Construction of Citizenship Campaign as Peace Education for Overcoming Student Brawl

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Abstract. This research is a construction of the idea of overcoming student brawls in Bogor city through the implementation of a citizenship campaign as a form of peace education and conflict resolution efforts as Bogor city is one of the areas where student brawls often occur and disrupt public order and security also often carried out aggressively and can be in the form of violence perpetrated by groups of students against other student groups even categorized as a crime if colored with elements of a crime. This research uses a qualitative method with data collection techniques in the form of a literature study where data collection is carried out through a review of various references related to the research focus through books, journals, and related documents using a scoping review approach. The citizenship campaign was carried out in the form of counseling on silih asih jeung silih asuh, service learning for students in Bogoh Ka Bogor, and persuasion to convey messages of peace through various media which were displayed in schools and public areas in Bogor city. Citizenship campaigns are carried out through penta helix cooperation, communication, and collaboration involving the government, academics, business, community, and the media.

INTRODUCTION

One of the phenomena of conflict that is rife among students is student brawls that occur between schools and have a bad impact on both the brawlers and related schools and society in general. The phenomenon of student brawls is of course troubling because ideally students who are involved in brawl cases should study diligently to equip themselves with various knowledge, attitudes, and skills as future provisions but instead are involved in a conflict accompanied by violence and even causing fatalities.

Bogor City is one of the areas where student brawls often occur. One of the indications of the phenomenon of brawls in Bogor City was conveyed by the Head of the Criminal Investigation Unit of the Bogor City Police, Adjunct Commissioner Rizka Fadhila, in the form of street crimes in Bogor City which still occur frequently and disrupt public order and security and often spread across regions where teenagers are also increasingly reckless. Roam the streets with weapons to spread the terror of fear. In their action, they recorded a video to attract other groups to fight.

The data also conveyed that street crime cases, such as fights, which often involve young people or students, reached 32 cases in 2022 which actually experienced a decrease in cases compared to 2021 which reached 48

cases, but the number of brawl perpetrators who were arrested by the police in 2022 increased, reaching 421 people compared to 2021, which totaled 208 actors (https://www.kompas.id/baca/metro/2023/01/09/hendak-tawuran-polresta-bogor-tangkap-13-remaja). The record that makes it even more worrying is that the students involved in the brawl are students at the junior high and high school/vocational level levels. In addition, from several records of media coverage it is known that fatalities often occur in the form of injured victims and even victims who lose their lives.

Research from Heni Nurhaeni, Dinarti, and Dwi Priharti confirms that conflicts brawl that occurred in the capital city are especially caused by the learners experiencing conflict themselves, conflict in self-learners is because adolescence is being labile stance while they become personally aggressive, like disturbing the peace of others, are not mutually respect among peers, especially when adolescents who want to search for identity has not had basic self personality which should be built in the family (Nurhaeni, Dinarti, & Priharti, 2016). Meanwhile research from Hayadin concludes the student brawl in the Bogor city that occurred since a long time ago has made negative mental attitude and enemy perception on some students, while the brawl actors who allegedly located outside and inside the school should be addressed systematically (Hayadin, 2019). From the findings of this study, it can be said that student brawls that occurred in Bogor City were due to identification of group identities which actually led to acts of mutual attack.

Student brawls can be categorized as a conflict because there is an allusion between the actors involved in an interaction. Conflict is interpreted as a form of social interaction when two individuals have different interests and lose harmony between them (Maftuh, 2008). Brawls are acts of fighting or acts of violence committed by a group or community with individual or group aggression as a way to fight very strongly, attack, kill, or punish other people with the intent to injure other people or damage other people's property (Kartono, 2005). Student brawls are a crime because they contain elements with actions which have the nature of which are carried out intentionally or unintentionally, harm the community because they disturb public peace, violate criminal law and are subject to punishment by the state (Wiyanto & Husain, 2018). So it can be said that student brawls are a form of conflict that is often carried out in an aggressive manner and can be in the form of violence perpetrated by groups of students against other student groups and can even be categorized as a crime if it is colored with elements of crime.

