

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

**Purwadi\*, Wahyu N. E. Saputra, Irvan B. Handaka, Muya Barida, Siti Muyana, Amien Wahyudi, Dian A. Widyastuti, Agungbudiprabowo, Zaenab A. Rodhiya<sup>9</sup>**

Universitas Ahmad Dahlan, +62 812 2705 560, Jalan Kolektor Ring Road Selatan, Tamanan Banguntapan Bantul Yogyakarta, Indonesia

## 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

Corresponding Author e-mail: Purwadi@psy.uad.ac.id,

<https://orcid.org/0000-0001-5166-7583>

**How to cite this article:** Purwadi, Saputra WNE, Handaka IB, Barida M, Muyana S, Wahyudi A, Widyastuti DA, Agungbudiprabowo, Rodhiya ZA (2022). Peace Guidance Based on the Perspective of *Markesot*: Acceptability and Effectiveness of Reducing Student Aggressiveness. Pegem Journal of Education and Instruction, Vol. 12, No. 1, 2022, 213-221

**Source of support:** Nil

**Conflict of interest:** None.

**DOI:** 10.47750/pegagog.12.01.22

**Received:** 23.09.2021

**Accepted:** 21.12.2021

**Publication:** 01.01.2022

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 focuses 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

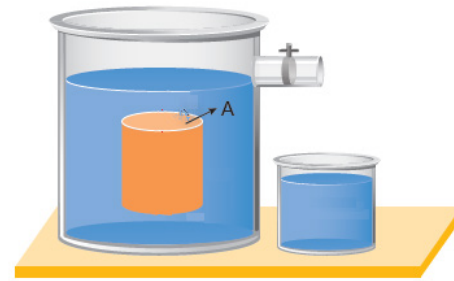
**Table 4** Data Analysis with Independent Sample T-Test

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



**Fig. 2:** Visual for the 3rd question asked to participants

(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.

