



Are Guidance and Counseling Teachers Merely Responders? A Conceptual Exploration of Their Role Through Peace Competency

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Abstrak

History Artikel:
Diterima 1 Oktober 2025
Direvisi 3 Oktober 2025
Diterima 5 Oktober 2025
Tersedia online 8 Oktober 2025

The negative connotation associated with societal perceptions of the guidance and counseling profession sometimes equates it to a problem-solver. Guidance and counseling educators are essential, beyond conventional academic responsibilities to attend to students' social, emotional, and psychological welfare, while also promoting a pleasant school atmosphere. This article examines the imperative of peace competency for guidance and counseling educators in the context of inclusive education, and how a peace-oriented approach can transform their function from mere conflict mediators to proactive agents in fostering harmonious, secure, and diversity-respecting educational settings. Utilizing a literary analysis that integrates sources from articles and books released in the last ten years. The extensive duties of guidance and counseling educators encompass proactive measures to foster a pleasant and inclusive school atmosphere, promote peace education, and prepare students with the competencies required to manage difficult social scenarios and amicably settle problems. Therefore, support and cooperation from all stakeholders are crucial, including efforts to improve the peace competences of guidance and counseling educators, allowing them to properly execute their roles and responsibilities.

Keywords:

Education, Guidance and Counseling, Teachers, Peace, Peace Education

Introduction/ مقدمة

A globally effective education system is generally seen to need the establishment of a peaceful and inclusive learning environment, which calls for a paradigm change in how guidance and counseling teachers are understood and their competences are improved. Guidance and counseling teachers, traditionally viewed as disseminators of academic knowledge, are progressively required to assume multifaceted responsibilities as peace builders, conflict mediators, and facilitators of social-emotional learning within their classrooms and communities (Zainab et al., 2021). These competences encompass a profound comprehension of conflict dynamics, empathy, multicultural sensitivity, and the capacity to cultivate critical thinking and non-violent communication among students (Eliasa et al., 2019). To effectively enhance educational development, the professional growth of guidance and counseling teachers must address their social, emotional, and affective requirements (Wijaya, 2022). Cornille et al. (1999) assert that incorporating peace competencies into teacher

education and professional development programs is not merely an idealistic endeavor; it is a pragmatic response to the escalating challenges of social fragmentation, political polarization, and the rising prevalence of violence and discrimination in educational institutions.

In order to foster a peaceful environment, which is vital for the development of a civil society, modern guidance and counseling teachers must possess peace competences. Peace capabilities for guidance and counseling teachers extend beyond conventional conflict resolution methods (Tebbe et al., 2013). These competences include diverse talents, knowledge, and attitudes essential for fostering an inclusive and harmonious learning environment for all students. Nevertheless, guidance and counseling teachers have several significant challenges in fulfilling their duties, particularly in addressing conflicts, biases, and intolerance that emerge within the school setting. This aligns with the rising incidence of violence in educational institutions that necessitate proactive and comprehensive response techniques (Daniels et al., 2010). Nevertheless, guidance and counseling teachers frequently adopt a reactive stance in managing difficulties as they emerge, rather than deliberately fostering a culture of peace within the educational environment.

The perception of educational counselors as just "firefighters" in educational settings, responding solely to issues post-emergence, underscores a significant misapprehension of their role as proactive agents in peacebuilding and conflict prevention. This viewpoint constrains their capacity to foster peace within the school setting, obstructing the execution of holistic programs that tackle the underlying causes of conflict and promote healthy socio-emotional growth among students. Indeed, guidance and counseling teachers assume a complex function in fostering a harmonious environment inside schools by offering diverse advice and counseling services to all members of the school community (Pincus et al., 2020). The traditional reactive role designated to guidance counselors frequently obstructs their participation in proactive initiatives like peace education workshops, conflict resolution training, and social-emotional learning programs, which are essential for cultivating a more harmonious and inclusive school environment. Furthermore, the stigma associated with obtaining counseling services may dissuade students from requesting assistance during periods of conflict or emotional distress, leading to a culture of quiet and isolation that fosters a disconnect between guidance counselors and students. It is crucial to reconceptualize the function of guidance counselors as proactive peacebuilders vital for fostering a healthy and supportive educational atmosphere (Blake, 2020).

