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Prof. Dr. Ismail Hakki Mirici, Hacettepe University, Turkey hakkimirci@gmail.com via pegegog.net to me Nov 19, 2021, 8:57 PM

Dear Purwadi:

Thank you for submitting the manuscript, "Peace Guidance based on the perspective of Markesot: Acceptability and Effectiveness of Reducing Student Aggressiveness" to Pegem Journal of Education and Instruction. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

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If you have any questions, please contact me.

Prof. Dr. Ismail Hakki Mirici, Hacettepe University, Turkey

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Peace Guidance based on the perspective of *Markesot*: Acceptability and Effectiveness of Reducing Student Aggressiveness

Berikut ini adalah artikel yang di submitte pada Pegem Journal of Education and Instruction.

Abstract

This study aims to identify the acceptability and effectiveness of peace guidance based on the perspective of *Markesot*. This model aims to reduce student aggressiveness. This study uses the research and development stages by adapting the Borg & Gall model. The data analysis technique used descriptive analysis to describe the level of Aggressiveness. In addition, this study uses Cohens Kappa's inter-rater reliability (IRR) coefficient to identify expert and user agreement on product acceptability. The analysis of the product effectiveness test using the Independent Sample T-Test. The results of the descriptive study show that Aggressiveness is a problem that needs the counselor's attention, one of which is by implementing peace guidance based on the perspective of *Markesot*. The peace guidance based on the perspective of *Markesot* has high acceptability and effectively reduces student aggressiveness. This study's results should be material and consideration for further research to identify the compatibility of the characteristics of the Indonesian people with *Markesot* figures.

Keywords: *Aggressiveness; Peace Guidance; Markesot*

Introduction

Indonesia is an archipelagic country and has cultural diversity. This pluralistic condition of Indonesia has become one of the triggers for inter-group conflict. Therefore, the Indonesian people need to be aware of the positive peace that can be achieved through educational efforts (Baidhawya, 2007; Habibah et al., 2020). Peace is not just the absence of war but describes a life full of harmony and no hostility (Amadei, 2020; Cremin & Bevington, 2017; Galtung & Fischer, 2013). Indonesia conceptualizes the goals of the state by the formulation of positive peace, which states that peace is a condition of being prosperous, free, and just (Amadei, 2020; Galtung & Fischer, 2013). The State of Indonesia aims to play a role in creating peace in Cambodia in 1979-1992 (Sudrajat et al., 2020) and to provide education that

1 facilitates peace awareness through Islamic boarding schools (Saeful et al., 2019; Thoyib,
2 2018).

3 Peacebuilding in children through education turns out to be inversely proportional to the
4 problems in students in schools who are in the adolescent phase. One problem in searching
5 for adolescent identity is juvenile delinquency, such as Aggressiveness (Hofer & Spengler,
6 2020). The results of a study in China showed that 17.9% of students reported that they had
7 one or more physical, aggressive behaviors towards their peers in the last 12 months (Wang
8 et al., 2012). Another study in Washington reported that 72% of adolescents physically
9 harmed their mothers, 16% assaulted and bullied their fathers, 5% threatened their older
10 siblings, and 5% injured and rebuked their siblings (Routt & Anderson, 2011). Research in
11 Norway shows that 5% of adolescents report being aggressive towards others in the past six
12 months (Undheim & Sund, 2010).

13 Research in Indonesia also shows that student aggressiveness is one of the problems that need
14 to be addressed (Purwadi et al., 2020; Wiretna et al., 2020). Research findings in Yogyakarta
15 even state that the level of Aggressiveness in male and female students has the same tendency
16 (Saputra et al., 2017). Other literature shows that male students' Aggressiveness tends to be
17 reactive and proactive concerning peers. In contrast, female Aggressiveness forms romantic
18 relationships (Murray-Close et al., 2010). Several studies above show that the dynamics of
19 aggressive behavior abroad are still a problem topic that requires alleviation efforts from
20 various parties involved.

21 As agents of peace in the school environment, counselors can take advantage of guidance and
22 counseling services to develop an awareness of peace to encourage the emergence of security
23 (Oguzie, 2014; Olusakin, 2005). Another study also reported that group training-based
24 guidance services could develop a sense of gratitude and maintain peace in students in Aceh
25 (Matunis et al., 2020). Specifically, counselors can implement peace guidance services which
26 are a decline from peace education. Peace education can support the achievement of a culture
27 of peace in schools (Toh & Cawagas, 2017; Turay & English, 2008). Individuals who have a good
28 level of peace have low aggressive behavior (Saputra, Supriyanto, et al., 2021).

29 Peace guidance is an application of peace education in a guidance setting by school
30 counselors. Peace guidance consists of two main elements, namely guidance and peace, which

1 have the meaning of a counselor's effort to teach and develop peace of mind in students
2 through the implementation of peace education (Supriyanto et al., 2019). Peace guidance that
3 brings the basic concepts of peace education teaches students to love peace and the principle
4 of nonviolence in responding to various situations (Mayton II, 2009).

5 Some research results show that peace guidance services are an alternative effort to reduce
6 student aggressiveness. Previous research has recommended the development of peace
7 guidance and counseling based on Indonesian local wisdom (Supriyanto et al., 2019). Other
8 studies also suggest preparing counselors to successfully create a culture of peace in various
9 communities (Gerstein & Moeschberger, 2003). Based on the explanation above, it is
10 necessary to determine and choose a form of local wisdom that can support the
11 implementation of peace guidance.

12 One form of local wisdom that supports the success of peace guidance is the values of peace,
13 according to the figure of *Markesot*. Emha Ainun Najib, or people who often know him as Cak
14 Nun, writes the life story of a *Markesot* in a book entitled *Markesot Bertutur* and *Markesot*
15 *Bertutur Lagi*. Following Cak Nun's da'wah style, these two books manifest a critical education
16 model that aims to build individual critical awareness, especially in this research, specifically
17 on the peace aspect (Saputri, 2017). Although it is a critical education that seeks to criticize
18 the social structure in society, its delivery uses an easy and acceptable way by the community
19 (Fitriani et al., 2020).

20 *Markesot*, as the main character in the book, conveys some values of peace. Counselors can
21 use the values of peace to fill a peace guidance program to reduce student aggressiveness.
22 The values of peace, according to *Markesot* include forgiving others' mistakes, choosing
23 strengths over weaknesses, regulating self-emotions, regulating self-behavior (Saputra,
24 Supriyanto, Astuti, & Ayriza, 2020). In addition, *Markesot* also conveys the value of peace in
25 the form of humility towards idealism, control over self-superiority, and tolerance for
26 differences (Saputra, Ayriza, Supriyanto, & Astuti, 2020).

27 The values of peace, according to *Markesot* have the same goals as several international
28 figures. Mahatma Gandhi emphasized the love aspect (Hartnett, 2020), a strong character in
29 Indonesia (Gillham et al., 2011; Zurqoni et al., 2018). In Indonesia itself, there are figures who
30 strongly emphasize tolerance behind the plurality of Indonesian society to create peace, for

1 example, Gus Dur (Hermawan et al., 2019). However, this study uses the value of peace in
 2 *Markesot*, which manifests Emha Ainun Najib's da'wah. Emha Ainun Najib's form of education,
 3 which in this study focuses on the manifestation of the life story *Markesot's*, uses a verbal,
 4 intellectual, artistic, and cross-cultural approach and is interrelated with Islam, Indonesia, and
 5 modernity (Basit, 2018). Teenagers prefer this style because they are challenged to think
 6 critically about the realities of life that exist, in this study focuses on peace (Saputri, 2017).
 7 Adolescents who try to think critically can feel more optimistic about facing life's challenges,
 8 open to new thoughts, and aware of the diversity of life (Aryani, 2017).
 9 Following the explanation, the direction of this research is to produce a product in the form
 10 of peace guidance based on the perspective of *Markesot* to reduce student aggressiveness.
 11 This study did not only the acceptability test but also did the effectiveness test. A product has
 12 high acceptability but may not be effective. Meanwhile, if a product has high effectiveness, it
 13 has acceptability. The research results should be able to find the value of patterns and
 14 guidelines by using the *Markesot* version of peace values, representing the Indonesian
 15 nation's general character (Saputra, Ayriza, Supriyanto, & Astuti, 2020). School counselors can
 16 refer to the results of this study to support their role as agents of peace in schools.

18 Method

19 Research Design

20 This study aims to identify the acceptability of a product in education. The outcome from this
 21 research is the model of peace guidance based on the perspective of *Markesot* to reduce
 22 student aggressiveness. This study adopts the major steps in the R & D cycle of Borg and Gall.
 23 The first stage is to identify the Aggressiveness of students at school.

24 Participants

25 They were identifying this problem involved students at the Muhammadiyah Vocational High
 26 School in Yogyakarta City, which specifically consisted of a sample of 302 students using
 27 stratified random sampling. The second stage carried out the initial product design by carrying
 28 out the theme *Markesot* in peace guidance and assessing product acceptability. Next, the third
 29 stage focuses on identifying the product's effectiveness, which in the study involved a control

1 group (210 students) and an experimental group (210 students). Expert assessments and
2 effectiveness tests become the basis for perfecting the product.

3 **Data Collection Tools**

4 This research uses two types of instruments. The first instrument is an aggressiveness scale
5 consisting of 32 items that have been valid based on validity testing using Cronbach's alpha
6 item analysis with a coefficient range between 0.274 to 0.792 - the coefficient is valid if it is
7 more than 0.266 (Guilford, 1950). While the reliability shows a coefficient of 0.870, which
8 includes a high level of reliability - the reliability coefficient between 0.70 to 0.90 is included
9 in the high category (Guilford, 1950). This instrument aims to identify student problems
10 regarding Aggressiveness at school by paying attention to four aspects, namely physical,
11 verbal, anger, and hatred. The aggressiveness scale instrument has the following criteria: very
12 high category in the range 104-128, a high category in the range 88-104, a medium category
13 in the range 72-88, a low category in the range 56-72, and very low category in the range 32-
14 56. At the same time, the second instrument is an expert assessment sheet, both guidance
15 and counseling experts, guidance and counseling media, and product users to identify product
16 acceptance. The expert assessment instrument has four aspects: accuracy, feasibility or
17 convenience, usefulness, and attractiveness.

18 **Data Analysis Techniques**

19 This study uses quantitative descriptive data analysis techniques to describe the level of
20 student aggressiveness. In addition, Cohens's Kappa coefficient inter-rater reliability (IRR)
21 analysis describes the level of product feasibility, namely a model of peace guidance based on
22 the perspective of *Markesot* to reduce student aggressiveness. According to Altman's
23 perspective, Cohen's Kappa coefficient of less than 0.2 has a strength of agreement classified
24 as poor, a coefficient of 0.21-0.40 is classified as fair, a coefficient of 0.41-0.60 is moderate, a
25 coefficient of 0.61-0.80 is classified as fair-good, and the coefficient of 0.81-1.00 is classified
26 as very good (Azen & Walker, 2011). While the effectiveness test, this study uses data analysis
27 techniques Independent Sample T-Test to identify differences in the Aggressiveness of the
28 control group and the post-treatment experimental group. The analysis results showed a
29 difference in Aggressiveness between the control and post-treatment groups if the
30 significance value was less than 0.05. The requirements for the Independent Sample T-Test

1 are that the data is normally distributed and homogeneous. Based on the assumption test,
 2 table 1 describes the analysis as follows.

3 **Table 1. Normality and Homogeneity Test**

| No | Data | Coefficient |
|----|-------------------------------|-------------|
| 1 | Sig. Kolmogorov-Smirnova | 0,072 |
| 2 | Sig. Shapiro-Wilk | 0,073 |
| 3 | Sig. Homogeneity of Variances | 0,058 |

4 Shapiro-Wilk analysis in table 1 shows the value of Sig. of 0.073, meaning that the data is
 5 normally distributed because of the value of Sig. > 0.05. Similarly, the results of the analysis of
 6 lilliefors in table 1 show the value of Sig. in the Kolmogorov-Smirnov column of 0.072. It means
 7 that the data is normally distributed because the value is of Sig. > 0.05. In addition, table 1
 8 also shows a Sig value of 0.058 in the Homogeneity of Variances column, so it can mean that
 9 the variance of the control and experimental groups is the same/homogeneous because of
 10 the value of Sig. > 0.05.

12 Findings

13 Based on the research objectives, the results of the research are as follows: (1) data on the
 14 level of student aggressiveness; (2) the acceptability of the product, namely the peace
 15 guidance based on the perspective of *Markesot*; and (3) the effectiveness of peace guidance
 16 based on the perspective of *Markesot* in reducing student aggressiveness.

17 Data on the Level of Student Aggressiveness

18 Identify the level of Aggressiveness of students in schools using an aggressiveness scale.
 19 Quantitative descriptive analysis will present data on the level of student aggressiveness in
 20 schools. The identification of this level of Aggressiveness involved a population of 1401
 21 students. As for the sample, this study involved 275 randomly. Based on the data analysis and
 22 the criteria, the level of student aggressiveness is in table 2 below.

23 **Table 2. The Level of Student Aggressiveness**

| Category | Total | Percentage |
|-----------|-------|------------|
| Very high | 16 | 5.82% |
| High | 49 | 17.82% |

| | | |
|----------|-----|--------|
| Medium | 59 | 21.45% |
| Low | 71 | 25.82% |
| Very low | 80 | 29.09% |
| Total | 275 | 100% |

1

2 The number of samples involved in filling out the aggressiveness scale is 275 students. The
3 highest score is 128, and the most beautiful value is 32, with a standard deviation of 16. Table
4 2 shows that the data on the level of student aggressiveness is 5.82% in the very high category,
5 17.82% in the high category, 21.45% in the medium category, 25,82% belongs to the low
6 category, 29.09% belongs to the very low category. This data is one of the bases for developing
7 a product, namely a model of peace guidance based on the perspective of *Markesot* to reduce
8 student aggressiveness.

9 **The Acceptability of the Peace Guidance based on the Perspective of *Markesot***

10 The peace guidance model has seven main components as the theme of discussion in each
11 session: humility towards idealism, control over self-superiority, tolerance for differences,
12 forgiving others' mistakes, choosing strengths over weaknesses, regulating self-emotions, and
13 regulating regulation of their behavior. The seven themes in the guidance of peace aim to
14 develop peace of mind to suppress students' Aggressiveness. The peace guidance model
15 based on the perspective of *Markesot* also explains the operational steps at each guidance
16 meeting to make it easier for school counselors to implement them.

