The Implementation of "Petal Flowers" Model For Peace Education in Developing Students Peace Culture in Universitas Pendidikan Indonesia

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Abstract— *Peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully, and to create the conditions conducive to peace, whether at an intrapersonal, intergroup, national or international level. (UNESCO, 2012). Conflict and violence in the campus social climate can have a negative impact on student learning. The current state, college campus climate is not always peaceful and safe, because conflicts often occur in schools and campus. Conflicts on campus can take many forms, either horizontally or vertically. The method used is research and development (R & D) adopted from Borg and Gall (1989), this is simplified in three steps: preliminary study, model development and model validation. The results showed that: (i) Peace education that took place at Universitas Pendidikan Indonesia (UPI) puts forward on cognitive, affective and psychomotor aspects. (ii) The design of petal flowers model for peace education applied in UPI can be seen from the learning process that happened in the lecture room. (iii) The implementation procedure of curriculum learning of petal flowers model is carried out gradually, in the first stage the students identify various threats of conflict within the campus, after knowing the threat of conflict then the next step is to sort out whether the conflict occurs between students with students or university students; (iv) Implementation of peace education at UPI in fostering a culture of peace, can be seen in terms of peaceful negative and positive peace.*

Keywords— *Peace education, petal flowers model, culture of peace.*

I. BACKGROUND

Peace education is a holistic education. It is a multifaceted educational program that encompasses different approaches capable of transforming the behavioral patterns of people through the inculcation of desired knowledge, attitudes and skills for effective contribution to the cultural, social, economic and political development of their countries (Alimba, 2007, Kartadinata, 2015,UNESCO, 2012).

In addition, Hicks(1985) described peace education as activities that develop the knowledge, skills and attitudes needed to explore concepts of peace, enquiry into the obstacles to peace (both in individuals and societies), to resolve conflicts in a just and non-violent way, and to study ways of constructing just and sustainable alternative future. Similarly, peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully, and to create the conditions conducive to peace, whether at an intrapersonal, intergroup, national or international level (Fountain, 1999, UNESCO, 2012)

On the similar view, school or higher education institution as a social system is a place that should have a conducive climate to support the learning process. Learning process will work better if the physical and psychological environment is very conducive. A peaceful and pleasant environment is very conducive to facilitate a better learning process. Conversely, conflict and violence in the school or college social climate can have a negative impact on the learning process of students.

If we look at the current condition, college campus climate is not always peaceful and safe. This is because conflicts often occur in schools and college campuses whether in the form of simple or more serious conflict. Conflicts at school and on higher education campus can take many forms, either horizontally or vertically. They are horizontal conflicts such as student interpersonal conflict among student groups in campus, or between students on other campuses, or between lecturers and lecturers. Vertical conflicts on campus/student among others can occur between students with lecturers, between lecturers with college leaders, and among students with college leaders. Whatever the form, if the conflict is present, then the conflict will at least interfere with the learning process and then will weaken the process and student achievement.

Literature Review

Peace education as described by UNESCO (2012) refers to the process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior changes that will enable children, youth, and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the condition conducive to peace, whether at an intra-personal, interpersonal, intergroup, national or international level.

Furthermore, peaceful world was the dream of those who drafted the Charter of the United Nations in 1944: 'We, the peoples, have resolved to save the succeeding generations from the scourge of war'; and UNESCO's Constitution: 'to build peace in the minds of men'.

To recognize equal human dignity it is essential to live peacefully together, in brotherhood and otherness. However, before long, aid was substituted by loans, cooperation for development by exploitation, multilateralism by plutocratic groups and, even worse, the democratic principles of social justice and solidarity, by the market laws. The result of

'globalization' has been a profound crisis – financial, ethical, nutritional, environmental – which can be seen as an opportunity as well as, a shifting for a 'new beginning'. (Kotite, 2012).

Peace education stems from the Charter of The United Nations, which was established in 1945 in order to spare successive generations from the ravages of war and to foster respect for fundamental human rights, justice and other fundamental freedoms. The Charter of the United Nations promotes understanding, tolerance and friendship among all nations and all racial and religious groups. Although the world has not achieved this ideal, the preamble of the Charter of the United Nations is still a point of departure for local and global peace. The preamble declared as follows: (i) to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind; (ii) to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small; (iii) to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained; (iv) to promote social progress and better standards of life in larger freedom, and for these ends, to practice tolerance and live together in peace with one another as good neighbors; (v) to unite our strength to maintain international peace and security; (vii) to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and (viii) to employ international machinery for the promotion of the economic and social advancement of all peoples. (The Preamble of the Charter of the United Nations)

In other perspective, as peace education is deeply concerned with human life and human well-being, students and teachers should become peace activists. Peace education aims to foster both achieved and experiential knowledge, skills, and attitudes. These are needed to achieve a sustainable global culture of peace. What is really vital in peace education is that the attitudes of teachers and students can be transformed and the process of changing attitudes among teachers and students is the evidence of peace education itself. As the two thirds of school children in the world do not have enough schooling opportunities beyond the fifth and sixth grade and nearly 125 million school aged children are out of school, it is urgent necessity to guarantee a peaceful school climate with peace education materials for this age group.

