The Effectiveness of the Peace Competency Program for Guidance and Counseling Teachers

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ABSTRAK

The large number of Guidance and Counseling teachers who do not yet have peace concepts and skills that are useful for themselves and the school have an impact on the lack of effectiveness of the guidance process given by teachers to students. So this research was carried out with the aim of finding out the program to increase personal competence at peace and identifying the personal competence of peace teachers based on gender background, major and length of working period. This research uses a quantitative type with a quasi-experimental approach to one group preposttest design. The research subjects were 27 Guidance and Counseling Teachers. The research was divided into five stages using brainstorming, games, role playing, cinema therapy and assignment methods. Data collection used a questionnaire with the Teacher Peace Competency Development Scale instrument. The data analysis technique uses T test analysis and simple regression. The research results show that there are differences in peace competency from the knowledge and skills aspects with a pretest of 51.74 and a posttest of 75.04. Then there is no difference in teacher gender in peace competency, but the average for male guidance and counseling teachers is higher than female guidance and counseling teachers. There is no difference in the peace competency of BK teachers from a background in the BK department and those who are not in the BK department, and there is a difference in the peace competency of BK teachers seen from the length of time they have worked. The recommendation of this research is that guidance and counseling teachers need to strengthen their knowledge and skills of peace so that they can become personal role models of peace in their respective schools.

ABSTRACT

The large number of Guidance and Counseling teachers who still need peace concepts and skills that are useful for themselves and the school has an impact on the lack of effectiveness of the guidance process given by teachers to students. So, this research was carried out to determine the program to increase personal competence at peace and identify the personal competence of peace teachers based on gender background, centrality, and length of working period. This research uses a quantitative type with a quasi-experimental approach to one group pre-post test design. The research subjects were 27 Guidance and Counseling Teachers. The research was divided into five stages using brainstorming, games, role-playing, cinema therapy, and assignment methods. Data collection used a questionnaire with the Teacher Peace Competency Development Scale instrument. The data analysis technique uses T-test analysis and simple regression. The research results show differences in peace competency from the knowledge and skills aspects, with a pretest of 51.74 and a posttest of 75.04. Then there is no difference in teacher gender in peace competency, but the average for male guidance and counseling teachers is higher than for female guidance and counseling teachers. The peace competency of BK teachers is the same from a background in the BK department and those who are not in the BK department, and there is a difference in the peace competency of BK teachers seen from the length of time they have worked. This research recommends that guidance and counseling teachers strengthen their knowledge and skills of peace to become personal role models of peace in their respective schools.

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1. INTRODUCTION

Teachers are central figures in the world of education, this is because teachers are role models for students. Apart from that, in the learning process the teacher is a very important component because every educational indicator always relies on the teacher, who directly contributes to forming a positive social environment for students in building a safe and peaceful school climate (Aspi & Syahrani, 2022; Astiningtyas, 2018). This is supported by the view that human development is influenced by the environmental context, where the reciprocal relationship between the individual and the environment will shape the individual's behavior (Sentana et al., 2019; Yuliastini et al., 2020). It is further explained that the environment where the child lives will be able to describe, organize and clarify the child's attitudes and skills. In an environment there is the term microsystem, where the microsystem is the environment where the individual lives, this context includes the individual's family, peers, teachers, school and living environment (Azizah & Santoso, 2021; Fahrudi, 2022).In microsystems, there is a lot of direct interaction with social agents, namely parents, friends and teachers (Kusuma & Sutapa, 2020; Manullang & Silitonga, 2022). This social environment greatly influences individual development, especially in early childhood to adolescence. Therefore, the position of teacher is very necessary in the social environment. Teachers in the field of education not only play a role in providing lessons to students, but also play a role in providing guidance and counseling. Teachers who are tasked with providing special guidance to students are generally referred to as BK Teachers (guidance and counseling teachers). Guidance and Counseling Teachers are agents of peace, who ideally have individual characteristics of loving peace or non-physical violence, non-psychological violence, empathy, steadfast in seeking the truth (satyagraha), and willing to make sacrifices (tapasya) (Juliawati, 2019; Oktaviani & Syawaluddin, 2023; Purwaningsih, 2021). It is further explained that peace behavior is defined here as actions that create and maintain non-violent and harmonious relationships (Erviana, 2021; Nurwanto & Habiby, 2020).Peaceful conditions are shown as happiness, calm, comfort and security as well as a condition of inner harmony between aspects of the self (Buchori, 2022; Setyoningsih, 2022). Peaceful attitudes are defined here as beliefs and values that facilitate the creation and maintenance of relationships without violence and harmony (Doni et al., 2019; Istianah et al., 2023). Guidance and Counseling Teachers or Counselors ideally have the above peace competencies, however, judging from classroom observations and interviews, it appears that Guidance and Counseling teachers do not yet have insight into the concept of peace in general and do not behave in a way that builds a climate of peace (Amala & Kaltsum, 2021; Saputra & Irman, 2023). So, it can be said that teachers have not been able to play an important role as agents of peace, both as peace making, peace keeping and peace building.

