Innovative Approaches for Integrating Peace Education into the Pancasila Education Curriculum to Foster School Harmony

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Abstract. This research explores the integration of peace education in Pancasila Education subjects to create a culture of peace in schools. Using a descriptive-exploratory approach, this study examines the effectiveness of cooperative learning, group discussions, and community-based projects in improving students' social skills and conflict resolution abilities. The results showed that these methods succeeded in reducing aggressive behavior, increasing empathy, and building harmonious relationships between students. Practical implications include the need for teacher training, institutional support, and long-term evaluation to ensure program sustainability. This research offers an integrated model that can be adapted for other educational contexts, supporting efforts to create a peace-loving and harmonious generation.

INTRODUCTION

The high rate of violence in the educational environment in Indonesia is a serious challenge that requires a systematic solution. Data from the Ministry of Education and Culture (2020) revealed more than 1,000 cases of violence in schools, with 40% of students experiencing bullying (UNICEF, 2021). In addition, KPAI Pusdatin (2024) reported that 35% of 114 cases of violence involving children occurred in educational settings. This phenomenon reflects the need for a comprehensive approach in creating a culture of peace in schools (Muslich, 2022).

Schools as a place of character building and moral values have an important responsibility to overcome this problem. Pancasila education, the core of the national education curriculum, plays a strategic role in instilling values of tolerance, harmony and respect for differences However, the implementation of this curriculum is often theoretical without integrating effective methods for building social skills and conflict resolution (Nurgiansah et al., 2024).

Peace education has been proven to be one of the effective approaches in reducing aggressive behavior and improving students' social skills. Research in various countries, such as Colombia and South Africa, shows that the integration of peace education in the school curriculum can create a harmonious learning environment . However, in Indonesia, the implementation of peace education still faces obstacles, such as a lack of teacher training and limited resources (Morales & Gebre, 2021;

Ndwandwe & Adigun, 2023) (Setiadi et al., 2017).

This research aims to address this gap by developing a model for integrating peace education in Pancasila Education subjects. This approach combines cooperative learning, group discussions and community-based projects to improve students' social skills and create a culture of peace in schools. In addition, this research also evaluates the long-term impact of the model in creating a peace-loving generation that is able to contribute positively to society. Thus, the results of this study are expected to provide practical guidance for educators and contribute to the development of peace education theory in Indonesia.

RESEARCH METHODS

This research uses a descriptive-exploratory approach to describe in detail the process of integrating peace education in Pancasila Education subjects and explore the factors that influence the success and challenges of its implementation . The method used was a combination of qualitative research and literature analysis, with a triangulation approach to increase the validity of the findings (Waruwu, 2023).

The subjects of this study consisted of educators, principals, and students from several schools in Indonesia that have implemented or have the potential to implement peace education in the Pancasila Education curriculum. The selection of subjects was based on the consideration that they are the main parties in the implementation of education in schools, so that they can provide in-depth insights into the challenges, practices, and effectiveness of peace education integration.

The data collection process involved several methods from several articles analyzed, namely interviews, observation, and document analysis. (1) Interview: semi-structured interviews were conducted with educators and school principals involved in the peace education program. The interview questions were designed to explore their understanding of the implementation of peace education, the challenges faced and the impact felt by students. (2) Observation: observations were made at the school during the learning process to understand the application of cooperative learning methods, group discussions, and community-based projects. Observations focused on the interaction between teachers and students as well as student group dynamics during learning activities. (3) Document Analysis: relevant documents, such as lesson plans, teaching materials, and evaluation reports of the peace education program, were reviewed to provide

context and complement data from interviews and observations.

The main instrument in this research related to several articles that have been analyzed is using interview guidelines designed to explore the experiences and views of educators and school principals regarding the implementation of peace education. The observation instrument is an observation sheet that contains aspects that need to be observed during the learning process, such as teaching methods, student involvement, and group discussion results.

Data obtained from interviews, observations, and document analysis were analyzed qualitatively using a thematic analysis approach. The analysis process included three main stages: data reduction, data presentation, and conclusion drawing. Data reduction was done by sorting out relevant information, then the data was grouped into main themes to facilitate presentation. Conclusions were drawn by identifying patterns and relationships between the themes.

To ensure data validity, a triangulation approach was used by comparing findings from interviews, observations and document analysis. This triangulation helped confirm the accuracy of the data and enrich the research perspective. The validity of the research was also strengthened by double-checking with several participants to ensure proper interpretation (Haryono, 2020).

