The Values Of Peace Culture Development Through Sociodrama

Husni Mubarok, Nandang Rusmana, Nandang Budiman, Dodi Suryana

Abstract. The study has developed of peace culture value, the schools as educational institutions should ideally provide a peaceful atmosphere, not a few schools have succeeded in building such an atmosphere of life, lately the atmosphere of life in schools began to be insecure, various conflicts began to spread to the surface such as hatred and intimidation, sexual harassment, aggressive behavior, high learning pressure, physical punishment to violence behavior. A culture of peace will build a mindset and peace towards a developmental approach. The research aims to examine the effectiveness of sociodrama techniques to develop the value of peaceful culture in class XI schools. The study uses a quantitative approach, a quasi-experimental method. The data collection process uses a questionnaire for developing the value of a peaceful culture. The results of the study generally show the development of an effective value of peaceful culture, and have a significant effect on the dimensions of love, compassion, harmony, tolerance, interdependence, and gratitude, but have not been significant on the dimensions of nurturing and sharing, and people’s soul recognition of others.

Keywords: Value, Peace Culture and Sociodrama

1. INTRODUCTION

The schools as an educational institutions ideally provide a peaceful atmosphere, respect, compassion, fairness, ethics, mutual respect, creating a school that positively influences academic achievement, constructive behavior, and high learning motivation and self-esteem [1], [2]. Implicitly, not a few schools have succeeded in establishing such an atmosphere of life, lately, the atmosphere of life has school become unsafe, conflicts have begun to surface such as hatred and intimidation, sexual harassment, aggressive behavior, high learning pressures, punishment physical to violent behavior [3], [4].

The phenomenon of violence, sexual harassment, and aggression still relatively dominates in West Bandung Regency in the last four years the results have not only increased in number, but in variety and intensity, and even caused death. Based on data from Population Control Office for Family Planning for Women's Empowerment and Child Protection (DPPKBPPPA), West Bandung Regency Government in 2014-2017 showed 33 people in 2014, 38 people in 2015, 35 in 2016, and 7 people in 2016 (2017 DPPKBPPPA). The data were obtained only from those who reported, but due to various limitations, it was believed that far more acts of violence, sexual harassment, and aggressive behavior were not reported so that the type and number had not been identified.

The research (Luke Rüttinger, Dan Smith, Gerald Stang, Dennis Tänzler, 2015; Snauwaert, 2014) states that the tendency of individuals to have respect and mutual respect that has a low impact on individuals sh...
learning enthusiasm; c) students will have conflicts in class or school, even continue to have conflicts with others; d) students will engage in deviant behavior such as ditching, mocking friends, disturbing their friends; and e) students feel disadvantaged by themselves and others. The lack of developing a cultural value of peace in schools, the results of studies from [8], [9] explain that the lack of respect for friends, teachers and officials at school, will cause students to worry about being indicated in a bad direction, including: (1) students will commit acts of violence and acts of anarchy; (2) theft; (3) cheating; (4) neglect of the applicable rules; (5) brawls between students; (6) intolerance; (7) students use bad language; (8) premature sexual maturity and irregularities; and (9) self-destructive attitude. The developing of peaceful culture value in schools is an effort that must be responded strategically and systematically by the world of education including students, teachers and school stakeholders [10], [11]. Education that develops a cultural value of peace in schools is built so that the transformation of mindset, attitude, and behavior that impacts on awareness and understanding of the environment through the attitude of actualizing justice and anti-violence [1]. A culture of peace in schools can develop attitudes, values, knowledge, and skills through training the mind to control desires, a balance between appropriateness and desires, develop tolerance and respect differences, attention and love for others, and move from competition to cooperation [5], [12]. A good interpersonal relationship between teacher and students is a successful requirement for creating a culture of peace in schools. One of the things that must be built by the teacher is changing the teacher's competence to become a teacher to reach identity, thus forming peacemaking, peacekeeping, and peacebuilding in the school climate (Kartadinata, S. et al. 2014b). Identity is built on understanding and internalizing the value system of normative goals, educational content, and pillars of the learning process. Indonesia educational value system that must be internalized within includes an understanding of human nature, humanity, power, and authority as well as authority. The peaceful school climate that is changing mindset and increasing social cohesion and mutual understanding between school members, through the administration of education that focuses on a) survival skills (listening, following directions, avoiding conflict, using good and interesting words or talking openly, and respecting oneself); b) interpersonal skills (sharing, asking permission, joining an activity, accepting others); c) problem-solving skills (asking for help, apologizing, accepting consequences, deciding what to do); and d) conflict resolution skills (rigor in dealing with innuendo, failure, accusation, disrespect, and pressure) [14]. Efforts to developing the value of peaceful culture in schools are an important concern of the school, especially guidance and counseling, Shertzer & Stone (1980, p. 82) reveals that the purpose of guidance and counseling is to make a change of behavior in students to make their lives more productive and satisfying. The role of guidance and counseling to develop the value of peaceful culture help individuals to be able to respect each other, respect each other, and accept each other will create peace of life, prosperity, and justice. Conversely, a conflict-filled life will create turmoil and even violence in life [13].

