Pedagogical Development of Peace Values: Innovative Solutions to Overcome Bullying in the School Environment

Agnesh Prima Destiany[1] *; Pupun Nuryani[2]; Eviana Hikamudin[3]

[1] Indonesian education university, Indonesia, agneshprimadestiany
[2] Indonesian education university, Indonesia, pupunnuryani@upi.edu
[3] Indonesian education university, Indonesia, aryanti62@upi.edu

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Corresponding author:
Email:agneshprimadestiany@gmail.com

Abstract
This article aims at pedagogy as a science and approach to developing guidance for students, in discovering the value of peace, as a solution to overcoming the problem of bullying in the current school environment. Therefore, seeing the urgency of the importance of the value of peace, it must be processed by creating a positive learning environment, so that it can overcome the level of bullying. In other words, being able to shape future generations, related to peace and respecting human dignity holistically. Through the implementation of programs that promote the values of peace, it is hoped that educational institutions can create a safer and more supportive learning environment for students. Emphasis on developing pedagogy to foster the value of peace as an innovative solution in overcoming bullying in the school environment is important in strengthening efforts to prevent and handle bullying in schools. The approach used in this research is a descriptive qualitative approach using a literature review method and field studies using observation, interviews and documentation study techniques.

Keywords: *Pedagogy, Peace, Bullying*

Introduction

Bullying is a serious phenomenon that is destructive and detrimental because it can affect the welfare and development of students in the school environment, where bullying involves aggressive actions, both physical and verbal, which are carried out repeatedly against someone who is unable to defend themselves. Forms of bullying such as verbal, physical, social harassment and cyberbullying. Such as intimidation, teasing, social isolation and verbal harassment. The problem of bullying not only creates insecurity in the school environment, but also has the potential to result in serious psychological impacts on victims, such as depression, anxiety, and even suicidal behavior. This behavior not only harms the victim emotionally and physically, but also creates an unsafe learning environment. affects mental health, and reduces student academic achievement.

According to a study published in the journal "Journal of School Violence" by Juvonen, Graham, and Schuster (2003), bullying can be a disturbing and potentially

detrimental problem in schools. The study highlights the need for coordinated interventions from schools, teachers and parents to prevent and address bullying in educational environments. The bullying situation is also a concern for international organizations and institutions. UNESCO, through the report "School Violence and Bullying: Global Status Report" in 2017, described the problem of bullying as a global challenge in education, with impacts that extend from aspects of student welfare to the quality of learning.

By understanding the depth of the problem of bullying and its detrimental impacts, it is important for educational institutions to implement innovative solutions, such as developing peace value fostering pedagogy, to create a school environment that is safe, fair, and supports the positive development of each individual. The pedagogical development of fostering the value of peace emerged as an approach that aims to overcome bullying by building positive attitudes such as empathy, tolerance and cooperation among students. Through fostering the value of peace, students are taught to understand the importance of respecting differences, resolving conflicts in a peaceful way, and building harmonious relationships with others. In this context, the development of peace-building pedagogy emerges as a promising approach in dealing with bullying. Through fostering the value of peace, it is hoped that students can gain a strong understanding of the importance of peace, tolerance and cooperation in overcoming bullying and creating a harmonious school environment.

The importance of developing pedagogy to foster the value of peace in the school context is becoming increasingly urgent considering its crucial role in preventing and overcoming bullying. Fostering the value of peace is not just a preventive approach, but is also the foundation for forming positive character and social ethics among students. Scientific references that support this urgency can be found in research by Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, and Shriver (1997). In their book entitled Promoting Social and Emotional Learning: Guidelines for Educators, they emphasize that character education, including fostering the value of peace, is the key to creating a conducive learning environment, fostering social skills, and minimizing aggressive behavior, including bullying.

In addition, research by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) in the journal Child Development shows that programs that incorporate social and emotional approaches in education can improve academic performance, increase levels of student engagement, and reduce aggressive behavior. When fostering peace values is integrated into pedagogy, the learning process focuses not only on knowledge acquisition but also on inclusive character formation, helping students develop empathy, conflict resolution, and positive communication skills. With the increasing sense of urgency in creating a safe and supportive educational environment, developing pedagogy to foster the value of peace becomes an urgent need to ensure that every student feels valued and accepted in their school environment.

Based on the description above, it can be concluded that it is important to develop pedagogy to foster the value of peace as a strategy and become an innovative and

constructive solution to overcome bullying in the school environment. Thus, it is hoped that this article can provide in-depth insight into the importance of implementing the value of peace in the educational context and concrete steps that can be taken to overcome bullying in the school environment, as well as how the peace value approach can contribute to creating a safer, more inclusive learning environment and support for all students.

