



## **MIND SET OF PEACE CULTURE BASED ON AL QURAN VALUES TEACHERS AND STUDENTS OF MADRASAH ALIYAH**

Nandang Budiman<sup>1</sup>, Hasbiyallah<sup>2</sup>, Tarsono<sup>3</sup>

Final Received: 18<sup>th</sup> July 2021

Final Proof Received: 18<sup>th</sup> July 2021

**Abstract:** The mindset of peace culture based on the values of the Al Quran for teachers and students is the essential foundation for the realization of a peaceful school that is coveted by various parties. However, efforts to realize a peaceful school currently still have many obstacles so serious efforts are needed to make it happen. This study aims to explore the mindset of the peace culture of teachers and students of Madrasah Aliyah as a study towards developing the mindset of the school's peaceful culture. The research was conducted through a survey of 44 grade VIII students and 20 Madrasah Aliyah teachers in West Bandung Regency in 2021. The instrument used was a tool for measuring the mindset of peace culture based on the values of the Al Quran of teachers and students whose validity and reliability had been tested. The results showed that (1) both the development of mindset of peace culture based on the values of the Al Quran of teachers and students were in the moderate category and (2) there was no significant similarity between the mind set of peace culture based on the values of the Al Quran of teachers and students. The development of learning models that can facilitate the development of mindset of peace culture based on the values of the Al Quran for teachers and students is highly recommended.

**Keywords:** mindset of peace culture based on al-quran values, teachers, students

JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling  
Website: <http://ejournal.upi.edu/index.php/JOMSIGN>

Permalink: <https://ejournal.upi.edu/index.php/JOMSIGN/article/view/36842>

How to cite (APA): Budiman, N. (2022). Mind Set of Peace Culture Based on Al Quran Values Teachers and Students of Madrasah Aliyah. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 6(1), Page 75-85.



This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## **INTRODUCTION**

The culture of peace in schools today is one of the educational issues that has stolen the attention of many experts. For Castro & Galace (2010) the culture of peace in schools is very important because it is the "essence of a new humanity". For them, the realization of a culture of peace in schools is built by the mindset

<sup>1</sup> Universitas Pendidikan Indonesia, Indonesia; [nandang.budiman@upi.edu](mailto:nandang.budiman@upi.edu)

<sup>2</sup> Universitas Islam Negeri Sunan Gunung Djati, Indonesia; [habiyallah@uinsgd.ac.id](mailto:habiyallah@uinsgd.ac.id)

<sup>3</sup> Universitas Islam Negeri Sunan Gunung Djati, Indonesia; [tarsono@uinsgd.ac.id](mailto:tarsono@uinsgd.ac.id)

of a culture of peace, namely the mindset of acting and acting peacefully everyday in life (Galtung, J, 1967). In the context of developing a culture of peace mindset, the results of research from Kartadinata et al. (2013) found that the demands for the development of a culture of peace in schools are getting higher, even the world of education has not responded strategically and systematically. Even more firmly Kartadinata, et al (2014) stated that in Indonesia (West Java) teachers do not yet have a complete framework of thinking in developing a peaceful mindset.

Increasingly community demands for the realization of a culture of peace in schools is suspected because recently the culture of peace in schools has become an emergency category. Schools that ideally display a climate of peaceful culture such as nuances of love, mutual respect, and respect seem turned into centers of violence. Data on violence received by the National Commission for Child Protection in 2011 was 1.381, in 2012 was 2.249, in 2013 was 2.284, in 2014 was 3.225, in 2015 was 2.511 and in 2016 was 1.452 (Venny. A, 2016). The data is obtained only from those who report, even though due to various limitations, it is believed that far more violence is not reported so that the type and amount has not been identified. These data come from various types and levels of schools, including from Madrasah Aliyah which should have a more peaceful feel. Even based on the results of observations at three Madrasah Aliyah (MA) in West Bandung, it was found the phenomenon that bullying by peers was still experienced by some MA students, especially bullying from seniors to younger classmates. This indicates that a culture of peace has not yet been established in schools like MA.

In response to the increasingly worrying phenomenon of a culture of peace, many efforts have been made, such as through peace education (Castro & Galace, 2010; Yousuf, I. M et al, 2010). Peace education is not focused on solving problems/conflicts, peace education focuses on building the mindset of teachers, students and school stakeholders to create a culture of peace (Sharma, V, 2012). One of the values that must be strengthened in peace education is religious values. Religious values represent a picture of the consistency between belief in religion as a cognitive element, religious feelings as an effective element and religious behavior as a psychomotor element. Furthermore, a complex integrated between knowledge, feelings and religious actions within a person.

