

Application of Peace Education in Shaping Resilience Skills Through Group Sports Games at SD Islam Avicena Anyer

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Abstract

The study aims to determine the application of peace education in shaping the resilience ability of Avicena Anyer Islamic Elementary School (SD) students through group sports games. Qualitative research case study with research setting in SD Islam Avicena Anyer, Banten includes class teachers and parents. The application of Peace Education includes cooperation and tolerance through group sports games (football, volleyball, baseball, outbound, and traditional games). Data collection using observation-interview-questionnaire; Resilience ability using questionnaire result descriptions (grid: planning-adapting-overcoming-stress-social-independent-socializing overcoming failure). Data analysis techniques use data reduction-data display-data verification. Research explores the application of Peace Education in group sports games to develop individual resilience skills. It was found that integrating the value of peace in group sports activities is important in building physical mental resilience and the ability to overcome challenges. The ability of resilience according to indicators is required to appear in personality in the formation of a positive mentality through the application of peace education with the concept of group sports games. The application of peace education is carried out through three activities (planning-implementation-evaluation). Starting with intense communication with

stakeholders then collaborating intra-extracurricular, and co-curricular activities, and ending with assessment at the close of the semester.

Keywords: *Peace Education, resilience ability, group sports games, Islamic elementary schools.*

Abstrak

Penelitian bertujuan mengetahui penerapan peace education dalam membentuk kemampuan resiliensi siswa Sekolah Dasar (SD) Islam Avicena Anyer melalui permainan olahraga berkelompok. Penelitian kualitatif studi kasus dengan setting penelitian di lingkungan SD Islam Avicena Anyer, Banten menyertakan guru kelas dan orang tua. Penerapan Peace Education meliputi kerjasama dan toleransi melalui permainan olahraga berkelompok (sepak bola, voli, kasti, outbond, permainan tradisional). Pengumpulan data menggunakan observasi-interview-kuisisioner; kemampuan resiliensi menggunakan deskripsi hasil kuesioner (kisi-kisi : merencana, beradaptasi, mengatasi stress, sosial, berfikri positif, mandiri, bersosialisasi, mengatasi kegagalan). Teknik analisis data menggunakan reduksi data, display data, verifikasi data. Penelitian mengeksplorasi penerapan Peace Education dalam permainan olahraga berkelompok untuk mengembangkan kemampuan resiliensi individu. Ditemukan pengintegrasian nilai perdamaian dalam aktivitas olahraga berkelompok penting dalam membangun ketahanan mental jasmani dan kemampuan mengatasi tantangan. Kemampuan resiliensi sesuai indikator diharuskan muncul dalam kepribadian dalam terbentuknya mental positif melalui penerapan peace education berkonsep permainan olahraga berkelompok. Penerapan peace education terselektif melalui tiga kegiatan (perencanaan-pelaksanaan-evaluasi). Diawali komunikasi secara intens dengan stakeholders kemudian mengkolaborasi kegiatan intra-ekstrakurikuler, kokurikuler dan diakhiri penilaian pada penutupan semester.

Kata kunci : Peace Education, kemampuan resiliensi, permainan olahraga berkelompok, sekolah dasar islam

A. Introduction

Adaptability and resilience are two important qualities that play a central role in the development of an individual. Amid the turmoil of competition and inevitable change, children at primary school age experience particular challenges in learning to deal with failure and accept the fact that it is not always a winner. In the context of sports learning, elementary students often face race or match situations where defeat is part and parcel of the experience. However, the reality is that many elementary school

students, especially the economically disadvantaged, tend to have difficulty adapting and accepting defeat with a wide chest. Losing a race or match can be quite a psychological test for elementary school students. Many studies show that students from lower economic backgrounds often experience deep emotional distress, stress, and shame when experiencing failure in the context of sports and other competitions. Data from research by Smith and Brown cited in Ihsan (2022) shows that 75% of elementary school students who come from underprivileged families experience increased levels of anxiety and self-confidence after experiencing defeat in a sports competition. In addition, research Johnson (2022) found that these students had difficulty regulating emotions, and showed decreased interest in participation in group sports activities. This circumstance confirms the need for a comprehensive pedagogical approach to the teaching of sports in elementary schools. The application of Peace Education is emerging as a promising solution to address this challenge. SD Islam Avicena Anyer strives to transcend physical boundaries and explore psychological aspects that support students' overall development.