Method

The approach used to research this article is a descriptive qualitative approach using literature review methods and field studies using observation, interviews and documentation study techniques. The data processing technique used is data triangulation technique.

Results

Bullying behavior is an intentional aggressive action or behavior by a group or person that occurs repeatedly and occasionally against victims who are unable to protect themselves (Goodwin, 2010). The term "bullying" when translated into Indonesian means continuous acts of bullying or violence (KBBI, 2010). Bullying has now become commonplace, so there is no need to borrow foreign words anymore. Even if translated, both have the same meaning. The phenomenon of bullying has long been part of school dynamics. School is a place of learning, it is hoped that it will not only equip students with various knowledge, but also educate and guide student behavior from bad to good, so that in the future students will also have good character. And national education goals can be achieved.

As stated in Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph 1: Developing self-control and intelligent character, noble morals and skills needed by oneself, society, the nation and the nation." To achieve this goal requires cooperative and non-violent learning conditions. It is hoped that the school will produce students who are intelligent, have noble character and behave well.

In fact, violence often occurs in the school environment. The phenomenon of bullying continues to occur in an unbroken chain. Because each generation responds to stressful situations in the same way, these inherited patterns of behavior become a culture of violence. Violence can happen anywhere, including at school. Bullying as an aggressive behavior is a worldwide problem, one of which is also a problem in Indonesia. Based on data from the Indonesian Child Protection Council (KPAI), there were 369 complaints received from 2019 to 2022. This number includes 25 complaints in the education sector, for a total of 1,840 complaints.

School is a vehicle that helps students gain knowledge and skills and develop commendable character (Subianto, 2013). As stated in the national education goals, the role of schools is very important in the overall development of students. One of the key factors for educational success in schools is an environment that supports the delivery of useful education. It is very important to create a safe and comfortable school so that students can enjoy the learning process optimally and excel, and teachers can also achieve optimally. A safe and comfortable school is a school that can relieve student anxiety,

facilitate the implementation of learning activities, and provide good interaction between school members. When the school community interacts well and respects each other, a safe, friendly and non-violent school environment will be created.

Facts show that acts of violence have become part of life at school (Martono, 2021; Munawaroh, A., & Christiana, 2021; Suryani et al., 2021; Waliah, 2021). As this meaning is not in accordance with the aim of national education, namely to educate the nation's children, while the forms of bullying that are commonly encountered make the mentality of students who are victims become down and insecure, so that the aim of educating students will be hampered. One of the acts of violence in schools is bullying behavior or in Indonesian it is called bullying (Crochick & Crochick, 2017).

Bullying is a behavior that has a negative impact on students' psychological development. Both perpetrators and victims of bullying will feel this impact. Bullying as a form of violence at school can be carried out by anyone, whether between students, friends, classes, or even teachers. Some bullies don't realize that what they are doing is wrong. The perpetrator only views his actions as entertainment, which for today's children is just a joke, and even if it is just a joke, it will continue until the reluctant tyrant gives up. If this happens to you, you know that not all students want it. treated badly. Azzara et al. (2021) explained that the practice of bullying and violence in the education sector usually takes the form of threats, intimidation, and even beatings, causing harm to the victims. In general, bullying behavior can be categorized into five types of bullying: physical bullying, verbal bullying, psychological bullying, cyber bullying, and sexual bullying.

Discussion
Pedagogical Concept

Pedagogical competence is the ability to manage student learning which includes understanding students, designing and applying learning, evaluating what will occur in learning and developing students to actualize the various potentials they have (Mulyasa, 2012: p. 75).

The pedagogical competencies that teachers must master mean: (1) Mastering students' characteristics from physical, moral, spiritual, social, cultural, emotional and intellectual aspects; (2) Mastering learning theory and educational learning principles; (3) Developing a curriculum related to effective subjects; (4) Organizing educational learning; (5) Utilizing information technology and communication for learning purposes; (6) Facilitate the development of students' potential to actualize the various potentials they have; (7) Communicate effectively, empathetically and politely with students; (8) Carrying out assessments and assessments of learning processes and outcomes; (9) Utilizing the results of evaluations and assessments for learning purposes (Permendikbud, No. 16 of 2007). In substance, this competency includes the ability to understand students, plan and implement learning, assess learning that will occur, and develop students to actualize the various potentials they have (Sudjana, 2010: 34).