Guidance and counseling teachers' poor reputation as "school police" who reprimand and fine children who break school rules adds to the stigma associated with their occupation (Aini et al., 2020). This image is exacerbated by the reality that guidance and counseling teachers are tasked with resolving crises. This negative disposition undermines the reputation of guidance and counseling professors as trustworthy persons capable of fostering positive connections with students, therefore impeding their efficacy as mentors and advocates for peace (Deng et al., 2022). Students may be reluctant to seek assistance from guidance and counseling for problem-solving if they are viewed as law enforcers rather than supportive peers. This may lead to worse communication and an overall decline in the tranquil environment of the school. It is crucial to underscore the significance of teachers and students in opening dialogues, settling disputes, and advocating restorative justice approaches to eradicate the stigma linked to this profession.

Peace competence is an essential attribute that guidance and counseling teachers must acquire to effectively contribute to the establishment of an inclusive educational environment. The responsibilities of guidance and counseling teachers in recognizing at-risk children, delivering early intervention services, and cooperating with other professionals to establish a secure and harmonious learning environment necessitate the support of competences (Muhyatun, 2023). This is essential given their proficiency in mitigating and resolving student-related difficulties, which is vital for diminishing risk factors linked to school violence and

fostering a culture of peace and respect (Warbington et al., 2019). Competence entails equipping counselors with the requisite knowledge, skills, and attitudes that include conflict resolution capabilities, the cultivation of a culture of peace, the fostering of empathy, the promotion of democracy, and the instillation of other values (Johnson et al., 2011). Regrettably, several guidance and counseling methodologies continue to emphasize short-term resolutions to disputes, neglecting the systemic variables that may avert the recurrence of similar issues in the future.

Numerous studies indicate that schools using a peace-oriented strategy are generally more inclusive and exhibit reduced conflict levels in contrast to those employing authoritarian and exclusionary practices (Cabedo-Mas, 2015; The United Nations, 2015). The American School Counselor Association acknowledges the significant role of school counselors in fostering a harmonious school environment that promotes their participation in preventive, short-term intervention, and crisis management (O'Connor, 2018). This necessitates a comprehensive strategy encompassing professional development, training initiatives, and continuous support systems that enable counselors to successfully tackle the underlying causes of anti-peace behaviors and foster a culture of peace (Zedain & Jawad, 2020). Consequently, it is essential to investigate the integration of peace competences into guidance and counseling practices and their influence on fostering a more peaceful school environment.

This article aims to investigate the necessity of peace competency for guidance and counseling teachers within the framework of inclusive education, and how a peace-oriented approach can transform their role from mere conflict resolvers to proactive agents of change in fostering amicable, secure, and diversity-respecting educational environments.

Method/ منهجية البحث

The primary methodology employed in this research is a literature review approach. This technique was selected to thoroughly analyze concepts, theories, and prior study outcomes from several viewpoints about peace competency in relation to the function of guidance and counseling teachers.

The literature review was executed in a sequential manner comprising four distinct phases: (1) the researcher identified pertinent keywords associated with the research topic, including peace competency, guidance and counseling educators, peace education, and school counseling; (2) the researcher explored diverse literature sources via national and international scientific databases, such as Google Scholar, Scopus, and SINTA; (3) the chosen articles were published within the last decade (2015-2025), while also recognizing the significance of seminal works; (4) all gathered literature was subjected to thematic analysis by categorizing the study findings into principal themes. The sources utilized pertain to peace competence within the guidance and counseling profession, the function of guidance and counseling educators in conflict resolution and peacebuilding, and the ramifications of cultivating peace competence in educational practices.

The data gathered from the literature review in this study were analyzed utilizing theme analysis approaches. Thematic analysis was selected as it enables researchers to detect, categorize, and explain patterns (themes) that arise from the evaluated literature. The analysis approach is conducted in stages to ensure that the study results are not merely descriptive but also facilitate a profound comprehension of peace competency within the guiding and counseling profession.