The ability of resilience has a very important role in the formation of character and personal development of elementary school children. Children at this stage are building the foundations of attitudes and behaviors that will form an integral part of their future lives. Resilience, as the ability to rise and develop after facing challenges and failures, provides a strong foundation for children in facing various situations in their lives. In an ever-changing and complex world, resilience skills help children cope with pressure, manage stress, and feel more confident in the face of obstacles. Peace Education or peace education has a crucial role in shaping resilience skills in elementary school children. By incorporating peace principles, such as cooperation, respect for differences, peaceful conflict resolution, and effective communication, peace education helps children develop a solid moral foundation. Through group sports games, Peace Education teaches the importance of working together in teams, supporting classmates, and celebrating successes together. Group sports games provide a real context where children can learn how to respond to defeat with a positive attitude and build determination to try again. Through these simulated situations, children learn to deal with frustration and uncertainty with their heads held high and develop a broader view of success and failure. Thus, Peace Education serves as a strong foundation in preparing children to overcome life's challenges with optimism and resilience, while still upholding the values of peace in all their actions.

Group sports games have an undeniable role in shaping resilience in elementary school children. Through direct interaction with teammates, children learn to cope with failure and manage their emotions effectively. In the context of group sports games,

they not only learn to compete, but also to collaborate, share responsibility, and solve problems together. This teaches them the importance of appreciating each team member's contribution, as well as recognizing their strengths and weaknesses. Data from research by Robinson cited in Nurcholis (2020) suggest that participation in group sports games can improve self-confidence and social skills in children, which in turn supports the development of resilience. Another study conducted by Garcia Machali (2019) states that positive interactions with peers through group sports games can reduce stress levels and increase emotional support. Through Peace Education, group sports games can be a platform to practice the values of peace. Children learn to face challenges with a positive spirit, support each other in victories and defeats, and develop adaptability in a variety of situations. Thus, group sports games in the context of Peace Education are not only about physical achievement but also about forming a strong and empathetic character, ready to face the world with a positive attitude and optimism.

Peace Education has a relevant role in shaping resilience in primary school children. By integrating the values of peace in the learning approach, children learn to overcome failure with their heads held high and in a positive spirit. Data from research by Smith and Brown cited in Ihsan (2022) show that children involved in Peace Education programs have higher levels of resilience, measured by their ability to deal with stressful and stressful situations. The implementation of Peace Education through group sports games also has a positive impact on the resilience ability of elementary school children. Research Johnson (2022) indicates that children involved in group sports activities that apply peace values show improvement in overcoming failure and dealing with conflict. They learn to work together, share roles, and support each other, thus forming the basis of resilience in the face of various situations. In addition, research by Garcia Machali (2019) shows that children who engage in group sports activities that focus on cooperation and communication experience increased self-confidence and emotional handling. This supports the notion that Peace Education through group sports games helps build resilience by giving children the tools to better cope with challenges and difficulties. Thus, the strong link between Peace Education and the resilience ability of elementary school children becomes clearer through empirical evidence from these studies.

The implementation of Peace Education in shaping the resilience ability of elementary school children through sports activities or sports games has a strong basis in various studies. Research by Machali (2019) found that children involved in physical education programs that implement peace values experience improvements in social, emotional, and conflict-handling skills. They tend to be more resilient in the face of challenging situations and can work well together in teams. Children learn to speak

honestly, listen with empathy, and resolve conflicts peacefully. Thus, sports games integrated with peace education serve as an effective platform to build resilience in elementary school children, preparing them to face challenges and overcome failure with a positive and resilient attitude.

Similar research reveals a significant relationship between Peace Education, resilience skills, and group sports games in elementary school children. Studies Budi (2021) show that integrating peace values in sports games in primary schools contributes to improving children's ability to cope with failure and conflict. Another study by Susanto (Tahun) linked participation in group sports activities that apply peace principles with increased emotional and social resilience in children. Similar findings were also revealed by (Sari, 2022). Overall, these studies affirm the importance of Peace Education and group sports games in shaping the resilience of elementary school children in Indonesia.

The novelty of this research lies in a holistic approach that connects Peace Education, resilience skills, and group sports games contextually in elementary school children. Previous research has tended to view these components separately. However, this study combines the dimensions of peace values with the dynamics of group sports games, resulting in close integration in shaping the resilience of elementary school children. A deep understanding of the interaction between these three factors is an exciting new point, which provides a more comprehensive and focused view of children's character development and ability to face challenges. Through an innovative approach, this research contributes significantly to the existing literature, paving the way for more effective and effective learning approaches among primary school children in the Indonesian context.