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The field of education is a very broad field. Its scope includes all human experiences and ideas regarding education. Everyone must have heard about the importance of education, and everyone must have felt it from an early age, or perhaps as a parent, was provided with it by teachers. However, not everyone understands education in its true sense, and not everyone has experienced or practiced education. Therefore, to understand education, one must study education.

The term pedagogy (Dutch: paedagogiek, English: pedagogy) comes from two ancient Greek words: "paedos" which means "child" and "agogos" which means "accompany", "guide", or "guide". From these two words, several terms are formed, each of which has a certain meaning. The terms in question are "paedagogos", "pedagogos" (education or "education"), "paedagogia", "pedagogi" (education), and "Swordogik" (education). According to Langeveld (Syaripudin & Kurniasih, 2008, p. 8), education in the proper sense is the process of providing spiritual guidance and support to unskilled people, and education is the process of providing spiritual guidance and support to unskilled people . an action. Further education is a conscious effort made by adults to help or guide children (immature people) to become adults for a while. According to Sadulloh in Hoogveld (2018: p. 2), pedagogy is a science that discusses the problem of guiding children towards certain goals, namely guiding them to complete their life tasks independently. If pedagogy is the science of raising children, andragogy is the science of adult education. According to Professor S. Brodjonegoro, education means bringing immature humans to physical and spiritual maturity.

Ki Hajar Dewantara, Education means developing children's natural powers so that they can achieve a high sense of security and happiness. The educational method that is suitable for developing the character of Indonesia's young generation is in accordance with the word "education", namely "momon", "under", and "gemon" which means useful education. Teaching tools or methods in the intermediate method include exemplary presentation, habituation, teaching, commands, coercion and punishment, behavior, as well as physical and mental experiences (Bartolomeus Samho, 2013, in Gusfarina, 2014: 13).

According to Henderson (Sadulloh et al., 2021, p. 4), education is a process of growth and development that results from individual interactions with their social and physical environment. And it lasts a lifetime. Everything is done to achieve prosperity.

Republic of Indonesia Law Number 20 of 2003 concerning the National Education System defines education as a learning atmosphere and environment where students can actively develop their religious and spiritual strengths, self-control, character and intellectual potential. a conscious and deliberate effort to create a process. , morals, nobility and skills needed by himself, society, state and nation. From this we can conclude that the general meaning of education is (Sadulloh et al., 2021).

1) Education lasts throughout life and does not stop until the child grows up. Apart from that, there is no need to go through formal channels (school). Education is lifelong learning in a diverse environment and has a positive impact on a person's human development. (Syaripudin & Kurniasih, 2014. p. 4),

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2) Education is everyone's shared responsibility,
3) Education is necessary because through education humans grow, develop and become complete humans,
4) Occurs in an educational context. Human relationships are multidimensional and include not only relationships with other people, but also relationships with the Creator, nature, and culture. (Syaripudin & Kurniasih, 2014.P.4).

Pedagogy is the science that studies education, namely children's education. Pedagogy is very necessary for teachers, because teachers not only teach at school, but also have the task of transmitting and disseminating knowledge, but also develop students' personalities comprehensively. Teachers also need to develop students' minds and skills to help them face problems. According to Sadulloh (2018: p. 2), pedagogy is the science of studying problems that direct children to certain goals so that they can solve life problems independently. Education in the true sense is a process. Guidance, moral support and education for the unskilled are conscious actions to achieve educational goals.

Education in a special sense is only limited to adults' efforts to make immature children into adults. Once the child grows with all its characteristics, the educational effort is considered complete. Education in this specific sense refers to educational initiatives targeted at the home environment in the spirit of family responsibility.

Based on the discussion above, educational interactions between adults (teachers) and immature children (students) are the subject of research in the educational environment. This educational concept is education that teachers receive to develop students' individuality, and teachers train and develop students' minds and skills, thereby enabling students to be able to overcome all kinds of challenges and problems that arise in their lives independently.

The Concept of Peace Values

Peace values refer to a set of principles, beliefs, attitudes and behavior that encourage individuals to behave peacefully, promote harmony in order to create peace, harmony and peaceful resolution of conflict. in a way that respects diversity and avoids violence or harmful confrontation. These values promote respect for diversity, empathy, tolerance, justice and cooperation as the foundation for establishing relationships between individuals, groups and communities.

According to Johan Galtung, an expert on conflict and peace, "Peace is not only a situation where there is no war, but also the realization of balanced social and economic justice." (Galtung, 1964). Merriam Webster Online Dictionary defines the word peace as a state of calm or security, freedom from civil security disturbances, a state of security or order in society guaranteed by law or norms, or freedom from unsettling or oppressive thoughts or emotions, and harmony in relationships. interpersonal (Kartadinata et al, 2015, p. 12).

