

Peace Education and Citizenship Education in Indonesia

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INFORMASI ARTIKEL	ABSTRAK
<p>Sejarah Artikel: Diterima: 2025-04-13 Disetujui: 2025-07-09</p> <p>Kata kunci: Pendidikan Perdamaian Pendidikan Kewarganegaraan Integrasi Pendidikan Indonesia</p> <p>Keywords : Peace Education Citizenship Education Educational Integration Indonesia</p>	<p>Kekayaan budaya, suku bangsa, dan agama di Indonesia menghadirkan tantangan tersendiri, terutama dalam mengelola konflik sosial. Integrasi pendidikan perdamaian dan pendidikan kewarganegaraan sebagai strategi utama untuk mempromosikan keharmonisan sosial, toleransi, dan partisipasi demokratis. Artikel ini disusun dengan menggunakan metode studi pustaka, peneliti mengumpulkan data dari berbagai sumber, seperti jurnal, buku, dan referensi relevan lainnya. Hasil penelitian menunjukkan bahwa pendidikan perdamaian berfokus pada pengajaran resolusi konflik, empati, dan dialog damai, pendidikan kewarganegaraan mengembangkan warga negara yang bertanggung jawab yang terlibat dalam demokrasi dan menghormati keberagaman. Integrasi disiplin ilmu ini sangat penting untuk membangun masyarakat yang damai dan mendorong partisipasi warga negara yang aktif. Namun, tantangan seperti pelatihan guru yang terbatas, kurikulum yang tidak konsisten, dan resistensi dari berbagai kelompok menghambat efektivitasnya. Artikel ini menyoroti perlunya kebijakan dan strategi pendidikan yang lebih baik untuk meningkatkan sinergi antara pendidikan perdamaian dan pendidikan kewarganegaraan, yang bertujuan untuk membentuk masyarakat yang lebih toleran, kohesif, dan demokratis di Indonesia.</p>
	<p>ABSTRACT</p> <p><i>The richness of culture, ethnicity, and religion in Indonesia presents its own challenges, especially in managing social conflict. Integration of peace education and citizenship education as a primary strategy to promote social harmony, tolerance, and democratic participation. This article was compiled using a literature study method, researchers collected data from various sources, such as journals, books, and other relevant references. The results of the study show that peace education focuses on teaching conflict resolution, empathy, and peaceful dialogue, citizenship education develops responsible citizens who are involved in democracy and respect diversity. The integration of these disciplines is essential to building a peaceful society and encouraging active citizen participation. However, challenges such as limited teacher training, inconsistent curricula, and resistance from various groups hinder its effectiveness. This article highlights the need for better educational policies and strategies to enhance the synergy between peace education and citizenship education, which aims to form a more tolerant, cohesive, and democratic society in Indonesia.</i></p>

Introduction

Indonesia is a country with very rich cultural, ethnic and religious diversity. However, this diversity also brings its own challenges, especially related to social conflicts and tensions between groups (Sukma, 2005). Peace education and citizenship education are crucial to promote social harmony, tolerance, and active participation of citizens in a healthy democracy. Citizenship education and peace education developed in parallel along with international organizations that promoted international understanding, tolerance, and human rights throughout the 20th century (Toh & Cawagas, 2017). Promoting peace education and citizenship education can significantly contribute to addressing the challenges posed by Indonesia's diversity and fostering a more cohesive society.

Peace education is a pedagogical approach that aims to teach conflict resolution skills, empathy, and peaceful consistency (Nicoson et al, 2023). The goal is to create a culture of peace, where individuals are able to face differences through dialogue and cooperation, not violence. According to Reardon (1998), peace education focuses on "building a value system that supports peace, justice, and social cohesion". In Indonesia, this concept is relevant because the country faces various local conflicts that are often triggered by ethnic and religious tensions. Implementing peace education in schools can

foster understanding and respect among diverse communities, ultimately contributing to social harmony and conflict prevention in Indonesia.

Civic education on the other hand plays an important role in building citizens who are aware of their rights and obligations. In Indonesia, Civic Education Learning which aims to build democratic citizens will not succeed if delivered with undemocratic learning strategies (Cuga, 2018). In this context, civic education not only teaches the theory of democracy, but also the practice of democracy in everyday life, including in terms of respecting differences (Estelles et al, 2018). Moreover, it is essential for civic education to incorporate character-building elements that emphasize moral values and virtues, fostering a generation capable of contributing positively to society (Fortuna & Khadir, 2022).

These two approaches complement each other. Peace education can strengthen civic education by instilling the values of tolerance and conflict resolution, which are the basis for effective citizen participation in democracy (Bevington et al, 2020). On the other hand, strong civic education can create awareness of the importance of living in a peaceful and just society (Murtaib et al, 2024). By integrating both peace education and civic education, communities can foster environments that prioritize dialogue, understanding, and cooperative problem-solving, ultimately reducing conflicts and enhancing social cohesion.