One of the efforts of guidance and counseling uses group guidance methods with sociodrama techniques. The basic consideration of using sociodrama techniques to develop the value of peaceful culture in schools because sociodrama is a group method using social drama or real-life media that emphasizes the psychological dynamics of students one of them on social aspects [15]. Sociodrama has a focus and purpose to encourage students to interact, communicate, act, feedback positively with the environment, the event is believed to have an impact on students and teachers to develop the value of a peaceful culture in schools [16], [17]. The uniqueness of sociodrama in providing feedback is that it can provide constructive information to help students realize student behavior that is perceived by others and influence it [18]. Observing the importance of developing the value of peaceful cultures in schools, this research is focused on how the effectiveness of sociodrama techniques to develop the value of peaceful cultures in schools.

2. METHODS

This study uses a quantitative approach because it further tests the theory by examining the relationship between variables with research instruments so that data can be analyzed through statistics [19]. The method used is a quasi-experimental method, with the reason to know the effectiveness of sociodrama techniques to develop the value of peaceful cultures in schools. The design used is a non-equivalent control group design, namely by providing the initial test (pretest) before being treated and the final test (posttest) after being treated. Treatment is given to students who have low cultural values of peace with sociodrama techniques. To find out the effectiveness of the sociodrama technique is to compare the results of pretest and posttest treatment to the experimental group. The following picture is the design of a non-equivalent control group design, which can be seen in table 2.

**TABLE 2**

<table>
<thead>
<tr>
<th>Quasi-Experimental Designs</th>
<th>Pretest-Posttest Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Control Group</td>
<td>Pretest</td>
</tr>
<tr>
<td></td>
<td>Non Treatment</td>
</tr>
<tr>
<td>Select Experimental Group</td>
<td>Posttest</td>
</tr>
</tbody>
</table>

Population and Sample Research

The population of this study is the XI class students of Senior High School 1 Batujajar West Bandung Regency. Sampling research using non-probability samples. Technique sampling used is purposive sampling with strategy homogeneous sampling prefer samples having the same characteristics or characteristics [19]. In this study, the sample taken was class XI students who had an inadequate culture of peace. The basic consideration in choosing class XI to develop the value of a peaceful culture in schools, namely: 1) Student XI is a period that is
undergoing a transition to a larger learning structure, and is impersonal and often causes conflict; 2) XI female and male students are relatively the same, so that the climate of the value of peaceful cultures in schools will be more varied; and 4) Non-formal observation report data that class XI students exhibit unsafe and peaceful behavior and ways of thinking, such as abusive language, disturbing peers during exams or studying, lacking courtesy and respect for peers and teachers, and weak tolerance between student.

3. RESULTS
The results of the study examined empirical data on the profile of the value of peaceful cultures of class XI students of Senior High School 1 Batujajar which were used as a basis and consideration for obtaining and developing responsive services using sociodrama techniques to develop students’ peaceful values. Profile The value of Peace in Cultural of Class XI Students of Senior High School 1 Batujajar The results of the study describe empirical data about the value of a peaceful culture of class XI students of Senior High School 1 Batujajar West Bandung Regency. Specifically, the value of a peaceful culture of class XI students of Senior High School 1 Batujajar, West Bandung Regency can be seen in table 3.