Galtung maps peace into two types, namely positive peace and negative peace (Webel & Galtung, 2007, p. 11). Positive peace is a state that is simultaneously present in everyday life in society, such as; harmony, justice and equality. Negative peace is a situation when there are no more wars and various acts of violence and conflict. In Hebrew

and Arabic the root word for peace is shalom, salaam is shalev, which means whole or undivided. In China, peace is written with two characters meaning harmony and another equality or balance; thus, peace is balanced harmony.

In Japanese, peace is represented by two characters meaning harmony, simplicity and tranquility. Hinduism and Sanskrit have several words for peace, namely, avirodha, shanty, chaina which means no war, spiritual or inner peace and mental peace or tranquility (Nadia, 2015, p. 36). Based on the root of this word, it can be concluded that peace does not only mean the absence of war but also means inner calm and equality.

Webel and Galtung (2007) mapped several definitions of peace and obtained the essence of the nature of peace as follows:

1) A situation free from conflict, namely a society that is safe and orderly by norms and laws;
2) Mental and spiritual conditions that are free from anxiety and emotional disorders (inner peace);
3) A state free from chaos and violence;
4) Harmony of life between individuals, namely between individuals respecting each other and living in harmony.

The concept of peace initiated by UNESCO initially still referred to a negative context, peace was still understood as the absence of conflict, violence, war and killing. However, the concept of negative peace is starting to shift to the concept of positive peace.

The application of peace in psychology, especially in education, is the selection of teaching methods and creating a classroom and school climate. Peace is instilled holistically through the teaching given to students. so that students feel sufficient and achieve the next developmental task. In his book entitled The Moral Imagination: The Art and Soul of Building Peace, John Paul Lederach explains that "Peace values, such as justice, peace, and respect for diversity, are a strong foundation in building harmonious relations between communities that different." (Lederach, 2005).

Thus, the definition of the value of peace includes important aspects such as tolerance, empathy, cooperation, respect for differences, and peaceful conflict resolution, all of which support the creation of a harmonious and peaceful environment.
The elements contained in the value of peace include:

1) Tolerance: The value of peace includes acceptance of differences between individuals, be they differences in culture, religion, race, or political views. Tolerance allows individuals to appreciate diversity and treat others with respect, even if they have different views or backgrounds;
2) Empathy: The value of peace also involves the ability to deeply understand and feel the experiences of others. By practicing empathy, individuals can strengthen interpersonal relationships and increase mutual understanding, which is an important foundation in building peace.
3) Cooperation: Cooperation is the key to creating a peaceful environment. Peace values encourage individuals to work together to achieve common goals, respect the needs and interests of others, and avoid detrimental confrontation or

competition.

4) Respect for Diversity: The value of peace promotes respect for diversity and equality between individuals. This includes respecting human rights, recognizing different values, and rejecting discrimination or unfair treatment of anyone.

5) Peaceful Conflict Resolution: As part of the values of peace, individuals are taught to resolve conflicts in a constructive manner, avoid violence or oppression, and seek solutions that are fair and beneficial to all parties involved. According to Kahan, active collaboration in resolving conflicts and joint efforts in building an environment that supports peace are crucial aspects of peace values.

6) Justice: According to Karen Armstrong, author and historian of religion, the value of peace includes justice. Armstrong believes that upholding justice is an important foundation in creating peace.

The Concept of Bullying

In general, bullying can be defined as persistent and deliberate aggressive behavior carried out by one or more individuals with the intention of harming, hurting or intimidating other people who have difficulty defending themselves. Olweus (1993) provides a comprehensive definition that bullying involves aggressive actions that are intentional, repeated, and involve an imbalance of power between the perpetrator and the victim.

The word bullying comes from English, namely from the word bull which means a bull who likes to butt heads here and there. In Indonesian, etymologically the word bully means to bully, someone who bullies weak people. The term bullying in Indonesian can use menyakat (derived from the word sakat) and the perpetrator (bully) is called penyakat. To disturb means to annoy, annoy and hinder other people. Bullying is generally defined as hazing, oppression, exclusion, bullying and so on. The Child Protection Commission defines bullying as long-term physical and psychological violence carried out by a person or group against someone who is unable to defend themselves.