As comparison, the following is a figure concerning the Basic Skill, Knowledge, and Attitude should be possessed by young generation in order to apply the spirit of peace education.

As explained previously, peace education is an important component of educational work. The goal of peace education is essentially the acquisition of the knowledge, skills, attitudes, and values that are necessary for the behavior of learners, whether children, adolescents or adults alike to always avoid the occurrence of conflict and "violence" on the environment, and then able to soaking peaceful conflicts, and creating conditions conducive to peace, whether intra-personally, interpersonally, intergroup, at the national or international level.

TABLE I. The basic skill, knowledge, and attitude in peace education.

Skill	Knowledge	Attitude
☐ Critical thinking	☐ Self awareness	☐ Self respect
☐ Problem solving	☐ Peace and conflict	☐ Honesty
☐ Self solving	☐ Justice and power	☐ Open-mindedness
☐ Self awareness	☐ Human rights	☐ Fair play
☐ Assertiveness	☐ Globalization	☐ Obedience
☐ Reading	☐ Duties and rights of citizens	☐ Caring
☐ Orderliness	☐ Environment/ecology	☐ Empathy
☐ Perseverance	☐ Social justice and power	☐ Tolerance
☐ Cooperation	☐ Non violence	☐ Adaptation to change
☐ Cheerfulness	☐ Conflict resolution and transformation	☐ Sense of solidarity
☐ Self control	☐ Culture and race	☐ Respect for differences
☐ Self reliance	☐ Gender and religion	☐ Gender equity
☐ Sensitivity	☐ Health care and AIDS	☐ Sense of justice
☐ Compassion	☐ Arms proliferation and drug trade	☐ Sense of equality
☐ Active listening		☐ Reconciliation
☐ Patience		☐ Bias awareness
☐ Mediation		☐ Appreciation
☐ Negotiation		☐ Transparency
☐ Conflict resolution		

UNESCO (1999:1) has described that peace education refers to the process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior changes that will enable children, youth, and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the condition conducive to peace, whether at an intra-personal, interpersonal, intergroup, national or international level. The following is a summary of the purpose of Peace Education is the achievement of knowledge, skills, attitudes, and value values needed for the change of behavior of learners.

TABLE II. The objectives peace education among countries.

No	Knowledge	Countries
1	*Awareness of own, self awareness*	Yugoslavia 1966, Rwanda,
2.	*Understanding nature of conflict and peace*	Liberia, 1993
3.	The ability to identify conflict and non violent	Burundi, 1994
4.	Conflicts analyses	Srilangka,
5.	Maintaining peace condition.	Tanzania, 1997
6.	Mmediation process	Liberia, 1993. Srilangka,
7.	Understanding rights and obligation	Burundi, 1994, Lebanon,
8.	Understand the meaning of freedom	Lebanon, 1993
9.	Awareness of cultural heritage	Lebanon, 1993
10.	Recognition of prejudice	Burundi 1994
No	**Skills**	**Countries**
1	*Communication, active listening,*	Burundi, 1994, Croatia
2.	*Assertiveness*	Mesir, 1995, Srilangka.
3.	Cooperation	Koroasia, 1997, Mesir
4.	Affirmation	Kroasia, 1997, Srilangka, na
5.	*Critical thinking*	Mesir, 1995
6.	Ability to think critically about a thing	Burundi 1994, Tanzania,
7.	Ability to understand *stereotype*	Tanzania, 1997
8.	Manage emotion	Rwanda 1997
9.	Problem solving	Liberia, 1993
10.	Ability to generate alternative solution	Srilangka,
11.	Construct conflict solution	Koroasia, 1997, Mesir,
12	Avoiding conflict	Yugoslavia, 1996

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No	Attitude	Countries
1	*Self respect, positive self image*	Burundi, 1994, Mesir,
2.	Be tolerant, and respect the differences	Yugoslavia, Lebanon, 1993
3.	*Bias awareness*	Kroasia, 1997
4.	Gender equity	Mesir, 1995
5.	Empathy	Mesir, 1995, Lebanon, 1993
6.	*Reconciliation*	Kroasia, 1997, Liberia 1993
7.	Solidarity	Burundi 1994, Lebanon
8.	Social responsibility	Yugoslavia, 1993 , Libanon,
9.	Sense of justice and equality.	Burundi. 1994
10.	Joy of living	Burundi, 1994

Source: Susan Fountain. June 1999. *Peace Education in UNICEF*.

