

MODEL *PEACE-BUILDING TEACHING AND LEARNING*: Sebuah Intervensi Pencegahan Kekerasan melalui Pendidikan Formal

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ABSTRAK

Kekerasan merupakan ancaman serius bagi tatanan demokrasi Indonesia, merusak karakter bangsa, dan membahayakan keamanan dan integrasi nasional. Dalam banyak studi, sekolah diidentifikasi sebagai pranata yang menjadi bagian dari kekerasan. Karena itu, diperlukan transformasi anti kekerasan di sekolah melalui Model *Peace-building Teaching and Learning*. Dalam jangka panjang pembelajaran yang berorientasi pada perdamaian dan menerapkan prinsip-prinsip anti kekerasan akan mencegah berkembangnya budaya kekerasan (*culture of violence*). Tujuan khusus penelitian ini: 1) Menganalisis akar, anatomi, dan pola kekerasan simbolik, verbal, psikis dan fisik dalam praktek pembelajaran, 2) Menganalisis prinsip-prinsip anti kekerasan dalam pembelajaran, dan 3) Mengembangkan Model *Peace-building Teaching and Learning*.

Penelitian ini merupakan *research and development* (R&D). Metode utama yang digunakan: wawancara mendalam, observasi, studi literatur, *peer discussion* (PD), *focus group discussion* (FGD), dan *pilot project*. Wawancara mendalam, observasi dan studi literatur digunakan untuk mengeksplorasi akar, anatomi, dan pola kekerasan simbolik, verbal, psikis dan fisik dalam praktek pembelajaran. Tiga teknik tersebut juga digunakan untuk menganalisis prinsip-prinsip anti kekerasan dalam pembelajaran. PD dan FGD digunakan untuk mengelaborasi rancangan umum Model *Peace-building Teaching and Learning*/Permai. Sedangkan *pilot project* dilaksanakan untuk uji coba implementasi pembelajaran yang berorientasi perdamaian dan mengandung prinsip-prinsip anti kekerasan.

Hasil penelitian ini menunjukkan: *Pertama*, anatomi kekerasan dalam pembelajaran dapat dibedah melalui beberapa aspek: Anatomi kekerasan dalam penelitian ini dikonstruksi dari beberapa aspek, yaitu: aktor, locus, motif, dan bentuk kekerasan. Aktor kekerasan dalam pembelajaran meliputi pemerintah, guru, dan siswa. Motif kekerasan yang terdapat di dalam pembelajaran antara lain: kelalaian, balas dendam, dan kultur massif sekolah. Bentuk-bentuk kekerasan di dalam praktek pembelajaran dapat dikategorikan ke dalam dua kategori, yaitu struktural dan kultural. Kekerasan dalam katagori struktural terjadi dari guru kepada siswa. Terdapat beberapa kekerasan yang dilakukan oleh guru terhadap siswa di dalam praktek pembelajaran di kelas, yaitu; kekerasan fisik, kekerasan verbal, kekerasan simbolik, Sedangkan kekerasan kultural berlangsung dalam kontinum horizontal, dari siswa yang satu kepada siswa lainnya, dalam bentuk: 1)

Kekerasan terbuka: Kekerasan fisik dan bullying. 2) Kekerasan tertutup: Bullying dan pelecehan seksual. *Kedua*, prinsip-prinsip pembelajaran demokratis dan damai dapat dikembangkan dengan mengadopsi tiga konsep, yaitu *non-violence*, toleransi, dan nondiskriminasi. Prinsip-prinsip tersebut antara lain adalah: menghormati (*respect*), memahami (*understanding*), menerima (*acceptance*), menghargai perbedaan (*appreciating differences*), berhutang kepada orang lain (*owing the others*), dan berempati atau mendalami penderitaan orang lain (*absorbing suffer*). *Ketiga*, model *Peace-building Teaching and Learning* merupakan salah satu bentuk intervensi melalui pendidikan formal untuk mencegah maraknya tindakan kekerasan di tengah-tengah masyarakat. Elaborasi atas model ini dapat dilakukan melalui dimensi-dimensi berikut: 1) Jenis pembelajaran: Pembelajaran integratif dan Belajar Bersama secara tematik, 2) Sasaran: jenjang pendidikan SMP, 3) Pendekatan pokok: Pembelajaran integratif, meliputi penerapan ucapan atau kata-kata non kekerasan, sikap-sikap non kekerasan, dan tindakan-tindakan non kekerasan. Belajar bersama, meliputi refleksi dan brainstorming, elaborasi dan eksplorasi, *problem solving*, serta refleksi. 4) Materi: Demokrasi, Deliberasi (Musyawarah), *Peaceful Co-existence*, Anti kekerasan (*Non-violence*), dan Membangun Komunitas Anti-kekerasan (*Non-violence Community Building*). 5) Fasilitator: Orang dewasa (guru/orang dewasa lain) dan/atau sebaya