**TABLE 3. PROFILE OF LEVEL CULTURAL PEACE VALUE**

<table>
<thead>
<tr>
<th>Level</th>
<th>Category</th>
<th>F</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 164</td>
<td>Very Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>165 - 329</td>
<td>Low</td>
<td>21</td>
<td>5,11</td>
</tr>
<tr>
<td>330 - 660</td>
<td>Moderate</td>
<td>389</td>
<td>94.65</td>
</tr>
<tr>
<td>661 - 825</td>
<td>High</td>
<td>1</td>
<td>0.24</td>
</tr>
<tr>
<td>Above 826</td>
<td>Very High</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td>411</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 shows that the level of the value of peaceful cultures seen from the proportion spreads to five levels with the rank first being in the medium level category of 389 students or 94.65%, the second in the low category of 21 students or 5.11%, the third-ranking in the high category of 1 people or 0.24%, while the category is very low and very high has no proportion.

The Effectiveness of Sociodrama Techniques to Develop Student Cultural Values
The effectiveness of the Sociodrama Technique for developing the value of peaceful cultures of Class XI students of Senior High School 1 Batujajar using the Mann Whitney U technique. The following table 4 describes the data regarding the empirical test of the Sociodrama Technique to develop the value of peaceful culture in the experimental and control groups.

**TABLE 4. RESULT OF DIFFERENCES OF CULTURAL VALUE IN THE EXPERIMENTAL AND CONTROL GROUPS**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>E</th>
<th>K</th>
<th>G</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Values of Peace</td>
<td>26.98</td>
<td>16.02</td>
<td>10.96</td>
<td>0.008</td>
</tr>
<tr>
<td>Love</td>
<td>26.52</td>
<td>16.48</td>
<td>10.04</td>
<td>0.010</td>
</tr>
<tr>
<td>Compassion</td>
<td>26.10</td>
<td>16.90</td>
<td>9.20</td>
<td>0.036</td>
</tr>
<tr>
<td>Harmony</td>
<td>26.45</td>
<td>15.55</td>
<td>9.90</td>
<td>0.018</td>
</tr>
<tr>
<td>Tolerance</td>
<td>27.24</td>
<td>15.76</td>
<td>11.48</td>
<td>0.004</td>
</tr>
<tr>
<td>Nurturing and Sharing</td>
<td>25.71</td>
<td>17.29</td>
<td>8.42</td>
<td>0.048</td>
</tr>
<tr>
<td>Interdependence</td>
<td>26.43</td>
<td>16.57</td>
<td>9.86</td>
<td>0.018</td>
</tr>
<tr>
<td>People's soul recognition of other</td>
<td>24.05</td>
<td>18.45</td>
<td>5.10</td>
<td>0.350</td>
</tr>
<tr>
<td>Gratitude</td>
<td>25.79</td>
<td>17.21</td>
<td>8.58</td>
<td>0.044</td>
</tr>
</tbody>
</table>

Note: *) Criteria testing using α = 0.05

Based on test Mann-Whitney U test results obtained μ value calculation $\mu = 0.004$ for the value of μ $> 0.05$ then Ho is not accepted, thus Sociodramas Techniques for peaceful promotion of cultural values of students have a positive influence for the promotion of cultural values of peace students. Besides sociodrama techniques to develop each of the cultural values of students' peace. Based on the results of empirical tests on the dimensions of the value of peaceful cultures show that Ho is not accepted in 7 of the 8 dimensions, namely a) dimensions of love, b) dimensions of compassion, c) dimensions of harmony, d) dimensions of tolerance, e) dimensions of nurturing and sharing, f) the dimension of interdependence, and g) the dimension of gratitude, but the results of empirical tests on the dimensions of the value of peaceful cultures show that Ho is accepted in the dimension of the recognition of the souls of others. The effectiveness of sociodrama techniques to develop the value of a peaceful culture of students most of the highest difference is in the dimension of tolerance and a small portion of the lowest difference is in the soul recognition dimension of others. Judging from the difference in the average ranking of the value of peaceful cultures spread at eight levels, with the order of the dimensions of tolerance, dimensions of love, dimensions of harmony, dimensions of interdependence, dimensions of compassion, dimensions of gratitude, dimensions of nurturing and sharing, and dimensions of people's soul recognition other. The findings of the study, the highest average ranking difference in the tolerance dimension of 11.48, the love dimension of 10.04, the harmony dimension of 9.90, the interdependence dimension of 9.86 which means teaching and practicing sociodrama technical skills to develop the value of peaceful cultures can bring real change to students.