A conflict between one students among two different schools from a different group could become a conflict between school groups, the events like annual competition

among schools in sports or art exhibition could turn in to conflict, clash and more extensive brawl on the road (Hayadin, 2019). Research from Mutia Skunda Ramadani, Nelia Afriyeni, and Diny Amenike state that student brawls caused by following along and carried out from generation to generation in context physical aggression, verbal aggression, anger, and hostility (Ramadani, Afriyeni, & Amenike, 2022).

The occurrence of this brawl is also one of them caused by the emotional presence of the perpetrators. In an intergroup emotional context, emotion is typically assumed to be an individual phenomenon, triggered when an individual interprets events as either favoring or harming his or her personal goals or desires in the context of whether he or she has the personal resources to cope or not (Mackie, Silver, & Smith, 2004). Student brawls carried out together with peers are in the form of influences from outside the environment (externalization). Indirectly school is a factor in the occurrence of brawls. Schools are places where children with the same characteristics as "peer brawls" (objectivation) gather. In this case the socialization carried out by the child of the student brawl is with social friends which greatly influences one's personality (internalization) (Haryono, Legiani, & Carolina, 2023).

Brawls between students as a phenomenon of conflict is due to the fact that existing conflicts are being maintained from

one generation to the next as actions taken because they want to exist and be recognized by other groups (Malihah, Maftuh, & Amalia, 2014). On the other hand, student brawls as a conflict are caused by several factors, including: economic inequality between students, unavailability of fulfillment of basic needs or psychological needs, and frustration-aggression, and loss of relatives (Maftuh, 2008). It can be said that the occurrence of brawls was due to the solidarity bonds of the perpetrators and the internal factors of the perpetrators that encouraged aggressive behavior.

The rise of student brawls that even tend to lead to crime and cause casualties certainly requires countermeasures. Such countermeasures must be carried out holistically which does not only involve formal education units where students attend school or the police as law enforcement officers, but also must involve other elements of education such as community elements.

There are several research results that provide solutions in overcoming student brawls. Farida Aryani and Sinta Nurul Oktaviana Kasim stated that social skills training are effective in reducing aggressive behavior of students (Aryani & Kasim, 2021). Meanwhile, Cantonanta Satria Bela Nusantara and Joko Setiyono concluded an effective conflict mitigation model from a socio-legal perspective, sees the need for prevention efforts which include social model of directors

and completion of the repression fighting law model method (Nusantara & Setiyono, 2022). On the other hand, result from Lina Herlina and Asep Suryana recommend by implementing the Child Friendly school policy, it is expected to be able to eliminate the culture of fighting, because students already feel safe, comfortable, and happy while in the school environment (Herlina & Suryana, 2018). Meanwhile, Nelsa Delvira, Achmad Husen, and Asep Rudi Casmana conclude that the resolution of brawl conflicts is generally grouped into three, namely preventive efforts, mediation efforts and arbitration efforts (Delvira, Husen, & Casmana, 2021).

Apart from what was mentioned above, the solution to overcoming this problem can be solved through peace education. UNESCO states that peace education refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about changes in behavior that enable children, youth, adults to prevent conflict and violence, both overt and structural; to resolve conflicts peacefully and create conditions conducive to peace, both at the intrapersonal, interpersonal, intergroup, national and international levels (Kartadinata, Wahyudin, Affandi, & Ruyadi, 2015). This contextualization can be constructed to develop peace. Peace can be realized through the development of knowledge, values, attitudes and skills that lead to peaceful conditions according to everyone's expectations (Buchori & Fakhri, 2022).

The existence of peace education in dealing with student brawls is not only carried out formally through teaching but can be carried out through social means considering that true education is not only focused on formal activities. Peace education seeks a process of community empowerment so that they can overcome conflict creatively which teaches non-violence, love, feelings of mutual trust, trust, justice, cooperation, mutual respect and mutual respect between one individual and another with various good character values. This effort can be constructed through a citizenship campaign as a form of persuasion that is full of social issues. The issue of student brawls can be categorized as a social issue because these events can have an impact on society, not only on students or educational units.