17 This section describes the analysis results from expert assessments, both guidance and
18 counseling experts, guidance and counseling media experts, and product users. First, this
19 research involves two guidance and counseling experts, namely lecturers from the guidance
20 and counseling study program with expertise in guidance and counseling innovation. Second,
21 this research involves two experts on Guidance and Counseling media, namely Guidance and
22 Counseling lecturers who have a track record of developing Guidance and Counseling media.
23 Third, the assessment involves school counselors as product users who have expertise in
24 counseling services to promote behavior change from counselees. Cohens's Kappa coefficient
25 inter-rater reliability (IRR) analysis identified the agreement of 2 raters in each area of

1 expertise. Table 3 presents the results of the Cohens' Kappa coefficient inter-rater reliability
 2 (IRR) analysis based on expert judgment.

3 **Table 3. Product Acceptance Based on Expert Assessment**

| Expert | Value | Category | Asym Std. Error |
|---|-------|-----------------|-----------------|
| Expert guidance and counseling | 0,720 | Agreements high | 0,116 |
| Expert media of guidance and counseling | 0,622 | Agreements high | 0,196 |
| User of the product | 0,702 | Agreements high | 0,113 |

4
 5 From the results of the analysis of the coefficient of inter-rater reliability (IRR) of the Kohen
 6 kappa in Table 3, analysis expert assessment guidance and counseling show a coefficient of
 7 0.720 which means it has a high agreement. The analysis of the assessment of the guidance
 8 media expert shows a coefficient of 0.622 which means it has a high agreement. The analysis
 9 of the user assessment of the guidance product shows a coefficient of 0.702 which means it
 10 has a high agreement. Asym Std. The error indicates a standardized measurement error. The
 11 smaller the magnitude of this coefficient, the more reliable the resulting measurement results.
 12 So that it can be interpreted that peace guidance model based on the perspective of *Markesot*
 13 to reduce Aggressiveness is included in the appropriate category to be applied by counselors
 14 in schools based on the assessment of guidance and counseling experts, guidance and
 15 counseling media, and product users.

16 **The Effectiveness of Peace Guidance based on the Perspective of *Markesot***

17 The effectiveness of peace guidance based on the perspective of *Markesot* to reduce students'
 18 Aggressiveness was tested by involving the control and experimental groups. In the control
 19 group, counselors treated conventional guidance patterns. Namely, they usually do at school
 20 for seven meeting sessions. While in the experimental group, the counselor was treated
 21 according to the research product, namely the peace guidance based on the perspective of
 22 *Markesot* for seven meeting sessions. Table 4 describes the results of the research data
 23 analysis using the Independent Sample T-Test analysis technique.

24

1 **Table 4 Data Analysis with Independent Sample T-Test**

| No | Data | Coefficient |
|----|----------------------------|-------------|
| 1 | N control | 210 |
| 2 | N experiment | 210 |
| 3 | Mean control | 56,7143 |
| 4 | Mean experiment | 51,1190 |
| 5 | Std. Deviation control | 16,00431 |
| 6 | Std. Deviation experiment | 12,87965 |
| 7 | Std. Error Mean control | 1,10440 |
| 8 | Std. Error Mean experiment | 0,88878 |
| 9 | t | 3,94 |
| 10 | Sig. (2-tailed) | 0,000 |

2

3 Table 4 shows that the number of research subjects was 210 for each group, both control and
4 experimental. The mean of the control group was 56.7143, and that of the experimental group
5 was 51.1190. The value of the experimental group's standard deviation and standard error
6 was lower than the control group. The standard error of the mean is to describe the
7 distribution of the sample mean to the average of all possible samples. Furthermore, from the
8 results of data analysis, the t coefficient is 3.94 with a probability of 0.000 compared to 0.05.
9 The probability value is smaller, which means differences in student aggressiveness between
10 the control and experimental groups. The average shows that the Aggressiveness of the
11 control group students is higher than the experimental group. So, the results of this study
12 conclude that peace guidance based on the perspective of *Markesot* can reduce
13 Aggressiveness better than conventional guidance.

14

15 **Discussion**

16 The findings in this study indicate that the peace guidance model based on the perspective of
17 *Markesot* has acceptance and is effective in reducing student aggressiveness. Product
18 acceptance is based on expert judgment, and product effectiveness is based on experiments
19 to test the empirical effect of peace guidance based on the perspective of *Markesot* to reduce

1 student aggressiveness. The peace guidance based on the perspective of *Markesot* can
 2 support the counselor program in creating a conducive school climate. Psychological school
 3 climate in students (Casey et al., 2017; Voight et al., 2015). Thus, students can achieve
 4 maximum academic achievement at school (Daily et al., 2019; Ruiz et al., 2018).

5 The pattern of peacebuilding has received criticism, mainly focusing on the pattern of Western
 6 countries. In addition, the pattern of peacebuilding does not pay attention to the uniqueness
 7 of the individual, especially from the cultural aspect (Kester, 2017; Zembylas, 2018). This study
 8 attempts to answer this criticism by including the character *Markesot* in the guidance of
 9 peace. *Markesot* itself is a representation of the Indonesian people who also voice the theme
 10 of peace. The dialogical and deconstructive communication model based on *Markesot* is one
 11 of the reasons for the suitable integration in peace guidance (Syawanodya & Huda, 2018).

12 Other figures in Indonesia also carry the theme of teaching peace in their lives, such as
 13 *Markesot*. Several Islamic figures in Indonesia place great emphasis on their hope of achieving
 14 true peace. An example is Gus Dur, a prominent figure in the Islamic organization Nahdlatul
 15 Ulama who emphasizes the value of tolerance (Hermawan et al., 2019). The founding figure
 16 of the Islamic organization Muhammadiyah also teaches peace, especially on the values of
 17 sincerity, tolerance, humility, and critical thinking (Saputra, Mappiare-AT, et al., 2021). The
 18 figures who spread Islam in Indonesia, namely Sunan Bonang, teach peace through righteous
 19 deeds (Zarkasi, 2019) and Sunan Kalijaga through the values of humility and cooperation
 20 (Waston, 2018). However, the teaching pattern *Markesot's* which emphasizes the dialogical
 21 process is one of the differences and strengths. The marketing model of dialogical
 22 communication and deconstruction is one of the ways that the Indonesian people are
 23 interested. (Syawanodya & Huda, 2018).

24 The peace guidance model uses the perspective of *Markesot* as the theme of guidance at each
 25 meeting. There are at least seven themes of peace according to *Markesot*, namely humility
 26 towards idealism, self-control over self-superiority, tolerance for differences, including
 27 forgiving the mistakes of others, choosing strengths over weaknesses, regulating self-
 28 emotions, and regulating self-behavior (Saputra, Supriyanto, Astuti, & Ayriza, 2020; Saputra,
 29 Ayriza, Supriyanto, & Astuti, 2020). This product was developed with roots in the theory of
 30 peace education which essentially seeks to create positive peace (Cremin & Bevington, 2017).

1 Positive peace is an effort to oppose the concept of negative peace by providing physical and
2 psychological resistance that leads to the emergence of aggressive behavior, and conflict
3 becomes a condition or state of absence of war or without conflict (Saputra, Supriyanto,
4 Astuti, & Ayriza, 2020).

5 The first value of peace is humility towards idealism. No one can deny that students tend to
6 uphold their ideals (Griffith III & Wilson, 2001; Youde, 2008). Therefore, students need to
7 suppress their idealism to avoid other negative impacts, such as the desire to express
8 Aggressiveness to uphold their ideals. One way for students to suppress their idealism is to
9 develop a humble attitude. Humility is a strong character that can encourage students to
10 develop optimally (Niemiec, 2013). Some literature states that students can suppress
11 Aggressiveness by developing a humble character (Asmoko et al., 2020; Nurani et al., 2020;
12 Nurisma et al., 2020).

13 The second value of peace is control over self-superiority. Students involved in violence have
14 high self-esteem and believe in their superiority, so they can exploit weak students and
15 become targets of violent behavior (Marlangan et al., 2020). Therefore, on peace guidance
16 based on the perspective of *Markesot* proposes self-control training to suppress student
17 aggressiveness. Various studies report that a person's ability to control himself can inhibit the
18 emergence of student aggressiveness (Suárez-García et al., 2020; Van Lange et al., 2017).

19 The third value of peace is tolerance for differences. Students have a certain intensity in
20 interacting with other people, which allows them to encounter a difference of opinion.
21 Especially in Indonesia, which has multi-ethnicity, disputes can occur due to differences in
22 opinion or principles (Kim, 2020). Therefore, in the peace guidance, perspective *Markesot's*
23 facilitates students to learn tolerance. Tolerance is one of the characters that teaches to
24 respect differences and avoid students from certain conflicts (Kamil, 2018). Some literature
25 reports that the character of tolerance can suppress students' desire to express
26 Aggressiveness in the form of violence that is detrimental to various parties, both themselves
27 and others (Saputra, Supriyanto, et al., 2019; Wijayanti et al., 2020).

28 The fourth value of peace is to forgive the mistakes of others. Someone who hurts another
29 person is one of them because it responds to hurtful behavior from other people. At the level
30 of aggressive theory, it is classified as reactive aggressive (Fite et al., 2010; Law et al., 2012;

1 Murray-Close et al., 2010). They do this behavior because one of them has not been able to
2 forgive the mistakes of others. The peace guidance of *Markesot* version facilitates counselors
3 to teach about forgiveness. This forgiveness can facilitate students in regulating themselves
4 not to express their Aggressiveness in the form of physical and non-physical violence
5 (Kováčsová et al., 2016). Other literature states that forgiveness is one of the values of peace
6 that can suppress student aggressiveness (Cristinawati et al., 2020).

7 The fifth value of peace is to choose strengths over weaknesses. According to the postmodern
8 counseling school, humans are easier to focus on the bad than the good, which is included in
9 the category of problematic personality (Scholl & Hansen, 2018). Counselors facilitate
10 students to seek and show goodness in themselves rather than fuss over weaknesses that
11 become insults and insults from others. Students who try to think about their strengths rather
12 than surrender to their weaknesses have hope and optimism when faced with difficult
13 situations. In simple language, hope and optimism are indicators of students who have a
14 philosophy of self-strength (Valle et al., 2006).

15 The sixth value of peace is to regulate one's emotions. Students' failure to regulate their
16 emotions is one of the causes of the overflow of Aggressiveness. Therefore, in the peace
17 guidance based on the perspective of *Markesot* provides counselors to train students in
18 emotional regulation. The results of the study report that students' good ability in emotion
19 regulation can suppress students' Aggressiveness (Ersan, 2020). Thus, counselors need to find
20 and develop appropriate designs to develop emotional regulation abilities. Someone who can
21 think to optimize his emotional regulation ability is an indication that someone has high
22 emotional intelligence (García-Sancho et al., 2017).

23 The seventh value of peace is to regulate one's behavior. Humans can regulate their behavior
24 according to the desires and values held by these humans (Berkman et al., 2017). Several
25 research results report that a person's ability to control his behavior contributes to the level
26 of Aggressiveness (Nakonechnyi & Galan, 2017). Peace guidance based on the perspective of
27 *Markesot* provides access for counselors to train students on self-regulation skills. So, with the
28 students' way, they can suppress their Aggressiveness.

29 Based on the assessments of two guidance and counseling experts, two guidance and
30 counseling media experts, and two users, they concluded that the peace guidance based on

1 the perspective of *Markesot* has acceptance as a counselor material to reduce student
2 aggressiveness. In addition, based on the test effectiveness, peace guidance is based on the
3 perspective of *Markesot* effectiveness in reducing Aggressiveness. School counselors can use
4 this research product to support the success of their program in creating a culture of peace in
5 the school environment. This peaceful culture will lead to a conducive school climate in
6 facilitating students to achieve academic achievement (Saputra, Supriyanto, Astuti, Ayriza, et
7 al., 2020b).

8 Several studies report that the dimension of peace can be integrated into guidance and
9 counseling services to reduce student violence. The first research shows that the peace
10 counseling model is a feasible product to reduce student aggressiveness (Saputra, Ayriza, et
11 al., 2019). Other research also shows that counselors who implement the peace counseling
12 approach can reduce aggressive behavior (Saputra, Supriyanto, Astuti, Ayriza, et al., 2020a).
13 However, this study brought a dimension of peace in the counseling element, while in this
14 study, it brought an element of peace in guidance.

15 Other literature states that the development of peace in students requires media to improve
16 students' ability to internalize the values of peace. Counselors can use card media (Suherman
17 et al., 2020), dakon (Nisa et al., 2020), sociodrama (Nurisma et al., 2020), modules (Wijayanti
18 et al., 2020), and even video (Asmoko et al., 2020) in facilitating students to realize the values
19 of peace. However, some of this literature has not presented empirical data on the feasibility
20 and effectiveness of the product in reducing student aggressiveness.

21 This research product has limitations. One of the limitations of this product is that there is no
22 empirical data available that states that counselors who implement peaceful guidance can
23 reduce Aggression. In addition, empirical data from this study regarding the level of
24 Aggressiveness is limited to students of Muhammadiyah Vocational High School in Yogyakarta
25 City, so it is possible to identify the level of student aggressiveness more broadly. Another
26 limitation of this research is that it has not made an effort to identify the effect of peace
27 guidance based on the perspective of *Markesot* to reduce every aspect of Aggressiveness,
28 whether physical, verbal, anger, or hatred.

29

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Conclusion

Peace guidance is one of the counselor's services to build peace in each student to suppress Aggressiveness. This study answers the criticism of the development of peace that does not involve aspects of the uniqueness and culture inherent in students. Thus, in this study, the perspective is *Markesot used* to represent the Indonesian people in strengthening peace guidance. The results of data analysis concluded that the peace guidance based on the perspective of *Markesot* has high acceptance and effectively reduces student aggressiveness.

Suggestion

This study provides recommendations for further research to conduct empirical research on the effect of peace guidance based on the perspective of *Markesot* to reduce every aspect of Aggressiveness, whether physical, verbal, anger, or hatred. In addition, school counselors can implement perspective peace guidance *Markesot* to suppress student aggressiveness.

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The screenshot shows a Gmail interface with a search bar containing "pegegog". The main email is titled "[PEGEGOG] Editor Decision" and is from "Pegem Eğitim ve Öğretim Dergisi". The email content reads: "Dear {\$ authorName}, Your article titled "{\$ submissionTitle}" that you sent to {\$ contextName} has been sent to the redaction service. We would like to remind you that the editing service is a paid service. Note that applications that cannot be edited will be returned to you for correction. If you do not agree with this condition, we ask you to report it immediately." Below the text is a link for "Frequently Asked Questions". The taskbar at the bottom shows several open documents and the system tray with a temperature of 28°C and the time 11:33 PM.