Result / نتائج البحث

According to analytical results, enhancing guidance and counseling teacher peace abilities has a major positive impact on the development of cordial interpersonal connections in the classroom. A culture of open communication and respect between students, instructors,

and school personnel is typically fostered by counselors who are adept at peaceful dispute resolution. In addition to lowering the probability of hostile and discriminatory behavior, this type of setting improves students' emotional health and psychological safety, two crucial elements of a productive learning environment.

Furthermore, including peace competences into professional development and training programs has been demonstrated to significantly improve the overall quality of counselling services. This effort provides guidance and counselling educators with theoretical knowledge, notably in the areas of conflict resolution, nonviolent communication, and social empathy, as well as practical abilities in implementing these principles in a multicultural educational setting. As a consequence, counsellors become more adaptable to children's different needs, promoting tolerance, empathy, and cooperative involvement across the school community.

The successful institutionalisation of peace competences is dependent on systemic variables such as institutional commitment, multidisciplinary collaboration, and the implementation of peace-oriented school policies. Effective leadership that prioritizes peace education must be achieved through a consistent policy framework, preventive interventions, and character-building programs for all members of the school community. As a result, peace competences should be viewed as an inherent component of a sustainable education paradigm that emphasizes inclusivity, safety, and collective well-being in the school environment, rather than as a characteristic of guidance and counseling teachers.

Discussion / مناقشتها

Conflict Prevention: Guidance and Counseling Educators Are More Than Problem Solvers

Guidance and counseling professionals provide a vital role that extends beyond mere problem-solving. The proactive involvement of guidance and counseling educators is crucial in preventing the emergence of problems (Eliasa et al., 2024). The preventive aspect of guidance and counseling is often undervalued, despite its crucial function in cultivating a positive and productive educational environment (Kurniawan & Riyana, 2012; Lee et al., 2019). Guidance, in its most extensive sense, is a continuous and systematic effort to aid individuals in addressing challenges, enhancing self-awareness, and realizing their potential in various contexts, including family, educational institutions, and community (Saragih & Sari, 2022). Counseling, a fundamental aspect of guiding, entails concentrated and individualized interactions designed to tackle particular challenges and promote personal development (Firmani et al., 2024). The increasing complexity of modern society, along with the unique challenges faced by students, necessitates a comprehensive approach to guidance and counseling that prioritizes both prevention and intervention (Otieno & Simiyu, 2020). Through proactive assistance and teaching, guidance and counseling teachers equip students with the skills and information essential for making informed decisions, managing stress, and cultivating healthy coping strategies (Dilag, 2023). This proactive strategy cultivates a resilient student population prepared to confront possible challenges, hence reducing the incidence of crises and promoting a more pleasant and supportive educational environment (Diogo et al., 2020; Muhyatun, 2023).

The role of guidance and counseling teachers has significantly evolved throughout time, functioning not only as first responders to issues but also as facilitators of comprehensive support to prevent problems from emerging. This phase involves shifting from reactive problem-solving to proactive participation in carefully designed preventative measures intended to cultivate a pleasant school environment and improve student resilience (Kaffenberger, 2007). The concept of contemporary education acknowledges that academic achievement is intricately connected to the whole well-being of students, including their

emotional, social, and personal aspects (O'Connor, 2018). This acknowledgment has compelled guidance and counseling teachers to adopt diverse responsibilities, necessitating proficiency in mental health assistance, crisis response, and social-emotional learning (Muhyatun, 2023). Modern counselors play a crucial role in promoting an inclusive and equitable environment, advocating for the needs of all students, and actively removing barriers to academic and personal success (Warbington et al., 2019). The expanded responsibilities require counselors to have a diverse skill set, extending beyond traditional academic guidance to address the complex challenges faced by kids in today's environment (Culbreth et al., 2005). Teachers of professional guidance and counseling must possess a proven ability to collaborate successfully with students, parents, guidance and counseling teachers, and community members to foster learning, accomplishment, and self-discovery (O'Connor, 2018). Consequently, modern guidance and counseling educators act as advocates for students, endeavoring to create an equitable and inclusive educational environment that accommodates diverse needs and promotes student success.