The peace education model developed by Castro & Galace (2010), Yousuf, et al (2010), and Sharma (2012) seen as successful in developing a peaceful culture of students but does not emphasize a peaceful mind set. In fact, to build a good culture of peace, it is necessary to have a solid peace mind set. They use learning models conceptually developed by Joyce & Weil (1998), which include information processing models such as concept discovery and scientific inquiry, personal models such as classroom meetings, social models such as simulations and role playing, and behavioral systems models such as strategies. exercise. Within the framework of developing a culture of peace in schools, it is necessary to analyze the mindset of the culture of peace in the academic community at school, especially the mind set of a culture of peace for teachers and students.

The development of a peaceful culture based on religious values has recently tended to strengthen. This tendency occurs because the development of a peaceful culture based on religious values has its own advantages, namely developing and supporting social cohesion, justice, and environmental care (Salomon & Nevo, 2002, Wenden, 2004, in Carter & Vandeyar, 2009: 248; Anand, 2002). 2014). Social cohesion and mutual understanding between residents involved in disputes can be achieved through the implementation of learning that focuses on a) survival skills (listening, following directions, avoiding conflict, using kind and interesting words or talking openly, and respecting oneself); b) interpersonal skills (sharing, asking permission, joining an activity, accepting others); c) problem-solving skills (asking for help, apologizing, accepting consequences, deciding what to do); and d) conflict resolution skills (resistance in dealing with innuendo, failure, accusations, disrespect, and pressure) (Suherman, 2016; 2011). For Muslims, the highest values that are believed to be very fundamental for a culture of peace are a culture of peace based on the values contained in the Qur'an. Therefore, this study examines in more detail about the similarities between the mind set of a culture of peace based on the values of the Qur'an, teachers and students. The formulation of the problem studied is "How are the similarities between the mindset of a culture of peace based on the values of the Koran of teachers and students of Madrasah Aliyah in West Bandung Regency, West Java, Indonesia?"

## **METHOD**

The research was carried out in 2021 using a quantitative both in describing the profile of the peaceful culture of mind set based on the values of the Al-Quran teachers and students and in analyzing the similarities of the mind set of a culture of peace based on the values of the Al-Quran teachers and students. The research method used is an explanatory survey method (Santrock, 2007) with a cross sectional survey design (Shaugnessy, et.al, 2007). The research sample was 20 teachers and 44 students of class VIII Madrasah Aliyah Negeri in West Bandung, West Java's Province, Indonesia, which were selected through purposive sampling technique. Data was collected through the instrument of a culture of peace mindset based on the values of the Qur'an of teachers and students whose validity and reliability have been tested.

Processing of data using percentage and similarity analysis. Percentages are used to describe the development of a peaceful culture of mind set based on the values of the Qur'an of teachers and students. Similarity analysis was used to analyze the similarities of the mind set of a culture of peace based on the values of the Qur'an between teachers and students. Similarity analysis was carried out through t-test analysis with independent sample T-Test. The statistical hypotheses tested are as follows.

H<sub>0</sub>:  $\mu_1 = \mu_2$

H<sub>1</sub>:  $\mu_1 \neq \mu_2$

Where  $\mu_1$  is the average teacher score and  $\mu_2$  is the average student score in general. The test criteria are if Sig.  $\geq 0.05$  then H<sub>0</sub> is accepted but if Sig.  $< 0.05$  then H<sub>0</sub> is rejected.

## **FINDINGS AND DISCUSSIONS**

### **A. The Development of a Peaceful Culture Mindset Based on Al-Quran Values for Teachers and Students**

The description of the development of a peaceful culture of mindset based on the values of the Al Qur'an, teachers are generally in the medium category, which is only 72.54% developed. While the development aspects are relatively varied. If the development of the mindset of a culture of peace based on the values of the Al Quran for teachers has reached 72.54%, then mindset of a culture of peace based on the values of the Al Quran for students has only reached 61.34%. The development of aspects of a peaceful culture of mind set

based on students' Al-Quran values is relatively the same, all of them are in the medium category.