Bullying is a physical or verbal threat to a child by another child with the aim of obtaining satisfaction. The bully feels very satisfied seeing the anxiety and even hostility in the victim's eyes. In children who do bullying, it usually only appears at school age and lasts for years. Bullying is different from ordinary fights (occasional conflicts) which commonly occur in children. Conflict in children is normal and makes children learn how to negotiate and agree with each other. The main aim of a fight is not to hurt but can also be for self-defense.

American Psychological Association (2013) defines bullying as: "a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words or more subtle actions." This definition means a form of aggressive behavior carried out by someone repeatedly which causes injury or discomfort to other people. Generally defined as disruptive and violent behavior. If the meaning used is actually inappropriate because the behavior is more than just disturbing and violent, therefore, until we wait for language adaptation, it might be appropriate to just use the word Buli.

Many experts include various elements to define bullying behavior (Quistgaard, 2009, Craig & Pepler, 1999), namely;

a. Bullying behavior involves an imbalance of power. Children who bully or bully have more power due to factors such as age, body size, peer support, or having a higher status.
b. Bullying behavior is always a repetitive activity, that is, a child is excluded more than once, and is usually chronic.
c. Bullying behavior is carried out with the aim of degrading the victim
d. Bullying behavior includes physical aggressiveness, verbal insults, spreading slander, or gossip, and threats of exclusion from the peer group.

Olweus (Krahe, 2005) defines "Bullying as negative behavior over a long and repeated period of time carried out by one or more people against another person, so that the victim is constantly in a state of anxiety and intimidation". Olweus (1993) specifies repetitive behavior in this case excluding non-serious behavior or incidents that sometimes occur and do not offend the victim's feelings, these incidents are only a joke and are not considered bullying behavior, apart from that, bullying behavior is always carried out repeatedly because it makes the perpetrator feel happy because he succeeded in making the victim embarrassed, hurt psychologically or physically, and intimidated, so that the perpetrator repeats this behavior over and over again.

Bullying behavior uses abuse of power and imbalance of power from perpetrators who are physically or mentally strong. In the abuse of power, the criteria given are not only individuals who are large, but can also be individuals who are small but physically strong (have martial arts skills) and mentally strong, individuals who are older in age (senior to junior at school), skilled in speaking (verbally), having a high social status (gang leader at school), to victims who are considered physically and mentally weak, such as individuals who are physically small and weak or it could also be individuals who are physically too large (fat) will but shy and timid, individuals who close themselves off and find it difficult to socialize, individuals who have low self-confidence, individuals who are awkward (often making mistakes in speaking, acting or dressing).

Meanwhile, regarding power imbalance, Olweus (1993) states that "it's not bullying when two students of about the same stranger or power argue or fight" (It's not bullying if two students of equal power argue or fight) from Olweus' explanation (1993) shows that an imbalance of power occurs when bullying behavior is carried out by an individual or group of people against an individual who is considered weak. If the individual or group has the same strength then it is not called bullying.

*Bullying*is a situation where there is abuse of power or power carried out by a person/group of people. A strong party here does not only mean being strong in physical size, but can also be strong mentally. Bullying victims are unable to defend or defend themselves because they are physically and/or mentally weak (Sejiwa, 2008).

From several expert opinions above, the author concludes that bullying behavior is a form of violent action aimed at hurting someone with an element of intention carried out repeatedly and carried out by a person or group of people who have stronger power over a

person or group of people who weaker. Where the behavior of someone who deliberately relies on their strength on a weaker victim or does not have a balance of power between the bully and the bully is carried out by the bully repeatedly on the victim. So the perpetrator of bullying feels stronger than the victim because he considers the victim weak and helpless. Bullying can take the form of direct physical contact behavior or indirect physical contact, direct physical contact bullying (hitting, pushing, kicking) while indirect physical contact (silencing, isolating), the essence of which is physical or non-physical harm to the victim.

Pedagogical Implications in Development and Peace

The pedagogical concept in fostering peace values emphasizes an educational approach that is centered on character development and positive values. Noddings, N. (2002), in his book entitled Educating Moral People: A Caring Alternative to Character Education. He explained that the concept of caring was raised as a key element in the pedagogical approach to establishing peace values. Understanding the relationship between the educational process and character formation is the basis for implementing programs to foster the value of peace in the school environment.

The pedagogical concept in fostering peace values also refers to an educational approach that aims to integrate peace values into students' learning experiences. This approach not only considers the transfer of knowledge, but also includes the development of attitudes, values and skills that support peace, harmony and constructive conflict resolution.