B. Methods

This research uses a qualitative descriptive approach, namely research procedures that produce written descriptive knowledge and observable behavior (Polat, 2018). In-depth qualitative research is observing people in the surrounding environment by communicating with and trying to understand language as well as interpreting from their world. This case study research includes an approach that concerns individuals, groups, and communities helping to show important matters of concern, the social processes of the Community. The process makes it possible to investigate a particular event, situation, or social condition and to provide insight into the processes that explain the events that occur. The research aims to determine the application of peace education in shaping the resilience ability of students of SD Islam Avicena Anyer through group sports games. A qualitative research case study with a research setting in the

environment of SD Islam Avicena Anyer, Banten Province includes data sources for class teachers and parents. Data collection methods were carried out in research using observation methods, interviews, and questionnaires. Resilience ability data were obtained using questionnaire result descriptions with grids of the ability to plan, adapt, overcome stress, social, think positively, independently, socialize, and overcome failure. The application of peace education includes cooperation and tolerance through group sports games such as football, volleyball, baseball, outbound, and traditional games. After the data from the field is collected through several the data is processed and analyzed with a descriptive qualitative methodology approach. Data analysis is carried out by organizing and analyzing systematically all data obtained. The purpose of analysis in research is to narrow and limit the findings until they become orderly data, and are well organized and more meaningful.

C. Results and Discussion

The application of peace education is carried out through three activities (planning-implementation-evaluation). Starting with intense communication with stakeholders then collaborating intra-extracurricular, and co-curricular activities, and ending with assessment at the close of the semester. Field data shows that the design of the Islamic Peace Education model organized by SD Islam Avicena Anyer is a combination of two main elements, namely the 2013 curriculum owned by the Ministry of Education and Culture (public schools) with the 2013 curriculum owned by the Indonesian Ministry of Religious Affairs. The main means of implementing the model is through an exemplary approach as well as habituation and inclusive integrative insight. As we know character education is the main issue in the latest curriculum design 2013 and this is in line with the concept of Peace Education developed by SD Islam Avicena Anyer. Through the use of a dual curriculum at once, it is hoped that SD Islam Avicena Anyer will be able to realize a truly peaceful educational nuance for students by controlling the ability of resilience, both outwardly and mentally so that learning can run optimally and have a fighting mentality (Susilo, 2018). The important role of physical education subjects is being able to internalize affective values in every learning experience through group sports games. Affective values such as honesty, fair play, sportsmanship, empathy, sympathy, polite speech, and good mental attitude, can be recognized as an integral part of group sports games.

Planning activities are contained in teacher council meetings at the beginning of the learning year. Intense communication with various stakeholders such as the foundation and the board committee is a must before this planning is finally approved and accepted by all school residents. Planning is prepared not only based on the

evaluation results of the previous academic year but also adjustments to various developments in the world of education as an impact or influence of changes in various fields of life, one of which is the rapid sophistication in the world of technology and information which greatly facilitates us in conducting communication relationships (Hary & Firdiansyah, 2019). The major influence on this planning activity is the involvement, cohesiveness, solidarity, and active participation of stakeholders in the school. The planning stages are set out in the following illustration.

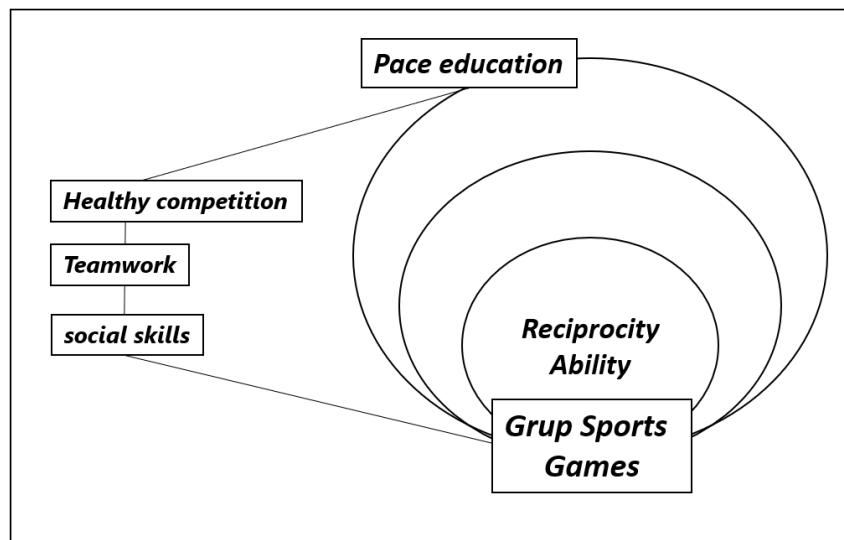


Fig. 1. Pace education implementation chart using group sports games

At the planning stage of the educational program, the integration between Pace Education and group sports games can be an effective strategy to improve the efficiency and quality of learning. First, programs can be designed by identifying Pace Education's key objectives, which emphasize Project-Based Learning and collaboration among students. Through group sports games, students can be placed in situations that require them to work together to achieve specific goals, creating an environment appropriate to the project-based learning approach.