**Table 1. The Development of a Peaceful Culture Mindset Based on the Values of the Qur'an Teachers and Students**

No.	Aspect	Teacher		Student	
		(%)	Category	(%)	Category
1.	The mindset of behave and act is mutual self-restraint and forgiveness	71.25	Medium	61.022	Medium
2.	The mindset of behave and act gently towards others	77.5	High	66.58	Medium
3.	The mindset of behave and act in communicating wisely and deliberation	59.75	Medium	52.5	Medium
4.	Mindset, behave and act in an effort to create peace	81.67	High	65.25	Medium
Development's Average		72.54	Medium	61.34	Medium

The results showed that in general the development of a peaceful culture of mind set based on the values of the Al Qur'an, teachers and students were in the moderate category. It means, in general the mindset of behave and act is mutual self-restraint and forgiveness, being gentle with others, communicating wisely and deliberation, and Mindset, behave and act in an effort to create peace is still not optimally developed. They do not yet have the mindset to behave and act peacefully in their daily lives. This finding in line with the research results of Kartadinata, et al (2014) that teachers in Indonesia (West Java) do not yet have a complete framework of thinking in developing a peaceful mindset.

The phenomenon of the non-optimal development of an Al Qur'an-based culture of peace mindset for teachers and students needs special attention because the realization of a culture of peace in schools is built by the mindset of a culture of peace (Galtung, J, 1967). Therefore, the mind set of a culture of peace is so important that Castro & Galace (2010) call it the "essence of a new humanity". Even more based on the mindset of a culture of peace based on the values of the Qur'an as the source of the highest teachings in Islam. Education based on the values contained in the scriptures generally brings people to peace (Blumberg, Herbert, et al, 2006; and Hassan, Azhar, Hassan, 2014). Even for Muslims greetings conveyed in everyday life is a spread of peace. Mawajdeh, Talhouni, Rashaydeh, & Hussein (2017: 46) came to a phrase:

Peace is the greeting of Muslims, and it is mandatory in their traditions and their acts of worship. In traditions, responding to greetings is a commitment while in the acts of worship peace is omnipresent. Thus, a Muslim is always living in peace.

**B. Analysis of the Similarities between the Mindset of a Culture of Peace Based on the Values of Al-Quran Teachers and Students.**

The results of the similarity analysis between the mind set of a culture of peace based on the values of the Qur'an of teachers and students carried out through t-test analysis with independent sample T-Test can be observed in table 2.

**Table 2. Independent Samples Test The Similarity of Peaceful Culture Mindset Based on Al-Quran Values Teachers and Students**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Skor Equal variances assumed	16.934	.000	2.715	62	.009	-10.65455	3.92482	18.50015	2.80894
Equal variances not assumed			3.818	54.556	.000	-10.65455	2.79075	16.24836	5.06074

From Table 2, the results of the similarity test of the two teachers' average scores with a student score of 0.000, at a significance level of  $\alpha=0.05$ . Based on the hypothesis used to test these two averages, H0 is rejected and H1 is accepted. In other words, in general there is no similarity between the teacher's average score and the student's average score. It means that judging from the total score, statistically there is no similarity in the mindset of the teacher's Al-Quran-based peace culture with the students. This can be understood because the education and experience of teachers is much different from the education and experience of students where the development of a peaceful culture of mind set based on Al-Quran values is influenced by educational and experience factors. This is confirmed by Mulyadi (2007) that the mindset is an established mental attitude that is formed through education, experience and prejudice.

However, analyzed based on the percentage of development of its aspects, it was found that two aspects have in common, namely aspects (1) the

mindset of behavior and being self-restraint and forgiving and (2) the mindset of behave and act in communicating wisely and deliberation. Both for teachers and students, the two aspects of the peaceful culture of mindset based on the values of the Qur'an are both in the moderate category. Meanwhile, the development of the mindset aspect of a culture of peace based on the values of the Al-Quran teachers who are in the high category is the aspect of thinking, behave and act gently towards others and efforts to create peace.

In principle, the findings of this study suggest that efforts still need to be strengthened to develop a culture of peace mindset based on Al-Quran values for both teachers and students. The Al-Quran is used as a reference in developing a culture of peace mindset because the authority of the verses of the Al-Quran strongly encourage peaceful coexistence and respect for human diversity, not only as a social strategy, but as an integral piety aspect of a better understanding of God. which is beyond all human understanding (Takim, 2011). Meanwhile Wahyuddin & Hanafi (2016) found that although ijmal the Al-Quran is full of messages of peace.