Pada tanggal 15 Desember 2021 editor memutuskan bahwa artikel masuk dalam kriteria minimal untuk diteruskan ke pihak reviewer.

Notifications [X]

[PEGEGOG] Editor Decision

2021-12-14 08:42 AM

Dear Purwadi, Wahyu Nanda Eka Saputra, Irvan Budhi Handaka, Muya Barida, Siti Muyana, Amien Wahyudi, Dian Ari Widyastuti, Agungbudiprabowo, Zaenab Amatillah Rodhiyya (Author):

We have reached a decision regarding your submission to Pegem Journal of Education and Instruction, "Peace Guidance based on the perspective of Markesot: Acceptability and Effectiveness of Reducing Student Aggressiveness".

Our decision is: **Minor Revisions Required**

Reviewer A:
Recommendation: Revisions Required

1) Does the title reflect the content of the study?

Yes, but needs minor revision.

Pada tanggal 4 Desember 2021 editor memutuskan Minor Revision Required berdasarkan catatan dari reviewer berikut melampirkan hal apa saja yang direvisi.

Please, write your suggestions about the **Title**, if any, into the following field.

capitalizing

2) Does the abstract summarize the essential information in the study?

Yes, but needs minor revision.

Please, write your suggestions about the **Abstract**, if any, into the following field.

should be clearer and well-structured

3) Does the introduction section adequately explain the problems the study address and the framework of the study? Are the importance and the contribution/implications of the study clearly stated?

Yes, but needs minor revision.

Please, write your suggestions about the **Introduction**, if any, into the following field.

sudden jump to some irrelevant statements

4) Are research questions and/or hypotheses in line with the focus of the study?

Yes, but needs minor revision.

Notification area with a bell icon and a user profile icon at the top. Below are several notification items, each with a timestamp: 08:42 AM, 07:27 PM, and 05:26 PM. At the bottom of the notification area, there is a search bar with the text "Search" and a "Load File" button.

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Review

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Please, write your suggestions about the **Research Questions** or **Hypotheses** , if any, into the following field.

No research questions are presented

5) Are the method and technique(s) employed appropriate for the study?

Yes, but needs minor revision.

Please, write your suggestions about the **Method** or **Technique**, if any, into the following field.

Methods needs further elaboration

6) Is the sample or the participants pertinent to the study?

Yes, but needs minor revision.

Please, write your suggestions about the **Sample** or **Participants**, if any, into the following field.

More details about the e sample.

7) Are the data collection instruments employed appropriate for the study?

Yes, but needs minor revision.

Please, write your suggestions about the **Data Collection Instruments**, if any, into the following field.

fine-tuned and revised structure



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8) Are the data analyses employed appropriate for the study?

Yes, acceptable.

Please, write your suggestions about the **Data Analyses**, if any, into the following field.

9) Are the presented results in accord with the research questions and/or the hypotheses?

Yes, but needs minor revision.

Please, write your suggestions about the **Results**, if any, into the following field.

Titles and subtitles should be appropriately ordered and tables should be modified

10) Does the discussion section address adequately both results and research questions/hypotheses?

Yes, but needs minor revision.

Please, write your suggestion about the Discussions, if any, into the following field.

Discussion should be lined with the results and relevant studies

11) Is the conclusion logically supported by the obtained results?

Not entirely, needs major revision.

Please, write your suggestions about the **Conclusion**, if any, into the following field.

revise the conclusion

12) Is limitations and suggestions section sufficient and pertinents to the scope of the study?

Yes, but needs minor revision.

Please, write your suggestions about the **Limitation** and/or **Suggestion**, if any, into the following field.

13) Are the references used relevant and up-to-date?

Yes, acceptable.

Please, write your suggestions about the **References**, if any, into the following field.

Use APA style. Follow APA 7 style in intext citation.

14) Are the paper's quality, structure and grammar excellent and perfectly crafted?

Yes, but needs minor revision.

Please, write your suggestions about the **study's quality, structure and grammar**, if any, into the following field.

Many grammatical and spelling mistakes

15) Is the paper content original?

Yes, but needs minor revision.

Please state your suggestions about the revisions in detail (For Author(s)):

Statements should be clearer and well-structured.
Headings and subheadings should be appropriately ordered and tables should be modified.
Discussion should be lined with the results and relevant studies.
Use APA style. Follow APA 7 style in intext citation.
Many grammatical and spelling mistakes

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[Pegem Eğitim ve Öğretim Dergisi](#)

1
2 **Peace Guidance based on the perspective of *Markesot*: Acceptability and**
3 **Effectiveness of Reducing Student Aggressiveness**

4 Reviewer juga melampirkan naskah untuk revisi
5 tambahan

6 **Abstract**

7 This study aims to identify the acceptability and effectiveness of peace guidance based on the
8 perspective of *Markesot*. This model aims to reduce student aggressiveness. This study uses
9 the research and development stages by adapting the Borg & Gall (year) model. Sample The
10 data analysis technique used descriptive analysis to describe the level of Aggressiveness. In
11 addition, this study uses Cohens Kappa's () inter-rater reliability (IRR) coefficient to identify
12 expert and user agreement on product acceptability. The analysis of the product effectiveness
13 test using the Independent Sample T-Test. The results of the descriptive study show that
14 Aggressiveness is a problem that needs the counselor's attention, one of which is by
15 implementing peace guidance based on the perspective of *Markesot*. The peace guidance
16 based on the perspective of *Markesot* has high acceptability and effectively reduces student
17 aggressiveness. This study's results should be material and consideration for further research
18 to identify the compatibility of the characteristics of the Indonesian people with *Markesot*
19 figures.

20 **Keywords:** *Aggressiveness; Peace Guidance; Markesot; Peace Guidance*

21
22 **Introduction**

23 Indonesia is an archipelagic country and has cultural diversity. This pluralistic condition of
24 Indonesia has become one of the triggers for inter-group conflict. Therefore, the Indonesian
25 people need to be aware of the positive peace that can be achieved through educational
26 efforts (Baidhawiy, 2007; Habibah et al., 2020). Peace is not just the absence of war but
27 describes a life full of harmony and no hostility (Amadei, 2020; Cremin & Bevington, 2017;
28 Galtung & Fischer, 2013). Indonesia conceptualizes the goals of the state by the formulation
29 of positive peace, which states that peace is a condition of being prosperous, free, and just
30 (Amadei, 2020; Galtung & Fischer, 2013). The State of Indonesia aims to play a role in creating

1 peace in Cambodia in 1979-1992 (Sudrajat et al., 2020) and to provide education that
 2 facilitates peace awareness through Islamic boarding schools (Saeful et al., 2019; Thoyib,
 3 2018). **Relevance**

4 Peacebuilding in children through education turns out to be inversely proportional to the
 5 problems in students in schools who are in the adolescent phase. One problem in searching
 6 for adolescent identity is juvenile delinquency, such as **Aggressiveness** (Hofer & Spengler,
 7 2020). The results of **a study** in China showed that 17.9% of students reported that they had
 8 one or more physical, aggressive behaviors towards their peers in the last 12 months (Wang
 9 et al., 2012). Another study in Washington reported that 72% of adolescents physically
 10 harmed their mothers, 16% assaulted and bullied their fathers, 5% threatened their older
 11 siblings, and 5% injured and rebuked their siblings (Routt & Anderson, 2011). Research in
 12 Norway shows **s** that 5% of adolescents report **t** being aggressive towards others in the past six
 13 months (Undheim & Sund, 2010).

14 Research in Indonesia also shows **s** that student aggressiveness is one of the problems that need
 15 to be addressed (Purwadi et al., 2020; Wiretna et al., 2020). Research findings in Yogyakarta
 16 even state **e** that the level of **Aggressiveness** in male and female students has the same tendency
 17 (Saputra et al., 2017). **Other literature shows** that male students' **Aggressiveness** tends to be
 18 reactive and proactive concerning peers. In contrast, **female Aggressiveness forms romantic**
 19 **relationships** (Murray-Close et al., 2010). Several studies above show **w** that the dynamics of
 20 aggressive behavior abroad are still a **problem topic** that requires alleviation efforts from
 21 various parties involved.

22 As agents of peace in the school environment, counselors can take advantage of guidance and
 23 counseling services to develop an awareness of peace to encourage the emergence of security
 24 (Oguzie, 2014; Olusakin, 2005). **Another** study also reported that group training-based
 25 guidance services could develop a sense of gratitude and maintain peace in students in Aceh
 26 (Matunis et al., 2020). Specifically, counselors can implement peace guidance services which
 27 are a decline from peace education. Peace education can support the achievement of a culture
 28 of peace in schools (Toh & Cawagas, 2017; Turay & English, 2008). Individuals who have a good
 29 level of peace have low aggressive behavior (Saputra, Supriyanto, et al., 2021).

1 Peace guidance is an application of peace education in a guidance setting by school
2 counselors. Peace guidance consists of two main elements, namely guidance and peace, which
3 have the meaning of a counselor's effort to teach and develop peace of mind in students
4 through the implementation of peace education (Supriyanto et al., 2019). Peace guidance that
5 brings the basic concepts of peace education teaches students to love peace and the principle
6 of nonviolence in responding to various situations (Mayton II, 2009).

7 Some research results show that peace guidance services are an alternative effort to reduce
8 student aggressiveness. Previous research has recommended the development of peace
9 guidance and counseling based on Indonesian local wisdom (Supriyanto et al., 2019). Other
10 studies also suggest preparing counselors to successfully create a culture of peace in various
11 communities **space** (Gerstein & Moeschberger, 2003). **space Based** on the explanation above,
12 it is necessary to determine and choose a form of local wisdom that can support the
13 implementation of peace guidance.

14 One form of local wisdom that supports the success of peace guidance is the values of peace,
15 **according to the figure of Markesot**. Emha Ainun Najib, or people who often know him as Cak
16 Nun, writes the life story of a *Markesot* in a book entitled *Markesot Bertutur* and *Markesot*
17 *Bertutur Lagi*. Following Cak Nun's da'wah style, these two books manifest a critical education
18 model that aims to build individual critical awareness, especially in this research, specifically
19 on the peace aspect (Saputri, 2017). Although it is a critical education that seeks to criticize
20 the social structure in society, its delivery uses an easy and acceptable way by the community
21 (Fitriani et al., 2020).

22 *Markesot*, as the main character in the book, conveys some values of peace. Counselors can
23 use the values of peace to fill a peace guidance program to reduce student aggressiveness.
24 The values of peace, according to *Markesot* include forgiving others' mistakes, choosing
25 strengths over weaknesses, regulating self-emotions, regulating self-behavior (Saputra,
26 Supriyanto, Astuti, & Ayriza, 2020). In addition, *Markesot* also conveys the value of peace in
27 the form of humility towards idealism, control over self-superiority, and tolerance for
28 differences (Saputra, Ayriza, Supriyanto, & Astuti, 2020).

29 The values of peace, according to *Markesot* have the same goals as several international
30 figures. Mahatma Gandhi emphasized the love aspect (Hartnett, 2020), a strong character in

1 Indonesia (Gillham et al., 2011; Zurqoni et al., 2018). In Indonesia itself, there are figures who
 2 strongly emphasize tolerance behind the plurality of Indonesian society to create peace, for
 3 example, Gus Dur (Hermawan et al., 2019). However, this study uses the value of peace in
 4 *Markesot*, which manifests Emha Ainun Najib's da'wah. Emha Ainun Najib's form of education,
 5 which in this study focuses on the manifestation of the life story *Markesot's*, uses a verbal,
 6 intellectual, artistic, and cross-cultural approach and is interrelated with Islam, Indonesia, and
 7 modernity (Basit, 2018). Teenagers prefer this style because they are challenged to think
 8 critically about the realities of life that exist, **in this study focuses on peace** (Saputri, 2017).
 9 Adolescents who try to think critically can feel more optimistic about facing life's challenges,
 10 open to new thoughts, and aware of the diversity of life (Aryani, 2017).
 11 Following the explanation, the direction of this research is to produce a product in the form
 12 of peace guidance based on the perspective of *Markesot* to reduce student aggressiveness.
 13 This study **did not** only the acceptability test but also did the effectiveness test. A product has
 14 high acceptability but may not be effective. Meanwhile, if a product has high effectiveness, it
 15 has acceptability. The research results should be able to find the value of patterns and
 16 guidelines by using the *Markesot* version of peace values, representing the Indonesian
 17 nation's general character (Saputra, Ayriza, Supriyanto, & Astuti, 2020). School counselors can
 18 refer to the results of this study to support their role as agents of peace in schools.

20 Method

21 Research Design

22 This study aims to identify the acceptability of a product in education. The outcome from this
 23 research is the model of peace guidance based on the perspective of *Markesot* to reduce
 24 student **aggressiveness**. This study adopts the major steps in the R & D cycle of Borg and Gall
 25 **(1)**. The first stage is to identify the **Aggressiveness** of students at school.

26 Participants

27 **They were identifying this problem** involved students at the Muhammadiyah Vocational High
 28 School in Yogyakarta City, which specifically consisted of a sample of 302 students using
 29 stratified random sampling. The second stage carried out the initial product design by carrying
 30 out the theme *Markesot* in peace guidance and assessing product acceptability. Next, the third

1 stage focuses on identifying the product's effectiveness, which in the study involved a control
2 group (210 students) and an experimental group (210 students). Expert assessments and
3 effectiveness tests become the basis for perfecting the product.

4 **Data Collection Tools**

5 This research uses two types of instruments. The first instrument is an aggressiveness scale
6 consisting of 32 items that have been valid based on validity testing using Cronbach's alpha
7 item analysis with a coefficient range between 0.274 to 0.792 - the coefficient is valid if it is
8 more than 0.266 (Guilford, 1950). While the reliability shows a coefficient of 0.870, which
9 includes a high level of reliability - the reliability coefficient between 0.70 to 0.90 is included
10 in the high category (Guilford, 1950). This instrument aims to identify student problems
11 regarding Aggressiveness at school by paying attention to four aspects, namely physical,
12 verbal, anger, and hatred ????. The aggressiveness scale instrument has the following criteria:
13 very high category in the range 104-128, a high category in the range 88-104, a medium
14 category in the range 72-88, a low category in the range 56-72, and very low category in the
15 range 32-56. At the same time, the second instrument is an expert assessment sheet, both
16 guidance and counseling experts, guidance and counseling media, and product users to
17 identify product acceptance. The expert assessment instrument has four aspects: accuracy,
18 feasibility or convenience, usefulness, and attractiveness.

