

Unraveling the Cultural Dynamics of Nonviolence in Schools: A Study of the Development of Nonviolence Pedagogy

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Abstract: Violence in educational settings remains a critical issue that causes psychological trauma, perpetuates intergenerational cycles of aggression, and undermines the role of schools as safe spaces for students. This study aims to explore the cultural dynamics of nonviolence in schools through conceptual analysis, bibliometric review, and a quantitative survey. The adapted Teenage Nonviolence Test (TNT) for Indonesian adolescents was employed, measuring four key dimensions: Physical Nonviolence, Psychological Nonviolence, Satyagraha, and Tapasya. Data were collected from junior high school students from both conventional schools and Islamic boarding schools, analyzed using descriptive-analytic methods, one-way ANOVA, and supported by qualitative insights. The findings indicate that the culture of nonviolence in schools remains underdeveloped and is strongly influenced by protective factors within families and communities. Bibliometric analysis further revealed that nonviolence research over the past decade has been dominated by philosophical, legal, and political perspectives, while counseling and psychology remain underexplored. This study highlights the need for a systemic approach to foster a safe, inclusive educational environment grounded in nonviolent values, positioning nonviolence not only as a strategy to prevent harm but also as a pathway to positive peace and social justice.

Keywords: Cultural Dynamics; Nonviolence; Development; Nonviolence Pedagogy

INTRODUCTION

Violence in the environment education is issue complex (Das, 2007) that gives rise to question important about connection social and education as well as characteristic original environment education That itself (Larkin, 2009). Violence according to (Almond, 2007) as representation behavior negative that can cause matter negative others . However when violence occurs in the environment education , things This considered very tragic Because environment education is a place where students must always feel safe and comfortable . Morrell, R., Bhana, D., and Hamlall , V. (2012) Violence that occurs in the neighborhood education contradictory with function education as place educate children and adolescents in condition safe , tolerant and respectful tall knowledge knowledge.

The Inspectorate General of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) does not close eye about amount case The Three Great Sins in Education Units are still very massive . Savitri's article published (DetikEdu , 2023) explains, The Three Great Sins mentioned That is violence sexual with 115 cases , bullying 61 cases , and intolerance as many as 24 cases . Issue most known occurs in the scope college high . Besides That , At Least 136 cases occurred violence in schools throughout 2023 , including 19 students stated died . Reported on the page online daily (Kompas, 2023) in a week happened two to three case violence in the environment education , things This be an alarm to the world that condition education day This currently No fine only . The Central Bureau of Statistics (2023) released The Gross Participation Rate (APK) Ratio for Females/Males at the Tertiary Level in 38 Provinces is always experience improvement , with average of 2021 was 115.26 , then in 2022 it increased to 116.04, to 116.31 in 2023. The figure is not a significant number , but the increase that occurred Enough give proof that violence in the educational environment still occurs Keep going develop from time to time.

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Utomo, P., et al (Eds), *Proceeding of the 3th Siliwangi Annual International Conference On Guidance Counseling (SAICGC, 2024)*,

Contents lists available at <https://ojs.aeducia.org/index.php/saicgc/issue/view/26>



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In reality, the violence that was committed will cause serious trauma to oneself those who will imprint in life affective and psychological they. Someone who has experience very big violence the possibility For become an adult who does violence (Muller, 2002). A person who is insulted and ignored have risk Serious No capable respect other people. Somebody like That will tend treat others as such they Alone treated as if as reply feud on what has been they natural. They No cursed For do violence, but they own strong tendency For do violence become Thus; Therefore that, they will easy misled by ideologies that teach insult towards others Weil, S. (1995).

Nonviolence is antithesis from Johansen's violence (2007) which was defined and categorized by Johan Galtung in his books 1969, 1990, 1996 as violence direct, violence structural, and violence culture. In short: violence direct means harming others by intentionally. Violence structural is harm caused by structures and decisions sociopolitics that eliminate access somebody to need the basics required For fulfil all over potential his life. Violence culture is justification culture on violence direct and structural. Each of them they have the antithesis Alone in context non-violence.