Currently, there is still a gap in personal competence between teachers and students. The phenomenon in the field, the portrait of learning in the classroom, has not been able to provide an atmosphere of peace, this is shown in the transactional behavior between teachers and students and between students. The results of initial observations carried out at Yogyakarta City Middle Schools show that the peaceful behavior shown by students during the teaching and learning process in class only reached around 56%. Or in other words, peaceful classes only account for around 56% of all learning activities both in class and outside of class. This condition is evidence that teachers' competence is still low in creating a learning atmosphere that is able to facilitate the development of peaceful ways of thinking and behaving, and in general shows that peace in the classroom and school has not been well established. Efforts made by teachers in class are still asking and encouraging students to enthusiastically listen and ask questions about certain material. And the efforts made by teachers to create or build peaceful classes in the classroom in the teaching and learning process average around 66%. In other words, teachers in their teaching and learning process have only created or built peace around 66%. Efforts made such as praying and holding open activities between students, in responding to students' diverse behavior, teachers usually give warnings first before being sanctioned.

The teacher's personal profile in the peaceful category is one of the obligations that teachers must fulfill and educators should have a peaceful personality in their vision and mission in education. This is of course related to the position of teachers as active agents of peace building in schools. The perspective of teachers as agents of change is very important in various situations affected by conflict where teachers and students can carry a legacy of pain, trauma and prejudice that exists in wider society (Gunawan & Amalia, 2020; Siregar, 2020). Situations like these require teachers to have the skills and competencies as well as the resources necessary to act in ways that can challenge and conflict inequalities both inside and outside the classroom (Halima & Syam, 2023; Setiawan, 2019). Several studies that have been conducted previously revealed that each student has a different level of peace, depending on gender, ethnic background, and other factors, where the peace education strategy implemented by schools is generally integrated in the form of curriculum, learning processes , improving student welfare, student social relations, school facilities and facilities, as well as collaboration with all parties (Buchori & Fakhri, 2022).

The results of other research reveal that students' understanding of peace tends to be different, where increasing peace can be done through learning and getting students into the habit of respecting and appreciating each other (Santosa et al., 2021; Syahputra, 2020). Based on several research results, it can be said that the level of understanding of peace among students in each school tends to be different, where this understanding of peace must continue to be improved in order to create a pleasant learning environment. It's just that in previous research, there has been no study that specifically discusses the effectiveness of the peace competency program for guidance and counseling teachers, so this research focuses on this study with the aim of finding out programs to increase personal peace competency and identifying the personal competency of peace teachers based on type of background. gender, major and length of work period.