Effective guiding and counseling programs are distinguished by their proactive and preventative characteristics. Rather than just concentrating on reactive measures post-issue, these programs proactively furnish pupils with the abilities, information, and resources essential for confronting possible obstacles and mitigating the probability of crises from the beginning. Given the escalating worries prevalent among students, guidance and counseling teachers play a vital role in delivering early intervention and support, so ensuring students access the necessary resources for their success (Lambie et al., 2019). Moreover, school counselors function as vital intermediaries among students, families, and the wider community, promoting communication and collaboration to establish a supportive environment for each kid. Through workshops, seminars, and individual consultations on self-management, conflict resolution, and decision-making, guidance and counseling teachers enable students to cultivate effective coping strategies and make informed choices (Kusumawati, 2020). Counselors provide assistance to kids in comprehending their identities and sociocultural contexts (Ansary & Ansary, 2022). This proactive approach reduces the incidence of behavioral problems, mental health issues, and academic difficulties, while concurrently fostering a more positive and supportive educational atmosphere in which children feel motivated to seek help when needed.

Creating a Peaceful School Climate: A Collaborative Proactive Initiative

The importance of creating schools for peace to develop a generation of informed, critical, and adept peacemakers within a global context. The development of a peaceful generation plays a crucial role in fostering peace within a society marked by disorder and conflict (Wulandari, 2010). The formation of a peaceful generation requires the education of children good notions of peaceful living (Obidike et al., 2015). This is done in order to equip them with the skills to resolve conflicts and to take social responsibility toward themselves, others, and the world as a whole. According to Hadisaputra & Syah (2020), this concept serves as the basis for the establishment of a society that is characterized by empathy, tolerance, honesty, cooperation, and harmony, hence reducing the formation of disputes. The formation of a peaceful generation of successors necessitates the provision of education that is both proactive and firm in order to play a part in the actualization of peace (Ismail & Abidin, 2019). In order to establish peace, it is essential to implement strategic measures that foster transformative and visionary thinking.

Educators in countries that prioritize peace education and socioemotional development often undergo training in human rights, intercultural communication, and conflict resolution, thereby enhancing their peace competencies. In regions affected by armed conflict or political instability, guidance and counseling teachers have significant obstacles in promoting peace due to trauma, resource limitations, and the politicization of education. An exhaustive examination

of the existing shortcomings in peace education is necessary (Ndiku, 2020). Furthermore, the evaluation of teachers' peace abilities is frequently neglected in traditional assessment techniques, which predominantly focus on academic outcomes. The absence of peace competency among guidance and counseling teachers may significantly influence the educational environment and impede the social and emotional development of pupils and society at large.

Guidance and counseling teachers play a crucial role in imparting peace education to future generations. Teachers undeniably play a crucial role in converting a culture of violence into a culture of peace (Halai & Durrani, 2018). The complexities of contemporary times compel guidance and counseling teachers to lead in peace education, cultivating future peace agents capable of constructing a better society via the transformation of knowledge, values, and ethics related to peace (Ismail & Abidin, 2019). In this context, teachers are tasked with the ongoing support, guidance, and facilitation of a peaceful generation for sustainable communal living (Wahid et al., 2019). Guidance and counseling teachers must exemplify effective communication skills, conflict resolution, tolerance, democratic principles, compassion, and integrity in social interactions to cultivate a peaceful disposition in children (Obidike et al., 2015). The function undoubtedly presents a considerable challenge and is not always straightforward to execute (Breidlid, 2019). This prompts an examination of the obligations and skills that guidance and counseling teachers hold in relation to peace education, enabling them to instruct future generations in peaceful conduct and sustainable development (Thaman, 2010).

Guidance and counseling teachers engaged in peace education do more than impart knowledge; they cultivate individuals who possess understanding, integrity, values, and the ability to serve as peacemakers (Oribhabor, 2019). This education can ultimately foster a generation equipped with the knowledge, skills, and attitudes necessary to cultivate peace for sustainable development (Umar, 2017). Peace education emphasizes the personal growth of individuals to cultivate a non-violent character and enhance conflict resolution abilities by instilling values of peace (Istianah et al., 2023). In the absence of peace competencies, guidance and counseling teachers frequently find themselves in the position of resolving conflicts rather than focusing on their prevention. Nevertheless, by fostering a culture of peace, guidance and counseling teachers can embed values of peace in every facet of school interactions.