Campaigns are carried out not only to influence audiences with words, but also with a variety of activities that enable or direct audiences to take immediate action where the activities contain public good and for the public interest where the implementation is related to (1) the aim is to create a certain effect or impact, (2) a large number of target audiences, (3) usually concentrated in a certain period of time, and (4) through a series of organized communication actions (Venus, 2019). The citizenship campaign related to tackling student brawls is optimized as an educational effort for citizens through instilling and fostering a spirit of peace living

in diversity, respecting and appreciating differences, continuing to work together in the social environment they live in, creating a peaceful national and state life in a conducive climate as a good reflection of the nation's character.

Referring to the factors that cause the occurrence of irregularities or delinquency of adolescents, it is necessary to have control and coaching that is carried out intensively and comprehensively to deal with and cope with juvenile delinquency (Ikhsan & Danial, 2019).

In this context the campaigns carried out are related to social change. Social change campaigns are carried out because basically campaigns do not include political campaigns or product campaigns and their goals are oriented towards changing social attitudes and behavior (Venus, 2019). Citizenship campaigns are carried out as a persuasive communication model containing invitations and appeals which in the end are expected to provide changes in the attitudes and behavior of citizens, especially students. Based on this background, the authors are interested in conducting research on the implementation of citizenship campaigns as peace education in an effort to deal with student brawls in the city of Bogor. The formulation of the problems proclaimed are: 1. How is the construction of a citizenship campaign carried out as peace education to deal with student brawls in the city of Bogor?, 2. What is the collaborative role of the parties involved in the citizenship campaign as peace education to overcome student brawls in the city of Bogor?.

RESEARCH METHODS

This research is categorized as a qualitative research. Qualitative research is a process of inquiry to understand social or human problems that is based on building complex and holistic images, formed by words, reporting detailed views of informants, and conducted in natural settings and data collection steps of a qualitative research include setting the boundaries for the study, collecting information as well as establishing the protocol for recording information (Cresswell, 2014).

The data collection technique used is library research. Literature studies are related to theoretical studies and other references related to values, culture, and norms that develop in social situations (Sugiyono, 2017). The literature can be classified on document data collection type. The data collection on documents within types public documents and private documents which have advantages can be accessed of a time convenient of researcher and save a researcher the time and expense of transcribing (Cresswell, 2014). Data collection related to the answers to the problem formulation was carried out through reviewing various references related to the focus of writing obtained through books, journals and related documents in print and online.

Data analysis process of searching and compiling systematic data obtained with how to organize data into categories, break down into units, perform synthesis, arrange into patterns, choose what is important and what will be learned, and make a conclusion (Sugiyono, 2017). In this research, data analysis classified into categories regarding student brawls, peace education, and conflict resolution which can facilitate in drawing conclusions.

The approach in reviewing the literature used is through scoping review. Scoping review is used to identify in-depth and comprehensive literature obtained through various sources that are related to the research topic (Arksey & O'Malley, 2005). The stages of scoping review in this research include: 1) identifying research questions that are tailored to the research objectives, 2) identifying relevant sources of literature through various sources, 3) selecting the literature that has been obtained according to the research topic, 4) mapping and collecting relevant literature. used, 5) compiling and reporting the results of the analysis of selected literature, and 6) consulting competent parties (Levac, Colquhoun, & O'Brien, 2010).

DISCUSSION

Construction of a citizenship campaign as peace education to overcome student brawls in Bogor City

The citizenship campaign was carried out as a construction of peace education in overcoming student brawls in the city of Bogor. In this context, a citizenship campaign is interpreted as a conflict resolution so that conflicts that occur between conflicting parties can be resolved peacefully, constructively, and solve problems. Shonk said that conflict resolution can be defined as an informal or formal process that is used by two or more parties to find peaceful solutions to their disputes (Putri, 2022). Through conflict resolution, as part of citizens, students are expected to have knowledge, attitudes, and skills in conflict resolution. This enriches civic competence, which is related to multidimensional civic intelligence, civic responsibility, and civic participation in resolving social conflicts that occur and can become the goodness of citizens (civic virtue) and citizen culture (civic culture) internalized within students (Maftuh, 2008).

Implementation of conflict resolution of course in addition to resolving conflicts as well as efforts to guarantee peace in everyday life. Conflict resolution is an umbrella term for a whole range of methods and approaches for dealing with conflict: from negotiation to diplomacy, from mediation to arbitration, from facilitation to adjudication, from conciliation to conflict prevention, from conflict management to conflict transformation, from restorative justice to peacekeeping (Wani, 2011).