Hess (2008) offers deep reconstruction about nonviolence in corner view contemporary Christian theology and practice, although Hess has trend strong towards Buddhism and Jainism. He show How understanding contemporary about violence and personal man challenge view traditional about non-violence as pacifism. In connection with claim This, Hess argues that Christian nonviolence must beyond pacifism For in a way direct overcome problem internalized violence. Meanwhile, Wahid (2001) explains non-vailability in corner Islam's view that success a Muslim in operate his role as contributor about non-violence depends on several factors. In addition to talent, ability, and education, he influenced by several other factors: type the activities he does do and social status its economy. Its activities will influence method he share time and set affairs everyday. This is influence himself himself, his career, his family, and society. If he ambitious but No capable manage his business in a way effective or without proper support, then mental, physical, or emotional will affected. In case This Islam views nonviolence as not quite enough answer social that has implications on aspects transcendental like trust that what is he do in the world will impact on life both in the afterlife.

The World Health Organization (The VPA Approach, 2024) released framework ecology owned by Brofenbrenner as reason derivative nonviolent behavior, which seeks to bridge understanding about structure context the occurrence violence and interaction between factors risk within each context and between both of them. Framework ecology This based on evidence that No There is One any factor that can explain Why some people or group have risk more tall to violence between personal, while others are more protected from violence said. Framework Work This look at violence interpersonal as results interaction between Lots factor in four levels individuals, relationships, communities, and society.

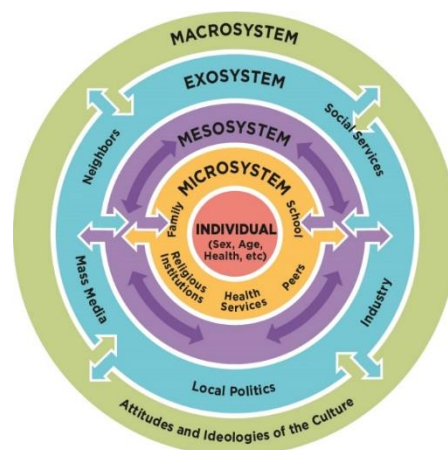


Figure 1.1 Risks and Protective Factors: Introduction to the Ecological Model

In level individual, history personal and factors biological influence method individual behave and improve possibility become a victim or perpetrator violence. Baker (2015) Genes influence characteristics behavioral and psychological every individuals, including ability intellectual, personality, and risk mental illness. All of them impact on parents and children in A family. Thomas (2004) Parental genes influence behavior they myself (including method they to care for child) and child genes influence behavior they myself (including method they

responding to parents) . Transmission of genes from parents to child is eye chain important that will cause similarity behavior between parents and children.

Connection personal like family , friends , couples intimate , and friends same age can influence risk become a victim or perpetrator violence . Relationship family influence behavior and development children (Cowan & Cowan, 2019; Van As & Janssens, 2002). As familiar entities , various problems faced member family can cause impact psychosocial for member family others . One of the impact psychosocial from problem the to member family other involving impact mental health of parents , such as symptom depression , against health physical and psychological children (Hirsch et al., 1985; Tweed & Ryff, 1996). More Far again , custom customs family represent condition connection family . They believed own effect following (Fiese et al., 2002). First , the more Lots routine family formed , increasingly cohesive family said ; more Far again , more and more Good protection health the physical and mental health of the family , increasingly A little conflict in family and more Good connection family . Second , there is regularity certain in routine family create consistency and predictability in life family and form a permanent sense of protection health physical and mental condition of members from stressors . Third , customs customs family produce interaction between member family , which grows interpersonal and social skills as well as allow member build a sense of belonging and ability adapt to society . Impacts this is very important in support development social-emotional healthy and improving children mental and physical health , and their impact can expand to condition psychological (Spagnola & Fiese, 2007). In addition , routines family can play role important in connection family . Strong routine in family tend switch to practice parenting child in relationship with satisfaction more marriage height and feeling competence mother (Fiese et al., 1993).