2. METHOD

This research is classified as a quantitative research type with a quasi-experimental one group pretest-posttest design method. The research participants used a convenience sample, namely representatives of Guidance and Counseling teachers who were members of the Yogyakarta City Middle School Guidance and Counseling Teachers' Conference, a total of 27 people. Data collection was carried out using a questionnaire with the Peace Competency Development Scale instrument with a 5 Likert answer scale (Very Not Appropriate to Very Appropriate). Data analysis used t-test and Anova. The grid for the peace competency development scale can be seen in Table 1.

Table 1. Peace Competency Development Scale Grid

Aspect	No. Items	Amount
Knowledge	1, 2, 3, 4	4
Skills	5, 6, 7, 8, 9, 10, 11, 12, 13, 14	10
Total	**14**	**14**

3. RESULTS AND DISCUSSION

Result

The research carried out was quantitative research carried out by providing pre-tests and post-tests in the program activities to increase the personal competence of peaceful teachers. The program is carried out by providing material and discussions with all participants. 27 teachers were given a peace competency development scale before and after providing the material. The research was conducted in one face-to-face session lasting between 90 – 120 minutes. Research analysis was carried out by testing and comparing the results of the pre-test and post-test. Test results can be observed at Table 2.

Table 2. Paired Samples Statistics T-Test Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Results	51.74	27	9.109	1.753
	Post-test results	75.04	27	5.701	1.097

Based on the Paired Samples Statistics output results in Table 2 above, it can be seen that the Pre-test score obtained an average result or Mean of 51.74. Meanwhile, for the post-test value, the average result or mean was 75.04. In table 2 it is known that the average value of training results in the Pre-test is 51.74 < Post-test 75.04, so that means descriptively there is a difference in the average training results between the Pre-test and Post-test. The average pre-test results are smaller than the average post-test results. This indicates an increase in the average personal competency results of peaceful teachers after giving treatment. Furthermore, to find out whether there is a relationship between variables, you can see it through Table 3.

Table 3. Paired Samples Correlation Results

		N	Correlation	Sig.
Pair 1	Pre-test Results & Post-test Results	27	0.510	0.007

Based on the results of the "Paired Samples Correlations" output in Table 3, it is known that the correlation coefficient is 0.510 with a significance value (Sig.) of 0.007. This shows that the Sig value.

0.007 < probability 0.05, then it can be said that there is a relationship between the Pre-test variable and the Post-test variable. Further results of the paired sample test analysis can be seen in Table 4.

Table 4. Paired Samples Test

	Paired Differences 95% Confidence Interval of the Difference Upper	t	df	Sig. (2-tailed)
Pair 1 Pretest Results - Posttest Results	-20.168	-15.309	26	0.000

Based on the output results of the "Paired Samples Test" shown in Table 4 above, it is known that the Sig. (2-tailed) is 0.000 < 0.05. Referring to this and in accordance with the decision making conditions, it can indicate that H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the results of the pre-test and post-test, which means that there is a significant influence from the peace capacity development training for junior high school guidance and counseling teachers in the Special Region of Yogyakarta. The results of the analysis in Table 2, Table 3, and Table 4 show that in this study there are differences in the average training results between the pre-test and post-test, the relationship between the pre-test and post-test variables, as well as the significant influence of peace capacity development training. for junior high school guidance and counseling teachers in the Special Region of Yogyakarta. In more detail, the comparison of pre-test and post-test results between male and female teachers can be seen in Table 5.

Table 5. Pretest-Posttest Results For Men and Women

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Pre-test Results	Man	9	52.78	9.217	3.072
	Woman	18	51.22	9.277	2.187
Post-test results	Man	9	75.56	5.961	1.987
	Woman	18	74.78	5.725	1.349