The implementation of conflict resolution through citizenship campaigns can

also be used as a means of creating harmony among students. This reinforces what was said that conflict resolution is an effort made by individuals or groups to solve problems together and serves to build new, lasting relationships between hostile groups as well as being a medium to improve negotiation skills, compromise, and a sense of justice for each other as skills. as an effort to maintain harmony (Suprapto, Maftuh, Sjamsuddin, & Malihah, 2021).

In relation to students, conflict resolution can be packaged in an educational program in the form of conflict resolution education. Conflict resolution education programs provide students with a basic understanding of the nature of conflict, the dynamics of power and influence that operate in conflict, and the role of culture in how we perceive and respond to conflict (Jones, 2004). In this context, conflict resolution is given to students in Bogor City as an effort to resolve conflicts that occur in the form of brawls so that these students can avoid conflict and are able to have knowledge and skills in resolving conflicts in order to create a harmonious life. The citizenship campaign which is designed as peace education can be conflict resolution because, from the campaign, students can identify why the conflict happened, weigh the pros and cons, solve the problem, and internalized the character and values to reduce the problem.

The construction of a citizenship campaign as a conflict resolution was elaborated through peace education for students in Bogor City. Peace education is also intertwined with the implementation of character education. Peace education, in essence, implies efforts to promote peace, especially in conflict or violence – ridden areas through educational activities (Nwafor, 2012). This has a positive correlation with cultural education, character development, and personal and community self-development so that values such as integration, tolerance, tolerance, mutual respect, respect and seeing conflict as positive can be applied in everyday life (Kartadinata, Wahyudin, Affandi, & Ruyadi, 2015).

Contextualization of this is in the form of compiling the concept of peace in three main objectives: (1) education and character development who love peace and who can understand differences, (2) maintain a life of social harmony, and (3) minimize violent behavior (Buchori & Fakhri, 2022). Through peace education, it is not only developed how to manage conflicts that students may experience, but also the internalization of values and character for students. This is considered important in relation to the development of smart and good citizens.

The implementation of peace education carried out through this campaign is expected to develop students' attitudes in interpreting peace. In this context, related attitudes were

developed, are: self-respect, respect for others, gender equality, respect for life/nonviolence, compassion, global concern, ecological concern, cooperation, openness & tolerance, justice, social responsibility, and positive vision (Solidar Foundation, 2022).

Through the campaign carried out it is hoped that it can influence changes in behavior from the target of the campaign. As the results of research by Cynthia, Sinta Paramita, and Sudarto that through campaigns aimed at influencing the attitudes, behavior and opinions of many people, participation and solidarity can increase (Cynthia, Paramita, & Sudarto, 2021). Campaign is also expected to stimulate citizen participation. in this regard, the campaign has a function as information, interaction, and mobilization with civic participation (Wurst, Pohl, & Haßler, 2023).

The citizenship campaign framework adopts the Ostergaard campaign model which consists of: problem, campaign to increase knowledge, attitudes, skills, and behavior expected to reduced problems (Venus, 2019).

The problem found in formulating this citizenship campaign was the rampant student brawls that occurred in Bogor City. Then a campaign will be carried out with the development of knowledge, attitudes and skills that are expected to have an impact in terms of behavior change so as to reduce the problems found. In this regard, through the peace education framework, what is expected is the development of a peace-loving character,

understanding differences, promoting social harmony, and distancing oneself from acts of violence.

Through campaigns that are initiated will hone creativity where creativity in conflict resolution certainly has its own role. If creativity is applied to the handling of differences, the outcome might very well be a mutually beneficial, integrative agreement; but just as well, creativity can be applied to contentiousness, pursuit of selfish interests, and asymmetric outcomes (Carnevale, 2006).

The campaign provides persuasion for the development of cooperation because in fact student brawls occur due to conflicting interests which cause disharmony or competitive nuances between students. On the other hand, citizenship campaigns can also participate in developing students' social skills in dealing with conflict. As the research results of Farida Aryani and Sinta Nurul Oktaviana Kasim that social skills training is effective in reducing students aggressive behavior in the form of : 1. self-awareness, 2. express emotions and feelings, 3. etiquette on campus, 4. management of time, and 5. conflict management (Aryani & Kasim, 2021).