Forming a Peaceful Personality: Guidance and Counseling Teachers as Facilitators

The development of a peaceful personality in students necessitates a comprehensive strategy that incorporates peace education within the school environment (Sims, 2014). In this context, guidance and counseling teachers extend beyond simple problem-solving; they serve as guidance and counseling teachers who impart the knowledge and skills essential for students to navigate the complexities of human relationships, address challenges, and lead fulfilling and harmonious lives (Luke et al., 2013). Guidance and counseling teachers serve as facilitators, playing a crucial role in fostering a harmonious culture within the school community (Constantinou et al., 2022). Guidance and counseling teachers assist students in addressing mental and emotional health issues, enhancing their well-being, and achieving their full potential through appropriate support, advice, and resources (Muhyatun, 2023). This entails equipping students with the requisite information, skills, and attitudes for effective conflict resolution, fostering empathy, and promoting social justice (O'Connor, 2018).

Guidance and counseling teachers play a crucial role in enhancing relationships among families, educational institutions, and the community, which in turn improves student performance and keeps parents engaged as informed collaborators in their children's education (Yulianti et al., 2024). They comprehend the distinct requirements of each student, considering elements such as academic history, personal situations, and social-emotional health (Bhakti,

2015). Counselors can employ targeted interventions and strategies that assist children in overcoming challenges and achieving their full potential through comprehensive evaluation of these characteristics. Guidance and counseling teachers are essential in advocating for and implementing comprehensive school counseling programs that address the holistic needs of children, including their academic, vocational, and socio-emotional development (Lesmana & Sri Ginanti, 2024). The programs aim to be proactive and preventive, focusing on promoting mental health, preventing behavioral issues, and enhancing academic achievement for all children (Prayoga et al., 2024). The efficacy of guidance and counseling teachers in promoting a composed personality arises from their capacity to provide individualized support and counsel (Dilag, 2023). The establishment of a secure and supportive environment is essential for children to comfortably express their feelings, concerns, and experiences. Guidance and counseling teachers are trained to deliver short-term interventions, preventive strategies, and crisis support, focusing on student readiness and systemic assistance (Lambie et al., 2019). Counselors assist students in cultivating self-awareness, enhancing emotional regulation skills, and acquiring conflict resolution strategies via individual counseling sessions (Eliasa et al., 2024).

Furthermore, guidance and counseling teachers may facilitate group therapy sessions, allowing students to exchange experiences, engage in collaborative learning, and foster a sense of community (Buchori et al., 2023). The role of guidance and counseling teachers includes the critical task of identifying early warning signs of potential issues that may impede students' well-being and foster harmonious relationships (Otieno & Simiyu, 2020). Collaboration with external organizations and specialists enables schools to maintain continuity of care for children in both educational and non-educational settings (Staton & Grande, 2017). This collaborative approach strengthens the support system for children, addresses their diverse needs, and enhances their overall well-being. Guidance and counseling teachers strengthen their impact by acting as vital resources in the educational ecosystem, offering guidance and training to teachers, administrators, and parents on the core principles of peace education and effective strategies for fostering a healthy and peaceful school environment. This method ensures the integration of principles such as peace, empathy, and conflict resolution within the school culture, resulting in broader impacts that extend beyond individual students. Counselors assist guidance and counseling teachers by offering strategies for incorporating peace themes into classroom management, thereby facilitating the active promotion of a culture of peace within schools (Charlés, 2020). Furthermore, guidance and counseling teachers play a crucial role in mediating disputes among children, facilitating constructive discussions that foster understanding, empathy, and peaceful resolution. Counselors must adhere to ethical principles.

Supporting the Development of a Peaceful Climate: Assisting Students from Disadvantaged Demographics

Guidance and counseling teachers in guidance and counseling play crucial roles with defined responsibilities in fostering a harmonious and inclusive environment, especially for students from vulnerable groups (Wilkins et al., 2023). In an inclusive educational setting, the guidance and counseling teacher is tasked with teaching all students, including those with special needs, in a unified environment (O'reilly, 2016). These specialists serve as both consultants and architects of supportive systems, delivering customized interventions designed to address the various challenges often faced by vulnerable students (Muhyatun, 2023). Guidance counselors are essential in helping students navigate academic challenges and offering emotional support, which can impact their motivation to learn and their capacity to achieve their full potential (Dilag, 2023). Their aim is to create a school environment that is supportive and inclusive, valuing diversity and fostering a sense of belonging among all students (O'Connor, 2018). This involves implementing initiatives that promote empathy,

conflict resolution, and understanding among students, thereby reducing occurrences of bullying and discrimination.