Based on the results of the "Group Statistics" output, it is known that the total number of pre-test and post-test data for the male gender is 9 respondents, while for the female gender there are 18 respondents. The average value of the pre-test results for men is 52.78, while for women it is 51.22. This shows that the pre-test results on the peaceful capacity of male guidance and counseling teachers are higher than those of female teachers. Then, the average post-test result for men was 75.56, while for women it was 74.78. This also indicates that the post-test results on the peaceful capacity of male guidance and counseling teachers are higher than those of female teachers. Thus, descriptive statistics can be concluded that there is a difference in the average pre-test and post-test results between men and women. In addition, male guidance and counseling teachers have a higher ratio of peaceful capacity results compared to the peaceful capacity of female guidance and counseling teachers. After obtaining the results of the pretest and posttest analysis, the research analysis was then continued with the independent sample test analysis related to differences in the results of peace capacity development training, as in Table 6.

Table 6. Independent Sample Test

		Levene's test For equality of variances		t-test for equality of means						
		f	Sig	t	df	Sig. (2-tailed)	Mean differences	Std. error differences	95% confidence interval of The difference lower	upper
Results Pre-test	Equal variance assumed	0.015	0.903	0.412	25	0.684	1.556	3.789	-6.228	9.340
	Equal variance Not assumed			0.413	16.202	0.685	1.556	3,771	-6.430	9.541

		Levene's test For equality of variances		t-test for equality of means						
		f	Sig	t	df	Sig. (2-tailed)	Mean differences	Std. error differences	95% confidence interval of The difference	
									lower	upper
Results Post-test	Equal variance assumed	0.022	0.882	0.328	25	0.745	0.778	2.368	-4.100	5.655
	Equal variance Not assumed			0.324	15.527	0.750	0.778	2.402	-4.326	5.882

Based on the output results of the "Independent Samples Test", it is known that the Sig. Levene's Test for Equality of Variances in the Pre-test results was 0.903 > 0.05. Then, the post-test results are 0.882 > 0.05, which means that the data variance between men and women is homogeneous or the same. In the "Equal variances assumed" section, the Sig value is known. (2-tailed) in the Pre-test results of 0.684 > 0.05 and in the Post-test results of 0.745 > 0.05, it can be concluded that H_0 is accepted and H_a is rejected. Thus, it can be concluded that there is no significant (real) difference between the average results of peace capacity development training for male and female guidance and counseling teachers.

The second analysis is an analysis of the average difference in pre-test and post-test results between teachers majoring in BK and non-BK, as well as analysis of independent samples tests. The results of this analysis can be seen at Table 7 and Table 8.

Table 7. Group Statistics Based on Department Background

	Department Background	N	Mean	Std. Deviation	Std. Error Mean
Pre-test Results	BK	25	51.36	9,345	1,869
	Non-BK	2	56.50	3,536	2,500
Post-test results	BK	25	74.84	5,871	1,174
	Non-BK	2	77.50	2,121	1,500

Table 8. Independent Sample Test

		Levene's test For equality of variances		t-test for equality of means						
		f	Sig	t	df	Sig. (2-tailed)	Mean differences	Std. error differences	95% confidence interval of The difference	
									lower	upper
Results Pre-test	Equal variance assumed	2.742	0.110	-0.762	25	0.453	-5.140	6.784	-19.038	8.758
	Equal variance Not assumed			-1.647	2.399	0.220	-5.140	3.121	-16.642	6.362
Results Post-test	Equal variance assumed	1.319	0.262	-0.628	25	0.536	-2.660	4.239	-11.390	6.070
	Equal variance Not assumed			-1.396	2.561	0.271	-2.660	1.905	-9.355	4.035