## REFERENCES

- Amadei, B. (2020). Revisiting positive peace using systems tools. *Technological Forecasting and Social Change*, 158, 120149. <https://doi.org/10.1016/j.techfore.2020.120149>
- Aryani, S. A. (2017). *Healthy-minded religious phenomenon in shalawatan: A study on the three majelis shalawat in Java*. *Indonesian Journal of Islam and Muslim Societies*, 7(1), 1–30. <https://doi.org/10.18326/ijims.v7i1.1-30>
- Asmoko, G. T., Saputra, W. N. E., Alhadi, S., & Kumara, A. R. (2020). *Video Perdamaian: Media Bimbingan Kelompok Untuk Mereduksi Agresivitas*. (Webinar) Seminar Nasional Pendidikan 2020, 1(1), 050–055.
- Azen, R., & Walker, C. M. (2011). *Categorical data analysis for the behavioral and social sciences*. Routledge.
- Baidhawiy, Z. (2007). *Building harmony and peace through multiculturalist theology-based religious education: An alternative for contemporary Indonesia*. *British Journal of Religious Education*, 29(1), 15–30. <https://doi.org/10.1080/01416200601037478>
- Basit, A. (2018). *An Integrative Interconnect Approach to Da'wa of Cak Nun to the Young Generation Indonesia*. *Proceeding on 2nd International Conference on Empowering Moslem Society in Digital Era/ ICMS 2018*, 2. <https://doi.org/10.24090/icms.2018.1912>
- Berkman, E. T., Livingston, J. L., & Kahn, L. E. (2017). Finding the “self” in self-regulation: The identity-value model. *Psychological Inquiry*, 28(2–3), 77–98. <https://doi.org/10.1080/1047840X.2017.1323463>
- Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction*. Longman Publishing.
- Casey, T., Griffin, M. A., Flatau Harrison, H., & Neal, A. (2017). Safety climate and culture: Integrating psychological and systems perspectives. *Journal of Occupational Health Psychology*, 22(3), 341. <https://doi.org/10.1037/ocp0000072>
- Cremin, H., & Bevington, T. (2017). *Positive Peace in Schools: Tackling Conflict and Creating A Culture of Peace in The Classroom*. Routledge.
- Cristinawati, R., Saputra, W. N. E., Alhadi, S., & Kumara, A. R. (2020). *Modul Latihan Forgiveness: Media Konselor Mereduksi Perilaku Agresif Siswa*. (Webinar) Seminar Nasional Pendidikan 2020, 1(1), 136–141.
- Daily, S. M., Mann, M. J., Kristjansson, A. L., Smith, M. L., & Zullig, K. J. (2019). School climate and academic achievement in middle and high school students. *Journal of School Health*, 89(3), 173–180. <https://doi.org/10.1111/josh.12726>
- Ersan, C. (2020). *Physical aggression, relational aggression and anger in preschool children: The mediating role of emotion regulation*. *The Journal of General Psychology*, 147(1), 18–42. <https://doi.org/10.1080/00221309.2019.1609897>
- Fite, P. J., Raine, A., Stouthamer-Loeber, M., Loeber, R., & Pardini, D. A. (2010). *Reactive and proactive aggression in adolescent males: Examining differential outcomes 10 years later in early adulthood*. *Criminal Justice and Behavior*, 37(2), 141–157. <https://doi.org/10.1177/0093854809353051>
- Fitriani, M., Thohir, L., & Nawawi, N. (2020). *Rhetorical Dakwah Through Characterization Metaphor: “Dakwah Emha Ainun Najib (Cak Nun)”*. 1st Annual Conference on Education and Social Sciences (ACCESS 2019), 267–270. <https://doi.org/10.2991/assehr.k.200827.067>