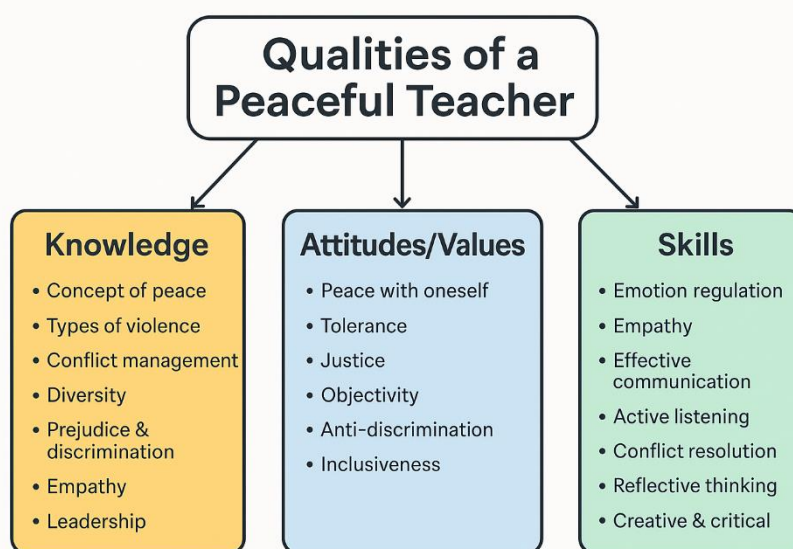
The role of the guidance counselor extends beyond conventional academic advising; they play a pivotal role in identifying and addressing the unique challenges faced by vulnerable student populations (Lee et al., 2019). The counselor implements proactive strategies, employing initial intervention techniques to prevent potential crises and provide targeted assistance to at-risk youth. This involves evaluating the specific needs to identify the challenges faced by these students, such as academic difficulties, social isolation, emotional distress, or experiences of discrimination, and subsequently developing customized interventions (Boulding, 2017). Counselors are essential in creating a supportive and inclusive educational environment that respects diversity and guarantees a sense of belonging for every student. School leaders can enhance this initiative by mentoring staff and fostering a collaborative environment that extends the implementation of effective communication and social-emotional development programs from the classroom to administrative structures (Frazier & Fosco, 2024).

The Guidance Counselor facilitates educational and career development by helping students make decisions that correspond with their strengths, interests, and goals (Fatima et al., 2020). Counselors offer specialized guidance to high-achieving students to help them navigate their unique challenges and opportunities (Freedman & Chen, 2023). They work with students to create a tailored learning plan that allows for comprehensive exploration of their interests and promotes accelerated learning. Counselors play a crucial role in helping gifted children develop their social and emotional skills. The counselor consulted with the instructor and provided individual and small group therapy (O'Connor, 2018). Professional counseling for gifted individuals requires identifying professional challenges and fostering unique life experiences that may impact their future decisions (Blake, 2020). Guidance counselors assist in the transition to post-school opportunities by providing comprehensive resources and tailored support, allowing students to make informed decisions about their future academic and professional paths, including connections with mentors and advanced educational programs. Enhancing the Peace Competence in Guidance and Counseling: The Key to Shaping Peace Agents

Teachers play a crucial role in the implementation of peace education within schools and must possess strong peace competencies to foster a peaceful generation. Peace competence in an individual encompasses inner and mental tranquility, which is expressed through knowledge, attitudes, and skills (Buchori et al., 2023). Furthermore, guidance and counseling teachers must cultivate robust competencies to manage disruptive behavior effectively, regulate their own emotions, and comprehend the emotions of others ((Marpaun, 2022). An individual who cultivates peace competencies contributes to both personal inner harmony and the promotion of peace in others (Buchori & Fakhri, 2022). Peace competence facilitates a deeper connection to social issues and promotes the internalization of peace values (Saputra, 2021). It is essential for guidance and counseling teachers to utilize their competencies to align their efforts with the primary objective of school improvement, thereby ensuring that the needs of all students are addressed through comprehensive programs that focus on academic, career, and social-personal development (Zanoni, 2017).