The data in Table 7 shows that there are two backgrounds of junior high school guidance and counseling teachers in Yogyakarta City. Based on the results of the "Group Statistics" output which can be seen in Table 7, it is known that the total data from the pre-test and post-test results for the BK major was 25 respondents, while for the non-BK major there were 2 respondents. The average score for the pre-test results from the BK major was 51.36, while for non-BK majors it was 56.50. This shows that the pre-test results on the peaceful capacity of guidance and counseling teachers from a BK background are lower compared to teachers who have a non-BK educational background. Then, the average post-test score for BK majors is 74.84, while for non-BK majors it is 77.50. Based on the post-test results, it is known that there is a significant increase in the peaceful capacity of guidance and counseling teachers, especially

teachers from non-BK backgrounds compared to BK. Thus, descriptive statistics can be concluded that there is a difference in the average pre-test and post-test results between BK and non-BK majors with higher results for teachers with non-BK backgrounds. Furthermore, the data in Table 8 shows that the Sig. Levene's Test for Equality of Variances in the pre-test results was 0.110 > 0.05. Then, the post-test results are 0.262 > 0.05, which means that the data variance between BK and non-BK majors is homogeneous or the same. In the "Equal variances assumed" section, the Sig value is known. (2-tailed) on the Pre-test results of 0.453 > 0.05 and on the Post-test results of 0.536 > 0.05, it can be concluded that H_0 is accepted and H_a is rejected. Thus, it can be concluded that there is no significant (real) difference between the average results of peace capacity development training in BK and non-BK majors.

The third analysis is an analysis of the average difference in pre-test and post-test results based on the length of time the guidance counselor has worked. The results of this analysis can be seen at Table 9.

Table 9. Descriptives Pre Post Test

		N	Mean	Std. Deviation	Std. Error	95% confidence interval of mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Results Pre-test	0-5 years	19	48.79	9,022	2,070	44.44	53.14	38	69
	6-10 years	1	54.00					54	54
	11-15 years	3	60.00	4,359	2,517	49.17	70.83	57	65
	>15 years	4	59.00	4,761	2,380	51.42	66.58	54	64
	Total	**27**	**51.74**	**9,109**	**1,753**	**48.14**	**55.34**	**38**	**69**
Results Post-test	0-5 years	19	73.84	5,429	1,245	71.23	76.46	60	83
	6-10 years	1	70.00					70	70
	11-15 years	3	75.00	4,000	2,309	65.06	84.94	71	79
	>15 years	4	82.00	3,464	1,732	76.49	87.51	79	85
	Total	**27**	**75.04**	**5,701**	**1,097**	**72.78**	**77.29**	**60**	**85**

Based on the results of the descriptives output in the pre-test results section, 19 respondents with a working time range of 0-5 years had an average of 48.79. Then, 1 respondent with a working time span of 6-10 years had an average of 54.00. Furthermore, 3 respondents with a working time span of 11-15 years had an average of 60.00. Finally, 4 respondents with a working time span of more than 15 years had an average of 59.00. Meanwhile, in the Post-test results section, 19 respondents with a working time range of 0-5 years had an average of 73.84. Then, 1 respondent with a working time span of 6-10 years had an average of 70.00. Furthermore, 3 respondents with a working time span of 11-15 years had an average of 75.00. Finally, 4 respondents with a working time span of more than 15 years had an average of 82.00. The final analysis of this research is an anova test analysis as in Table 10.

Table 10. Anova Test

		Sum of Squares	df	Mean Square	F	Sig.
Pre-test results	Between groups	586.027	3	195.342	2.860	0.059
	Within groups	1571.158	23	68.311		
	Total	2157.185	26			
Post-test results	Between groups	246.437	3	82.146	3.157	0.044
	Within groups	598.526	23	26.023		
	Total	844.963	26			

Based on the ANOVA output results, it is known that the Sig. (Significance) in the pre-test results is 0.059 > 0.05. So it can be concluded from the pre-test results that H_0 is accepted and H_a is rejected, which means that there is no significant difference in the pre-test results before providing peace capacity development training to guidance and counseling teachers who work in a certain time period. Meanwhile, the post-test results are 0.044 < 0.05, it can be concluded that H_0 is rejected and H_a is accepted, which means there is a significant difference after being given peace capacity development training for guidance and counseling teachers who work in a certain time period.