The pedagogical concept in fostering the value of peace involves a holistic educational approach and is oriented towards developing students' social, emotional and moral skills to create a peaceful and inclusive environment. The following are several main aspects in the pedagogical concept of fostering peace values:

1. Education for Tolerance and Respect for Differences;
    The pedagogical approach in fostering the value of peace emphasizes the importance of teaching students to appreciate diversity and respect differences between individuals. According to Schrader & Brown (2008), "Education for tolerance and respect for differences is a key element in efforts to foster peace in schools." By integrating this pedagogical concept in fostering the value of peace, schools can create a learning environment that supports and promotes peace, tolerance and respect for differences.

2. Collaborative Learning And Real Experience;
    This pedagogical approach also prioritizes collaborative learning and real experiences in internalizing the values of peace. In the opinion of Dan Kahan, an educational psychologist, "Collaborative learning that involves students in real-life situations can form a deep understanding of the importance of cooperation and peaceful conflict resolution."This pedagogical concept also promotes collaborative learning where students are taught to work together, share ideas, and value each

individual's contribution. In the words of Kohn (2018), "Collaboration allows students to understand others' perspectives and build strong relationships, which is the foundation of peacebuilding in society."

3. Focus on Social and Emotional Skills Development;
   Fostering the value of peace through a pedagogical approach also emphasizes the development of social and emotional skills such as empathy, cooperation and peaceful conflict resolution. Goleman (1995) stated, "The development of social and emotional skills is an important investment in forming a generation capable of contributing to peace and social harmony." This approach pays special attention to the development of students' social and emotional skills as an integral part of the educational process. According to Karen Armstrong, a writer and peace activist, "Education must help students build empathy, communication skills, and nonviolent conflict resolution as part of fostering the value of peace."

4. Character building;
   This pedagogical concept also includes character education, where students are taught to develop moral and ethical values that support peace and justice. According to Lickona (1991), "Character education is an integral part of educational efforts to build a peaceful and just society."

5. Integration of Peace Values in the Curriculum;
   This pedagogical concept emphasizes the integration of peace values in the school curriculum. According to Johan Galtung, a leading figure in peace studies, "The school curriculum must include learning about conflict, conflict resolution, and peace. This must be an integral part of education."

6. Encourage Active Engagement and Self-Reflection;
   This pedagogical concept encourages students' active involvement in self-reflection related to the values of peace. According to Suzanne Dovi, a political scientist, "Peace education should encourage students to reflect on the fundamental values necessary to create peace and justice in society."

   The link between peace values and bullying prevention requires a theoretical basis that describes how the formation of positive character and peace values can effectively reduce levels of bullying, Swearer, SM, Espelage, DL, Vaillancourt, T., & Hymel, S. (2010) .

   Fostering the value of peace in the school environment has crucial relevance in overcoming bullying. The phenomenon of bullying can have a serious negative impact on students' well-being, both emotionally and academically. Fostering values such as peace is an important foundation for creating a safe, inclusive environment and motivating students to interact positively. Some of the main relevance between fostering the value of peace and overcoming bullying include:

1) Building Awareness and Appreciation of Diversity;
   Fostering the value of tolerance helps students understand and appreciate differences in culture, language and background. This creates awareness that diversity is a wealth, not a source of conflict.

2) Encouraging Empathy and Understanding of Other Students' Experiences;
Fostering peace-loving values promotes empathy, helping students to understand the life experiences of others. This can reduce the potential for bullying because students are more sensitive to the negative impacts that may result.

3) Establishing an Inclusive and Safe Environment;
Fostering peaceful values creates an environment where every student feels welcome and safe. This reduces the potential for bullying because students feel more comfortable interacting with each other.

4) Teaching Positive Conflict Resolution Strategies;
Fostering peace-loving values involves teaching positive conflict resolution strategies. This helps students overcome their differences without resorting to acts of bullying or physical conflict.

5) Building Independence and Social Responsibility.
Peace values also include social responsibility. By building independence and responsibility, students are more likely to take an active role in preventing bullying and creating a positive school culture.

Fostering the value of peace in schools has a crucial role in preventing and overcoming bullying. Through this approach, schools can create an environment that promotes tolerance, empathy, cooperation, and peaceful conflict resolution. According to Swearer et al. (2010) This approach helps create a school culture that does not support bullying, thus reducing bullying incidents significantly.

The following are several reasons why fostering the value of peace is very necessary in overcoming bullying:

1) Creating a Safe and Inclusive Learning Environment
Because it prioritizes student welfare, where the impact of bullying can cause stress, depression, and even lead to suicide. So, dealing with bullying effectively through fostering the value of peace helps create a safe learning environment, where every student feels supported and respected. This can reduce bullying incidents and improve students' overall well-being.