- Galtung, J., & Fischer, D. (2013). *Positive and negative peace*. In Johan Galtung. *SpringerBriefs on Pioneers in Science and Practice* (Vol. 5, pp. 173–178). Springer, Berlin, Heidelberg.
- Gerstein, L. H., & Moeschberger, S. L. (2003). *Building cultures of peace: An urgent task for counseling professionals*. *Journal of Counseling & Development*, 81(1), 115–119. <https://doi.org/10.1002/j.1556-6678.2003.tb00233.x>
- Gillham, J., Adams-Deutsch, Z., Werner, J., Reivich, K., Coulter-Heindl, V., Linkins, M., Winder, B., Peterson, C., Park, N., & Abenavoli, R. (2011). *Character strengths predict subjective well-being during adolescence*. *The Journal of Positive Psychology*, 6(1), 31–44. <https://doi.org/10.1080/17439760.2010.536773>
- Griffith III, C. H., & Wilson, J. F. (2001). *The loss of student idealism in the 3rd-year clinical clerkships*. *Evaluation & the Health Professions*, 24(1), 61–71. <https://doi.org/10.1177/01632780122034795>
- Guilford, J. P. (1950). *Fundamental statistics in psychology and education*. McGraw-Hill.
- Habibah, S. M., Purba, I. P., & Wijaya, R. (2020). *The Implementation of Human Rights Fulfillment as an Effort to Strengthen Positive Peace in Indonesia*. 3rd International Conference on Social Sciences (ICSS 2020), 252–255. <https://doi.org/10.2991/assehr.k.201014.054>
- Hartnett, L. (2020). *Love as a Practice of Peace: The Political Theologies of Tolstoy, Gandhi and King*. In *Theology and World Politics* (pp. 265–288). Springer.
- Hermawan, W., Suyitmo, S., Waluyo, H. J., & Wardhani, N. E. (2019). *Tolerance as Cultured Generation Forming: Research on Yogyakarta Novel and A Million Prayers for Gus Gur by Damien Dematra*. 2nd Workshop on Language, Literature and Society for Education. <http://dx.doi.org/10.4108/eai.21-12-2018.2282772>
- Hofer, J., & Spengler, B. (2020). *How negative parenting might hamper identity development: Spontaneous aggressiveness and personal belief in a just world*. *Self and Identity*, 19(2), 117–139. <https://doi.org/10.1080/15298868.2018.1541026>
- Kamil, M. (2018). *Cultural tolerance, diversity and pluralism: The recognition of Yogyakarta as the city of tolerance*. *LOGOS (Journal of Local Government Issues)*, 1(1), 85–104. <https://doi.org/10.22219/logos.Vol1.No1.85-104>
- Kester, K. (2017). *The case of educational peacebuilding inside the United Nations universities: A review and critique*. *Journal of Transformative Education*, 15(1), 59–78. <https://doi.org/10.1177/1541344616655888>
- Kim, J. O. (2020). *Reanimating Historical Violence in Multi-Ethnic Graphic Narratives*. MELUS. <https://doi.org/10.1093/melus/mlaa048>
- Kováčová, N., Lajunen, T., & Rošková, E. (2016). *Aggression on the road: Relationships between dysfunctional impulsivity, forgiveness, negative emotions, and aggressive driving*. *Transportation Research Part F: Traffic Psychology and Behaviour*, 42, 286–298. <https://doi.org/10.1016/j.trf.2016.02.010>
- Law, D. M., Shapka, J. D., Domene, J. F., & Gagné, M. H. (2012). *Are cyberbullies really bullies? An investigation of reactive and*

