersonal, community, and international level, to promote values and skill required to develop peace, to use andragogic approach consistently (Standish, 2016). Global human right material is a

good example to introduce collective right and freedom (Reardon, 2002). The detail is explained in figure 1 below.

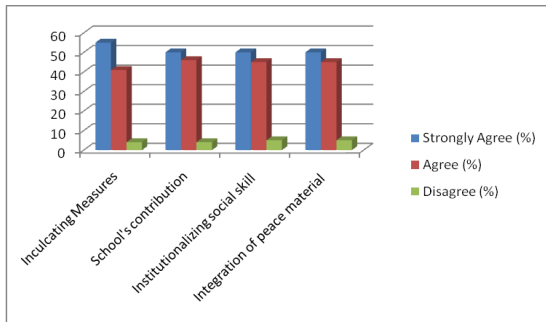


Figure 1. Inculcating Social Skill in Peace Education

**The relevance of Social Science Learning to Peace Education**

One of most fundamental ways by which social science can help to cause peace is to introduce the awareness of right, responsibility, and collective freedom to the students (Habibi, 2018). Teachers very agree (50%), agree (47%), and disagree (3%) that the relevance of Social Science learning to peace education is contained in the term of rights to freedom and commonness. Social education teaches the students the rights and the freedom, so that students respect and try to protect each other (Johnson & Johnson, 2005). Teachers very agree (49%), agree (45%), and disagree (6%) that promoting peace through social science teaching is the most effective way of improving the students' cultural and social awareness. For example, Sociology and Anthropology subjects can be used to make the students aware of the richness of plural society in Indonesia. Meanwhile, History subject can be used to show how people (society) and culture (morality, religious belief, and other aspects) are dynamic and have changed along time and space (Darweish, & Mohammed, 2017).

Through Social Science education, students will recognize commonness, difference, and cultural uniqueness thereby preventing the disharmony from occurring between communities. In a broader perspective, Teachers very agree (50%), agree

(45%), and disagree (5%) that Social Science learning helps children develop insight globally. Social Science learning is intended not only to inculcate sensitivity to diversity within society throughout world, but also to teach students to think critically, to receive ideas of nationalism and patriotism. Social Science also develops students' perspective to appreciate why social injustice or war in one hemisphere can affect the life of wide society and to prepare the students to take rights and responsibility as the world's citizens (global village).

Teachers very agree (50%), agree (44%), and disagree (6%) that discussion about environmental issues can be used effectively to implement peace education further through social science teaching. The effect of war on global environment teaches the students to be sensitive to their life and to society, thereby will create a peaceful circumstance. Teachers very agree (50%), agree (47%), and disagree (3%) that social science in the class can be used to explore social justice concept from many dimensions to highlight the relation between peace and long-term justice (Christopher, & Taylor, 2011). An important lesson about the failure of peace and the conflict occurring can be taken from History subject (Ommering, 2015). Peace cannot be achieved just like in history such as peasant revolution and labor class throughout world from Ancient Greece and Rome, for Russian and Chinese modern days or repeated modern conflict between Israel and Palestine (Schulz, 2008; Yahya, Bekerman, & Boag, 2012).

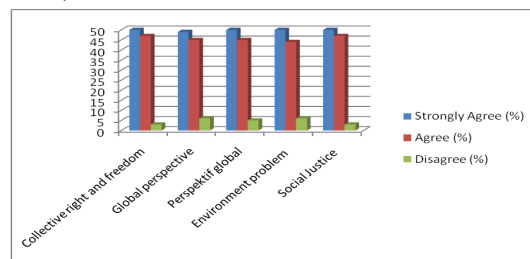


Figure 2. Relevance of Social Science to Peace Education

**The relevance of Social Science to Social Skill**

Skill can be created through learning process. Teachers very agree (55%), agree (42%), and disagree (3%) that students learn skill because it is useful to achieve certain objective. Social skill can be developed with cognitive aspect assignment first (Stouwe, 2018). Therefore, teaching social skill should be followed with the delivery of knowledge about the skill. The development of social skill can be done through practice (Probst, et al, 2017). An individual with social skill often uses the skill without thinking first. Social activities conducted daily by people actually represent some social skills, for example, the skill of communicating well with others representing skill in choosing good words, communicating thought, speech, listening, non-verbal language, apologizing, politeness, and other related skills (Benedan, et al, 2018). Those skills will not be created without practicing and learning process in the class.