Relating to the terminology of Petal Flower, initially the term was introduced by Toh and Cawagas (2002). As shown in figure 1, a holistic conceptual framework of education for a culture of peace may be articulated in terms of six major themes: *Dismantling the Culture of War; Living with Justice and Compassion; Promoting Human Rights and Responsibilities; Building Cultural Respect, Reconciliation, and Solidarity; Living in Harmony with the Earth; and Cultivating Inner Peace.* The themes are represented by the metaphor of a flower to emphasize their interconnectedness as "petals" to form an organic whole. All the petals, representing the six themes, are equally important to the essence of the flower. Educators may choose to initially focus on any of the petals but to be holistic, due consideration will need to be given to all the other petals.

Fig. 1. A holistic understanding of a culture of peace (Toh, 2006.)

II. RESEARCH METHODS

This research uses research and development method or commonly known as research and development (R & D). Borg and Gall (1989) describes the research and development of education as "a process used to develop and validate educational product". The result of development research is not only the development of an existing product but also to find knowledge or answer to practical problems. Furthermore, Borg and Gall (1989) describes four main features in research and development, namely: (i) studying research findings and conducting a study or preliminary research to find research findings related to the product to be developed; (ii) developing

the product base on this findings, that is developing the product ased on the research findings; (iii) field testing it in the setting 4) revise to correct the weaknesses found in the field test stages.

III. RESULTS AND DISCUSSION

1. Condition of Learning Process occurred in the Context of Peace Education

Based on data obtained by the condition of peace education at the University of Education Indonesia (UPI) shows the fact that the peace education is learned in terms of cognitive, affective and psychomotor. In terms of cognitive, students study the cultural, social, religious, ethnic and racial conditions that exist in Indonesia. Students study various conflicts that have occurred in Indonesia. In addition, students are also required to look for various conflict analysis, such as using 5W + 1H (where, what, who, when, why and how) or using SWOT analysis (strength, weakness, opportunities and treatment). Apart from the cultural aspect, students also study the various political differences that exist in Indonesia. It becomes important to learn because the conflict is not only caused by cultural differences, but on differences in political views. Students study differences in political views that exist in Indonesia, both in terms of history and in terms of factual. In the aspect of history students study the various backgrounds that resulted in differences in political views that have occurred in Indonesia, as well as studying the legal consequences of differences in political views. In addition, students study the boundaries of political differences that are still considered reasonable and political views that have deviated from the Pancasila of the 1945 Constitution.

Johan Galtung (in Vita, 2014) explains that peace is the absence of violence, not just personal and direct violence but also structural and indirect violence. The forms of structural violence are the absence of the distribution of wealth and resources, as well as the absence of power distribution over decisions on the distribution of resources. Galtung preferred to formulate peace as: absence of violence and the presence of social justice. Galtung calls the former a positive meaning, and he calls it a negative peace, while the latter is defined as a positive condition (equal distribution of power and resources), and Galtung calls it a positive peace.

2. Model Design "Petal Flowers" for Peace Education in Developing Peace Culture

Based on the data obtained shows that the design of petal flowers model at UPI was applied both classroom and outside the classroom. The model of petal flowers aims to foster a culture of peace among students, characterized by harmony with nature, human rights and responsibility, respect for cultural differences and solidarity, justice in society, the awareness in each individual to create a culture of peace

The design of petal flowers model is applied in the classroom in the form of interactive learning between students and lecturers, as well as discussion among students. Interactive dialogue between lecturers and students has focused on building awareness of students to act in accordance with the natural conditions, where in this aspect lecturers