The importance of developing a peaceful culture of mind set is to create a peaceful school (Kartadinata, et al, 2014), it is a school that displays the nuances of love, mutual respect, and appreciation. Eliasa (2017) describes a school of peace as a school full of mutual respect and appreciation, tolerance, and democracy. Meanwhile, Suherman et al (2019) describe that a school with a culture of peace is a school with nuances of mutual restraint and forgiveness, having a gentle attitude towards others, forgiving and deliberation in solving a business, communicating wisely, representing giving advice and debating. constructive and argumentative, and encourage the realization of peace (*Islah*). For Mawajdeh, et al (2017) it is very important to combat and prevent the phenomenon of terrorism.

## **CONCLUSION AND RECOMMENDATION**

The mindset of a peaceful culture based on the values of the Al Quran, teachers are generally in the medium category. In the sense that the development of a teacher's mindset behave and attitude to (1) restrain and forgive each other and (2) communicate wisely and deliberation has not developed optimally, but the development of a teacher's behavior and attitude is (1) gentle towards others and ( 2) efforts to realize peace (*Islah*) have developed optimally. Meanwhile, the mindset of a peaceful culture based on students' Al-Quran values is generally in

the medium category. In terms of the development of students' thinking, behavior and attitude to (1) restrain and forgive each other, (2) be gentle with others, (3) communicate wisely and deliberation, and (4) strive to realize peace (Islah) has not yet developed optimally. There is no significant similarity in the mindset of a peaceful culture based on Al-Quran values between teachers and students. The mindset of a culture of peace based on the values of the Qur'an of teachers and students is the essential foundation of a peaceful school which is currently generally not yet developed optimally. Therefore, the study recommends that it is necessary to immediately review and develop various educational efforts to facilitate the development of a peaceful culture of mind set for teachers and students so that in turn peaceful schools can be realized.

#### **ACKNOWLEDGEMENTS**

We express our praise and gratitude for the presence of Allah SWT because of the grace and guidance of the author to complete this article. We also thank all those who have helped in the completion of this article.

#### **REFERENCES**

Al-Qur'an.

- Anand, S (2014) *The Contemporary Issues And Significance of Peace Education in India*. Dalam journal International Journal Of Research in Humanities, Arts and Literature. Vol 2, Issue 10. Halaman tersedia: <http://onlinelibrary.wiley.com> [1 Februari 2017].
- Barash, David P. & Webel, Charles. P. (2014). *Peace and conflict studies (third edition)*. Sage Publication. Tersedia di <http://www.sagepub.com/upm-data/55624> Chapter 1.pdf
- Blumberg, Herbert H, dkk. (2006). *Peace Psychology A Comprehensive Introduction*. New York : Cambridge University Press
- Castro, Loreta N. & Galace, Jasmin N. (2010). *Peace education: A Pathway to a Culture of Peace*. Philippines: Center for Peace Education. Mirrian College
- Creswell, W. J. (2008). *Educational research: planning, conducting, and quantitative and qualitative research* (third edition). New Jersey: Pearson Prentice Hall.
- Creswell, W. J. (2009). *Research design: qualitative, quantitative, and mixed methods approaches* (Third Edition). America: Sage Publications, Inc.



- Creswell, W. J. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research fourth edition*. Boston: Pearson Education, Inc.
- Dona, L (2016) Data Base kekerasan UNICEP. Dalam liputan media. Halaman tersedia: <http://new.liputan6.com>. Diakses [1 Februari 2017].
- Eliasa, E.I. (2017). *Budaya damai mahasiswa Yogyakarta*. JOMSIGN: Journal of multicultural studies in guidance and counseling, at <http://ejournal.upi.edu/index.php/jomsign>, 1 (2). 175-190.
- Galtung, J (1967) *Theories Of Peace: A Synthetic Approach to Peace Thinking*. International Peace Reseach Institute. Oslo
- Farida, A. (2009). Model Pendidikan Damai Dan Hak Asasi Manusia (PD-HAM) Untuk Mencegah Kekerasan di Sekolah . *Laporan Penelitian*. Makassar : Lembaga Penelitian Universitas Negeri Makassar. [ online ] tersedia di : <http://digilib.unm.ac.id/gdl.php?mod=browse&op=read&id=unm-digilib-unm-faridaarya-301>.
- Hassan, M. S., Azhar, T., Hassan, T. (2014) *Educating Peace In Pakistan*. Dalam journal of education and Praticce. Vol 5, No. 17. Halaman tersedia <http://onlinelibrary.wiley.com> [2 Februari 2017].
- Irsyad (2015) *Permasalahan Sosial Remaja dan Statistik*. International Conference on Aqidah, Dakwah and Syariah. Kuala Lumpur.
- Ilfiandra. (2009). Model Konseling Resolusi Konflik Berlatar Belakang Bimbingan Komprehensif untuk Mengembangkan Kompetensi Hidup Damai dan Harmoni Siswa Daerah Rawan Komplik. *Laporan Penelitian*. Bandung : LPPM Universitas Pendidikan Indonesia.
- Kartadinata,S. (2013). “Pedagogi Kedamaian”.Bandung: Pikiran Rakyat, Edisi Rabu, 17 April 2013, Halaman 26.
- Kartadinata, S. (2013). Model Layanan Pedagogis Serta Bimbingan Dan Konseling Untuk Pengembangan *Mindset* Kultur Kedamaian. *Laporan penelitian*. Bandung : LPPM Universitas Pendidikan Indonesia.
- Kartadinata, S, dkk. (2014). Eksplorasi Nilai-Nilai Pengembangan Mindset Kedamaian Dalam Pendidikan dan Bimbingan Konseling: *Lesson Learned* Indonesia-Finlandia (*Laporan Penelitian*). Bandung: SPs Universitas Pendidikan Indonesia.
- Kartadinata, S (2017) *Bimbingan dan Konseling Kedamaian*, Dalam kuliah pertemuan ke dua. Tidak di publikasikan.
- Mawajdeh, B.S., Talhouni, M.H., Rashaydeh, M.S., Hussein, I.J. (2017). The culture of peace and the prevention of terrorism from the perspectives of