Kata Kunci: Model *Peace-Building Teaching and Learning*, anti-kekerasan, toleransi, pendidikan

ABSTRACT

Violence is a serious threat to democratic system of Indonesia. It also destructs nation character and harms security and national integrity as well. In many studies, school was identified as a particular institution that was involved in in a cycle of massive violence. Therefore, it is necessary to transform the school into nonviolence culture through applying model of *Peace-building Teaching and Learning*. In long term, learning that bases on and is oriented for peace and applies principles of nonviolence will defend and prevent the rise of violence culture. For that way, this study aims to: 1) analyze roots, anatomy, and pattern of symbolic, verbal, and physical violence in the practices of learning in the school, 2) synthetize principles of nonviolence which is able to integrate in learning processes, and 3) develop Model of *Peace-building Teaching and Learning*.

This study is a research and development (R&D) which uses many main methods, namely in-depth interview, observation, literature review, peer discussion (PD), focus group discussion (FGD), and pilot project. In-depth interview, literature review, and peer discussion will work to explore roots, anatomy, and pattern of symbolic, verbal, and physical violence in the practices of learning in the school. The three technics will be also used to analyze principles of nonviolence through learning in the classroom. Meanwhile PD and FGD will be occupied to elaborate general contrivance of Model of Peace-building Teaching and Learning. Whereas pilot project will be held to do trial of implementation of learning that is oriented to build peace and include principles of nonviolence.

The result of study shows many main findings: First, Anatomy of violence in learning processes within classroom can be dissected into several aspects, namely: actor, locus, motive, and forms of violence. The actors of violence in the learning process include government, teachers, and students, while the motives of violence in the teaching-learning process are negligence, retaliation, and the massive culture of the school. The forms of violence in the classroom can be categorized into two forms: structural and cultural. Violence in the structural form occurs in the teacher-student relation which is done by the teacher to the student. The types of violence in such form happened in the physical violence, verbal violence, and symbolic violence. Whilst cultural violence take place in the horizontal continuum, among students from one to another. The form of violence happened in: 1) open violence, i.e. physical violence and bullying, 2) enclosed violence, i.e. bullying and sexual harassment or abuse. *Second*, the principles of a democratic and peaceful learning can be developed by adopting the values of three concepts, namely non-violence, tolerance and non-discrimination. Those principles are: respect, understanding, acceptance, respect for differences, owed to others, and empathy or deep suffering of others (absorbing suffer). *Third*, model

of Peace-building Teaching and Learning is a form of intervention through formal education to prevent the spread of violence among societies. Elaboration of the above model can be done through the following dimensions: 1) Type of learning: integrative learning and learning together thematically, 2) Target: students of junior high school, 3) Basic approach: integrative learning which is covering the application of speech or words of non-violence, the attitudes of non-violence, and non-violent actions. Meanwhile Learning Together approach includes reflection and brainstorming, elaboration and exploration, problem solving, and reflection. 4) Materials: Democracy, deliberation, peaceful co-existence, non-violence, and non-violence community building, and 5) Facilitator: Adults (teachers/other adults) and /or peer.

Keywords: *Model of Peace-Building Teaching and Learning, non-violence, tolerance, education*