provide material on the importance of nature to build peace in human life. Understanding and implementing consistent human rights in accordance with Pancasila and the 1945 Constitution, this is a hallmark of attitudes in accordance with human rights in Indonesia. Lecturers provide learning materials on cultural differences in Indonesia and the importance of building a culture of peace in Indonesia, as well as providing issues that students should discuss about the impact of lack of respect for cultural differences. In addition, the classroom of materials taught to students aimed at students active in the learning process, so as to generate a conscious attitude in the individual itself to always cultivate peace. Peace education is an effort done to realize the values, behavior and way of life that support the creation of a culture of peace. The purpose of peace education is to provide understanding and awareness about the roots of conflict, violence and unity in the personal, interpersonal, community, national, regional and international. The children who become the next generation of the nation is the nation's capital that must be really tilled intellectual, spiritual, and emotional intelligence. Given their shoulder destined nation. In various mass media we often witness the phenomenon of students destroying campus, fights among students, news about juvenile delinquency, hostility, and various other conflicts. Thus, peace education in schools aims to address these imbalances. The goal is none other than to help create a harmonious, secure, peaceful, and non-conflicting life situation. The society is able to live in harmony with our fellow human beings, and with the whole earth. Thus, peace education becomes very important to be applied in every level of education, both in the classroom and outside the classroom. The design of petal flowers model in Universitas Pendidikan Indonesia which is located in classroom or outside of the classroom is intended to enable students to know the correlation between theory and practice, to know how to solve conflicts, and to find out the importance of peace education for the sustainability of society life, nation and state.

3. Learning Implementation Procedures Curriculum Peace Education with Petal Flowers

The implementation of the peace education curriculum at Universitas Pendidikan Indonesia is done gradually and continuously so that the inter stages one with the next stage are interrelated. In the early stages of the implementation procedure of peace education curriculum learning, which is the orientation to the students about peace education that will be done during the next semester, it is intended that the students have a picture of peace education materials.

In the second phase, lecturers provide various theories and aspects related to peace education in accordance with the conditions of Indonesia. This is an important stage, because in this case the student will know theoretical peace education.

The third stage is that students have to do a mini research directly to the field so that students can find their own peace issues in the campus environment, the aspect of which is studied by the students must be able to know the cause and the impact to be the peace situation that there is campus. Whether the peace that is in campus is a cool peaceful or peaceful peace as expressed by Galtung, if the peaceful condition of the

campus is a cold peace condition it certainly shows the result that campus life lacks intense interaction among students, students tend to live individually and have no respect social. However, the results of student research indicate the existence of intense intentions and the desire to resolve conflicts both in the past and prevention in the future.

The fourth stage is the students must present the mini research results to be discussed in the class, so that each student can know the components related to the petal flowers model in fostering a culture of peace in society.

The procedures for implementing peace education can be measured with an indicator of a peaceful atmosphere. There are 3 (three) major frameworks of how the peace lies, namely: social norms, state structures or political stability and environmental characteristics. These three frameworks can be translated into some important issues as outlined below.
a. Social norms : (i) The growth of peace education (peace education) which includes cooperation (cooperation) and conflict resolution through dialogue, negotiation and nonviolent relationships among the citizens; (ii) Respect for women with all their activities or gender justice; (iii) Growing understanding, tolerance, solidarity and the same obligation to achieve better social cohesion and reduce the growth of hostility.
b. The construction of state structures and political stability: (i) The growing participation of a more democratic society among others with the existence of civil society capable of fighting for the needs of its citizens; (ii) Growing open communication and characterized by the principle of transparency and accountability (accountability); (iii) Guarantees of human rights follow with real recognition of the various groups of the various (inclusion of all groups).
c. Environmental characteristics: (i) The growth of social security both locally and internationally rather than fueling power struggles and arms competition; (ii) Strengthening sustainable development (sustainable development) that prioritize harmony with the environment.

4. The Implementation of Petal Flowers Model for Peace Education

Form of implementation of the petal flowers model at Universitas Pendidikan Indonesia, conducted by campus components. Implementation performed well done in the learning process, student activities conducted by the vice dean of student affairs and director of student affairs n the process of learning the form of implementation that is done is the learning materials related to do students to live in harmony with nature, because nature has contributed to the culture of peace in society, teaches human rights and responsibilities in accordance with Pancasila and the 1945 Constitution. Cultural aspect differences and fosters the spirit of solidarity among students and teaches the importance of justice in society that aims to create a peaceful attitude in the individual. The implementation of petal-flowers model is also done by the vice dean of student affairs with various seminars and training aimed at the students can cultivate the peace culture in campus life, besides also in the university level there are activities aimed at the students to cultivate the peaceful attitude.

Implementation of a culture of peace at the University of Education of Indonesia can be viewed in terms of peaceful negative and positive peace. Negative peace is implemented by creating a state of direct conflict with the role of the campus to create a culture of peace in the life of the campus, in the sense that the condition of the students already does not reflect the peaceful condition so it is necessary for the role of the campus in creating a culture of peace. Seen in terms of positive peace, has created welfare in the components associated with campus life, so as to bring a culture of peace by itself in the life of the campus. The implementation of peace education at the University of Education of Indonesia aims to provide awareness to students to always civilize a culture of peace. Implementation conducted by UPI is a continuous and sustainable activity to foster a culture of peace in campus life.