Description Of The Effectiveness Of Sociodrama Techniques For Developing The Value Of Peaceful Cultural Of Students
The implementation of socio drama techniques succeeded in changing the dimensions of love, compassion, harmony, tolerance, nurturing and sharing, interdependence, and gratitude. Based on observational data during the socio drama technique intervention thematically the dynamics of
psychological changes in students are as follows. The implementation of sociodrama techniques to develop the value of peaceful cultures was carried out for 3 weeks, starting with the warm-up, stage the phase action, and the phase integration as well as the practice of giving directions for introductions, explaining the purpose and objectives of following the sociodrama technique, the allocation of time needed to carry out the activities and provisions it must be agreed between the facilitator and group members. Research findings during the process there were a number of students enthusiastic about watching videos well and sincerely, there were even reflective expressions from some students such as “ya Allah luar biasa perjuangannya, damai euy damai” besides that there were some students who expressed their feelings after the activity took place “saya sangat berterima kasih pada bapa, sudah memberikan waktu luang untuk melakukan kegiatan ini, dan saya baru menyadari dari video yang tadi ditonton memberikan stimulus bahwa saya harus saling berbagi dan mengasihi sesama teman, tolong menolong, pokonyaah sayang tidak mau jauh dari kalian”. The research findings of changes in psychological dynamics experienced by students are a) students show responsibility and commitment; b) students know each other and share; c) students show how to think and act positively or constructively; d) students show an attitude of empathy and tolerance; e) students show mutual gratitude for the actions of their group members; f) students show mutual trust properly and correctly; g) students respect and respect each other with group members; h) students show language or how to communicate properly and correctly; i) students show collaborative and cooperative in groups; j) students create an atmosphere of activity that is harmonious, uplifting, happy and comfortable; k) students remind each other to take action and positive ways of thinking; and l) students encourage their group members to contribute. At the action stage, namely the work phase, through sociodrama activities, students are asked to groups to carry out sociodrama activities with different themes and roles, the research findings are significant changes shown by students, firstly in the process of student experimentation, namely 1) learning about culture peace, 2) understanding the importance of a culture of peace, 3) analyzing the values of peaceful culture properly and correctly, 4) acting as an antagonist, protagonist, and victim, 5) studying the scenario of the value of peaceful cultures properly and correctly. Secondly in the identification process, shown by students feel 1) think creatively and critically to do socio drama well, 2) comfortable and have ideas to solve conflicts constructively, 3) more confident, 4) respect and respect all the efforts made by members group, 5) understand the roles of others, 6) think and act positively to create a safe and comfortable environment, 7) realize good, right and bad behavior, to maintain friendship with others, 8) are motivated to create an atmosphere of peace . 9) feel the warmth and togetherness with group members, and 10) communicate language properly and correctly to friends, the school environment and family. Third in the analysis process, students show attitudes marked by 1) young people who have to make changes to behavior that reflects a culture of peace, 2) getting used to thinking and acting positively, 3) respecting and respecting others, 4) playing an active role and being leaders who are useful for the group, and 5) carry out the role in the scenario with a sense of sincerity, love, and sacrifice that is invaluable in terms of time, material, energy and financial. Fourth in the process of generalizing students will do and will not be like 1) maintain positive attitudes and ways of thinking starting today, 2) students will resolve conflicts without violence, but more to the process of dialogue, 3) learning committed and consistent to create a safe atmosphere and comfortable, 4) talking or communicating with courtesy, friendly and smiling, 5) respecting each other, respecting others, 6) caring for one another, caring and caring, 7) applying tolerance, harmony, love, caring, and gratitude to people around starting today, 8) will not create divisions even until conflicts occur using violence, 9) create a comfortable and safe atmosphere in the classroom, school, family and community, and 10) will not act arbitrarily or cause problems in class. The findings of further research on the psychological dynamics of students seen in the dimensions of love show that students lack the courtesy of courtesy, the attitude of students is seen in ongoing activities, some students immediately throw spontaneously “eh aya si eta, jiga nu bisa wae”; “maneh gandeng”. At the time of the activity, students were seen asking their friends in language to their friends, for example, “eh maneh apa itu teh maksudnya, daaaa ngga jelas”. Lack of respect for students to their friends, it is feared indicated a conflict, implied respect and trust appear when students call the term “maneh” tends not to create a peaceful value in the dimension of love. The findings of the study showed that the attitude of openness between the students and the facilitator and their friends was well established, for example, there were some students telling each other the obstacles and pressures they had to the facilitator and his friend, saying what was said “pa saya mau menceritakan pengalaman yang berharga dengan teman di kelas ?”. and “ayo dong..ayo ceritakan pengalaman yang membuat berkesan di kelas ini ?”, the statement indicates that students have an attitude of attention and openness to help each other and share stories. Other findings there are interesting things in class, the average student admits there are artistic activities in her class they show a happy, relaxed and calm attitude. On the dimension of harmony, psychological dynamics are shown by students, characterized by students having each other or collaborating in completing roles and tasks in scenarios properly and thinking positively, sayings made by students such as “ coba semuanya saling berbagi tugas, yang jadi peran ini siapa, yang peran ini siap yah”; students show attention to the common good, such as helping to prepare scenario equipment, in groups, there are no groups of majority smart or rich, conditions when sociodrama activities are more crowded and fun. On the tolerance dimension, students show the value of a peaceful culture, marked by students receiving mutual input or advice from their group friends, students are more active if there are strangers who enter the class, students show their abilities or potential by actively asking questions and responding to roles that are done, and students have a high sense of humor. On the dimension of nurturing and sharing, the research findings show that most group members have a caring attitude towards their peers, which is marked by asking the condition of the news, utterances made like:
"ada yang harus saya siapkan engga, kalau kelompok kamu maju", "eh sini penutup hitamnya biar saya yang pegang aja, kalian tampil aja di depan yah", students care to see the condition of group members who look distressed or confused, and group members care to clean up the equipment that has been used to create a healthy and clean environment and prepare the next group to perform optimally. In the interdependence dimension, research findings indicate the development of the value of peaceful culture, characterized by: group members are most active in the process of activities such as asking and responding, group members resolve conflicts by telling stories, not by acts of violence, cooperation to compete with each other, and some students who show good leadership. At the stage integration students are asked to explain or describe the changes that have been made, are being done and will be done, the research findings of the emergence of changes in some students that show the value of a peaceful culture, including a) students can think and act comfortably and pleasantly; b) students trust one another with their group members, and help towards being more constructive; c) students pay attention to each other’s group members to get involved and be able to show positive changes; d) students show a sense of sacrifice in every activity undertaken; e) students show respect for group members, peers, teachers and parents; and f) students support each other in changing the psychological dynamics of peaceful culture development group members.

