

**KERANGKA KERJA PEDAGOGI KEDAMAIAN UNTUK  
MENGEMBANGKAN IKLIM KELAS DAMAI  
PADA JENJANG SEKOLAH DASAR DI MAKASSAR**

**DISERTASI**

**Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar  
Doktor Ilmu Pendidikan dalam bidang Bimbingan dan Konseling**



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**Kerangka Kerja Pedagogi Kedamaian Untuk  
Mengembangkan Iklim Kelas Damai  
Pada Jenjang Sekolah Dasar Di Makassar**

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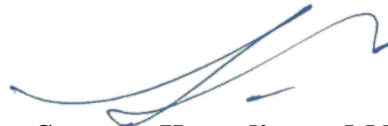
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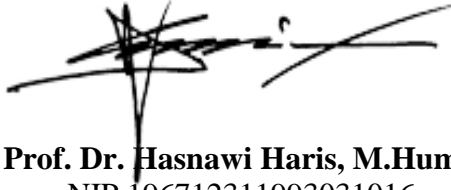
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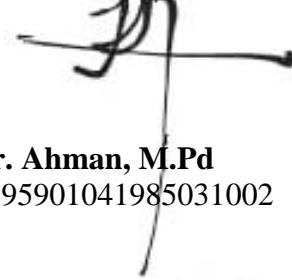
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## ABSTRAK

**Sahril Buchori.** 2022. Kerangka Kerja Pedagogi Kedamaian untuk Mengembangkan Iklim Kelas Damai pada Jenjang Sekolah Dasar di Makassar. **Disertasi.** Dibimbing oleh: Prof. Dr. Sunaryo Kartadinata, M.Pd (*promotor*); Prof. Dr. Syamsu Yusuf, LN., M.Pd (*kopromotor*); dan Dr. Ilfiandra, M.Pd. (*anggota*). Pogram Studi Bimbingan dan Konseling Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia, Bandung.

Secara umum tujuan penelitian ini adalah menghasilkan kerangka kerja pedagogi kedamaian untuk mengembangkan iklim kelas damai pada jenjang sekolah dasar di Makassar. Kerangka kerja pedagogi kedamaian yang dikembangkan dalam penelitian ini berupa pengembangan kompetensi pedagogi kedamaian guru dan implementasi pedagogi kedamaian dalam pembelajaran. Pendekatan penelitian yang digunakan adalah *Mixed Methodology Design* dengan desain *Embedded*. Penelitian dilakukan dengan empat tahap, yaitu (1) studi pendahuluan; (2) pengembangan kerangka kerja; (3) validasi rasional kerangka kerja; dan (4) validasi empirik kerangka kerja. Pengembangan kompetensi pedagogi kedamaian guru dilakukan dalam bentuk pelatihan simulasi dan implementasi pedagogi kedamaian dalam pembelajaran melalui pendekatan yang terintegrasi dalam berbagai mata pelajaran atau kurikulum sekolah. Partisipan penelitian terdiri atas Guru dan siswa. Guru berasal dari tiga sekolah yaitu: Madrasah Ibtidaiyah Farida Aryani Makassar, Sekolah Dasar Inpres Borong, dan Sekolah Dasar Negeri Borong. Siswa berasal dari Madrasah Ibtidaiyah Farida Aryani Makassar. Hasil studi pendahuluan secara umum menggambarkan mayoritas guru memiliki pengetahuan, keterampilan dan sikap kedamaian berada pada kategori kurang damai atau belum memadai. Gambaran iklim kelas menunjukkan sebagian besar siswa mempersepsi bahwa iklim kelas kategori kurang damai. Guru dan siswa menciptakan kedamaian di sekolah menitikberatkan pada *negative peace* yaitu dibangun atas dasar kekuatan atau power sehingga perilaku damai yang muncul karena keterpaksaan atau ketidakberdayaan atas otoritas kekuasaan yang ada atau yang berlaku. Proses pengembangan iklim kelas damai menggunakan kerangka kerja hipotetik, validasi rasional, validasi empiris, dan simulasi eksperimental. Pedagogi kedamaian terbukti efektif sebagai kerangka kerja bagi guru untuk pengembangan iklim kelas damai. Pedagogi kedamaian memberi dampak pada perubahan *mindset* kedamaian guru, sikap dan cara-cara guru membangun kedamaian, dari yang berorientasi pada damai yang negatif (*negative peace*) menjadi berorientasi damai positif (*positive peace*), rasa nyaman, puas, dan bahagia dalam proses pemberian pembelajaran kepada siswa. Pedagogi kedamaian juga berdampak pada kenyamanan siswa dalam belajar dan menerima pembelajaran, peningkatan motivasi berprestasi secara akademik, kerjasama antar siswa, berkompetisi secara damai, penyelesaian masalah bersama secara damai, kepedulian, saling menghargai, saling membantu, komunikasi berjalan efektif, lebih sopan serta santun baik antar siswa maupun kepada guru.

*Kata Kunci: Pedagogi, Kedamaian, Iklim Kelas.*

## ABSTRACT

**Sahril Buchori.** 2022. Peace Pedagogy Framework for Developing a Peaceful Class Climate at Elementary School Level in Makassar. **Dissertation.** Supervised by: Prof. Dr. Sunaryo Kartadinata, M.Pd (promoter); Prof. Dr. Syamsu Yusuf, LN., M.Pd (co-promoter); and Dr. Ilfiandra, M.Pd. (member). Guidance and Counseling Department Faculty of Educational Sciences Universitas Pendidikan Indonesia, Bandung.

In general, the purpose of this research is to produce a peaceful pedagogical framework to develop a peaceful classroom climate at the elementary school level in Makassar. The peace pedagogical framework developed in this study is in the form of developing teacher peace pedagogical competencies and implementing peace pedagogy in learning. The research method used is a Mixed Methodology Design approach with an Embedded design. The research was conducted into four stages: (1) preliminary study; (2) framework development; (3) rational validation of the framework; and (4) empirical validation of the framework. The development of teacher peace pedagogy competence is carried out in the form of simulation training and implementation of peace pedagogy in learning through an integrated approach in various subjects or school curriculum. Research participants consist of teachers and students. The teachers came from three schools, namely: Madrasah Ibtidaiyah Farida Aryani Makassar, Inpres Borong Elementary School, and Borong State Elementary School. The students come from Madrasah Ibtidaiyah Farida Aryani Makassar. The results of the preliminary study generally show that the majority of teachers have the knowledge, skills and attitudes of peace in the less peaceful or inadequate category. Meanwhile, the description of the classroom climate shows that most of the students show a less peaceful category. Teachers and students create peace at school focusing on negative peace which is built on the basis of strength or power so that peaceful behavior arises because of coercion or powerlessness over existing or applicable power authorities. The process of developing a peaceful classroom climate was successfully developed using a hypothetical framework, rational validation, empirical validation, and experimental simulation. Peace pedagogy has proven to be effective as a framework for teachers for the development of a peaceful classroom climate. Peace pedagogy has an impact on changing the teacher's peaceful mindset, attitudes and ways of teachers building peace, from being oriented to negative peace to being oriented to positive peace, feeling comfortable, satisfied, and happy in the process of providing learning to students. Peace pedagogy also has an impact on the comfort of students in learning and receiving learning, increasing academic achievement motivation, collaboration between students, peacefully compete, peaceful problem solving, caring, mutual respect, mutual assistance, effective communication, more polite and courteous both between students and to teachers.

*Keywords: Pedagogy, Peace, Class Climate.*

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