The campaign was given to convey the importance of citizenship and peace to teach civic values, such as tolerance, mutual respect, cooperation and active participation in society. Campaigns are also carried out through social activities to strengthen relationships between students so that cooperation and mutual

respect are established, and they can feel the benefits of working together and joining as a team. In addition, through joint activities it is hoped that it can strengthen a sense of togetherness and unity so as to create a more peaceful and harmonious environment. This application strengthens the results of research from Lina Herlina and Asep Suryana which emphasizes the importance of building a safely, comfortablely, and happily atmosphere safefull of peace for eliminate the culture of fighting (Herlina & Suryana, 2018).

Through peace education it is also hoped that it can strengthen the role of students as agents of change in the context of changing conflict-ridden situations into peaceful situations. Students as learners, can develop a sense of possibility that enables them to become agents o social changes (Bajaj, 2008). Meanwhile a peace education parallels with peace movements (Harris, 2008). From above we can conclude that peace education is a step of the peace movement to create agents of change whose job is to ensure the creation of peace in everyday life, as well as students with their role as students.

The campaign was carried out persuasively by highlighting the negative impact of brawls, such as physical and psychological injuries, as well as the long-term impact on career and social life. In addition, campaigns can also provide information on how to avoid brawls and manage conflicts in a peaceful way. The campaign is packaged in

counseling with the theme "silah asih jeung silih asuh" which emphasizes the importance of living within the framework of peace in the perspective of religion, ideology, law, social, and defense and security. Counseling is carried out intensively by involving the local government and police officers and is broken down through the relevant formal education units.

Meanwhile, the existence of this citizenship campaign can stimulate creative power in conflict resolution. Creativity is one way that can be built to resolve conflicts. One of the creative functions of conflict resides in its ability to arouse motivation to solve a problem that might otherwise go unattended (Coleman & Deutsch, 2006).

Social activities carried out as a form of campaign by promoting the tagline "Bogoh Ka Bogor" which actually has become the campaign tagline of the Bogor City Government in persuading residents to love Bogor City in relation to city development. Social activities as a form of service learning from students are related to the development of smart and good citizens. Service learning as a learning activity outside the context of formal education is carried out by students regarding the contextualization of social-community problems found in the city of Bogor such as environmental problems, economic problems, and social pathology problems.

The planned student service is carried out across schools as a form of instilling

cooperation in solving the problems they find in the city of Bogor. The action plan and program implementation involve students so that students are able to have a sense of ownership of the City of Bogor and help hone their problem-solving skills. Collaboration is the credo of this activity because basically conflicts are caused by disputes. Therefore, through cooperation, it is hoped that feelings of belonging and willingness to be involved positively will be built up as a form of conflict resolution. Through this, it can also be used as an effort to develop civic engagement through community civic empowerment because actually forming smart and good citizens is not only done in formal education spaces but can also be done through social education.

This campaign can strengthen how peace is owned by the younger generation. As the results of research from Suadi Zainal, Saifuddin Yunus, and Fadli A. Jalil that peace education had effected students' understanding of peace significantly to master life skills, change attitudes, and instill the values of peace the best (Zainal, Yunus, & Jalil, 2020).

Through this activity it is hoped that it can also strengthen the interpersonal skills of students involved in the activity. As found by Hetti Sari Ramadhani that interpersonal conflict resolution ability is an effort to resolve conflict, thus this skill becomes very important because of the frequent interactions of individuals with other individuals (Ramadhani, 2016).

Persuasively, campaigns are also carried out by displaying audio-visual and visual content that is full of messages. The message is certainly an effort to promote peace among students. Students were also involved in creating the message campaign. The campaign was carried out by optimizing existing media, especially digital media which is widely available in public areas of Bogor City. This is an effort to spread ideas and messages so that it will have an accompanying effect in the form of the emergence of a peaceful character that is in line with the expectation of realizing smart and good citizens. This also simultaneously implements the adage the medium is the message where a strong message that is to be conveyed is carried out through media that can be accessed publicly.