4. DISCUSSION

Profile of Peaceful Cultural Value of Students

The research findings show that the level of the value of peaceful cultures spreads at five levels with the rank first being in the medium level category of 389 students, the second in the low category of 21 students, the third in the high category of 1 person, while seen from the proportion of the value of peaceful cultures students have not yet appeared in the very low and very high categories. Associated with the results of the study [1], [20], [21] students basically, have an effort to create a peaceful and safe cultural value in the context of the learning process in the classroom and create conducive classroom conditions. In addition students have the direction to change the mindset in resolving differences with their classmates which are characterized by non-violence so that students feel safe and comfortable to learn in school, and students are encouraged to develop knowledge, skills, values, and attitudes that have been peacefully conducted and cultivated peace in the classroom/school, family and community environment. Associated with the theory of the value of peaceful cultures [1], [4], [22] research findings imply that students lead to the development of attitudes/values, knowledge and skills that have the mind to control desires, balance between needs and desires, develop tolerance and respect differences, attention and love of others, and ways of thinking of students from competition to cooperation. Thus to create a cultural value of peace students should change their mindset in resolving differences with their classmates by not doing violence so that students feel safe and comfortable to study at school and develop the knowledge, skills, values, and attitudes that have been carried out peacefully in class, and cultivating a culture of peace such as in school, family and community environment [23]–[25]. The Effectiveness of Sociodrama Techniques for Developing The Value of Peace Cultural of Students