Planning this research program on important aspects of sports gaming, such as healthy competition, teamwork, and social skills development, can be integrated with the principles of Pace Education (Poerwanto, S., & Firdiansyah, 2019). For example, students may be given the task of designing and executing a sports tournament where they must incorporate concepts from the subject being studied into the game. It will stimulate students' creative thinking and teach them how to apply knowledge in different contexts, in line with the learning principles espoused by Pace Education.

The results obtained from informants explained that pace education packed with group sports games shows that all types of games have different outputs on students' resilience abilities. In the implementation phase of an educational program that applies the sport of soccer to build resilience capabilities on the indicator "plan and adapt," a practical approach can be taken by combining the concept of the game with real situations. During soccer practice sessions, students can be given the challenge of sudden changes in game tactics or field conditions. This will force them to re-plan strategies, adapt the game, and collaborate with teammates to achieve goals despite the challenges that arise.

Table 1. Achieving resilience

| Games | Resilience Ability | | | | | |
|--------------------------|--------------------|-------|--------------------|----------------|---------------------|--------|
| | Planning | Adapt | Coping with Stress | Think positive | Overcoming Failures | Others |
| Football | √√√√ | √√√√ | √√√√ | √√√ | √√√ | √√ |
| Volleyball | √√ | √√ | √√ | √√ | √√ | √ |
| Rounders | √√ | √√√ | √ | √√√√ | √√ | √√√ |
| Outbound | √√√√ | √√√√ | √√√√ | √√√√ | √√√ | √√ |
| Traditional Games | √√√√ | √√ | √√ | √√√ | √√ | √ |

√ : Attainment Assessment

The implementation phase of an educational program that integrates volleyball to build resilience on indicators of "overcoming stress and positive thinking," an approach that focuses on emotional management can be implemented. During a volleyball practice or match, stressful situations such as falling behind in score or facing pressure from opponents may be presented (Retnanto & Firdiansyah, 2023). Students may be taught stress management techniques such as deep breathing, positive visualization, or self-talk that help them stay calm and goal-focused. By practicing coping with stress in a sports context, students will develop skills that they can apply in everyday life to face challenging situations with a cool head.

In the implementation phase of an educational program that uses baseball games to build resilience capabilities on indicators of "overcoming failure," an approach that focuses on learning from failure can be applied. During practice sessions or baseball matches, students may experience moments where pitches are unsuccessful or baseball acceptance fails. Through structured discussion and reflection, students can be invited to analyze the causes of failure, identify areas for improvement, and formulate plans to overcome these obstacles. By encouraging them to see failure as a step towards success, students will learn how to face challenges with stronger determination and the ability to move forward with optimism (Subagio et al., 2020).

During outbound activities, students may be faced with physical and mental challenges that require independent work and cooperation in groups. For example, in a rock climbing or obstacle crossing task, students will learn to rely on themselves to overcome fear and uncertainty, while also teaming up with their peers to achieve a common goal (Retnanto & Firdiansyah, 2022). This will develop their ability to take initiative, overcome obstacles, and stay focused on goals, while still opening up opportunities to interact and socialize with peers. Furthermore, field findings show that the implementation of peace education is categorized into three types

Table 2. Achieving Dominance in Resilience Ability

| Context | Group Sports Games | Resilience Ability | |
|-----------------|---|--------------------|--------------------|
| | | Dominant | Subordinated |
| Intracurricular | Football, volleyball, baseball, outbound, traditional games | Adapt | Resolve failures |
| Extracurricular | Football, volleyball, | Planning | Coping with stress |
| Co-curricular | Football, outbound, traditional games | Think positive | Failures |

Extracurricular activities refer to activities that occur within the official curriculum of an educational institution. It is an integral part of the lesson and learning plans designed by educational institutions. Extracurricular activities include all subjects, in-class learning, and assessments included in the official study plan. Field findings identify that football, volleyball, outbound, and traditional sports are taught in the school curriculum by giving rise to adaptable dominance in performance (Retnanto & Firdiansyah, 2023).