However, the implementation of both types of education in Indonesia still faces major challenges. Limitations in teacher training, inconsistent curricula, and resistance from several community groups are major obstacles (Suratno, 2014). Furthermore, a 2020 UNESCO report showed that there is an urgent need to formulate more inclusive and responsive education policies to local needs in order to support sustainable peace in conflict-prone areas (Smith & Vaux, 2003). These challenges highlight the importance of collaborative efforts among educators, policymakers, and communities to create a more effective educational framework that addresses local contexts and promotes peace.

Therefore, this study aims to explore how peace and civic education are implemented in Indonesia, and how they impact the formation of tolerant and participatory citizen characters. Through this study, it is hoped that a more effective education model will be found to promote peace and active citizenship in Indonesia.

Method

This study uses a literature review method to analyze the implementation of peace education and citizenship education in Indonesia. This study was conducted by collecting and reviewing various relevant literature, both from international and national journals, which discussed the theory, implementation, and challenges in implementing both forms of education. The sources reviewed include empirical research, policy reports, and academic publications that focus on peace education, citizenship education, and their relationship to the socio-political context in Indonesia. This method allows the author to explore the relationship between these two educational concepts in order to strengthen social cohesion and citizen participation in democracy.

The selected literature is critically analyzed with a comparative approach to identify trends, challenges, and potential solutions in the implementation of peace and citizenship education. Through this literature review, the author also identifies gaps in previous research and provides recommendations for further research.

Discussion

1. Integration and Synergy of Peace Education and Citizenship Education

Citizenship and peace is two matter Which each other related, and both make an effort for reach values humanity (Yanniris, 2021). In addition, the relationship between citizenship and peace nature two direction and its influence each other profitable. Such as, citizenship Which Good produce peace Which Good and peace Which Good produce inhabitant country Which good (Bevington et al, 2020). Inhabitant country which good fosters a sense of community and shared responsibility among its members.

Peace education is effort systematic for to plant values peace, tolerance and resolution conflict in a way peace among students. The main goal is for equip student with ability think critical, empathy, and skills necessary communication for life harmonious in diverse society (Harris, 2020). While that, education citizenship focus on formation character student as responsible citizen answer, understand rights and obligations, as well as participate active in life social and political (Sofha et al, 2023).

Peace education as explained by UNESCO, refers to the process of promoting the knowledge, skills, attitudes and values required for bring change behavior that will allow children, youth, and adults for prevent conflict and violence, both open and hidden and also structural; for finish conflict in a way peace; and for create peaceful society supporting conditions creation peace, both at the intra-personal, interpersonal and inter-personal levels group, national, and international. The following diagram illustrates connection between knowledge, skills and attitudes education peace

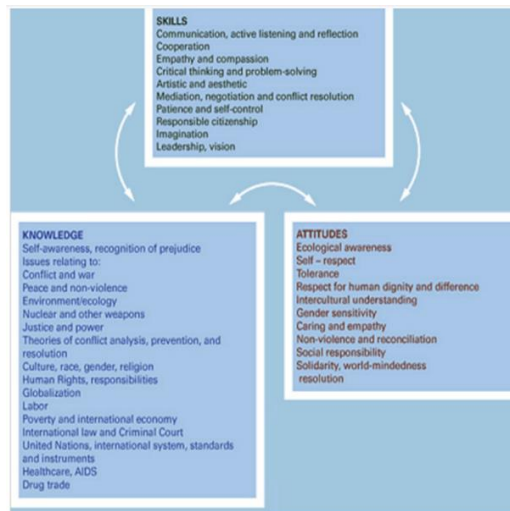


Figure 1:

Integration diagram knowledge, skills and attitudes in education peace

Integration of education peace and education citizenship is effort strategic for combining two aspects important in formation character students. In the context of globalization and conflict social that continues developing, integration second field This become the more relevant (Zembylas & Bakerman, 2016). As example, implementation curriculum that combines both of them can help student understand and appreciate role they in a more society wide as well as promote peace at the level local and global (Harris, 2020).

The purpose of integration education peace in education citizenship is for to form citizens who play a role active in create a peaceful and just society. This is achieved with equip student with skills like settlement conflict, promote non-violent approach for finish dispute, push justice social, and instill award to diversity and inclusion culture (Johnson & Johnson, 2006).

In addition, integration This help student understand importance play a role active in promote peace in the sphere local and global. McEvoy et al (2006) argue that with integrate education right basic humans and resolution conflict to in education citizenship, school can to build generation younger than aware will issues peace and justice, so promote culture of anti-violence and justice.

Peace education can integrated in curriculum education citizenship through various approach, one of which is with enter draft peace as one of the element's important. Here a number of integration education peace in curriculum education in Indonesia:

- a) After the 2013 curriculum reform, the principles education peace in a way gradually entered to in framework education citizenship. This reform is response to Indonesia's need for promote tolerance, democracy and resolution conflict in public multicultural and multireligious. The

2013 curriculum emphasizes development characters, including promotion behavior peace, respect to diversity, and responsibility answer social (Wibowo, 2022).