- proactive online aggression. *Computers in Human Behavior*, 28(2), 664–672. <https://doi.org/10.1016/j.chb.2011.11.013>
- Marlangan, F., Suryanti, N. M. N., & Syafruddin, S. (2020). Kekerasan Di Sekolah Studi Pada Siswa SMA/SMK Di Kota Mataram. *Jurnal Pendidikan Sosial Keagamaan*, 7(1). <https://doi.org/10.29303/juridiksiam.v7i1.113.g57>
- Matunis, Bakar, A., & Marsela, F. (2020). The Application of Group Training-Based Guidance Strategies to Develop the Gratitude of Aceh Adolescents in Maintaining Peace. *2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019)*, 284–287. <https://doi.org/10.2991/assehr.k.200814.062>
- Mayton II, D. (2009). *Nonviolence and peace psychology*. Springer.
- Murray-Close, D., Ostrov, J. M., Nelson, D. A., Crick, N. R., & Coccaro, E. F. (2010). Proactive, reactive, and romantic relational aggression in adulthood: Measurement, predictive validity, gender differences, and association with intermittent explosive disorder. *Journal of Psychiatric Research*, 44(6), 393–404. <https://doi.org/10.1016/j.jpsychires.2009.09.005>
- Nakonechnyi, I., & Galan, Y. (2017). Development of behavioural self-regulation of adolescents in the process of mastering martial arts. *Journal of Physical Education and Sport*, 17, 1002–1008. <https://doi.org/10.7752/jpes.2017.s3154>
- Niemiec, R. M. (2013). VIA character strengths: Research and practice (The first 10 years). In H. Knoop & F. A. Delle (Eds.), *Well-being and cultures* (pp. 11–29). Springer.
- Nisa, R. M., Saputra, W. N. E., Muarifah, A., & Barida, M. (2020). Dakon Perdamaian: Teknik Bimbingan Kelompok Untuk Mereduksi Agresivitas Siswa. (Webinar) Seminar Nasional Pendidikan 2020, 1(1), 142–147.
- Nurani, W., Saputra, W. N. E., Muarifah, A., & Barida, M. (2020). Bimbingan Kedamaian: Implementasi Pendidikan Kedamaian dalam Seting Bimbingan Untuk Mereduksi Agresivitas. (Webinar) Seminar Nasional Pendidikan 2020, 1(1), 178–192.
- Nurisma, S. Z., Saputra, W. N. E., Putranti, D., & Sutanti, T. (2020). Sosiodrama Kedamaian: Teknik Bimbingan Kelompok dalam Mereduksi Agresivitas Siswa Pada Masa Pandemi COVID-19. (Webinar) Seminar Nasional Pendidikan 2020, 1(1), 148–154.
- Oguzie, S. N. (2014). Guidance and counselling services as a coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths in Anambra State, Nigeria. *African Research Review*, 8(2), 256–279. <https://doi.org/10.4314/afrr.v8i2.15>
- Olusakin, A. M. (2005). Counseling professionals as agents of promoting the cultures of peace. *Editorial Advisory Board e*, 17(2), 243–257.
- Purwadi, P., Saputra, W. N. E., Alhadi, S., Wahyudi, A., Supriyanto, A., & Mulyana, S. (2020). Effectiveness of Self-regulation of Emotion Modules to Reduce Negative Aggressive Behavior of Students. *Universal Journal of Educational Research*, 7. <https://doi.org/10.13189/ujer.2020.080522>
- Routt, G., & Anderson, L. (2011). Adolescent violence towards parents. *Journal of Aggression, Maltreatment & Trauma*, 20(1), 1–19. <https://doi.org/10.1080/10926771.2011.537595>
- Ruiz, L. D., McMahon, S. D., & Jason, L. A. (2018). The role of neighborhood context and school climate in school-level academic achievement. *American Journal of Community Psychology*, 61(3–4), 296–309. <https://doi.org/10.1002/ajcp.12234>