Discussion

The results of data analysis show that there are several main findings in this research, including: the first finding shows that there is a significant influence from the peace competency development program for junior high school guidance and counseling teachers in the Special Region of Yogyakarta. These results show that an increase in teachers' peaceful capacity can occur because from the beginning the design of the communication meeting between participants has gone well, which is indicated by an increase in understanding of the concept of peace for oneself, as well as the concept of peace as a teacher and a strong desire to implement it in the classroom and school. has been successful and effective in bringing a positive impact to the participants, because an effective training program is characterized by increased participant motivation in exploring the content or training material (Fransisca et al., 2023; Nento, 2019).Developing the capacity for peace is peace education for teachers so that it can have a significant impact if teachers and school counselors are creative, innovative, systematic and sustainable in providing interventions (Linri et al., 2023; Naser et al., 2022). Through peace education, teachers will be able to develop the skills of communicating, listening, understanding differences, collaborating, critical thinking, decision making, conflict resolution, and social responsibility (Karimah & Syarifuddin, 2023; Sari et al., 2023). Teachers as educators and counselors play a role in being the key to changing behavior and being prosocial, as well as playing a role in creating classes by building feelings and acceptance between students, forming constructive collaboration with other students, playing a role in building social emotional learning (Aspi & Syahrani, 2022; Astiningtyas, 2018). In humanist classroom management, the teacher as the focus of communication relationships between students is tasked with creating a sense of belonging to one another. In the classroom, teachers are really required to be able to create a comfortable atmosphere and good language, by showing unconditional positive regard to students while there is a situation of insisting on each other.

Second finding shows that there is a difference in the average results of the pre-test and post-test between men and women, but there is no significant (real) difference between the average results of peace capacity development training for male Guidance and Counseling teachers. and women, and the average peace of mind of male teachers is higher than that of female teachers. Basically, whether female or male teachers are the same, both play a role in implementing peace education to build a comfortable and peaceful school climate. There are four key components of a peace education program that foster constructive, not destructive, relationships and help prepare children to live in a peaceful world, namely cooperative learning, conflict management, constructive use of controversy when teaching certain subjects and dispute resolution centers in school (Fahrudi, 2022; Kusuma & Sutapa, 2020). For teachers to be effective in teaching peace, teacher education programs must include elements of peace education. The teacher's personal profile as an educator should have a peaceful personality in his vision and mission in education. Because the teacher's position is very important in peace education, as mentioned, teachers are active agents of peace building in schools. The gutu perspective as an agent of change is very important in various situations affected by conflict where teachers and students can carry a legacy of pain, trauma and prejudice that exists in wider society. Situations like these require teachers to have the skills and competencies as well as the resources necessary to act in ways that can challenge and conflict inequalities both inside and outside the classroom (Sentana et al., 2019; Yuliastini et al., 2020).

Third finding shows that there is no significant (real) difference between the results of peace capacity development training for guidance and counseling teachers majoring in Guidance and Counseling and non-Guidance and Counseling. Regarding guidance and counseling teachers who do not have a formal educational background majoring in guidance and counseling, the government has actually set academic qualification and competency standards. Through the Ministry of Education and Culture, the government issued Permendikbud 111 of 2014 which explains the academic qualifications of guidance and counseling teachers. In article 1 it is explained that a Guidance and Counseling Teacher is an educator who has a minimum academic qualification of Bachelor of Education (S-1) in the field of Guidance and Counseling and has competence in the field of Guidance and Counseling. However, in reality in the field, cases are still found at various levels of SMP/MTs and SMA/MA/SMK education where the guidance and counseling teacher profession is not filled by teachers with a guidance and counseling educational background. Guidance and counseling teachers should have competencies that are in accordance with predetermined qualification standards. In Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers explains that competency is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional duties (Ilahi & Marsinun, 2022; Maulana et al., 2023). The formulation of academic and professional competencies for guidance and counseling teachers has been determined through Minister of National Education Regulation Number 27 of 2008, including pedagogical, personality, social and professional competencies (Akbar, 2021).