19 **Data Analysis Techniques**

20 This study uses quantitative descriptive data analysis techniques to describe the level of
21 student aggressiveness. In addition, Cohens's Kappa () coefficient inter-rater reliability (IRR)
22 analysis describes the level of product feasibility, namely a model of peace guidance based on
23 the perspective of Markesot to reduce student aggressiveness. According to Altman's ()
24 perspective, Cohen's Kappa coefficient of less than 0.2 has a strength of agreement classified
25 as poor, a coefficient of 0.21-0.40 is classified as fair, a coefficient of 0.41-0.60 is moderate, a
26 coefficient of 0.61-0.80 is classified as fair-good, and the coefficient of 0.81-1.00 is classified
27 as very good (Azen & Walker, 2011). While the effectiveness test, this study uses data analysis
28 techniques Independent Sample T-Test to identify differences in the Aggressiveness of the
29 control group and the post-treatment experimental group. The analysis results showed a
30 difference in Aggressiveness between the control and post-treatment groups if the

1 significance value was less than 0.05. The requirements for the Independent Sample T-Test
 2 are that the data is normally distributed and homogeneous. Based on the assumption test,
 3 table 1 describes the analysis as follows.

4 **Table 1. Normality and Homogeneity Test**

| No | Data | Coefficient |
|----|-------------------------------|-------------|
| 1 | Sig. Kolmogorov-Smirnova | 0,072 |
| 2 | Sig. Shapiro-Wilk | 0,073 |
| 3 | Sig. Homogeneity of Variances | 0,058 |

5 Shapiro-Wilk analysis in table 1 shows the value of Sig. of 0.073, meaning that the data is
 6 normally distributed because of the value of Sig. > 0.05. Similarly, the results of the analysis of
 7 **lilliefors** in table 1 show the value of Sig. in the Kolmogorov-Smirnov column of 0.072. It means
 8 that the data is normally distributed because the value is of Sig. > 0.05. In addition, table 1
 9 **also** shows a Sig value of 0.058 in the **H**omogeneity of **V**ariances column, so it can mean that
 10 the variance of the control and experimental groups is the same/homogeneous because of
 11 the value of Sig. > 0.05.

13 Findings

14 Based on the research objectives, the results of the research are as follows: (1) data on the
 15 level of student **aggressiveness**; (2) the acceptability of the product, namely the peace
 16 guidance based on the perspective of *Markesot*; and (3) the effectiveness of peace guidance
 17 based on the perspective of *Markesot* in reducing student aggressiveness.

18 Data on the Level of Student **Aggressiveness**

19 **Identify the** level of Aggressiveness of students in schools using an aggressiveness scale.
 20 Quantitative descriptive analysis **will** present data on the level of student aggressiveness in
 21 schools. The identification of this level of **Aggressiveness** involved a population of 1401
 22 students. As for the sample, this study involved 275 **randomly**. Based on the data analysis and
 23 the criteria, the level of student aggressiveness **is** in table 2 below.

24 **Table 2. The Level of Student Aggressiveness**

| Category | Total | Percentage |
|-----------|-------|------------|
| Very high | 16 | 5.82% |

| | | |
|----------|-----|--------|
| High | 49 | 17.82% |
| Medium | 59 | 21.45% |
| Low | 71 | 25.82% |
| Very low | 80 | 29.09% |
| Total | 275 | 100% |

1

2 The number of samples involved in filling out the aggressiveness scale is 275 students. The
3 highest score is 128, and the most beautiful value is 32, with a standard deviation of 16. Table
4 2 shows that the data on the level of student aggressiveness is 5.82% in the very high category,
5 17.82% in the high category, 21.45% in the medium category, 25,82% belongs to the low
6 category, 29.09% belongs to the very low category. This data is one of the bases for developing
7 a product, namely a model of peace guidance based on the perspective of *Markesot* to reduce
8 student aggressiveness.

9 **The Acceptability of the Peace Guidance based on the Perspective of *Markesot***

10 The peace guidance model has seven main components as the theme of discussion in each
11 session: humility towards idealism, control over self-superiority, tolerance for differences,
12 forgiving others' mistakes, choosing strengths over weaknesses, regulating self-emotions, and
13 regulating regulation of their behavior. The seven themes in the guidance of peace aim to
14 develop peace of mind to suppress students' Aggressiveness. The peace guidance model
15 based on the perspective of *Markesot* also explains the operational steps at each guidance
16 meeting to make it easier for school counselors to implement them.

17 This section describes the analysis results from expert assessments, both guidance and
18 counseling experts, guidance and counseling media experts, and product users. First, this
19 research involves two guidance and counseling experts, namely lecturers from the guidance
20 and counseling study program with expertise in guidance and counseling innovation. Second,
21 this research involves two experts on Guidance and Counseling media, namely Guidance and
22 Counseling lecturers who have a track record of developing Guidance and Counseling media.
23 Third, the assessment involves school counselors as product users who have expertise in
24 counseling services to promote behavior change from counselees. Cohens's Kappa coefficient
25 inter-rater reliability (IRR) analysis identified the agreement of 2 raters in each area of

1 expertise. Table 3 presents the results of the Cohens' Kappa coefficient inter-rater reliability
 2 (IRR) analysis based on expert judgment.

3 **Table 3. Product Acceptance Based on Expert Assessment**

| Expert | Value | Category | Asym Std. Error |
|---|-------|-----------------|-----------------|
| Expert guidance and counseling | 0,720 | Agreements high | 0,116 |
| Expert media of guidance and counseling | 0,622 | Agreements high | 0,196 |
| User of the product | 0,702 | Agreements high | 0,113 |

4
 5 From the results of the analysis of the coefficient of inter-rater reliability (IRR) of the Kohen
 6 kappa in Table 3, analysis expert assessment guidance and counseling show a coefficient of
 7 0.720 which means it has a high agreement. The analysis of the assessment of the guidance
 8 media expert shows a coefficient of 0.622 which means it has a high agreement. The analysis
 9 of the user assessment of the guidance product shows a coefficient of 0.702 which means it
 10 has a high agreement. Asym Std. The error indicates a standardized measurement error. The
 11 smaller the magnitude of this coefficient, the more reliable the resulting measurement results.
 12 So that it can be interpreted that peace guidance model based on the perspective of *Markesot*
 13 to reduce Aggressiveness is included in the appropriate category to be applied by counselors
 14 in schools based on the assessment of guidance and counseling experts, guidance and
 15 counseling media, and product users.

16 **The Effectiveness of Peace Guidance based on the Perspective of *Markesot***

17 The effectiveness of peace guidance based on the perspective of *Markesot* to reduce students'
 18 Aggressiveness was tested by involving the control and experimental groups. In the control
 19 group, counselors treated conventional guidance patterns. Namely, they usually do at school
 20 for seven meeting sessions. While in the experimental group, the counselor was treated
 21 according to the research product, namely the peace guidance based on the perspective of
 22 *Markesot* for seven meeting sessions. Table 4 describes the results of the research data
 23 analysis using the Independent Sample T-Test analysis technique.

24

1 **Table 4 Data Analysis with Independent Sample T-Test**

| No | Data | Coefficient |
|----|----------------------------|-------------|
| 1 | N control | 210 |
| 2 | N experiment | 210 |
| 3 | Mean control | 56,7143 |
| 4 | Mean experiment | 51,1190 |
| 5 | Std. Deviation control | 16,00431 |
| 6 | Std. Deviation experiment | 12,87965 |
| 7 | Std. Error Mean control | 1,10440 |
| 8 | Std. Error Mean experiment | 0,88878 |
| 9 | t | 3,94 |
| 10 | Sig. (2-tailed) | 0,000 |

2
3 Table 4 shows that the number of research subjects was 210 for each group, both control and
4 experimental. The mean of the control group was 56.7143, and that of the experimental group
5 was 51.1190. The value of the experimental group's standard deviation and standard error
6 was lower than the control group. The standard error of the mean is to describe the
7 distribution of the sample mean to the average of all possible samples. Furthermore, from the
8 results of data analysis, the t coefficient is 3.94 with a probability of 0.000 compared to 0.05.
9 The probability value is smaller, which means differences in student aggressiveness between
10 the control and experimental groups. The average shows that the Aggressiveness of the
11 control group students is higher than the experimental group. So, the results of this study
12 conclude that peace guidance based on the perspective of *Markesot* can reduce
13 Aggressiveness better than conventional guidance.

14 **Discussion**

15
16 The findings in this study indicate that the peace guidance model based on the perspective of
17 *Markesot* has acceptance and is effective in reducing student aggressiveness. Product
18 acceptance is based on expert judgment, and product effectiveness is based on experiments
19 to test the empirical effect of peace guidance based on the perspective of *Markesot* to reduce

1 student aggressiveness. The peace guidance based on the perspective of *Markesot* can
 2 support the counselor program in creating a conducive school climate. Psychological school
 3 climate in students (Casey et al., 2017; Voight et al., 2015). Thus, students can achieve
 4 maximum academic achievement at school (Daily et al., 2019; Ruiz et al., 2018).

5 The pattern of peacebuilding has received criticism, mainly focusing on the pattern of Western
 6 countries. In addition, the pattern of peacebuilding does not pay attention to the uniqueness
 7 of the individual, especially from the cultural aspect (Kester, 2017; Zembylas, 2018). This study
 8 attempts to answer this criticism by including the character *Markesot* in the guidance of
 9 peace. *Markesot* itself is a representation of the Indonesian people who also voice the theme
 10 of peace. The dialogical and deconstructive communication model based on *Markesot* is one
 11 of the reasons for the suitable integration in peace guidance (Syawanodya & Huda, 2018).

12 Other figures in Indonesia also carry the theme of teaching peace in their lives, such as
 13 *Markesot*. Several Islamic figures in Indonesia place great emphasis on their hope of achieving
 14 true peace. An example is Gus Dur, a prominent figure in the Islamic organization Nahdlatul
 15 Ulama who emphasizes the value of tolerance (Hermawan et al., 2019). The founding figure
 16 of the Islamic organization Muhammadiyah also teaches peace, especially on the values of
 17 sincerity, tolerance, humility, and critical thinking (Saputra, Mappiare-AT, et al., 2021). The
 18 figures who spread Islam in Indonesia, namely Sunan Bonang, teach peace through righteous
 19 deeds (Zarkasi, 2019) and Sunan Kalijaga through the values of humility and cooperation
 20 (Waston, 2018). However, the teaching pattern *Markesot's* which emphasizes the dialogical
 21 process is one of the differences and strengths. The marketing model of dialogical
 22 communication and deconstruction is one of the ways that the Indonesian people are
 23 interested. (Syawanodya & Huda, 2018).

24 The peace guidance model uses the perspective of *Markesot* as the theme of guidance at each
 25 meeting. There are at least seven themes of peace according to *Markesot*, namely humility
 26 towards idealism, self-control over self-superiority, tolerance for differences, including
 27 forgiving the mistakes of others, choosing strengths over weaknesses, regulating self-
 28 emotions, and regulating self-behavior (Saputra, Supriyanto, Astuti, & Ayriza, 2020; Saputra,
 29 Ayriza, Supriyanto, & Astuti, 2020). This product was developed with roots in the theory of
 30 peace education which essentially seeks to create positive peace (Cremin & Bevington, 2017).

1 Positive peace is an effort to oppose the concept of negative peace by providing physical and
2 psychological resistance that leads to the emergence of aggressive behavior, and conflict
3 becomes a condition or state of absence of war or without conflict (Saputra, Supriyanto,
4 Astuti, & Ayriza, 2020).

5 The first value of peace is humility towards idealism. No one can deny that students tend to
6 uphold their ideals (Griffith III & Wilson, 2001; Youde, 2008). Therefore, students need to
7 suppress their idealism to avoid other negative impacts, such as the desire to express
8 Aggressiveness to uphold their ideals. One way for students to suppress their idealism is to
9 develop a humble attitude. Humility is a strong character that can encourage students to
10 develop optimally (Niemic, 2013). Some literature states that students can suppress
11 Aggressiveness by developing a humble character (Asmoko et al., 2020; Nurani et al., 2020;
12 Nurisma et al., 2020).

13 The second value of peace is control over self-superiority. Students involved in violence have
14 high self-esteem and believe in their superiority, so they can exploit weak students and
15 become targets of violent behavior (Marlangan et al., 2020). Therefore, on peace guidance
16 based on the perspective of *Markesot* proposes self-control training to suppress student
17 aggressiveness. Various studies report that a person's ability to control himself can inhibit the
18 emergence of student aggressiveness (Suárez-García et al., 2020; Van Lange et al., 2017).

19 The third value of peace is tolerance for differences. Students have a certain intensity in
20 interacting with other people, which allows them to encounter a difference of opinion.
21 Especially in Indonesia, which has multi-ethnicity, disputes can occur due to differences in
22 opinion or principles (Kim, 2020). Therefore, in the peace guidance, perspective *Markesot's*
23 facilitates students to learn tolerance. Tolerance is one of the characters that teaches to
24 respect differences and avoid students from certain conflicts (Kamil, 2018). Some literature
25 reports that the character of tolerance can suppress students' desire to express
26 Aggressiveness in the form of violence that is detrimental to various parties, both themselves
27 and others (Saputra, Supriyanto, et al., 2019; Wijayanti et al., 2020).

28 The fourth value of peace is to forgive the mistakes of others. Someone who hurts another
29 person is one of them because it responds to hurtful behavior from other people. At the level
30 of aggressive theory, it is classified as reactive aggressive (Fite et al., 2010; Law et al., 2012;

1 Murray-Close et al., 2010). They do this behavior because one of them has not been able to
2 forgive the mistakes of others. The peace guidance of *Markesot* version facilitates counselors
3 to teach about forgiveness. This forgiveness can facilitate students in regulating themselves
4 not to express their Aggressiveness in the form of physical and non-physical violence
5 (Kováčsová et al., 2016). Other literature states that forgiveness is one of the values of peace
6 that can suppress student aggressiveness (Cristinawati et al., 2020).

7 The fifth value of peace is to choose strengths over weaknesses. According to the postmodern
8 counseling school, humans are easier to focus on the bad than the good, which is included in
9 the category of problematic personality (Scholl & Hansen, 2018). Counselors facilitate
10 students to seek and show goodness in themselves rather than fuss over weaknesses that
11 become insults and insults from others. Students who try to think about their strengths rather
12 than surrender to their weaknesses have hope and optimism when faced with difficult
13 situations. In simple language, hope and optimism are indicators of students who have a
14 philosophy of self-strength (Valle et al., 2006).