- islamic education and the united nations. *Journal of Education and Practice*, 8 (1), 43-56.
- Loreta, Jasmin Galace. (2008). *Peace Education: A Pathway to a Culture of Peace*. Center for Peace Education, Mirriam College. Quezon City Philippines
- Quraish Shihab, M. (2005), *Tafsir Al-Misbah: Pesan, Kesan dan Keserasian Al-Qur'an*, Jakarta: Lentera Hati.
- Santrock, J.W. (2007). *Psikologi Pendidikan, Alih Bahasa Tri Wibowo*, Jakarta: Kencana.
- Shaugnessy, J.J. et al. (2007). *Metodologi Penelitian Psikologi, Alih Bahasa Helly Prajitno S, dkk*, Jogjakarta: Pustaka Pelajar.
- Suherman, U. (2011), *Bimbingan Komprehensif Berbasis Nilai-Nilai Al Quran untuk Mengembangkan Karakter dan Budaya Bangsa, Naskah Pidato Guru Besar*, Bandung: UPI.
- Suherman, U., Budiman, N., Suryana, D., Yudha, E.S., Ahmad, A.B., Saper, N.B. (2019). Dimension of Peace Culture Based on Al-Quran Values. *Universal Journal of Educational Research* 7(10): 2171-2178, DOI: 10.13189/ujer.2019.071015.
- Sharma, V (2012) *Peace Education and Human Rights In Twenty First Century: A Review*. Dalam *Journal International Journal of Social Science & Interdisciplinary Research*. Vol 1 Issue 12. Halaman tersedia: <http://onlinelibrary.wiley.com> [2 Februari 2017].
- Shapiro, Svi. (2010). *Educating Youth for A World Beyond Violence: A Pedagogy for Peace*. New York: Palgrave Macmillan.
- Takim, L. (2011). Peace and war in the Qur'an and juridical literature: A comparative perspective. *The Journal of Sociology & Social Welfare (JSSW)*, 38 (2), 137-157.
- UNESCO. (1996). *From a culture of violence to a culture of peace: UNESCO and a Culture of Peace: Promoting a Global Movement*. UNESCO Publishing.
- UNESCO. (1996). *Treasure Within : Report to UNESCO of the International Commission on Education for the Twenty-First Century*, UNESCO Publishing.
- Venny, A dkk (2016) Kekerasan terhadap perempuan meluas: Negara Urgen Hadir Hentikan Kekerasan Terhadap Perempuan di Ranah Domestik, Komunitas dan Negara. Komisi Perlindungan Anak Indonesia (KPAI)

- Wahyuddin, W. & Hanafi. (2016). *Message of peace in the teaching of Islam*. Al Qalam. 70 (33) 70-85.
- Webel, Charles & Galtung, Johan (2007). *Handbook of Peace and Conflict Studies*. London : Routledge
- Yousuf, I. M et al (2010) *Peace Perceptions Of Prospective Teacher For Promoting Peace Activities For School Settings In Pakistan*. Dalam Journal of College Teaching & Learning. Vol 7 No 3. Halaman tersedia: <http://onlinelibrary.wiley.com> [28 Januari 2017].