The research findings indicate that on average overall sociodrama techniques are effective for developing the value of peaceful cultures, the results of this study are relevant to assumptions about the value of peaceful culture by [1], [4] explained that peaceful ways as well as long-term oriented goals, in addition to the importance of safe and peaceful culture in the school of "essence of a new humanity" that represents a culture of peace will build mindset, mindset, and peace towards a developmental approach. The results of the study [2] for building or developing the value of peaceful cultures should be enriched by cultural and religious values that intersect with universal values and are relevant to global values. Sociodrama technique is based on the assumption that certain groups are organized influenced by social roles and cultural levels of certain communities, the achievement of cultural values that are optimally developed that has an impact on the techniques used can have a significant effect on developing the value of peaceful cultures. The benefits of sociodrama activities, reflection of identification questions, analysis and generalization on sociodrama techniques create empathy, comfortable, warm relationships, encourage thought processes, find understanding, develop positive feelings and openness, so students are able to make decisions to act and think that is safe and peaceful as well as building new skills possessed as the development of students' the value of peaceful cultures. In line with the results of the study [1], [22] explained that students should be able to develop cultural values including 1) self-respect that is having a sense of self-respect and a sense of pride, especially social, cultural and family background and their own sense of strength and kindness that will enable them to contribute to positive change; 2) respect for others, namely having respect for the dignity inherent in others, including people with social, religious, cultural and family backgrounds that are different from themselves; 3) respect for life/nonviolence, that is, respect for human life and refuse to respond to enemies or conflict situations by referencing violence to nonviolent processes such as problem-solving and other positive techniques to counter the use of physical force and weapons; 4) gender equality, namely having a sense of respect for women to enjoy the same opportunities as men and to be free from abuse and exploitation of violence; 5) have compassion that is sensitivity to the difficult conditions and suffering of others and act with empathy and kindness towards people who are marginalized / ostracized. The findings of this study specified that the development of a culture of peace (education for peace) aims to develop learning that supports social cohesion, justice, and environmental preservation (Salomon & Nevo, 2002). Social cohesion and mutual understanding between citizens involved in disputes can be achieved through the provision of education that focuses on providing skills in managing potential conflicts, forming thought systems and literacy about the uneven distribution of opportunities, and developing the capacity of students as global citizens with local identity. Peace education is often referred to as prevention from the violence that occurs within schools, so peaceful education is needed in schools [20] Empirical Test
of The Effectiveness of Sociodrama Techniques Based on The Dimension of Students’ Peaceful Cultural Values