15 The sixth value of peace is to regulate one's emotions. Students' failure to regulate their
16 emotions is one of the causes of the overflow of Aggressiveness. Therefore, in the peace
17 guidance based on the perspective of *Markesot* provides counselors to train students in
18 emotional regulation. The results of the study report that students' good ability in emotion
19 regulation can suppress students' Aggressiveness (Ersan, 2020). Thus, counselors need to find
20 and develop appropriate designs to develop emotional regulation abilities. Someone who can
21 think to optimize his emotional regulation ability is an indication that someone has high
22 emotional intelligence (García-Sancho et al., 2017).

23 The seventh value of peace is to regulate one's behavior. Humans can regulate their behavior
24 according to the desires and values held by these humans (Berkman et al., 2017). Several
25 research results report that a person's ability to control his behavior contributes to the level
26 of Aggressiveness (Nakonechnyi & Galan, 2017). Peace guidance based on the perspective of
27 *Markesot* provides access for counselors to train students on self-regulation skills. So, with the
28 students' way, they can suppress their Aggressiveness.

29 Based on the assessments of two guidance and counseling experts, two guidance and
30 counseling media experts, and two users, they concluded that the peace guidance based on

1 the perspective of *Markesot* has acceptance as a counselor material to reduce student
2 aggressiveness. In addition, based on the test effectiveness, peace guidance is based on the
3 perspective of *Markesot* effectiveness in reducing Aggressiveness. School counselors can use
4 this research product to support the success of their program in creating a culture of peace in
5 the school environment. This peaceful culture will lead to a conducive school climate in
6 facilitating students to achieve academic achievement (Saputra, Supriyanto, Astuti, Ayriza, et
7 al., 2020b).

8 Several studies report that the dimension of peace can be integrated into guidance and
9 counseling services to reduce student violence. The first research shows that the peace
10 counseling model is a feasible product to reduce student aggressiveness (Saputra, Ayriza, et
11 al., 2019). Other research also shows that counselors who implement the peace counseling
12 approach can reduce aggressive behavior (Saputra, Supriyanto, Astuti, Ayriza, et al., 2020a).
13 However, this study brought a dimension of peace in the counseling element, while in this
14 study, it brought an element of peace in guidance.

15 Other literature states that the development of peace in students requires media to improve
16 students' ability to internalize the values of peace. Counselors can use card media (Suherman
17 et al., 2020), dakon (Nisa et al., 2020), sociodrama (Nurisma et al., 2020), modules (Wijayanti
18 et al., 2020), and even video (Asmoko et al., 2020) in facilitating students to realize the values
19 of peace. However, some of this literature has not presented empirical data on the feasibility
20 and effectiveness of the product in reducing student aggressiveness.

21 This research product has limitations. One of the limitations of this product is that there is no
22 empirical data available that states that counselors who implement peaceful guidance can
23 reduce Aggression. In addition, empirical data from this study regarding the level of
24 Aggressiveness is limited to students of Muhammadiyah Vocational High School in Yogyakarta
25 City, so it is possible to identify the level of student aggressiveness more broadly. Another
26 limitation of this research is that it has not made an effort to identify the effect of peace
27 guidance based on the perspective of *Markesot* to reduce every aspect of Aggressiveness,
28 whether physical, verbal, anger, or hatred.

29

30

Conclusion

Peace guidance is one of the counselor's services to build peace in each student to suppress Aggressiveness. This study answers the criticism of the development of peace that does not involve aspects of the uniqueness and culture inherent in students. Thus, in this study, the perspective is *Markesot used* to represent the Indonesian people in strengthening peace guidance. The results of data analysis concluded that the peace guidance based on the perspective of *Markesot* has high acceptance and effectively reduces student aggressiveness.

Suggestion

This study provides recommendations for further research to conduct empirical research on the effect of peace guidance based on the perspective of *Markesot* to reduce every aspect of Aggressiveness, whether physical, verbal, anger, or hatred. In addition, school counselors can implement perspective peace guidance *Markesot* to suppress student aggressiveness.

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2 **Peace Guidance Based on the Perspective of *Markesot*: Acceptability and**

3 **Effectiveness of Reducing Student Aggressiveness**

5 **Abstract**

Berdasarkan masukan reviewer, tim penulis bergerak untuk merevisi hal-hal penting yang disampaikan reviewer agar naskah bisa disubmite kembali dokumen revisinya. Berikut adalah artikel yang sudah direvisi.

6 This study aims to identify the acceptability and effectiveness of peace guidance based on the
7 perspective of *Markesot*. This model seeks to reduce student aggressiveness. This study uses
8 the research and development stages by adapting the Borg & Gall model. The participants of
9 this study were 275 students who were taken randomly. The study involved two guidance and
10 counseling experts, guidance and counseling media, and product users to assess the
11 acceptability of the product. Meanwhile, to test the effectiveness of the product, it involved
12 210 participants, both control and experimental groups. The data analysis technique used
13 descriptive analysis to describe the level of aggressiveness. In addition, this study uses Cohens
14 Kappa's inter-rater reliability (IRR) coefficient to identify expert and user agreement on
15 product acceptability. The analysis of the product effectiveness test using the Independent
16 Sample T-Test. The results of the descriptive study show that aggressiveness is a problem that
17 needs the counselor's attention, one of which is by implementing peace guidance based on
18 the perspective of *Markesot*. The peace guidance based on the perspective of *Markesot* has
19 high acceptability and effectively reduces student aggressiveness. This study's results should
20 be material and consideration for further research to identify the compatibility of the
21 characteristics of the Indonesian people with *Markesot* figures.

22

23 **Keywords:** *Aggressiveness; Peace Guidance; Markesot; Peace Guidance*

24

25 **Introduction**

26 Indonesia is an archipelagic country and has cultural diversity. This pluralistic condition of
27 Indonesia has become one of the triggers for inter-group conflict. Therefore, the Indonesian
28 people need to be aware of the positive peace that can be achieved through educational
29 efforts (Baidhaw, 2007; Habibah et al., 2020). Peace is not just the absence of war but
30 describes a life full of harmony and nothing hostility (Amadei, 2020; Cremin & Bevington,

1 2017; Galtung & Fischer, 2013). Indonesia conceptualizes the goals of the state by the
2 formulation of positive peace, which states that peace is a condition of being prosperous, free,
3 and just (Amadei, 2020; Galtung & Fischer, 2013). Indonesia aims to play a role in creating
4 peace in Cambodia in 1979-1992 (Sudrajat et al., 2020) and to provide education that
5 facilitates peace awareness through Islamic boarding schools (Saeful et al., 2019; Thoyib,
6 2018). Indonesia has proven itself to be a country that builds peace starting from children.
7 Peacebuilding in children through education turns out to be inversely proportional to the
8 problems in students in schools who are in the adolescent phase. One problem in searching
9 for adolescent identity is juvenile delinquency, such as aggressiveness (Hofer & Spengler,
10 2020). The results of the study in China showed that 17.9% of students reported that they had
11 one or more physical, aggressive behaviors towards their peers in the last 12 months (Wang
12 et al., 2012). Another study in Washington reported that 72% of adolescents physically
13 harmed their mothers, 16% assaulted and bullied their fathers, 5% threatened their older
14 siblings, and 5% injured and rebuked their siblings (Routt & Anderson, 2011). Research in
15 Norway show that 5% of adolescents report being aggressive towards others in the past six
16 months (Undheim & Sund, 2010).

17 Research in Indonesia also show that student aggressiveness is one of the problems that need
18 to be addressed (Purwadi et al., 2020; Wiretna et al., 2020). Research findings in Yogyakarta
19 that the level of aggressiveness in male and female students has the same tendency (Saputra
20 et al., 2017). Other literature shows that male students' aggressiveness tends to be reactive
21 and proactive concerning peers. In contrast, female aggressiveness forms romantic
22 relationships (Murray-Close et al., 2010). Several studies above shows that the dynamics of
23 aggressive behavior abroad are still a problem that requires alleviation efforts from various
24 parties involved.

25 As agents of peace in the school environment, counselors can take advantage of guidance and
26 counseling services to develop an awareness of peace to encourage the emergence of security
27 (Oguzie, 2014; Olusakin, 2005). The study also reported that group training-based guidance
28 services could develop a sense of gratitude and maintain peace in students in Aceh (Matunis
29 et al., 2020). Specifically, counselors can implement peace guidance services which are a
30 decline from peace education. Peace education can support the achievement of a culture of

1 peace in schools (Toh & Cawagas, 2017; Turay & English, 2008). Individuals who have a good
2 level of peace have low aggressive behavior (Saputra, Supriyanto, et al., 2021).

3 Peace guidance is an application of peace education in a guidance setting by school
4 counselors. Peace guidance consists of two main elements, namely guidance and peace, which
5 have the meaning of a counselor's effort to teach and develop peace of mind in students
6 through the implementation of peace education (Supriyanto et al., 2019). Peace guidance that
7 brings the basic concepts of peace education teaches students to love peace and the principle
8 of nonviolence in responding to various situations (Mayton II, 2009).

9 Some research results show that peace guidance services are an alternative effort to reduce
10 student aggressiveness. Previous research has recommended the development of peace
11 guidance and counseling based on Indonesian local wisdom (Supriyanto et al., 2019). Other
12 studies also suggest preparing counselors to successfully create a culture of peace in various
13 communities space (Gerstein & Moeschberger, 2003). Space Based on the explanation above,
14 it is necessary to determine and choose a form of local wisdom that can support the
15 implementation of peace guidance.

16 One form of local wisdom that supports the success of peace guidance is the values of peace,
17 according to the figure of Markesot. Emha Ainun Najib, or people who often know him as Cak
18 Nun, writes the life story of a Markesot in a book entitled Markesot Bertutur and Markesot
19 Bertutur Lagi. Following Cak Nun's da'wah style, these two books manifest a critical education
20 model that aims to build individual critical awareness, especially in this research, specifically
21 on the peace aspect (Saputri, 2017). Although it is a critical education that seeks to criticize
22 the social structure in society, its delivery uses an easy and acceptable way by the community
23 (Fitriani et al., 2020).

24 *Markesot*, as the main character in the book, conveys some values of peace. Counselors can
25 use the values of peace to fill a peace guidance program to reduce student aggressiveness.
26 The values of peace, according to *Markesot* include forgiving others' mistakes, choosing
27 strengths over weaknesses, regulating self-emotions, regulating self-behavior (Saputra,
28 Supriyanto, Astuti, & Ayriza, 2020). In addition, *Markesot* also conveys the value of peace in
29 the form of humility towards idealism, control over self-superiority, and tolerance for
30 differences (Saputra, Ayriza, Supriyanto, & Astuti, 2020).

1 The values of peace, according to *Markesot* have the same goals as several international
2 figures. Mahatma Gandhi emphasized the love aspect (Hartnett, 2020), a strong character in
3 Indonesia (Gillham et al., 2011; Zurqoni et al., 2018). In Indonesia itself, there are figures who
4 strongly emphasize tolerance behind the plurality of Indonesian society to create peace, for
5 example, Gus Dur (Hermawan et al., 2019). However, this study uses the value of peace in
6 *Markesot*, which manifests Emha Ainun Najib's da'wah. Emha Ainun Najib's form of education,
7 which in this study focuses on the manifestation of the life story *Markesot's*, uses a verbal,
8 intellectual, artistic, and cross-cultural approach and is interrelated with Islam, Indonesia, and
9 modernity (Basit, 2018). Teenagers prefer this style because they are challenged to think
10 critically about the realities of life that exist (Saputri, 2017). Adolescents who try to think
11 critically can feel more optimistic about facing life's challenges, open to new thoughts, and
12 aware of the diversity of life (Aryani, 2017).

13 Following the explanation, the direction of this research is to produce a product in the form
14 of peace guidance based on the perspective of *Markesot* to reduce student aggressiveness.
15 This study not only the acceptability test but also did the effectiveness test. A product has high
16 acceptability but may not be effective. Meanwhile, if a product has high effectiveness, it has
17 acceptability. The research results should be able to find the value of patterns and guidelines
18 by using the *Markesot* version of peace values, representing the Indonesian nation's general
19 character (Saputra, Ayriza, Supriyanto, & Astuti, 2020). School counselors can refer to the
20 results of this study to support their role as agents of peace in schools.

21

22

Method

23 Research Design

24 This study aims to identify the acceptability of a product in education. The outcome from this
25 research is the model of peace guidance based on the perspective of *Markesot* to reduce
26 student aggressiveness. This study adopts the major steps in the R & D cycle of Borg and Gall
27 (1983). The first stage is to identify the aggressiveness of students at school.

28 Participants

29 Identification of this problem involves students of SMK Muhammadiyah Yogyakarta City which
30 specifically consists of a sample of 275 students using stratified random sampling. The second

1 stage carried out the initial product design by carrying out the theme Markesot in peace
2 guidance and assessing product acceptability. Next, the third stage focus on identifying the
3 product's effectiveness, which in the study involved a control group (210 students) and an
4 experimental group (210 students). Experts assessments and effectiveness tests become the
5 basis for perfecting the product.

6 **Data Collection Tools**

7 This research uses two types of instruments. The first instrument is an aggressiveness scale
8 consisting of 32 items that have been valid based on validity testing using Cronbach's alpha
9 item analysis with a coefficient range between 0.274 to 0.792, the coefficient is valid if it is
10 more than 0.266 (Guilford, 1950). While the reliability shows a coefficient of 0.870, which
11 includes a high level of reliability, the reliability coefficient between 0.70 to 0.90 is included in
12 the high category (Guilford, 1950). This instrument aims to identify student problems
13 regarding aggressiveness at school by paying attention to four aspects, namely physical,
14 verbal, anger, and hostility. The aggressiveness scale instrument has the following criteria:
15 very high category in the range 104-128, a high category in the range 88-104, a medium
16 category in the range 72-88, a low category in the range 56-72, and very low category in the
17 range 32-56. At the same time, the second instrument is an expert assessment sheet, both
18 guidance and counseling experts, guidance and counseling media, and product users to
19 identify product acceptance. The expert assessment instrument has four aspects: accuracy,
20 feasibility or convenience, usefulness, and attractiveness.