- Saeful, A., Degeng, I. S. N. S., Murtadho, N., & Kuswandi, D. (2019). The Moral Education and Internalization of Humanitarian Values in Pesantren: A Case Study from Indonesia. *Journal for the Education of Gifted Young Scientists*, 7(4), 815–834. <https://doi.org/10.17478/jegys.629726>
- Saputra, W. N. E., Alhadi, S., Supriyanto, A., & Adiputra, S. (2021). The development of creative cognitive-behavior counseling model as a strategy to improve self-regulated learning of student. *International Journal of Instruction*, 14(2), 627–646. <https://doi.org/10.29333/iji.2021.14235a>
- Saputra, W. N. E., Ayriza, Y., Handaka, I. B., & Ediyanto, E. (2019). The Development of Peace Counseling Model (PCM): Strategy of School Counselor to Reduce Students' Aggressive Behavior. *Jurnal Kajian Bimbingan Dan Konseling*, 4(4), 134–142. <http://dx.doi.org/10.17977/um001v4i42019p134>
- Saputra, W. N. E., Ayriza, Y., Supriyanto, A., & Astuti, B. (2020). The Indonesians' Peaceful Mind: A Gadamerian Hermeneutic Study of the Markesot Bertutur. *1st International Conference on Folklore, Language, Education and Exhibition (ICOFLEX 2019)*, 275–279. <https://doi.org/10.2991/assehr.k.2012.30.052>
- Saputra, W. N. E., Hanifah, N., & Widagdo, D. N. (2017). Perbedaan Tingkat Perilaku Agresi Berdasarkan Jenis Kelamin pada Siswa Sekolah Menengah Kejuruan Kota Yogyakarta. *Jurnal Kajian Bimbingan dan Konseling*, 2(4), 142–147. <https://doi.org/10.17977/um001v2i42017p142>
- Saputra, W. N. E., Mappiare-AT, A., Hidayah, N., & Ramli, M. (2021). KH Ahmad Dahlan's the values of peace in the novel entitled Sang Pencerah: A hermeneutics study. *Pegem Journal of Education and Instruction*, 11(2), 32–42. <https://doi.org/10.14527/pegegog.2021.04>
- Saputra, W. N. E., Supriyanto, A., Astuti, B., & Ayriza, Y. (2019). Bimbingan Kedamaian: Strategi Konselor untuk Mereduksi Agresivitas. *K-Media*.
- Saputra, W. N. E., Supriyanto, A., Astuti, B., & Ayriza, Y. (2020). Pikiran Damai Berdasarkan Penuturan Markesot: Studi Hermeneutika Teks Markesot Bertutur Lagi. *Jurnal Kajian Bimbingan Dan Konseling*, 5(2), 80–90. <http://dx.doi.org/10.17977/um001v5i22020p080>
- Saputra, W. N. E., Supriyanto, A., Astuti, B., Ayriza, Y., & Adiputra, S. (2020a). Peace Counseling Approach (PCA) to Reduce Negative Aggressive Behavior of Students. *Universal Journal of Educational Research*, 8(2), 631–637. <https://doi.org/10.13189/ujer.2020.080236>
- Saputra, W. N. E., Supriyanto, A., Astuti, B., Ayriza, Y., & Adiputra, S. (2020b). The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 19(2), 279–291. <https://doi.org/10.26803/ijlter.19.2.17>
- Saputra, W. N. E., Supriyanto, A., Rohmadheny, P. S., Astuti, B., Ayriza, Y., & Adiputra, S. (2021). The Effect of Negative Peace in Mind to Aggressive Behavior of Students in Indonesia. *European Journal of Educational Research*, 10(1), 485–496. <https://doi.org/10.13189/ujer.2020.080236>
- Saputri, Y. E. (2017). Maiyahan as a Model of Cak Nun's Transformative Islamic Education. *Iseedu: Journal of Islamic Educational Thoughts and Practices*, 1(1), 73–96. <https://doi.org/10.23917/iseedu.v1i1.5421>