2) Improving Student Academic Achievement
A learning environment that is free from bullying creates conditions that are more conducive to learning. By addressing bullying, schools can help students focus on their education and improve academic performance.

3) Forming Positive Character
Handling bullying through a peace-building approach can help in forming better student character. Through this approach, students can learn values such as empathy, tolerance, and cooperation. For example with:
    a. Encourage Empathy and Tolerance
       Fostering the value of peace encourages the development of empathy and tolerance in students, which is key in preventing bullying. Through a better understanding of other people's feelings and an appreciation for diversity,

students can develop attitudes that respect differences. By developing empathy, students will be better able to feel the emotional impact of their actions on others. This helps reduce the possibility of bullying because students will be more accepting of others regardless of their background or differences.

    b. Emphasizing the Importance of Cooperation, Solidarity and Security
The value of peace also emphasizes the importance of cooperation and security in the school environment. By promoting cooperation and solidarity among students, schools can create an environment that is inclusive, supportive, and free from intimidation and bullying.

4) Prevent Long Term Impacts
By handling bullying effectively, schools can prevent the long-term impacts that may arise, such as mental disorders, behavioral problems, and difficulties in social relationships.

5) Strengthening Conflict Resolution Capabilities
Students who are skilled in understanding and applying peace values tend to have better abilities in resolving conflicts in a peaceful, constructive way and building positive relationships with peers. By teaching effective conflict resolution skills, schools can also help students overcome interpersonal problems without resorting to violence or intimidation.

6) Support Anti-Bullying Policies and Programs
Fostering the value of peace can be a strong foundation for anti-bullying policies and programs in schools. By reinforcing these positive values, schools can create a culture that rejects bullying and prioritizes peace.

Overall, fostering the value of peace makes an important contribution to creating a safe, inclusive and supportive school environment for all students. By creating an environment that promotes peace and respect for individuals, schools can reduce incidents of bullying and improve the overall well-being of students.

The importance of fostering the value of peace in overcoming bullying has been recognized by many educational experts and practitioners. Through a holistic and sustainable approach to fostering the values of peace, schools can become effective agents of change in fighting bullying and creating a safer and more harmonious learning environment for all students.

The pedagogical implementation of fostering peace values involves several strategies which include:

1) Formation of a Peace-Based Anti-Bullying Team or Working Group: Schools can develop anti-bullying programs that focus on fostering the value of peace. These programs may include activities such as conflict resolution training, mentoring programs among students, awareness campaigns against bullying, and the formation of peace groups in schools;
   - Select committed team members.

- Establish clear roles and responsibilities.

Anti-bullying teams or working groups are responsible for identifying cases of bullying, providing support to victims, and providing appropriate interventions. According to Rigby & Thomas (2010), forming a team like this is an important step in efforts to prevent bullying in schools.

2) Integration of Peace Values Development in the Curriculum;
    - Preparation of learning modules that emphasize cooperation and tolerance.
    - Teacher training to apply teaching methods that support the values of peace.

This approach involves developing learning modules that focus on peace values and training teachers to implement peace-building teaching methods. Elias & Tobias (1996) emphasize that the integration of peace values in the curriculum is an effective step in shaping student character.

3) Peaceful Character Formation Activities;

According to Jones & Bouffard (2012), this kind of activity helps develop students' social and emotional skills.

  a. Peace Extracurricular Activities: Schools can also organize extracurricular activities that focus on peace education, such as peace discussion groups, book clubs about peace, or art groups that express peace messages. These activities provide additional opportunities for students to understand and practice peace values outside of regular class hours. Through extracurricular activities such as peaceful arts, cooperative sports, and other activities, students can learn firsthand how to build positive relationships and appreciate differences.

  b. Mentoring and Peer Mediation Programs: Integration of peace education can also be done through mentoring programs between students or peer mediation training. Through this program, students can learn ways to resolve conflicts peacefully, develop empathy, and become agents of peace in their school environment.

  c. Collaboration between Subjects: Collaboration between subjects can also be a means of integrating peace education. For example, teachers from different subjects can work together to develop cross-subject projects that encourage students to understand peace concepts in a broader context.

  d. Collaboration with Communities: Schools can also collaborate with non-governmental organizations or peace institutions to integrate peace education. This collaboration may involve activities such as peace seminars, visits to historical sites associated with peace, or community service projects that emphasize peace efforts.

4) Application of Peace Values in Daily Life;
  a. Implementing Values in the Classroom
  - Open discussion about the importance of tolerance and empathy.
  - Role simulation to increase student understanding.
  b. Creation of a Supportive School Environment
  - Installation of anti-bullying posters and banners.
  - A reward system for students who uphold the values of peace.