21 **Data Analysis Techniques**

22 This study uses quantitative descriptive data analysis techniques to describe the level of
23 students aggressiveness. In addition, Cohens's Kappa coefficient inter-rater reliability (IRR)
24 analysis describes the level of product feasibility, namely a model of peace guidance based on
25 the perspective of Markesot to reduce students aggressiveness. According to Altman's ()
26 perspective, Cohen's Kappa coefficient of less than 0.2 has a strength of agreement classified
27 as poor, a coefficient of 0.21-0.40 is classified as fair, a coefficient of 0.41-0.60 is moderate, a
28 coefficient of 0.61-0.80 is classified as fair-good, and the coefficient of 0.81-1.00 is classified
29 as very good (Azen & Walker, 2011). This study uses data analysis techniques Independent
30 Sample T-Test to identify differences in the aggressiveness of the control group and the post-

1 treatment experimental group. The analysis results showed a difference in Aggressiveness
 2 between the control and post-treatment groups if the significance value was less than 0.05.
 3 The requirements for the Independent Sample T-Test are that the data is normally distributed
 4 and homogeneous. Based on the assumption test, table 1 describes the analysis as follows.

5 **Table 1. Normality and Homogeneity Test**

| No | Data | Coefficient |
|----|-------------------------------|-------------|
| 1 | Sig. Kolmogorov-Smirnova | 0,072 |
| 2 | Sig. Shapiro-Wilk | 0,073 |
| 3 | Sig. Homogeneity of Variances | 0,058 |

6 Shapiro-Wilk analysis in table 1 shows the value of Sig. of 0.073, meaning that the data is
 7 normally distributed because of the value of Sig. > 0.05. Similarly, the results of the analysis of
 8 Lilliefors in table 1 show the value of Sig. in the Kolmogorov-Smirnov column of 0.072. It means
 9 that the data is normally distributed because the value is of Sig. > 0.05. In addition, table 1
 10 shows a Sig value of 0.058 in the homogeneity of variances column, so it can mean that the
 11 variance of the control and experimental groups is the same/ homogeneous because of the
 12 value of Sig. > 0.05.

14 Findings

15 Based on the research objectives, the results of the research are as follows: (1) data on the
 16 level of students aggressiveness; (2) the acceptability of the product, namely the peace
 17 guidance based on the perspective of *Markesot*; and (3) the effectiveness of peace guidance
 18 based on the perspective of *Markesot* in reducing student aggressiveness.

19 Data on the Level of Student Aggressiveness

20 Identify the level of Aggressiveness of students in schools using an aggressiveness scale.
 21 Quantitative descriptive analysis present data on the level of student aggressiveness in
 22 schools. The identification of this level of aggressiveness involved a population of 1401
 23 students. As for the sample, this study involved 275. Based on the data analysis and the
 24 criteria, the level of student aggressiveness in table 2 below.

25

1 **Table 2. The Level of Student Aggressiveness**

| Category | Total | Percentage |
|-----------|-------|------------|
| Very high | 16 | 5.82% |
| High | 49 | 17.82% |
| Medium | 59 | 21.45% |
| Low | 71 | 25.82% |
| Very low | 80 | 29.09% |
| Total | 275 | 100% |

2

3 The number of samples involved in filling out the aggressiveness scale is 275 students. The
 4 highest score is 128, the lowest score was 32, with a standard deviation of 16. Table 2 shows
 5 that the data on the level of student aggressiveness is 5.82% in the very high category, 17.82%
 6 in the high category, 21.45% in the medium category, 25,82% belongs to the low category,
 7 29.09% belongs to the very low category. This data is one of the bases for developing a
 8 product, namely a model of peace guidance based on the perspective of *Markesot* to reduce
 9 student aggressiveness.

10 **The Acceptability of the Peace Guidance Based on the Perspective of *Markesot***

11 The peace guidance model has seven main components as the theme of discussion in each
 12 session, namely humility towards idealism, control over self-superiority, tolerance for
 13 differences, forgiving others' mistakes, choosing strengths over weaknesses, regulating self-
 14 emotions, and regulating regulation of their behavior. The seven themes in the guidance of
 15 peace aim to develop peace of mind to suppress students' aggressiveness. The peace guidance
 16 model based on the perspective of *Markesot* also explains the operational steps at each
 17 guidance meeting to make it easier for school counselors to implement them.

18 This section describes the analysis results from expert assessments, both guidance and
 19 counseling experts, guidance and counseling media experts, and product users. First, this
 20 research involves two guidance and counseling experts, namely lecturers from the guidance
 21 and counseling study program with expertise in guidance and counseling innovation. Second,
 22 this research involves two experts on Guidance and Counseling media, namely Guidance and
 23 Counseling lecturers who have a track record of developing Guidance and Counseling media.

1 Third, the assessment involves school counselors as product users who have expertise in
 2 counseling services to promote behavior change from counselees. Cohens's Kappa coefficient
 3 inter-rater reliability (IRR) analysis identified the agreement of 2 raters in each area of
 4 expertise. Table 3 presents the results of the Cohens' Kappa coefficient inter-rater reliability
 5 (IRR) analysis based on expert judgment.

6 **Table 3. Product Acceptance Based on Expert Assessment**

| Expert | Value | Category | Asym Std. Error |
|---|-------|-----------------|-----------------|
| Expert guidance and counseling | 0,720 | Agreements high | 0,116 |
| Expert media of guidance and counseling | 0,622 | Agreements high | 0,196 |
| User of the product | 0,702 | Agreements high | 0,113 |

7
 8 From the results of the analysis of the coefficient of inter-rater reliability (IRR) of the Kohen
 9 kappa in Table 3, analysis expert assessment guidance and counseling show a coefficient of
 10 0.720 which means it has a high agreement. The analysis of the assessment of the guidance
 11 media expert shows a coefficient of 0.622 which means it has a high agreement. The analysis
 12 of the user assessment of the guidance product shows a coefficient of 0.702 which means it
 13 has a high agreement. Asym Std. The error indicates a standardized measurement error. The
 14 smaller the magnitude of this coefficient, the more reliable the resulting measurement results.
 15 So that it can be interpreted that peace guidance model based on the perspective of *Markesot*
 16 to reduce Aggressiveness is included in the appropriate category to be applied by counselors
 17 in schools based on the assessment of guidance and counseling experts, guidance and
 18 counseling media, and product users.

19 **The Effectiveness of Peace Guidance based on the Perspective of *Markesot***

20 The effectiveness of peace guidance based on the perspective of *Markesot* to reduce students'
 21 Aggressiveness was tested by involving the control and experimental groups. In the control
 22 group, counselors treated conventional guidance patterns. Namely, they usually do at school
 23 for seven meeting sessions. While in the experimental group, the counselor was treated
 24 according to the research product, namely the peace guidance based on the perspective of

1 *Markesot* for seven meeting sessions. Table 4 describes the results of the research data
2 analysis using the Independent Sample T-Test analysis technique.

3

4 **Table 4 Data Analysis with Independent Sample T-Test**

| No | Data | Coefficient |
|----|----------------------------|-------------|
| 1 | N control | 210 |
| 2 | N experiment | 210 |
| 3 | Mean control | 56,7143 |
| 4 | Mean experiment | 51,1190 |
| 5 | Std. Deviation control | 16,00431 |
| 6 | Std. Deviation experiment | 12,87965 |
| 7 | Std. Error Mean control | 1,10440 |
| 8 | Std. Error Mean experiment | 0,88878 |
| 9 | t | 3,94 |
| 10 | Sig. (2-tailed) | 0,000 |

5

6 Table 4 shows that the number of research subjects was 210 for each group, both control and
7 experimental. The mean of the control group was 56.7143, and that of the experimental group
8 was 51.1190. The value of the experimental group's standard deviation and standard error
9 was lower than the control group. The standard error of the mean is to describe the
10 distribution of the sample mean to the average of all possible samples. Furthermore, from the
11 results of data analysis, the t coefficient is 3.94 with a probability of 0.000 compared to 0.05.
12 The probability value is smaller, which means differences in student aggressiveness between
13 the control and experimental groups. The average shows that the Aggressiveness of the
14 control group students is higher than the experimental group. So, the results of this study
15 conclude that peace guidance based on the perspective of *Markesot* can reduce
16 Aggressiveness better than conventional guidance.

17

18

1 **Discussion**

2 The findings in this study indicate that the peace guidance model based on the perspective of
3 *Markesot* has acceptance and is effective in reducing student aggressiveness. Product
4 acceptance is based on expert judgment, and product effectiveness is based on experiments
5 to test the empirical effect of peace guidance based on the perspective of *Markesot* to reduce
6 student aggressiveness. The peace guidance based on the perspective of *Markesot* can
7 support the counselor program in creating a conducive school climate. Psychological school
8 climate in students (Casey et al., 2017; Voight et al., 2015). Thus, students can achieve
9 maximum academic achievement at school (Daily et al., 2019; Ruiz et al., 2018).

10 The pattern of peacebuilding has received criticism, mainly focusing on the pattern of Western
11 countries. In addition, the pattern of peacebuilding does not pay attention to the uniqueness
12 of the individual, especially from the cultural aspect (Kester, 2017; Zembylas, 2018). This study
13 attempts to answer this criticism by including the character *Markesot* in the guidance of
14 peace. *Markesot* itself is a representation of the Indonesian people who also voice the theme
15 of peace. The dialogical and deconstructive communication model based on *Markesot* is one
16 of the reasons for the suitable integration in peace guidance (Syawanodya & Huda, 2018).

17 Other figures in Indonesia also carry the theme of teaching peace in their lives, such as
18 *Markesot*. Several Islamic figures in Indonesia place great emphasis on their hope of achieving
19 true peace. An example is Gus Dur, a prominent figure in the Islamic organization Nahdlatul
20 Ulama who emphasizes the value of tolerance (Hermawan et al., 2019). The founding figure
21 of the Islamic organization Muhammadiyah also teaches peace, especially on the values of
22 sincerity, tolerance, humility, and critical thinking (Saputra, Mappiare-AT, et al., 2021). The
23 figures who spread Islam in Indonesia, namely Sunan Bonang, teach peace through righteous
24 deeds (Zarkasi, 2019) and Sunan Kalijaga through the values of humility and cooperation
25 (Waston, 2018). However, the teaching pattern *Markesot's* which emphasizes the dialogical
26 process is one of the differences and strengths. The marketing model of dialogical
27 communication and deconstruction is one of the ways that the Indonesian people are
28 interested. (Syawanodya & Huda, 2018).

29 The peace guidance model uses the perspective of *Markesot* as the theme of guidance at each
30 meeting. There are at least seven themes of peace according to *Markesot*, namely humility

1 towards idealism, self-control over self-superiority, tolerance for differences, including
 2 forgiving the mistakes of others, choosing strengths over weaknesses, regulating self-
 3 emotions, and regulating self-behavior (Saputra, Supriyanto, Astuti, & Ayriza, 2020; Saputra,
 4 Ayriza, Supriyanto, & Astuti, 2020). This product was developed with roots in the theory of
 5 peace education which essentially seeks to create positive peace (Cremin & Bevington, 2017).
 6 Positive peace is an effort to oppose the concept of negative peace by providing physical and
 7 psychological resistance that leads to the emergence of aggressive behavior, and conflict
 8 becomes a condition or state of absence of war or without conflict (Saputra, Supriyanto,
 9 Astuti, & Ayriza, 2020).

10 The first value of peace is humility towards idealism. No one can deny that students tend to
 11 uphold their ideals (Griffith III & Wilson, 2001; Youde, 2008). Therefore, students need to
 12 suppress their idealism to avoid other negative impacts, such as the desire to express
 13 Aggressiveness to uphold their ideals. One way for students to suppress their idealism is to
 14 develop a humble attitude. Humility is a strong character that can encourage students to
 15 develop optimally (Niemic, 2013). Some literature states that students can suppress
 16 Aggressiveness by developing a humble character (Asmoko et al., 2020; Nurani et al., 2020;
 17 Nurisma et al., 2020).

18 The second value of peace is control over self-superiority. Students involved in violence have
 19 high self-esteem and believe in their superiority, so they can exploit weak students and
 20 become targets of violent behavior (Marlangan et al., 2020). Therefore, on peace guidance
 21 based on the perspective of *Markesot* proposes self-control training to suppress student
 22 aggressiveness. Various studies report that a person's ability to control himself can inhibit the
 23 emergence of student aggressiveness (Suárez-García et al., 2020; Van Lange et al., 2017).

24 The third value of peace is tolerance for differences. Students have a certain intensity in
 25 interacting with other people, which allows them to encounter a difference of opinion.
 26 Especially in Indonesia, which has multi-ethnicity, disputes can occur due to differences in
 27 opinion or principles (Kim, 2020). Therefore, in the peace guidance, perspective *Markesot's*
 28 facilitates students to learn tolerance. Tolerance is one of the characters that teaches to
 29 respect differences and avoid students from certain conflicts (Kamil, 2018). Some literature
 30 reports that the character of tolerance can suppress students' desire to express

1 Aggressiveness in the form of violence that is detrimental to various parties, both themselves
 2 and others (Saputra, Supriyanto, et al., 2019; Wijayanti et al., 2020).

3 The fourth value of peace is to forgive the mistakes of others. Someone who hurts another
 4 person is one of them because it responds to hurtful behavior from other people. At the level
 5 of aggressive theory, it is classified as reactive aggressive (Fite et al., 2010; Law et al., 2012;
 6 Murray-Close et al., 2010). They do this behavior because one of them has not been able to
 7 forgive the mistakes of others. The peace guidance of *Markesot* version facilitates counselors
 8 to teach about forgiveness. This forgiveness can facilitate students in regulating themselves
 9 not to express their Aggressiveness in the form of physical and non-physical violence
 10 (Kováčsová et al., 2016). Other literature states that forgiveness is one of the values of peace
 11 that can suppress student aggressiveness (Cristinawati et al., 2020).

12 The fifth value of peace is to choose strengths over weaknesses. According to the modern and
 13 postmodern counseling school, humans are easier to focus on the bad than the good, which
 14 is included in the category of problematic personality (Saputra, Alhadi, et al., 2021; Scholl &
 15 Hansen, 2018). Counselors facilitate students to seek and show goodness in themselves rather
 16 than fuss over weaknesses that become insults and insults from others. Students who try to
 17 think about their strengths rather than surrender to their weaknesses have hope and
 18 optimism when faced with difficult situations. In simple language, hope and optimism are
 19 indicators of students who have a philosophy of self-strength (Valle et al., 2006).

20 The sixth value of peace is to regulate one's emotions. Students' failure to regulate their
 21 emotions is one of the causes of the overflow of Aggressiveness. Therefore, in the peace
 22 guidance based on the perspective of *Markesot* provides counselors to train students in
 23 emotional regulation. The results of the study report that students' good ability in emotion
 24 regulation can suppress students' Aggressiveness (Ersan, 2020). Thus, counselors need to find
 25 and develop appropriate designs to develop emotional regulation abilities. Someone who can
 26 think to optimize his emotional regulation ability is an indication that someone has high
 27 emotional intelligence (García-Sancho et al., 2017).