Peace education through this campaign as a manifestation of the implementation of education widely, not only in the context of learning. However, it is still loaded with educational content in terms of developing students' knowledge, attitudes, and skills. as stated by UNESCO that peace education can be considered at different levels: 1) Individual or self-development level, 2) School or community level, 3) National level, and 4) Global level (UNESCO, 2005). Peace education is also expected to build students' understanding of the importance of living in peace. As conveyed through research Candra

Cuga, Dasim Budimansyah, and Bunyamin Maftuh that the importance of peaceloving understanding and antiviolence of students in order to be able to behave and be skilled in resolving problems constructively (Cuga, Budimansyah, & Maftuh, 2019).

Collaboration of the roles of related parties in the citizenship campaign as peace education to overcome student brawls in the city of Bogor

The construction of the citizenship campaign is an effort to optimize conflict resolution within the framework of peace education to overcome student brawls in Bogor City. This is a form of strengthening communication to build willingness and ability to solve common problems, namely student brawls. Because the excesses of student brawls are not only partial to matters of education but have an impact on social life. Things that can be identified include life becoming insecure, increasing crime accompanied by violence through brawls, and hindering development based on social harmony. To optimize this, cooperation between related parties is required. Cooperation in conflict resolution can be said to have a significant role. Conflict resolution requires collaboration, if not as the goal then at least as the means (Gruber, 2006).

The involvement of various parties is of course an effort to resolve problems that may have a systemic impact on their lives. One of

the reasons for this involvement is based on the opinion of involving a wider scope in conflict resolution. The assumption is that when people have an opportunity to participate in shaping their future, they are more apt to sustain the change; "people support what they help to create" (Bunker, 2006).

The factual model of cooperation management as the findings of the research from Wiyanto and Bachtiar Arifudin Husain, that makes brawls preventable and minimized when each component works together with the same commitment and spirit and is carried out through planned, organized, implemented and evaluated activities (Wiyanto & Husain, 2018). Meanwhile, the social interaction can be a means to manage the conflict. As the conclusion from A Rahim which is social interaction have a positive impact with the emergence of cooperation (Rahim, 2018). Of the two findings above emphasize that collaboration and communication prioritized in terms of conflict resolution.

This problem is the responsibility of all of us and requires support from various parties both government, law enforcement, parents, community and community environment (Ikhsan & Danial, 2019).

A construction of citizenship campaign has a purpose to strengthen communication between the people to solve the problem. Communication has a key to resolve the conflict. Communication happened between all actors who have interest about the student

brawl in Bogor City to make a relation an coherence between people. This awareness of communication is practiced through moral behavior, such as showing tolerance, understanding, and valuing diversity and build communication awareness for the sake of post-conflict harmony can serve as an example for other communities in building social relations among people (Dewantara, Jailani, Syamsuri, Efriani, Sulistyarini, & Nurgiansah, 2023). Collaboration between stakeholders can strengthen the contextualization of conflict resolution through involvement according to their respective roles and functions.

Collaboration related to overcoming brawls between students as a conflict resolution can be pursued through collaboration. Collaboration and similar relationships can take many forms: working together on joint projects where both members of a pair do essentially the same work, working together in team-like settings where participants complement each other, and sharing ideas either face to face or in written correspondence (Gruber, 2006). In addition to the above, it is necessary to build communication in conflict resolution. Given a genuine desire to resolve conflict, communication, used artfully, can help achieve that goal (Krauss & Morsella, 2006). Then involvement in the form of collaboration of various relevant stakeholders in this citizenship campaign is an effort to achieve the goals that have been set as well as to overcome

the problems found. Collaboration as a force can encourage the creation of togetherness and cohesiveness in shared life.

Cooperation, collaboration, and communication that are constructed as an effort to overcome student brawls in Bogor City certainly involve several parties with their respective capacities optimally to achieve the stated goals. Such cooperation and collaboration is framed in the role of the penta helix in accordance with their respective capacities to achieve common goals. The penta helix concept was formed around the development of two innovative models, namely from the triple helix theory, then developed into a quadruple helix, and then into a penta helix (Sudiana, Sule, Soemaryani, & Yunizar, 2020). The penta helix approach involves elements: academia, business, government, community and media (Hoerniasih, Hufad, Wahyudin, & Sudiapermana, 2023). The model is very useful for multi stakeholder problem areas where stakeholders represent a range of interests on a site or problem (Muhyi, Chan, Sukoco, & Herawaty, 2017).