- Scholl, M., & Hansen, J. (2018). *Postmodern perspectives on contemporary counseling issues: Approaches across diverse settings*. Oxford University Press.
- Suárez-García, Z., Álvarez-García, D., García-Redondo, P., & Rodríguez, C. (2020). The effect of a mindfulness-based intervention on attention, self-control, and aggressiveness in primary school pupils. *International Journal of Environmental Research and Public Health*, 17(7), 2447. <https://doi.org/10.3390/ijerph17072447>
- Sudrajat, A., Widiyanta, D., Murdiyastomo, H. A., Ikaningtiyas, D. A. A., Huda, M., & Safar, J. (2020). The Role of Indonesia In Creating Peace In Cambodia: 1979-1992. *Journal of Critical Reviews*, 7(2), 702–706. <https://doi.org/10.31838/jcr.07.02.129>
- Suherman, N., Saputra, W. N. E., Alhadi, S., & Kumara, A. R. (2020). Peace Card: Media dalam Bimbingan Kelompok Untuk Mereduksi Agresivitas Siswa. (Webinar) Seminar Nasional Pendidikan 2020, 1(1), 093–097.
- Supriyanto, A., Saputra, W., & Astuti, B. (2019). Peace Guidance and Counseling Based on Indonesian Local Wisdom. *Proceedings of the 2019 Ahmad Dahlan International Conference Series on Education & Learning, Social Science & Humanities (ADICS-ELSSH 2019)*. *Proceedings of the 2019 Ahmad Dahlan International Conference Series on Education & Learning, Social Science & Humanities (ADICS-ELSSH 2019)*, Yogyakarta, Indonesia. <https://doi.org/10.2991/adics-elssh-19.2019.37>
- Syawanodya, I., & Huda, A. F. (2018). Improvement on Stemmer Algorithm for Indonesian Language With Spellchecker. 2018 Third International Conference on Informatics and Computing (ICIC), 1–5. <https://doi.org/10.1109/IAC.2018.8780450>
- Thoyib, M. (2018). Pesantren and Peace Education Development: Challenges, Strategies and Contribution to Deradicalization in Indonesia. *Madania: Jurnal Kajian Keislaman*, 22(2), 225–238. <http://dx.doi.org/10.29300/madania.v22i2.1174>
- Toh, S.-H., & Cawagas, V. (2017). Building a culture of peace through global citizenship education: An enriched approach to peace education. *Childhood Education*, 93(6), 533–537. <https://doi.org/10.1080/00094056.2017.1398570>
- Turay, T. M., & English, L. M. (2008). Toward a global culture of peace: A transformative model of peace education. *Journal of Transformative Education*, 6(4), 286–301. <https://doi.org/10.1177/1541344608330602>
- Undheim, A. M., & Sund, A. M. (2010). Prevalence of bullying and aggressive behavior and their relationship to mental health problems among 12-to 15-year-old Norwegian adolescents. *European Child & Adolescent Psychiatry*, 19(11), 803–811. <https://doi.org/10.1007/s00787-010-0131-7>
- Valle, M. F., Huebner, E. S., & Suldo, S. M. (2006). An analysis of hope as a psychological strength. *Journal of School Psychology*, 44(5), 393–406. <https://doi.org/10.1016/j.jsp.2006.03.005>
- Van Lange, P. A., Rinderu, M. I., & Bushman, B. J. (2017). Aggression and violence around the world: A model of CLimate, Aggression, and Self-control in Humans (CLASH). *Behavioral and Brain Sciences*, 40. <https://doi.org/10.1017/S0140525X16000406>[Opens in a new window]
- Voight, A., Hanson, T., O'Malley, M., & Adekanye, L. (2015). The racial school climate gap: Within-school disparities in students' experiences of safety, support, and connectedness. *American Journal of Community Psychology*, 56(3), 252–267. <https://doi.org/10.1007/s10464-015-9751-x>
- Wang, F. M., Chen, J. Q., Xiao, W. Q., Ma, Y. T., & Zhang, M. (2012). Peer physical aggression and its association with aggressive beliefs, empathy, self-control, and cooperation skills among students in a rural town of China. *Journal of Interpersonal Violence*, 27(16), 3252–3267. <https://doi.org/10.1177/0886260512441256>
- Waston, W. (2018). Building peace through mystic philosophy: Study on the role of Sunan Kalijaga in Java. *Indonesian Journal of Islam and Muslim Societies*, 8(2), 281–308. <https://doi.org/10.18326/ijims.v8i2.281-308>
- Wijayanti, R. N., Saputra, W. N. E., Hartanto, D., & Nugraha, A. (2020). Modul Berpikir Damai (Media Konselor Mereduksi Prilaku Agresif Siswa Pada Masa Pandemi COVID-19). (Webinar) Seminar Nasional Pendidikan 2020, 1(1), 121–127.
- Wiretna, C. D., Saputra, W. N. E., Muarifah, A., & Barida, M. (2020). Effectiveness of Solution-Focused Brief Counseling to Reduce Online Aggression of Student. *Universal Journal of Educational Research*, 8(3), 1092–1099. <https://doi.org/10.13189/ujer.2020.080344>
- Youde, J. (2008). Crushing their dreams? Simulations and student idealism. *International Studies Perspectives*, 9(3), 348–356. <https://doi.org/10.1111/j.1528-3585.2008.00340.x>
- Zarkasi, F. (2019). Educative Values of Peace Mind Mysticism of Sunan Bonang In the view of Islam. *International Journal of Emerging Issues in Early Childhood Education*, 1(2), 128–141. <https://doi.org/10.31098/ijeiece.v1i2.32>
- Zembylas, M. (2018). Con-/divergences between postcolonial and critical peace education: Towards pedagogies of decolonization in peace education. *Journal of Peace Education*, 15(1), 1–23. <https://doi.org/10.1080/17400201.2017.1412299>
- Zurqoni, -, Retnawati, H., Arli nwi bowo, J., & Api no, E. (2018). Strategy and Implementation of Character Education in Senior High Schools and Vocational High Schools. *Journal of Social Studies Education Research*, 9(3), 370–397. <https://doi.org/10.17499/jsser.01008>