Context community place the occurrence connection social , such as school , environment around , and place work , also affects violence . School occupy place central within the established development agenda For children in almost all countries every nations in the world (Robert, 2015). Children and teenagers Lots use up more Lots time at school compared to with other contexts outside school . Based on role the center in life children and family , school play role culture No only in teach skills academic children and adolescents but also in socialize development ethics , citizenship , and socio-emotional students , in trigger motivation they moment entering adulthood (Berliner, Glass, et al ., 2014; Greenberg et al ., 2003; Hattie , 2009; Meece & Eccles, 2010; Roeser & Eccles, 2014). Development through various organizational , social , and instructional processes that operate in several different levels from system school in a way overall.

Social factors influence whether violence pushed or inhibited . Variation wide geographical area found in the characteristics personality , system values , and behavior Humans . Humans are also equipped with a series mechanism psychological driving force defense behavior against pathogens such as system immunity behavior (Schaller & Park, 2011). In general , mechanism This designed For detect potential signs pathogen in environment and trigger response affective and cognitive specific that drives type reaction behavior certain which in turn as well as reduce possibility transmission behavior . There is a lot of evidence that implies mechanism this is on the whole phenomenon psychological humans , including implications to behavior , emotions (Oaten, Stevenson, & Case, 2009), prejudice and perception somebody.

Value in terms of conceptual related with moral and behavioral assessment , showing that difference condition social in morality may also be predicted by the prevalence pathogen . A investigation newnew This test possibility that regional differences in prevalence of pathogens can help explain variation condition socio-geographical throughout the world on certain moral values (Leeuwen et al., 2012). Various type moral values can placed in two categories basic . Some moral values are considered is individual, whereas other moral values considered tie . A binding moral foundation relevant with problem like faithfulness group , respect to authority , and purity . Aspects binding morality This Already clear the implications to various attitudes and behavior (for example ethnocentrism , obedience , cleanliness) which, like has We discuss , can functioning as buffer to transmission behavior (Ackerman et al., 2009).

On every level the surrounding ecology every person, there is factors that can cause somebody at risk become a victim of violence and/ or do violence . Different levels this can also interact One each other. For example , the value social can influence values personal , or characteristics community can influence connection personal . The more Lots factor risks experienced someone , the more there is also a big possibility He become a victim of violence and/ or violence (Saferespaces, 2024).

Dornschneider & Henderson (2016) Implementing approach mapping cognitive and modeling nonviolence in analysis computing as decision based on chain belief based on taking decision , antecedent inference decisions , and exploration counterfactual . Based on matter said , shows that Good activity violence both violent and non-

violent is response to manifested cognition in form behavior . Kool & Agrawal (2020) Cognition play a role important in make choice between violence and non- violence with change method somebody look at a situation . This is can achieved through proper framing , so help they see that mark subjective inherent in non -violence more big compared to mark subjective to violence . Still according to Dornschneider & Henderson (2016) terms cognition refers to all processes by which sensory input changed , reduced , described , stored , obtained back and used . Based on definition comprehensive said , it is clear that cognition involved in all possible thing done human beings , and that every phenomenon psychological is phenomenon cognitive , including violence and non- violence . The role of cognition. in taking decision man according to Kahneman & Tversky (1979) with observe that only with change context or framework in which choices are made served , even when choices beginning still No changed , already Lots change in taking decision human beings . We can use framework the For change attitude to action affirmative or even in push behavior prosocial.