Kirk, et al said that the penta helix model is synergy and collaboration between parties in the implementation of programs and activities so that they are in line with expectations, are in line with goals, and achieve targets previously set, while Halibas, et al. assert the model which was initially widely used in analyzing economic, management, development and

tourism issues, has become an analytical framework on political, social, cultural, environmental, defense and security issues (Subagyo, 2021). Meanwhile, the penta helix can also be interpreted as collaboration in producing policies to address a public problem. The collaboration in question is as the processes and structures of public policy decision making and management that engage people constructively across the boundaries of public agencies, levels of government, and/or the public, private and civic spheres in order to carry out a public purpose that could not otherwise be accomplished (Emerson, Nabatchi, & Balogh, 2011).

The focus of collaborative governance is on public policy and issues, public institutions do have a major orientation in policy making, the purpose and process of collaboration is to achieve a degree of consensus among stakeholders (Kismartini, Widowati, Syaharani, & Pramudita, 2022). It is said that because the resolution of the problem of student brawls through this citizenship campaign is accompanied by strengthening the role of related parties.

Handling student brawls in Bogor City through the penta helix approach through citizenship campaigns as peace education is based on the assumption of the need for related parties to solve common problems because after all student brawls are not only related to educational institutions but can have access to people's lives so that it requires holistic

collaboration from stakeholders . The government has a role as regulator and main resource provider in this campaign. In this context, the government is simplified into an education agency that oversees formal education units and coordinates with the police as a protection and law enforcement apparatus. After all, students are the core business of providing education by educational units and the police as actors in law enforcement in the event of various violations and even criminal acts.

Academics in this case contribute ideas and implement the dharma of education in the form of research and community service. With a variety of experiences and qualified knowledge they have, academics contribute to participate in solving social problems that cannot be separated from their academic responsibilities. Academics in this case can be institutionalized through higher education institutions which are not only focused on locations in Bogor City but can also empower higher education institutions outside the Bogor City area.

Business people are also considered to have an interest in contributing to overcoming student brawls in the city of Bogor. The assumption that can be put forward is that business people need a conducive business climate so that their business interests can run smoothly. Conduciveness can be realized one of them when it is created in a peaceful atmosphere without violence. Business actors

who can be empowered are agency business actors who can contribute in providing display media spaces for citizenship campaign activities, both digital and conventional media such as billboards, bearing in mind that in the city of Bogor in several public areas there are display media that can be optimized as campaign media by hope the campaign messages can be conveyed.

The empowered community is a cultural community or social community which is of course very connected with social-community problems. This community can be optimized to provide education and service learning for students. Through collaboration with the community, it is hoped that social activities that are contextual with the needs of the community in Bogor City can be created. Another hope of community empowerment is as a form of optimizing community civics as a means of education outside of formal education units. Thus a holistic effort will be created in the implementation of education by collaborating through formal education and non-formal education.

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The involvement of Pentahelix in this campaign certainly develops peace education content that was initiated through the campaign. At least the form content are: development, conflict, peace, and future (Galtung, 2008). While that implementation is to develop peace education in terms of its content and communication form in relation to its context, including education for peace, and the implicit or explicit choices made are related to the differing conceptions of peace education (Cabezudo & Haavelsrud, 2013).

CONCLUSION

Student brawls that often occur and as a form of conflict must be overcome. These efforts in terms of social education can be constructed through citizenship campaign as an implementation of peace education. The campaign citizenship campaign was formulated to reduce the problem of student brawls which can provide changes in the form of changes in knowledge, attitudes, and behavior. In line with the formation of smart and good citizens, this citizenship campaign contributes to the formation of civic competence and other citizenship attributes

such as intelligence, responsibility, participation, and virtues. By implementing the citizenship campaign as peace education for students, it is expected to be able to eliminate the culture of brawl among the students and strengthen the will to live in harmony as expected in the term of living together.

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