28 The seventh value of peace is to regulate one's behavior. Humans can regulate their behavior
 29 according to the desires and values held by these humans (Berkman et al., 2017). Several
 30 research results report that a person's ability to control his behavior contributes to the level

1 of Aggressiveness (Nakonechnyi & Galan, 2017). Peace guidance based on the perspective of
2 *Markesot* provides access for counselors to train students on self-regulation skills. So, with the
3 students' way, they can suppress their Aggressiveness.

4 Based on the assessments of two guidance and counseling experts, two guidance and
5 counseling media experts, and two users, they concluded that the peace guidance based on
6 the perspective of *Markesot* has acceptance as a counselor material to reduce student
7 aggressiveness. In addition, based on the test effectiveness, peace guidance is based on the
8 perspective of *Markesot* effectiveness in reducing Aggressiveness. School counselors can use
9 this research product to support the success of their program in creating a culture of peace in
10 the school environment. This peaceful culture will lead to a conducive school climate in
11 facilitating students to achieve academic achievement (Saputra, Supriyanto, Astuti, Ayriza, et
12 al., 2020b).

13 Several studies report that the dimension of peace can be integrated into guidance and
14 counseling services to reduce student violence. The first research shows that the peace
15 counseling model is a feasible product to reduce student aggressiveness (Saputra, Ayriza, et
16 al., 2019). Other research also shows that counselors who implement the peace counseling
17 approach can reduce aggressive behavior (Saputra, Supriyanto, Astuti, Ayriza, et al., 2020a).
18 However, this study brought a dimension of peace in the counseling element, while in this
19 study, it brought an element of peace in guidance.

20 Other literature states that the development of peace in students requires media to improve
21 students' ability to internalize the values of peace. Counselors can use card media (Suherman
22 et al., 2020), dakon (Nisa et al., 2020), sociodrama (Nurisma et al., 2020), modules (Wijayanti
23 et al., 2020), and even video (Asmoko et al., 2020) in facilitating students to realize the values
24 of peace. However, some of this literature has not presented empirical data on the feasibility
25 and effectiveness of the product in reducing student aggressiveness.

26 This research product has limitations. One of the limitations of this product is that there is no
27 empirical data available that states that counselors who implement peaceful guidance can
28 reduce Aggression. In addition, empirical data from this study regarding the level of
29 Aggressiveness is limited to students of Muhammadiyah Vocational High School in Yogyakarta
30 City, so it is possible to identify the level of student aggressiveness more broadly. Another

1 limitation of this research is that it has not made an effort to identify the effect of peace
2 guidance based on the perspective of *Markesot* to reduce every aspect of Aggressiveness,
3 whether physical, verbal, anger, or hatred.

4

5 **Conclusion**

6 Peace guidance is one of the counselor's services to build peace in each student to suppress
7 aggressiveness. This study answers the criticism of the development of peace that does not
8 involve aspects of the uniqueness and culture inherent in students. Thus, in this study, the
9 perspective is *Markesot used* to represent the Indonesian people in strengthening peace
10 guidance. The results of data analysis concluded that the peace guidance based on the
11 perspective of *Markesot* has high acceptance and effectively reduces student aggressiveness.

12

13 **Suggestion**

14 This study provides recommendations for further research to conduct empirical research on
15 the effect of peace guidance based on the perspective of *Markesot* to reduce every aspect of
16 Aggressiveness, whether physical, verbal, anger, or hatred. In addition, school counselors can
17 implement perspective peace guidance *Markesot* to suppress student aggressiveness.

18

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Peace Guidance Based on the Perspective of *Markesot*: Acceptability and Effectiveness of Reducing Student Aggressiveness

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ABSTRACT

This study aims to identify the acceptability and effectiveness of peace guidance based on the perspective of *Markesot*. This model seeks to reduce student aggressiveness. This study uses the research and development stages by adapting the Borg & Gall model. The participants of this study were 275 students who were taken randomly. The study involved two guidance and counseling experts, guidance and counseling media, and product users to assess the acceptability of the product. Meanwhile, to test the effectiveness of the product, it involved 210 participants, both control and experimental groups. The data analysis technique used descriptive analysis to describe the level of aggressiveness. In addition, this study uses Cohens Kappa's inter-rater reliability (IRR) coefficient to identify expert and user agreement on product acceptability. The analysis of the product effectiveness test using the Independent Sample T-Test. The results of the descriptive study show that aggressiveness is a problem that needs the counselor's attention, one of which is by implementing peace guidance based on the perspective of *Markesot*. The peace guidance based on the perspective of *Markesot* has high acceptability and effectively reduces student aggressiveness. This study's results should be material and consideration for further research to identify the compatibility of the characteristics of the Indonesian people with *Markesot* figures.

Keywords: Aggressiveness; *Markesot*; Peace Guidance; Peace Guidance.

INTRODUCTION

Indonesia is an archipelagic country and has cultural diversity. This pluralistic condition of Indonesia has become one of the triggers for inter-group conflict. Therefore, the Indonesian people need to be aware of the positive peace that can be achieved through educational efforts (Baidhaw, 2007; Habibah et al., 2020). Peace is not just the absence of war but describes a life full of harmony and nothing hostility (Amadei, 2020; Cremin & Bevington, 2017; Galtung & Fischer, 2013). Indonesia conceptualizes the goals of the state by the formulation of positive peace, which states that peace is a condition of being prosperous, free, and just (Amadei, 2020; Galtung & Fischer, 2013). Indonesia aims to play a role in creating peace in Cambodia in 1979-1992 (Sudrajat et al., 2020) and to provide education that facilitates peace awareness through Islamic boarding schools (Saeful et al., 2019; Thoyib, 2018). Indonesia has proven itself to be a country that builds peace starting from children.

Peacebuilding in children through education turns out to be inversely proportional to the problems in students in schools who are in the adolescent phase. One problem in searching for adolescent identity is juvenile delinquency, such as aggressiveness (Hofer & Spengler, 2020). The results of the study in China showed that 17.9% of students reported that they had one or more physical, aggressive behaviors towards their peers in the last 12 months (Wang et al., 2012). Another study in Washington reported that 72% of adolescents physically harmed their mothers, 16% assaulted and bullied

their fathers, 5% threatened their older siblings, and 5% injured and rebuked their siblings (Routt & Anderson, 2011). Research in Norway show that 5% of adolescents report being aggressive towards others in the past six months (Undheim & Sund, 2010).

Research in Indonesia also show that student aggressiveness is one of the problems that need to be addressed (Purwadi et al., 2020; Wiretna et al., 2020). Research findings in Yogyakarta that the level of aggressiveness in male and female students has the same tendency (Saputra et al., 2017). Other literature shows that male students' aggressiveness tends to be reactive and proactive concerning peers. In contrast, female aggressiveness forms romantic relationships (Murray-Close et al., 2010). Several studies above shows that the dynamics of aggressive

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behavior abroad are still a problem that requires alleviation efforts from various parties involved.

As agents of peace in the school environment, counselors can take advantage of guidance and counseling services to develop an awareness of peace to encourage the emergence of security (Oguzie, 2014; Olusakin, 2005). The study also reported that group training-based guidance services could develop a sense of gratitude and maintain peace in students in Aceh (Matunis et al., 2020). Specifically, counselors can implement peace guidance services which are a decline from peace education. Peace education can support the achievement of a culture of peace in schools (Toh & Cawagas, 2017; Turay & English, 2008). Individuals who have a good level of peace have low aggressive behavior (Saputra, Supriyanto, et al., 2021).

Peace guidance is an application of peace education in a guidance setting by school counselors. Peace guidance consists of two main elements, namely guidance and peace, which have the meaning of a counselor's effort to teach and develop peace of mind in students through the implementation of peace education (Supriyanto et al., 2019). Peace guidance that brings the basic concepts of peace education teaches students to love peace and the principle of nonviolence in responding to various situations (Mayton II, 2009).

Some research results show that peace guidance services are an alternative effort to reduce student aggressiveness. Previous research has recommended the development of peace guidance and counseling based on Indonesian local wisdom (Supriyanto et al., 2019). Other studies also suggest preparing counselors to successfully create a culture of peace in various communities space (Gerstein & Moeschberger, 2003). Space Based on the explanation above, it is necessary to determine and choose a form of local wisdom that can support the implementation of peace guidance.

One form of local wisdom that supports the success of peace guidance is the values of peace, according to the figure of Markesot. Emha Ainun Najib, or people who often know him as Cak Nun, writes the life story of a Markesot in a book entitled *Markesot Bertutur* and *Markesot Bertutur Lagi*. Following Cak Nun's da'wah style, these two books manifest a critical education model that aims to build individual critical awareness, especially in this research, specifically on the peace aspect (Saputri, 2017). Although it is a critical education that seeks to criticize the social structure in society, its delivery uses an easy and acceptable way by the community (Fitriani et al., 2020).

Markesot, as the main character in the book, conveys some values of peace. Counselors can use the values of peace to fill a peace guidance program to reduce student aggressiveness. The values of peace, according to Markesot include forgiving others' mistakes, choosing strengths over weaknesses, regulating self-emotions, regulating self-behavior (Saputra, Supriyanto, Astuti, & Ayriza, 2020). In addition, Markesot

also conveys the value of peace in the form of humility towards idealism, control over self-superiority, and tolerance for differences (Saputra, Ayriza, Supriyanto, & Astuti, 2020).

The values of peace, according to Markesot have the same goals as several international figures. Mahatma Gandhi emphasized the love aspect (Hartnett, 2020), a strong character in Indonesia (Gillham et al., 2011; Zurqoni, et al., 2018). In Indonesia itself, there are figures who strongly emphasize tolerance behind the plurality of Indonesian society to create peace, for example, Gus Dur (Hermawan et al., 2019). However, this study uses the value of peace in Markesot, which manifests Emha Ainun Najib's da'wah. Emha Ainun Najib's form of education, which in this study focuses on the manifestation of the life story Markesot's, uses a verbal, intellectual, artistic, and cross-cultural approach and is interrelated with Islam, Indonesia, and modernity (Basit, 2018). Teenagers prefer this style because they are challenged to think critically about the realities of life that exist (Saputri, 2017). Adolescents who try to think critically can feel more optimistic about facing life's challenges, open to new thoughts, and aware of the diversity of life (Aryani, 2017).

Following the explanation, the direction of this research is to produce a product in the form of peace guidance based on the perspective of Markesot to reduce student aggressiveness. This study not only the acceptability test but also did the effectiveness test. A product has high acceptability but may not be effective. Meanwhile, if a product has high effectiveness, it has acceptability. The research results should be able to find the value of patterns and guidelines by using the Markesot version of peace values, representing the Indonesian nation's general character (Saputra, Ayriza, Supriyanto, & Astuti, 2020). School counselors can refer to the results of this study to support their role as agents of peace in schools.

METHOD

Research Design

This study aims to identify the acceptability of a product in education. The outcome from this research is the model of peace guidance based on the perspective of Markesot to reduce student aggressiveness. This study adopts the major steps in the R & D cycle of Borg and Gall (1983). The first stage is to identify the aggressiveness of students at school.

Participants

Identification of this problem involves students of SMK Muhammadiyah Yogyakarta City which specifically consists of a sample of 275 students using stratified random sampling. The second stage carried out the initial product design by carrying out the theme Markesot in peace guidance and assessing product acceptability. Next, the third stage focus on identifying the product's effectiveness, which in the study

involved a control group (210 students) and an experimental group (210 students). Experts assessments and effectiveness tests become the basis for perfecting the product.

Data Collection Tools

This research uses two types of instruments. The first instrument is an aggressiveness scale consisting of 32 items that have been valid based on validity testing using Cronbach’s alpha item analysis with a coefficient range between 0.274 to 0.792, the coefficient is valid if it is more than 0.266 (Guilford, 1950). While the reliability shows a coefficient of 0.870, which includes a high level of reliability, the reliability coefficient between 0.70 to 0.90 is included in the high category (Guilford, 1950). This instrument aims to identify student problems regarding aggressiveness at school by paying attention to four aspects, namely physical, verbal, anger, and hostility. The aggressiveness scale instrument has the following criteria: very high category in the range 104-128, a high category in the range 88-104, a medium category in the range 72-88, a low category in the range 56-72, and very low category in the range 32-56. At the same time, the second instrument is an expert assessment sheet, both guidance and counseling experts, guidance and counseling media, and product users to identify product acceptance. The expert assessment instrument has four aspects: accuracy, feasibility or convenience, usefulness, and attractiveness.

Data Analysis Techniques

This study uses quantitative descriptive data analysis techniques to describe the level of students aggressiveness. In addition, Cohens’s Kappa coefficient inter-rater reliability (IRR) analysis describes the level of product feasibility, namely a model of peace guidance based on the perspective of Markesot to reduce students aggressiveness. According to Altman’s perspective, Cohen’s Kappa coefficient of less than 0.2 has a strength of agreement classified as poor, a coefficient of 0.21-0.40 is classified as fair, a coefficient of 0.41-0.60 is moderate, a coefficient of 0.61-0.80 is classified as fair-good, and the coefficient of 0.81-1.00 is classified as very good (Azen & Walker, 2011). This study uses data analysis techniques Independent Sample T-Test to identify differences in the aggressiveness of the control group and the post-treatment experimental group. The analysis results showed a difference in Aggressiveness between the control and post-treatment groups

Table 1: Normality and Homogeneity Test

| No | Data | Coefficient |
|----|-------------------------------|-------------|
| 1 | Sig. Kolmogorov-Smirnova | 0,072 |
| 2 | Sig. Shapiro-Wilk | 0,073 |
| 3 | Sig. Homogeneity of Variances | 0,058 |

if the significance value was less than 0.05. The requirements for the Independent Sample T-Test are that the data is normally distributed and homogeneous. Based on the assumption test, table 1 describes the analysis as follows.

Shapiro-Wilk analysis in table 1 shows the value of Sig. of 0.073, meaning that the data is normally distributed because of the value of Sig. > 0.05. Similarly, the results of the analysis of Lilliefors in table 1 show the value of Sig. in the Kolmogorov-Smirnov column of 0.072. It means that the data is normally distributed because the value is of Sig. > 0.05. In addition, table 1 shows a Sig value of 0.058 in the homogeneity of variances column, so it can mean that the variance of the control and experimental groups is the same/ homogeneous because of the value of Sig. > 0.05.

FINDINGS

Based on the research objectives, the results of the research are as follows: (1) data on the level of students aggressiveness; (2) the acceptability of the product, namely the peace guidance based on the perspective of Markesot; and (3) the effectiveness of peace guidance based on the perspective of Markesot in reducing student aggressiveness.