Nonviolence in positive peace perspective is road towards a better world fair and harmonious . This demands commitment and effort together For overcome root reason conflict and injustice , as well as build supporting structure welfare together and respect dignity every individual (Akers, 1990). With Thus , nonviolence is not only just a strategy for avoid violence , but also vision For create peace and justice become sebah reality (Bhana, 2006). Nonviolence is a term first introduced by Johan Galtung (1964). King (2002) explains that Galtung tried For to describe between gap between draft positive peace and negative peace when study peace is too important focuses on violence in directly . Concept This expanded on research about peace and violence that tries enter the term nonviolence as part from discussion . Non- violence can separated become principled and pragmatic forms (Galtung, 1990). The principle of non- violence , including pacifism , present in various supportive intensity all matter start from method life that minimizes loss personal generated to creature life other until rejection For participate in forms violence organized certain (such as activity military). Peace positive covers connectedness in misunderstanding that is not simple . Peace positive No just to force violence in a way direct but also violence Galtung's (1969) structural and includes " structure social barriers ability individuals and groups For fulfil need man like continuity life , well-being , recognition and freedom (Standish et al, 2022).

Google school data for 10 years final with help application bibliometric Publish or Perish edition 8 got 5 images top study about nonviolence as following:

Study About	Year	Citations Per Year
Philosophical	2020	45.75
Law	2019	23.6
Statehood	2020	18.75
Political	2019	12
Psychology	2020	11.75

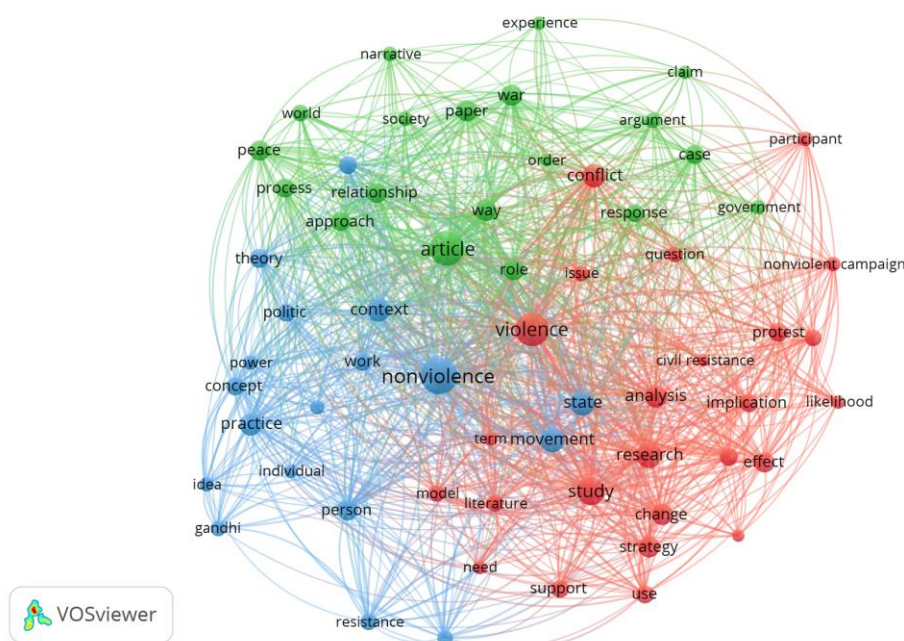
Research on nonviolence in context counseling Not yet develop in a way significant , although Topic This the more acknowledged , from the bibliometric data of Publish or Perish edition 8, it was found that nonviolence research at 10 years final dominated by discussion about Philosophical with an average of 45.75 citations per year , Law 23.6 per year , state 18.75 per year , politics 12 per year , and psychology 11.75 per year . Based on bibliometric data said , research about nonviolence in lens counseling and psychology not enough growing and tending quiet fans . Nonviolence, or ahimsa, is fundamental principles that do not only reject use violence physique but also everything form violence emotional , verbal, and psychological (Germer et all, 2013). Principles this is very relevant in counseling , where the goal is the main thing development man in a way whole and free from involvement violence in form whatever . For push development research in the field this , some step can taken (Davidson & Begley, 2012).

Analysis bibliometrics performed with help application VOSViewer version 1.6.20 describes results as following:

Terms	Occurrences	Relevance Score
Nonviolence	85	0.071
Violence	73	0.0507

Study	47	0.1659
Research	43	0.1715
Context	36	0.2002
Movement	34	0.448
State	34	0.4467
Analysis	33	0.2311
Conflict	33	0.1848
Practice	32	0.4892

Based on analysis of the top 10 most frequently used words appear , found that discussion about Nonviolence Education still become material studies that are not yet popular. Discussion of nonviolence in 10 years last Still leads to learning strategies , movements politics , state and conflict war.