Extracurricular activities refer to activities outside the official curriculum offered by educational institutions. These activities are usually voluntary and provide students with opportunities to develop interests and talents beyond core subjects to allow students to learn new skills, develop their interests, and expand social experiences. Field findings also identified only speaking ball and volleyball offered in extracurricular schools by giving rise to the dominance of planning and anticipation skills in response to failure in students (Ramadan et al., 2023).

Co-curricular refers to activities carried out in conjunction with intracurricular activities. In this sense, co-curricular activities are activities that go hand in hand with the core curriculum and can provide additional practical, hands-on experience, or

practical application of concepts taught in the classroom. In this case, it is a field trip that partners with other schools for friendly match activities. Field findings found that only ball speak, traditional sports and outbound have been carried out within 6 months in school co-curriculars by giving rise to the dominance of positive thinking skills in response to new environments or new friends to be used as student awareness capital.

Evaluation is done by assessment at the close of the semester. Utilizing the principles of Pace Education emphasizing practical application and teamwork, as well as the positive values of sports games, the program has the potential to improve quality, in the process several key aspects must be evaluated comprehensively. First, evaluation can focus on learning and collaborative aspects. Through participant observation during the game session, it can be seen to what extent students can apply the principles of project-based learning and teamwork emphasized by the Pace Education approach (Sugini et al., 2018). Evaluation includes analysis of interactions between students, how they communicate, share ideas, and resolve conflicts that may arise during group sports games.

The reflection aspect is an important part, by providing space for students to reflect on their experiences in the program, either through writing or group discussions, students can understand the views on group sports games that have helped them in developing resilience. What they have learned about overcoming failure, adapting to new situations, and forging teamwork can provide valuable insights into the impact these programs have on shaping their resilience capabilities. Overall, planning educational programs that connect Pace Education through group sports games can create a collaborative, creative, and integrated learning environment.

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The results of Zakiyah and Sudarmin (2022) research show that integrating the Pace Education approach through the game of soccer has a positive impact on the development of resilience skills in elementary school children. During the program, students engage in soccer drills designed to build characteristics. Assessment at the close of the semester. Utilizing the principles of Pace Education emphasizing practical application and teamwork, as well as the positive values of sports games, the program has the potential to improve quality, in the process several key aspects must be evaluated comprehensively. First, evaluation can focus on learning and collaborative aspects. Through participant observation during the game session, it can be seen to what extent students can apply the principles of project-based learning and teamwork emphasized by the Pace Education approach. Evaluation includes analysis of interactions between students, how they communicate, share ideas, and resolve conflicts that may arise during group sports games.

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In addition, data from interviews and questionnaires given to students revealed that they experienced an increase in understanding of the importance of positive attitudes and mental resilience. Students consistently feel more confident in dealing with

challenging situations and are better equipped to cope with failure. They also showed improvements in the ability to collaborate with teammates, share ideas, and support each other in achieving common goals. The results of this research confirm that the integration between Pace Education's approach and the game of football has provided a learning environment that supports the development of student resilience in terms of overcoming challenges and developing positive mental attitudes.

Similar results explain students engage in volleyball drills and matches designed to develop aspects of resilience such as the ability to cope with failure, flexibility in planning, and social skills (Anwar & Wahid, 2021). Through active observation during practice sessions, it was seen that students began to show improvement in the way they responded to failure in the game, by bouncing back more quickly after mistakes and focusing on corrective measures. Similar research Odum et al (2021) describes positive changes in their thinking about failure and changes in plans. The majority of students reported improvements in the ability to formulate alternative solutions when game concepts did not go according to plan, as well as feeling better prepared to deal with unexpected situations. In addition, these results also show that this program successfully builds students' social skills, such as the ability to communicate well in teams, overcome conflicts, and appreciate contributions from each team member. In conclusion, the results of this research provide strong evidence that Pace Education's approach through volleyball is effective in shaping resilience in primary school children through the development of skills to cope with failure and positive adaptation to changing situations.

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D. Conclusion

Resilience skills characterized by indicators of students' ability to plan, adapt, overcome stress, socialize, think positively, independently, socialize, and overcome failures are required to appear in personality to form a positive mentality through the application of peace education with the concept of group sports games (including football, volleyball, baseball, outbound, traditional games). The application of pace education in shaping the resilience ability of Avicena Anyer Islamic Elementary School (SD) students through group sports games through three activities, namely planning which begins with intense communication with stakeholders, the implementation stage by collaborating intra-extracurricular, co-curricular activities and the evaluation stage carried out at the close of the semester.

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