Pedagogical competence is related to mastery of educational theory and practice as well as the essence of guidance and counseling services, personal competence is related to ethics and integrity in the implementation of guidance and counseling, social competence is related to collaboration and participation in professional guidance and counseling activities, and professional competence is related to mastery and application of the scientific field of guidance and counseling in carrying out his main duties as a guidance and counseling teacher (Hoesny & Darmayanti, 2021; Woelandhary et al., 2022). However, based on Permendikbud 111 of 2014 article 11, it is explained that guidance and counseling teachers in positions who do not yet have a Bachelor of Education (S-1) academic qualification in the field of guidance and counseling and counselor competency, will gradually have their competency increased in accordance with statutory regulations. One way is to take part in training, either by the government or in collaboration programs with universities. By participating in peace capacity development training for guidance and counseling teachers, it is hoped that guidance and counseling teachers with non-guidance and counseling educational backgrounds can improve their skills and competencies in becoming peace-educators (Ismunandar & Kurnia, 2023).

Fourth finding shows that there are significant differences and improvements after being given peace capacity development training to BK teachers who work over a certain period of time. Guidance and counseling teachers who take part in this training have varying lengths of service, ranging from 0-5 years, 6-10 years, 11-15 years, to more than 15 years. Based on the pre-test results, there was no significant difference in understanding before the peace capacity development training was given to guidance and counseling teachers in each specific time period. This indicates that the level of understanding of guidance and counseling teachers during the pre-test was the same. Meanwhile, based on the post-test results, there was a significant difference in understanding and an increase in scores from the pre-test results after providing peace capacity development training to guidance and counseling teachers in each certain time period. The highest average score was obtained by guidance and counseling teachers who had worked for more than 15 years with a score of 82.00. This indicates that there are differences in the increasing understanding of each guidance and counseling teacher over a certain period of time. These findings show that teachers with a long period of work experience have persistence in gaining new insights to improve their competence. One of the main skills that teachers must have in the 21st century is the ability to adapt in providing educational services for students. The increasingly rapid development of science in the 21st century requires teachers to improve their competencies and abilities in accordance with what students need today (Juliawati, 2019; Oktaviani & Syawaluddin, 2023; Purwaningsih, 2021). The rapid development of science, especially in the field of Information and Communication Technology (ICT), makes information easy to reach and has no boundaries (Erviana, 2021; Nurwanto & Habiby, 2020). However, along with these developments, in the 21st century the problems faced are increasingly developing, one of which is in the social life of society.

The results obtained in this research are slightly different from the results of previous research, where the results of previous research focused on the level of peace of students which showed that each student had a different level of peace, depending on gender, ethnic background, and other factors. where the peace education strategy carried out by the school is broadly integrated in the form of curriculum, learning processes, improving student welfare, student social relations, school facilities and facilities, as well as collaboration with all parties (Buchori & Fakhri, 2022). The results of other research reveal that students' understanding of peace tends to be different, where increasing peace can be done through learning and getting students into the habit of respecting and appreciating each other (Santosa et al., 2021; Syahputra, 2020). So based on several research results, it can be said that teachers and students tend to have different levels of peace depending on their physical, psychological and environmental conditions. Increasing peace by students and teachers can be done by providing ongoing training and guidance.

4. CONCLUSION

Based on the research results, it can be concluded that there is a significant influence from providing a peace competency development program for junior high school guidance and counseling teachers in the Special Region of Yogyakarta, there is a difference in the average pre-test and post-test results between male and female participants, but not there is a significant (real) difference between the average results of peace capacity development training for male and female Guidance and Counseling teachers, there is no significant (real) difference between the results of peace capacity development training for guidance and counseling teachers majoring in Guidance and Counseling and non-Guidance and Counselling, and there are significant differences and improvements after being given peace capacity development training for BK teachers who work over a certain period of time.

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