From the picture above found a total of 62 items consisting of from 3 clusters , including cluster the red one consists of from analysis, change, civil, resistance, conflict, data, effect, factor, implication, issue, likelihood, literature, model, need, nonviolent campaign, nonviolent resistance, participant, protest, question, research, strategy, study, support, term, use, violence. Can it is said based on results bibliometric above that study about nonviolence education still Not yet develop in a way significant . This is caused by several factor main . Awareness and understanding about importance nonviolence education still limited (Rayle, 2010). Many educators and institutions education Not yet realize impact positive from approach This to environment learn more safe and conducive . Priority study in field education more Lots focus on aspects academic like method teaching, curriculum , and evaluation . As a result , the topics related to with values and ethics (Selwyn, 2012), including nonviolence, less get enough attention . In addition , limitations source Power become obstacle big . Research requires funds, time , and resources Power others , and because nonviolence education yet considered as priority main , allocation source Power For research in the field This still very limited . Complexity in implementation nonviolence education is also becoming challenge individually . In overall , although nonviolence education has potential big For create environment learn more ok , still Lots challenges that need to be overcome addressed so that research in the field This can develop more continue and give contribution real in the world of education.

METHOD

The approach used in study This is quantitative with method survey . The survey method used is cross-sectional meaning variable data collection done on one point time (Creswell & Creswell, 2022). In addition , interviews structured is also done For strengthens the data that culture of nonviolence can parsed with right . Population in study This is student middle First with background behind school conventional and boarding school . Based on bibliometric data about characteristics student with background behind or system different schools (Parker, 2011) so that own higher probability big . Taking sample done with convenience based techniques convenience access and availability student For become respondents .

Instrument in study This use instrument The Teenage Nonviolence Test (TNT) by Mayton (2005) with 6 dimensions measured namely: 1) Physical Nonviolence, 2) Physcological Nonviolence, 3) Active Value Orientation , 4) Empathy and Helping, 5) Satyagraha , 6) Tapasya. Ruhansih (2024) adapted The Teenage Nonviolence Test (TNT) in context Indonesian teenagers , Dimensions stated appropriate For adapted are 1) Physical nonviolence , 2) Psychological Nonviolence , 3) Satyagraha , 4) Tapasya , with a total of 21 items statement . Adaptation results this is what is used writer in study .

Table. 1 TNT Questionnaire (Ruhansih , 2014)

No	Item					
1	When someone behave rough I reply to it					
2	If someone insulting I'm in front my friends slap him .					
3	Some people respect I Because Afraid .					
4	I am learning from other people's mistakes .					
5	I push when there is someone blocking road I					
6	Scare people into doing something something For I .					
7	Prioritize Friend buy goods last in the store , though I really want it .					
8	I try see from corner look at others when to argue					
9	I am learning from the experience that happened					
10	I make fun of people who make I angry .					
11	I push those who cut queue					
12	I laugh other people's mistakes .					
13	I reply to the person who pushed I					
14	I make decision with consider all information .					
15	I hit the person who insulted me I					
16	If left One snacks , me let go Friend eat it .					
17	Yes use violence For prevent violence .					
18	I lend tool write when Friend forget bring					
19	People fishing I For fight .					
20	I let other people buy it One remaining items even though I also want					
21	I harass people I hate					

Factor loadings						95% Interval	Confidence
Factor	Indicator	Estimate	Std. Error	z-value	p	Lower	Upper
Physical Nonviolence	No. 5	0.371	0.041	8,980	< .001	0.290	0.453
	No. 18	0.377	0.037	10,298	< .001	0.305	0.449
	No. 36	0.470	0.044	10,649	< .001	0.384	0.557
	No. 40	0.608	0.043	14,200	< .001	0.524	0.692