Data on the Level of Student Aggressiveness

Identify the level of Aggressiveness of students in schools using an aggressiveness scale. Quantitative descriptive analysis present data on the level of student aggressiveness in schools. The identification of this level of aggressiveness involved a population of 1401 students. As for the sample, this study involved 275. Based on the data analysis and the criteria, the level of student aggressiveness in table 2 below.

The number of samples involved in filling out the aggressiveness scale is 275 students. The highest score is 128, the lowest score was 32, with a standard deviation of 16. Table 2 shows that the data on the level of student aggressiveness is 5.82% in the very high category, 17.82% in the high category, 21.45% in the medium category, 25,82% belongs to the low category, 29.09% belongs to the very low category. This data is one of the bases for developing a product, namely a model of peace guidance based on the perspective of *Markesot* to reduce student aggressiveness.

Table 2: The Level of Student Aggressiveness

| Category | Total | Percentage |
|-----------|-------|------------|
| Very high | 16 | 5.82% |
| High | 49 | 17.82% |
| Medium | 59 | 21.45% |
| Low | 71 | 25.82% |
| Very low | 80 | 29.09% |
| Total | 275 | 100% |

The Acceptability of the Peace Guidance Based on the Perspective of Markesot

The peace guidance model has seven main components as the theme of discussion in each session, namely humility towards idealism, control over self-superiority, tolerance for differences, forgiving others' mistakes, choosing strengths over weaknesses, regulating self-emotions, and regulating regulation of their behavior. The seven themes in the guidance of peace aim to develop peace of mind to suppress students' aggressiveness. The peace guidance model based on the perspective of Markesot also explains the operational steps at each guidance meeting to make it easier for school counselors to implement them.

This section describes the analysis results from expert assessments, both guidance and counseling experts, guidance and counseling media experts, and product users. First, this research involves two guidance and counseling experts, namely lecturers from the guidance and counseling study program with expertise in guidance and counseling innovation. Second, this research involves two experts on Guidance and Counseling media, namely Guidance and Counseling lecturers who have a track record of developing Guidance and Counseling media. Third, the assessment involves school counselors as product users who have expertise in counseling services to promote behavior change from counselees. Cohens's Kappa coefficient inter-rater reliability (IRR) analysis identified the agreement of 2 raters in each area of expertise. Table 3 presents the results of the Cohens' Kappa coefficient inter-rater reliability (IRR) analysis based on expert judgment.

From the results of the analysis of the coefficient of inter-rater reliability (IRR) of the Kohen kappa in Table 3, analysis expert assessment guidance and counseling show a coefficient of 0.720 which means it has a high agreement. The analysis of the assessment of the guidance media expert shows a coefficient of 0.622 which means it has a high agreement. The analysis of the user assessment of the guidance product shows a coefficient of 0.702 which means it has a high agreement. Asym Std. The error indicates a standardized measurement error. The smaller the magnitude of this coefficient, the more reliable the resulting measurement results. So that it can be interpreted that peace guidance model based on the perspective of *Markesot* to reduce Aggressiveness is included in the appropriate category to be applied by counselors in schools based on the assessment of guidance and counseling experts, guidance and counseling media, and product users.

The Effectiveness of Peace Guidance based on the Perspective of Markesot

The effectiveness of peace guidance based on the perspective of *Markesot* to reduce students' Aggressiveness was tested by involving the control and experimental groups. In the control group, counselors treated conventional guidance patterns. Namely, they usually do at school for seven meeting sessions. While in the experimental group, the counselor was treated according to the research product, namely the peace guidance based on the perspective of *Markesot* for seven meeting sessions. Table 4 describes the results of the research data analysis using the Independent Sample T-Test analysis technique.

Table 4 shows that the number of research subjects was 210 for each group, both control and experimental. The mean of the control group was 56.7143, and that of the experimental group was 51.1190. The value of the experimental group's standard deviation and standard error was lower than the control group. The standard error of the mean is to describe the distribution of the sample mean to the average of all possible samples. Furthermore, from the results of data analysis, the t coefficient is 3.94 with a probability of 0.000 compared to 0.05. The probability value is smaller, which means differences in student aggressiveness between the control and experimental groups. The average shows that the Aggressiveness of the control group students is higher than the experimental group. So, the results of this study conclude that peace guidance based on the perspective of *Markesot* can reduce Aggressiveness better than conventional guidance.

DISCUSSION

The findings in this study indicate that the peace guidance model based on the perspective of *Markesot* has acceptance and is effective in reducing student aggressiveness. Product acceptance is based on expert judgment, and product effectiveness is based on experiments to test the empirical effect of peace guidance based on the perspective of *Markesot* to reduce student aggressiveness. The peace guidance based on the perspective of *Markesot* can support the counselor program in creating a conducive school climate. Psychological school climate in students (Casey et al., 2017; Voight et al., 2015). Thus, students can achieve maximum academic achievement at school (Daily et al., 2019; Ruiz et al., 2018).

The pattern of peacebuilding has received criticism, mainly focusing on the pattern of Western countries. In addition,

Table 3: Product Acceptance Based on Expert Assessment

| Expert | Value | Category | Asym Std. Error |
|---|-------|-----------------|-----------------|
| Expert guidance and counseling | 0,720 | Agreements high | 0,116 |
| Expert media of guidance and counseling | 0,622 | Agreements high | 0,196 |
| User of the product | 0,702 | Agreements high | 0,113 |

Table 4 Data Analysis with Independent Sample T-Test

| No | Data | Coefficient |
|----|----------------------------|-------------|
| 1 | N control | 210 |
| 2 | N experiment | 210 |
| 3 | Mean control | 56,7143 |
| 4 | Mean experiment | 51,1190 |
| 5 | Std. Deviation control | 16,00431 |
| 6 | Std. Deviation experiment | 12,87965 |
| 7 | Std. Error Mean control | 1,10440 |
| 8 | Std. Error Mean experiment | 0,88878 |
| 9 | t | 3,94 |
| 10 | Sig. (2-tailed) | 0,000 |

the pattern of peacebuilding does not pay attention to the uniqueness of the individual, especially from the cultural aspect (Kester, 2017; Zembylas, 2018). This study attempts to answer this criticism by including the character *Markesot* in the guidance of peace. *Markesot* itself is a representation of the Indonesian people who also voice the theme of peace. The dialogical and deconstructive communication model based on *Markesot* is one of the reasons for the suitable integration in peace guidance (Syawanodya & Huda, 2018).

Other figures in Indonesia also carry the theme of teaching peace in their lives, such as *Markesot*. Several Islamic figures in Indonesia place great emphasis on their hope of achieving true peace. An example is Gus Dur, a prominent figure in the Islamic organization Nahdlatul Ulama who emphasizes the value of tolerance (Hermawan et al., 2019). The founding figure of the Islamic organization Muhammadiyah also teaches peace, especially on the values of sincerity, tolerance, humility, and critical thinking (Saputra, Mappiare-AT, et al., 2021). The figures who spread Islam in Indonesia, namely Sunan Bonang, teach peace through righteous deeds (Zarkasi, 2019) and Sunan Kalijaga through the values of humility and cooperation (Waston, 2018). However, the teaching pattern *Markesot's* which emphasizes the dialogical process is one of the differences and strengths. The marketing model of dialogical communication and deconstruction is one of the ways that the Indonesian people are interested. (Syawanodya & Huda, 2018).

The peace guidance model uses the perspective of *Markesot* as the theme of guidance at each meeting. There are at least seven themes of peace according to *Markesot*, namely humility towards idealism, self-control over self-superiority, tolerance for differences, including forgiving the mistakes of others, choosing strengths over weaknesses, regulating self-emotions, and regulating self-behavior (Saputra, Supriyanto, Astuti, & Ayriza, 2020; Saputra, Ayriza, Supriyanto, & Astuti, 2020). This product was developed with roots in the theory of peace education which essentially seeks to create positive peace

(Cremin & Bevington, 2017). Positive peace is an effort to oppose the concept of negative peace by providing physical and psychological resistance that leads to the emergence of aggressive behavior, and conflict becomes a condition or state of absence of war or without conflict (Saputra, Supriyanto, Astuti, & Ayriza, 2020).

The first value of peace is humility towards idealism. No one can deny that students tend to uphold their ideals (Griffith III & Wilson, 2001; Youde, 2008). Therefore, students need to suppress their idealism to avoid other negative impacts, such as the desire to express Aggressiveness to uphold their ideals. One way for students to suppress their idealism is to develop a humble attitude. Humility is a strong character that can encourage students to develop optimally (Niemic, 2013). Some literature states that students can suppress Aggressiveness by developing a humble character (Asmoko et al., 2020; Nurani et al., 2020; Nurisma et al., 2020).

The second value of peace is control over self-superiority. Students involved in violence have high self-esteem and believe in their superiority, so they can exploit weak students and become targets of violent behavior (Marlangan et al., 2020). Therefore, on peace guidance based on the perspective of *Markesot* proposes self-control training to suppress student aggressiveness. Various studies report that a person's ability to control himself can inhibit the emergence of student aggressiveness (Suárez-García et al., 2020; Van Lange et al., 2017).

The third value of peace is tolerance for differences. Students have a certain intensity in interacting with other people, which allows them to encounter a difference of opinion. Especially in Indonesia, which has multi-ethnicity, disputes can occur due to differences in opinion or principles (Kim, 2020). Therefore, in the peace guidance, perspective *Markesot's* facilitates students to learn tolerance. Tolerance is one of the characters that teaches to respect differences and avoid students from certain conflicts (Kamil, 2018). Some literature reports that the character of tolerance can suppress students' desire to express Aggressiveness in the form of violence that is detrimental to various parties, both themselves and others (Saputra, Supriyanto, et al., 2019; Wijayanti et al., 2020).

The fourth value of peace is to forgive the mistakes of others. Someone who hurts another person is one of them because it responds to hurtful behavior from other people. At the level of aggressive theory, it is classified as reactive aggressive (Fite et al., 2010; Law et al., 2012; Murray-Close et al., 2010). They do this behavior because one of them has not been able to forgive the mistakes of others. The peace guidance of *Markesot* version facilitates counselors to teach about forgiveness. This forgiveness can facilitate students in regulating themselves not to express their Aggressiveness in the form of physical and non-physical violence (Kováčsová et al., 2016). Other literature states that forgiveness is one of

the values of peace that can suppress student aggressiveness (Cristinawati et al., 2020).

The fifth value of peace is to choose strengths over weaknesses. According to the modern and postmodern counseling school, humans are easier to focus on the bad than the good, which is included in the category of problematic personality (Saputra, Alhadi, et al., 2021; Scholl & Hansen, 2018). Counselors facilitate students to seek and show goodness in themselves rather than fuss over weaknesses that become insults and insults from others. Students who try to think about their strengths rather than surrender to their weaknesses have hope and optimism when faced with difficult situations. In simple language, hope and optimism are indicators of students who have a philosophy of self-strength (Valle et al., 2006).

The sixth value of peace is to regulate one's emotions. Students' failure to regulate their emotions is one of the causes of the overflow of Aggressiveness. Therefore, in the peace guidance based on the perspective of *Markesot* provides counselors to train students in emotional regulation. The results of the study report that students' good ability in emotion regulation can suppress students' Aggressiveness (Ersan, 2020). Thus, counselors need to find and develop appropriate designs to develop emotional regulation abilities. Someone who can think to optimize his emotional regulation ability is an indication that someone has high emotional intelligence (García-Sancho et al., 2017).

The seventh value of peace is to regulate one's behavior. Humans can regulate their behavior according to the desires and values held by these humans (Berkman et al., 2017). Several research results report that a person's ability to control his behavior contributes to the level of Aggressiveness (Nakonechnyi & Galan, 2017). Peace guidance based on the perspective of *Markesot* provides access for counselors to train students on self-regulation skills. So, with the students' way, they can suppress their Aggressiveness.

Based on the assessments of two guidance and counseling experts, two guidance and counseling media experts, and two users, they concluded that the peace guidance based on the perspective of *Markesot* has acceptance as a counselor material to reduce student aggressiveness. In addition, based on the test effectiveness, peace guidance is based on the perspective of *Markesot* effectiveness in reducing Aggressiveness. School counselors can use this research product to support the success of their program in creating a culture of peace in the school environment. This peaceful culture will lead to a conducive school climate in facilitating students to achieve academic achievement (Saputra, Supriyanto, Astuti, Ayriza, et al., 2020b).

Several studies report that the dimension of peace can be integrated into guidance and counseling services to reduce student violence. The first research shows that the peace counseling model is a feasible product to reduce student aggressiveness (Saputra, Ayriza, et al., 2019). Other

research also shows that counselors who implement the peace counseling approach can reduce aggressive behavior (Saputra, Supriyanto, Astuti, Ayriza, et al., 2020a). However, this study brought a dimension of peace in the counseling element, while in this study, it brought an element of peace in guidance.

Other literature states that the development of peace in students requires media to improve students' ability to internalize the values of peace. Counselors can use card media (Suherman et al., 2020), dakon (Nisa et al., 2020), sociodrama (Nurisma et al., 2020), modules (Wijayanti et al., 2020), and even video (Asmoko et al., 2020) in facilitating students to realize the values of peace. However, some of this literature has not presented empirical data on the feasibility and effectiveness of the product in reducing student aggressiveness.

This research product has limitations. One of the limitations of this product is that there is no empirical data available that states that counselors who implement peaceful guidance can reduce Aggression. In addition, empirical data from this study regarding the level of Aggressiveness is limited to students of Muhammadiyah Vocational High School in Yogyakarta City, so it is possible to identify the level of student aggressiveness more broadly. Another limitation of this research is that it has not made an effort to identify the effect of peace guidance based on the perspective of *Markesot* to reduce every aspect of Aggressiveness, whether physical, verbal, anger, or hatred.

CONCLUSION

Peace guidance is one of the counselor's services to build peace in each student to suppress aggressiveness. This study answers the criticism of the development of peace that does not involve aspects of the uniqueness and culture inherent in students. Thus, in this study, the perspective is *Markesot* used to represent the Indonesian people in strengthening peace guidance. The results of data analysis concluded that the peace guidance based on the perspective of *Markesot* has high acceptance and effectively reduces student aggressiveness.

SUGGESTION

This study provides recommendations for further research to conduct empirical research on the effect of peace guidance based on the perspective of *Markesot* to reduce every aspect of Aggressiveness, whether physical, verbal, anger, or hatred. In addition, school counselors can implement perspective peace guidance *Markesot* to suppress student aggressiveness.

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