5) Protection Policy Enforcement;

Ensure clear and consistent enforcement of protective policies within the school environment. This policy must include procedures for reporting violations, handling protection cases, as well as sanctions for violations that occur.

E. Evaluation and Program Effectiveness

Continuous evaluation of the effectiveness of peace building programs is essential to ensure their success in reducing levels of bullying. Evaluation methods used may include student and teacher satisfaction surveys, as well as analysis of bullying incident data before and after program implementation. By using this evaluation data, schools can carry out more effective program updates, such as adding more relevant learning materials or providing additional training for teachers.

It is important to continue to evaluate and monitor the effectiveness of peace value development programs. By conducting regular evaluations, schools can find out the impact of the programs they have implemented and make improvements if necessary. The evaluation program carried out includes:

1) Measuring Program Effectiveness
   - Student and teacher satisfaction survey.
   - Analysis of bullying incident data before and after program implementation.
2) Program Updates
   - Adjust the program based on evaluation results.
   Renewing programs based on evaluation results is a critical step in the cycle of continuous improvement. After analyzing the data and getting feedback from stakeholders, corrective steps can be implemented to improve the effectiveness of the program. Some strategies for program renewal based on evaluation results include:

   a. Additional Training
   b. Curriculum Revision
   c. Development of Additional Resources
   d. Collaboration with Parents and Community

The Important Role of Teachers, Students and Parents

The importance of dealing with bullying in the school environment requires collaborative efforts from various parties, including the school, parents and the community, in creating a safe and supportive educational environment for all students. Close collaboration between all parties can create a safe, inclusive and supportive school environment for all individuals. Berkowitz & Bier (2007) emphasized that the active role of parents in supporting school programs is an important factor in the success of student character formation.

1) Role of Teachers and School Staff:
   Teachers and school staff have an important role in fostering the value of peace in the school environment. They can be role models in demonstrating peaceful attitudes, providing guidance to students involved in bullying, and monitoring the school environment to ensure it remains safe and supportive for all students.

For example, the teacher's role in facilitating discussions about the value of peace is very important in creating a learning environment that supports and promotes students' understanding of peace. The following is an explanation of the teacher's role in facilitating discussions about the value of peace:

a. Building Awareness: Teachers have an important role in helping students understand the importance of the value of peace. They can introduce concepts such as empathy, tolerance, respect for differences, and peaceful conflict resolution through structured discussions and relevant learning materials.

b. Creating a Safe Environment: Teachers need to create a safe and open environment in the classroom so that students feel comfortable participating in discussions about the value of peace. By creating a supportive environment, students will be more motivated to share their views on peace and conflict.

c. Asking Open-Ended Questions: Teachers can facilitate discussions by asking open-ended questions that stimulate critical thinking and reflection on the values of peace. These questions can encourage students to reflect on their personal experiences related to peace, conflict, and ways to resolve conflict peacefully.

d. Integrating Case Studies: Teachers can enrich discussions by integrating case studies or concrete examples that illustrate peace concepts in real life. By relating these concepts to real-world situations, students can more easily understand and internalize the values of peace.

e. Encourage Cooperation: Teachers can encourage students to work together in discussions about the value of peace. Through collaboration, students can learn from each other, broaden their perspectives, and build conflict resolution and empathy skills.

- Parental and Community Involvement:
Collaboration with parents and the community is also important in fostering the value of peace. Involving parents in school programs related to peace can strengthen peace messages in the school environment and surrounding community, and schools can expand the scope of support and strengthen a school culture that supports active student participation to create a safe learning environment.

Conclusion

Pedagogical development of fostering the value of peace has an important role in overcoming bullying in the school environment. By focusing on the values of peace, this approach helps create a safe learning environment, reduces levels of bullying, and forms a young generation that has a strong understanding of the importance of peace and cooperation. Through this approach, students learn to behave empathetically, resolve conflicts peacefully, and support peers who are vulnerable to bullying. Fostering the value of peace not only provides a proactive approach in overcoming bullying, but also has a broad impact in shaping student character, strengthening the school climate, and creating

a more peaceful and inclusive society. Based on the research results presented, it can be concluded that the pedagogical development of fostering the value of peace offers an effective, innovative solution in overcoming bullying in the school environment. Teaching peaceful values has a positive impact on student behavior, reduces levels of bullying, and creates a more positive school climate. Implementation of this approach makes a significant contribution to creating a safer and more inclusive learning environment for all students.

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