	No. 44	0.527	0.041	12,78 2	< .001	0.446	0.608
	No. 47	0.428	0.051	8,356	< .001	0.328	0.529
	No. 53	0.379	0.046	8.254	< .001	0.289	0.470
Psychological Nonviolence	No. 3	0.500	0.048	10,49 3	< .001	0.407	0.594
	No. 8	0.315	0.041	7,597	< .001	0.233	0.396
	No. 19	0.352	0.033	10,54 2	< .001	0.287	0.418
	No. 29	0.523	0.040	13,07 0	< .001	0.444	0.601
	No. 39	0.427	0.036	11,72 0	< .001	0.356	0.498
	No. 55	0.430	0.039	11,04 2	< .001	0.354	0.507
Satyagraha	No. 15	0.380	0.053	7.187	< .001	0.276	0.484
	No. 21	0.358	0.055	6,477	< .001	0.250	0.467
	No. 27	0.325	0.044	7,420	< .001	0.239	0.411
	No. 42	0.353	0.046	7,733	< .001	0.264	0.443
Tapasya	No. 20	0.459	0.045	10.13 6	< .001	0.371	0.548
	No. 45	0.420	0.041	10,17 8	< .001	0.339	0.501
	No. 51	0.138	0.040	3.456	< .001	0.060	0.216
	No. 54	0.527	0.046	11,44 4	< .001	0.437	0.618

Data collection was carried out online with use Google form and interview structured in a way direct to student school intermediate First with background behind school conventional and Islamic boarding schools . Data analysis using technique descriptive-analytic and one-way Anova For comparing the average nonviolence indicators across two or more more group students . In addition Qualitative data analysis techniques are also used from Miles, Huberman & Saldana (2014) which consists of from four component Main : data collection , data condensation , data presentation , and data extraction. conclusion / verification.

RESULTS AND DISCUSSION

Issue violence in the environment education as phenomenon destructive complex fundamental function of education as room safe for students. Latest data show the amount case violence , including violence sexual , bullying , and intolerance . This causing affective and psychological trauma to affected individuals, increasing risk distribution cycle violence. Nonviolence or non-violence defined as antithesis violence, which includes violence direct, structural, and cultural. Three dimensions This own relevance important in understand and overcome issue violence in education . Approach theological (Hess, 2008) and Islamic (Wahid, 2001) also provide diverse perspectives in push culture of nonviolence as not quite enough moral and social responsibility. Research show that decision For choose violence or nonviolence is influenced by cognition individual (Dornschneider &

Henderson, 2016). With the right framing, the value of nonviolence can be achieved more valued. Nonviolence is also considered as part from positive peace that supports justice social and harmony.

With tool such as Publish or Perish and VOSViewer, were found that nonviolence research in education Still not enough developing. The majority study focus on dimensions philosophical, legal, and political, while aspect counseling and psychology Still seldom discussed. Approach study is survey quantitative with The Teenage Nonviolence Test (TNT) instrument. Data were collected from student intermediate First with background behind school conventional and boarding school. Analysis done use method descriptive-analytic and one-way ANOVA for compare nonviolence indicators. Dimensions measured includes Physical Nonviolence, Psychological Nonviolence, Satyagraha, and Tapasya. Protective factors in family and community found own influence significant to nonviolence behavior. The culture of nonviolence is still minimally implemented in a way wide in school. Need approach systemic For build supportive environment. Nonviolence is comprehensive and relevant approach For overcome violence in schools. Although Lots challenges, nonviolence education has potential big For create environment safe and inclusive learning.

CONCLUSIONS

This study highlights that the culture of nonviolence in schools has not yet been optimally developed, despite its vital role in fostering safe, inclusive, and sustainable learning environments. Family, community, and school culture significantly influence students' nonviolent behavior. Therefore, a systemic and collaborative approach involving multiple stakeholders is required to ensure that nonviolence education can be effectively implemented and contribute to the realization of positive peace and social justice within educational settings.

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