Guidance and counseling teachers, whether intentionally or unintentionally, will employ those peace competencies in their teaching practices (Eliasa et al., 2019). These competencies are crucial for teachers to cultivate commitment, promote values of peace, and critically analyze contemporary issues to contribute to the establishment of a sustainable peaceful society (Butu, 2024). Teachers must possess at least five key competencies to effectively implement peace education. These include critically analyzing contexts to identify the root causes of violence, responding to anti-violence strategies, fostering positive peace through equitable community relationships, envisioning a future that promotes a culture of peace, and transforming values to support an anti-violence and peaceful world vision

(Tegneborg, 2019). Teachers equipped with robust peace competencies can serve as facilitators in fostering a culture of peace, aiding in the development of students' peaceful dispositions, and establishing a peaceful and inclusive educational environment.



Picture 1. Aspect of Teacher Peace Competence (Eliasa et al., 2019)

Sustainable professional development programs are essential for ensuring counselors remain effective, as they facilitate the acquisition of current best practices and innovative strategies (Antwi, 2023). Programs should align with the requirements of schools, students, and communities, while also incorporating current trends and advancements in counseling (Hanafi et al., 2022). Targeted professional development initiatives that concentrate on critical areas such as mental health, including anxiety and depression, have demonstrated significant effectiveness in improving the knowledge, skills, and competencies of guidance and counseling teachers, thereby enhancing their ability to meet students' needs (Zainab et al., 2021). Furthermore, support systems like mentorship and coaching are essential for delivering feedback, guidance, and assistance to counselors in their professional practice (Antwi, 2023). Current initiatives aimed at enhancing individual health serve as a suitable foundation for counselor guidance and counseling teachers. Attention to the well-being of counselors is crucial, as it acts as a protective factor against the onset of disorders and burnout, thereby ensuring their effectiveness and ongoing commitment to the profession (Antwi, 2023).

Alongside the development of peace competency programs, fostering a peaceful society necessitates collaboration and support from diverse stakeholders for peace education initiatives. This is particularly important for equipping guidance and counseling teachers to enhance their peace pedagogy and contribute to establishing a peaceful environment within schools (Bradley-Levine & Zainulabdin, 2020). Equipping guidance and counseling teachers with necessary tools and resources enhances their ability to foster a safer, more peaceful, and supportive learning environment for all students. Schools and the Ministry of Education may organize seminars, conferences, or workshops focused on peace education. Teachers can engage in intensive training to effectively address issues or conflicts peacefully, thereby improving their competencies in teaching peace education (Mishra, 2011). Continuously updated knowledge enables guidance and counseling teachers to enhance their effectiveness in imparting peace values and fostering a peaceful school culture. This occurs because a profound understanding enables teachers to serve as agents of change, fostering a more peaceful and compassionate generation. The enhancement of teachers' competencies in peace education should be prioritized.

Conclusion/ الخلاصة

Teachers who provide guidance and counseling are frequently referred to as school police since they only take action when problems arise, much like firefighters who only use the word "fire." Teachers who provide guidance and counseling contribute to the development of a peaceful, welcoming, and encouraging school climate that values diversity. Guidance and counseling professionals that possess peace competencies can foster a calm environment that averts "fires" of conflict, personal development, and other social challenges. As a result, teachers of guidance and counseling deal with pressing issues and actively foster a welcoming environment. School peace is impacted by the integration of peace competencies into the skills of guidance and counseling teachers. In addition to teaching students, peace-competent guidance and counseling teachers can prevent conflicts and foster a calm school environment. This aids in students' personal growth and gets them ready for a global society. This peace competency includes knowledge, skills, and attitudes related to preventing and responding to anti-peace behavior. Students, teachers, and the school community will all gain from guidance counselors' increased peace competencies. Guidance counselors can help children deal with issues in a positive way and encourage inclusiveness and tolerance in the classroom. Guidance and counseling teachers are firefighters who lack peacemaking abilities. With this knowledge, they can pave the route for a sustainable, harmonious climate.

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