The types of social skill developed in Social Science learning are, among others: skills related to the attempt of acquiring information: reading, learning, information searching skills, and the skill of using technological tools, of organizing and using information (intellectual and decision making skills), and skill related to social relation and participation within society, such as communication, participation, contribution, and adaptation (Fisher & Morin, 2017). Teachers very agree (52%), agree (45%), and disagree (3%) that Social Science learning teaches a variety of social skills such as communication, tolerance, empathy, and unity required by students to socialize and to communicated with others, and to adapt to surrounding environment (Davenport, et al, 2018).

Teachers very agree (52%), agree (43%), and disagree (3%) that the measures of teaching social skill are firstly through understanding. Social Science teacher should teach knowledge on the importance of queuing, queuing values such as appreciating others, equality, democratic values, social orderliness, right and

obligation. The teaching material can be taken from citizenship, history, economics, Indonesian language, and other subjects. *Secondly*, it can be done through organization. In organization, in the term of skill related to queuing teachers begin to practice students how to queue up, and how to be disciplined in queuing up. *Thirdly*, it can be done through skill practicing/accomplishment. Inviting the students to go out the class, if possible, is a good measure to see whether or not students have practiced social skill taught in the class (Stouwe et al, 2018).

Teachers very agree (56%), agree (41%), and disagree (3%) that the strategy of learning social skill in the class can be conducted through firstly constructivist approach, putting students to be learning partner and learning material development that can be used by Social Science teachers in developing social skill in Junior High School. *Secondly*, it can be conducted through inquiry approach; this strategy emphasizes on students using intellectual skill in acquiring new experience or new information through independent investigation. *Thirdly*, cooperative learning strategy can be used as well; through this approach, Social Science teachers can practice Junior High School students through real practice concerning ability, attitude, and behavior of cooperating with others (Jenkins, & Jenkins, 2010). The detail is presented further in figure 3 below.

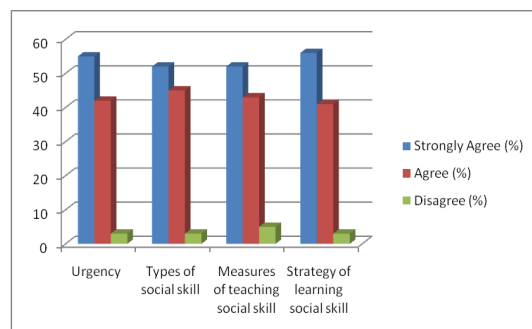


Figure 3. Relevance of Social Science to Social Skill

**CONCLUSION**

Peace education has been an urgent agen-



da for some reasons: it can be the most effective medium to recover trauma by which students can be empowered to understand the strategy of dealing with and resolving conflict, and young generation is the backbone of a sustainable peace development. Considering the reality that conflict is an inevitable life reality, education in schools should have taught how to manage conflict. Thus, the attempt of creating peace is considered as a social skill sharpened continuously in education. One of most effective ways for teachers to teach social skill is to use Social Science learning. Through Social Science education, students will recognize commonness, difference, and cultural uniqueness thereby preventing the disharmony from occurring between communities. The measures of inculcating peace education can be accomplished through teachers, school institutions, and institutionalizing peace through education. Teachers' duty is to provide knowledge, skill, and awareness of the presence of peace and conflict issues. Meanwhile, the role likely played by school is to give understanding on peace education, human rights and social justice and global issues that should be integrated into school curriculum. Education in school should be able to equip the students to participate in a peaceful political discourse.

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