The findings of the effectiveness of sociodrama techniques to develop the value of peaceful cultures of students most of the highest difference is in the dimension of tolerance and a small portion of the lowest difference is in the dimension of soul recognition of others. Judging from the difference in the average ranking of the value of peaceful cultures spread at eight levels, with the order of the dimensions of tolerance, dimensions of love, dimensions of harmony, dimensions of interdependence, dimensions of compassion, dimensions of gratitude, dimensions of nurturing and sharing, and dimensions of people’s soul recognition other. The findings of this study are consistent with the results of the study [26] that in practice sociodrama techniques increase the activity of changing mindset and mindfulness that is useful in helping or encouraging someone to change new attitudes and behaviors, this represents encouraging individuals to develop the value of love, harmony, tolerance and gratitude towards others and students understand deeply and appreciate various social issues through role-playing or imitating social roles spontaneously, learning to respect the feelings of others, principals will gain insight, think, fantasize, share responsibility, and make decisions in solving problems through groups. These findings are in accordance with the theory of the value of peaceful cultures [10], [23] peaceful culture is a culture that includes patterns of beliefs, values, behavior, and accompanying institutional arrangements that promote mutual care and well-being as well as equality which includes appreciation of differences, management and fairness of the various earth resources among its members and with all living things. The research findings first regarding the value of a peaceful culture in the dimension of love with a fairly good and significant difference, this is based on the assumption that creating a class of peaceful climate requires a gradual and long-term process. In building the classroom climate on the dimension of love, students should have moral values, namely respect/courtesy, and courtesy. This is following by the study [27], “...two universal moral values form the core of public, teachable morality: respect and responsibility”, representing that the attitude of respect is a way to live and survive in Group. The results of the study [8], [28] explain the attitude of love that students will have an impact on students to 1) achieve their life goals and improve their quality of life; 2) get life satisfaction and be happy; 3) characterizes the achievement of teacher and school goals; 4) get welfare in his life; 5) building trust and acceptance between students; and 6) encourage social ties, provide benefits from positive social interaction for recipients and givers who do and enable aid providers to use and develop their skills for themselves and others. The research findings second regarding the value of a culture of peace on the dimension of compassion or compassion show significantly that students are willing to help a friend when asking for help to him as much as possible. Research results [11] students who show the availability of helping friends implicitly socially good even students 1) are able to understand and react to themselves and their environment in a mature, efficient, healthy, and satisfying way; 2) can receive their environment and get good acceptance from their environment; 3) can respect the environment; 4) has warmth and openness; 5) showing himself as he is. Then pity can be realized by respecting the similarities and differences between oneself and others, the ability to adapt socially, understand and accept one’s strengths and weaknesses, participate and engage with others, and develop positive attitudes in schools, communities, and the community, even good is obtained from the process of learning or training [23]. The research findings third regarding the value of peace culture on the dimension of harmony has a quite good and significant difference, the findings of this study are in line with the results of the study [1] explaining that the dimensions of love, compassion, harmony, tolerance, and gratitude is a dimension to encourage, support and sharpen individuals to have aspects of the skills of the value of peaceful cultures, including 1) reflection; 3) decision making; 4) imagination, 5) communication 6) Conflict resolution; 7) empathy; 8) group building. The research finding fourth regarding the value of peace culture on the tolerance dimension is seen as quite good or significant difference, related to the results of studies in the Declaration of Principles of Tolerance of the United Nations states that tolerance puts forward harmony in differences, even creates peace with others including creating tolerance with others will more towards respect and politeness towards others as an attitude and effective tool to reduce hostility tensions between individuals and groups and to help society move through difficult conflicts [20], [25]. The importance of the tolerance that students have is the key to living side by side with others and the essential factor towards peace [30], [31] states that as many as 4,955 people and each person has very diverse characteristics shows the more diversity of cultures and languages the increasing attitude of tolerance. The research finding fifth concerning the value of peaceful culture on the dimensions of nurturing and sharing, shows significant, this is evident from the results of reflective expressions, showing students tend to move in a constructive direction, the emergence of caring and sharing and soul recognition of others, this is consistent with the results of the study [32], [33] stated that students who have nurtured and shared and recognized the souls of others have resulted in the emergence of an optimal culture of peace, characterized by 1) students paying attention to people other; 2) students care about each other; 3) students can work together and collaborate well; and 4) students can demonstrate non-academic abilities such as cooperation, responsibility, discipline, respect for others and behave honestly. The research findings sixth regarding the value of a culture of peace on the dimension of interdependence show that students understand that each country has its own culture so it needs to be respected. The results of the study [2], [34] explain that peace is the desire of all human beings, a peaceful life based on mutual respect, mutual respect, and mutual acceptance will create peace of life, well-being, and justice instead of life which is full of conflict will create turmoil and even violence in life. Conflicts occur between people in all social settings due to various potential differences and the absence of meaningful interactions. The research findings seventh regarding the value of peaceful culture in the dimension of people’s recognition of the souls of others shows the difference that is not good enough or not significant, representing that students do not believe everyone can solve the problem because it has been given the potential in each person.
Some students also appear to lack mutual respect when differences of opinion occur. One student felt his opinion was the most correct and the other students did not want to be blamed. The occurrence of differences of opinion that are not handled properly will result in conflict resulting from not building a culture of tolerance that respects differences or weak soul recognition of others [5], [10]. The research findings eighth regarding the value of peace culture in the dimension of gratitude shows a quite good and significant difference, this is based on the study that developing the value of gratitude is a very important thing that is owned by every individual for life success because gratitude is one of the individual ways to 1) achieve a harmonious life; 2) minimize conflicts that usually occur between individuals; 3) minimize the occurrence of friction; 4) is the key to the success of an individual in communicating with other individuals; 5) minimize confrontation in a conversation, but if politeness is not applied in everyday life, then the individual will not be able to achieve success in life and always experience friction, conflict, and hurt the feelings of other individuals.

5. CONCLUSION
Value of peaceful culture of class XI students of Senior High School 1 Batujajar is mostly at a moderate level, the behavior shown by students is a) students have not shown an optimal attitude of self-confidence, b) students show openness with others, but are still being shy, c) some students have shown sensitivity to the needs/wants of others, d) some students have mutual trust and understanding and collaboration/collaboration well, e) some students have mutual respect, but have not been optimal in resolving conflicts peacefully quickly or immediately, and f) students have not fully committed to creating a safe and peaceful environment. Sociodrama techniques are effective for developing the value of peaceful cultures in the dimensions of love, compassion, harmony, tolerance, interdependence, and gratitude, but the results of empirical tests on the dimensions of the value of peaceful cultures show ineffectiveness in the dimensions of nurturing and sharing and the recognition of people’s souls. another one.

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REFERENCE