- b) Strengthening tolerance social through Citizenship Education learning, with do harmonious interaction at school; instilling attitude brotherhood; instill attitude care among students; instill attitude cooperate through 2013 Curriculum, which requires activity participant student centered for cooperate in finish task group (Hadisaputra & Syah: 2020).
- c) Implementation profile Pancasila students in independent learning curriculum, which refers to education character and prioritize the values of Pancasila as moral basis in life everyday life (Juliana et al, 2023). Curriculum independent Study aiming for give freedom to student for develop potential and interest they in a way independent.
- d) The teacher's role model as loving educator peace, with ensure calm in the learning process, completing conflict with win-win way, and prevent conflict with teach tolerance. In addition can apply some models for apply profile Pancasila students in create school peace with apply Independent curriculum (Istianah et al, 2023).



Figure 2.
Implementation model profile Pancasila students

- e) Implementation learning based on project (PBL), students participate in activity like mediation school or debate about issues social, also can help strengthen skills they in finish conflict in a way peace (Aziz & Maulana, 2023). This is show that PBL in education citizenship with focus on peace can deepen understanding student about importance tolerance and dialogue in life democratic.

2. Impact to Students and Society

Peace education and education citizenship own significant impact to students and society. The Global Campaign for Peace Education report in 2020, stated that students who follow the education program peace and citizenship show improvement in skills breakdown conflict, empathy, and awareness right basic man.

A study by Bajaj and Hantzopoulos (2016) showed that exposed students education peace end more capable for face conflict with non - violent and more proactive in promote harmony social in the environment them. In Indonesia, the implementation of values This seen in effort reduce intolerance and radicalism among generation young. Istianah et al (2024) stated that integration education diversity in Citizenship Education learning aiming for create peaceful school, and results its implementation can increase understanding student to values wisdom local as well as strengthen tolerance and appreciation to diversity.

Integration of education peace and citizenship also have an impact significant to public in a way more wide. One of the the impact is improvement cohesion social in the previous environment vulnerable conflict. Salomon and Nevo (2002) stated that education integrated peace in system formal education can contribute to prevention conflict term long with to plant values coexistence peace in generations young. In Indonesia, programs such as this is very important remember history horizontal conflicts that often occur caused by differences ethnicity and religion.

Strong citizenship education also has impact positive in push participation politics and strengthening democracy in Indonesia. In line with opinion Geboers et al (2018) who showed that

education effective citizenship can increase awareness politics among society and grow attitude critical to policy government, so that push a more society participate and be responsible answer.

3. Challenges and Opportunities

The Implementation of Peace Education and Citizenship Education in Indonesia is facing a number of challenge significant. One of them is lack of teacher training and capacity. In line with the opinion of Zainal et al (2021) who stated that some teachers don't accept training education peace; therefore they no own skills and not Ready For teach issues controversial issues that are needed in the classroom. Teachers often lack trained in teach material This in a way holistic, especially about values peace that demands approach participatory.

In addition, there are too much curriculum theoretical, namely burden too much curriculum burdensome and tend to development oriented realm cognitive only (Nurdin, 2015). Resulting in lack of practice direct for student in apply skills peace like resolution conflict and empathy.

Although education peace and education citizenship in Indonesia is facing various challenges, but also offers opportunity significant for strengthen role they in system education. One of the opportunity main is a curriculum reform that provides room more big for education peace and citizenship. Aligned with Cremin's opinion (2016) states that that curriculum reform can create opportunity new for achievement peace positive, not only just peace negative focused on elimination violence direct. Approach This open room for integration values peace in education in various levels.

According to Ahmed & Barnawi (2021) opportunity there is also a big part in development professional teachers. Through training and certification specifically, teachers can given skills and knowledge required for teach education peace and citizenship with effective. Improvement teacher competence through training special can increase quality teaching and giving impact positive for students (Wibowo, 2022).

Conclusion

Peace education and education citizenship in Indonesia has role important in build a tolerant, peaceful and democratic society. Both each other complete in to form character capable students finish conflict in a way peace, have empathy, and participate active in life social and political. The merger second field This become the more relevant in the middle globalization and increasing conflict social, with objective create active citizen in create a peaceful and just society. Although education peace and citizenship own potential big in promote cohesion social and engagement citizens, the implementation in Indonesia is still face various challenges. Some challenge main covering lack of teacher training, misalignment curriculum, and resistance from a number of group society. In addition, the approach too much curriculum theoretical also limits student in to practice skills peace like settlement conflict and empathy. However, there are opportunity significant through curriculum reform and development professional teacher for strengthen role second form education this. With curriculum reform and training special for teachers, education peace and citizenship can give impact more positive wide for students and the community, especially in prevent conflict term long and strong democracy. With Thus, development policy inclusive and sustainable education become crucial for ensure education This can contribute in a way effective in to form a peaceful and just society in the future.

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