In the implementation of peace education it is necessary to foster the character of peace, Fell (in Nurwanto et al, 2015) shows some values that need to be taught to learners to foster the character of peace, among them: (i). Affirmation (affirmation) is the recognition and appreciation that is open to the various strengths and potentials that exist in each person or group; (ii). Communication (communication) is the ability to not only convey ideas to others orally or written, but includes also the skills to listen (Rosenberg in Nurwanto et al., 2015); (iii). Cooperation (cooperation) is working together to achieve the same goals, share insights and findings and move together to reduce the climate of competition and hierarchy in social relations; and (iv) Conflict resolution (conflict resolution) namely the solution to the dispute in the community through a peaceful way; not violence.

In addition, the implementation of peace education needs to look at the culture of peace that is the goal of its sustainability. UNESCO in the Declaration of a Culture of Peace (in Ramadan and Darmoko, 2015) mentions that a culture of peace is an attitude, action, tradition and model of behavior and way of life based on: (i) Appreciate life, end violence and promote nonviolent action through education, dialogue, and cooperation; (ii) Full appreciation of the principles of sovereignty, territorial integration, political independence of the state and the absence of intervention on the internal issues of a country relating to the UN Charter and international law; (iii) Full appreciation of and promoting respect for all basic human rights and freedoms; (iv) Commitment to peaceful resolution of the conflict; (v) Efforts to find development and environmental needs not only now but also for future generations; (vi) Respect and promote development rights; (vii) Respect and promote equality of rights and opportunities for men and women; (viii)Respect and promote the rights of everyone to freedom of expression, opinion and information; (ix) The following the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, respect for diversity, cultural differences, dialogue and understanding at every level of society and nation.

In addition, its implementation there needs to be support from every component of nation and state life, efforts to create peace is a humanitarian task throughout history that also colored civilization. Creating peace is a concrete step to eliminate conflict and violence. Nevertheless it should be pointed out that conflict and violence have existed since humans existed and will continue to color human life if there is no attempt to uphold peace. Thus commitment to peace must be more important than racial and ethnic ties. In pluralistic country life such as Indonesia, intercultural and inter-religious dialogue becomes a central activity that can nurture a culture of peace and maintain that religion is not used to legalize violence including in the form of conflict or war between countries of mass murder, trampling on the human rights of others terrorism and organized violence (Muzadi in Askar 2009).

5. Student and Lecturers Perception of Peace Education with Petal Flowers

That there is a positive perception both from among students and lecturers about peace education with petal flowers model. Among the students of peace education with the model of petal flowers, is a very relevant model in fostering a culture of peace in the life of the campus, in addition to the conditions of students who come from different cultures make the urgency of peace education becomes very important in the life of the campus, many thoughts of radicalism that enters life campuses make the impact of conflict increasingly vulnerable in campus life. Student perceptions that support the existence of peace education make the petal flowers model very relevant to be applied in campus life, it is because peace education with petal flowers model is not only about inter-cultural, ethnic, racial and religious peace. But it also touches the awareness within the individual to constantly cultivate a culture of peace and peace education with the petal flowers model touching the realm of harmony between nature and the culture of peace in campus life, thereby fostering a thoroughly peaceful culture of every campus life.

The perception of lecturers on peace education with petal flowers model is very helpful in the process of delivering learning materials as well as applying affective and psychomotor aspects of the students. In addition, through the model of petal flowers lecturers can have the expansion of learning materials that will help students to know the importance of peaceful culture in campus life, and can apply it in everyday life. This petal flower model also gives students the freedom to explore their ability to analyze the causes, impacts and solutions of conflict resolution, so that students can naturally grow a culture of peace in campus life.

IV. Conclusion

The learning process of peace education with petal flowers model can develop students' ability in terms of cognitive, affective and psychomotor. It can be applied both in the classroom and outside the classroom. The model of petal flowers aims to foster a culture of peace among students, characterized by harmony with nature, human rights and responsibility, respect for cultural differences and solidarity, justice in society, the awareness in each individual to create a culture of peace . The implementation of the peace education

curriculum at Universitas Pendidikan Indonesia is done gradually and continuously so that the inter stages one with the next stage are interrelated. Implementation performed well done in the learning process, student activities conducted by the vice dean of student affairs and director of student affairs.

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