DISCUSSION
Implementation of Peace Education in Various Countries

Peace education has become an important approach adopted in many countries to address violence and promote harmonious relationships in school settings. It aims to replace the social cycles that fuel poverty, violence and discrimination, and plays a role in raising awareness and skills for social change In New Zealand, peace education focuses on understanding violence, nonviolent conflict transformation and positive peace by highlighting the importance of understanding cultural, structural and physical violence (Eslami-Somea & Movassagh, 2014). (Standish, 2016).

Peace education programs are also implemented in various forms, such as peer mediation and nature-based therapy that help children understand the impact of violence and develop conflict resolution skills In addition, the (Hettler & Johnston, 2009). *"Dream of the Good Project"* initiative in Europe, showed that emphasizing dialogue in the curriculum helped students manage negative thoughts and achieve calmness (Sommerfelt & Vambheim, 2008) . In South Africa, the implementation of peace education based on

the Integrative Peace Theory was successful in reducing violence in schools, although time constraints and social influences remain a challenge (Ndwandwe & Adigun, 2023).

In Colombia, peace education is realized through the *"Catedra de la Paz"* which requires all schools to teach peace and citizenship. The program emphasizes the importance of teacher professional development and relevant support in the implementation of peace education In South Korea, (Morales & Gebre, 2021). Kwon et al. (2018) , in their research showed that peace education can transform a culture of violence into a culture of peace and this method is effective in examining the relationship between peace and violence in society.

Whereas in Lebanon, Civic Education is integrated with Human Rights Education and Peace Education in school textbooks. Aspects of Civic Education are integrated into the curriculum and textbooks, and emphasize the need for a more active and applied approach. The importance of adopting a more inclusive and balanced human rights perspective. Moreover, human rights and peace education must go beyond the confines of textbooks and curricula by addressing the structural roots of violence (Shuayb, 2015).

Williams (2017) , in his research exploring the root causes of violence in schools highlighted the importance of

education in changing students' views and behavior towards violence. He emphasized that peace education plays a crucial role in addressing violence in schools especially by taking into account the social, economic and cultural factors that influence the dynamics of violence. One way to achieve this is by creating a positive school climate, which is shaped by the daily experiences of the school community and reflects norms, values and interpersonal relationships. A positive school climate will support the growth of young people and create a socially, emotionally and physically safe environment where all parties feel valued and play an active role (Cohen et al., 2009).

The impact of neighborhood violence can hinder students' ability to learn effectively, with children exposed to violence often experiencing emotional trauma. Peace education programs implemented in Milwaukee schools have also shown significant results in increasing student attendance, grade point average, and parental involvement, as well as decreasing student suspension and expulsion rates. in his research emphasized the important role of principals in encouraging peace education initiatives and showed that peace education is more effective than punitive measures in promoting more harmonious social relations. Harris (1996),

Africa (2011) , through his research developing the concept of area-based peace education that is responsive to the local context, showed that the implementation of peace models in schools can create a safe and comfortable learning environment according to the parameters of a peace zone However, challenges such as teachers' lack of knowledge, skill differences, and ineffective classroom management are still obstacles in its implementation (Castro & Bermeo, 2022). (Setiadi et al., 2017).

Another unique approach was developed by through the Danesh (2008), *"Education for Peace (EFP)"* program that aims to build unity as a foundation for peace that includes biological, psychological, social, political, ethical, and spiritual aspects. The program is designed to help students and communities create peace by building an environment that supports healing from the effects of conflict and violence.

Arweck & Nesbitt (2008) , in their research on the *"Sathya Sai Education in Human Values (SSEHV)"* program in the UK, show how the values of peace and non-violence can be effectively taught to children through education that emphasizes ethics and responsibility. The program proved successful in teaching moral behavior and responsibility to students.

Furthermore, Moller & Bellmer (2023), proposed an *"Interactive Peace Imaging (IPI)"* approach that utilizes visualization in peace education through active interaction and digitization. This learning allows students to participate creatively, both by modifying and creating visual images, which ultimately increases their sense of responsibility for the knowledge generated.

Taken together, these studies show that peace education can be effectively applied in a variety of contexts through approaches tailored to local needs. Peace education not only reduces violence, but also builds a broader culture of peace and is increasingly recognized as an approach that supports social justice learning in educational institutions The following table summarizes the success factors or comparative analysis of peace education models in the above countries: (Kester, 2017).

Table 1. Analysis of Peace Education Models in Different Countries

Country	Model/Programs	Success Factors	Obstacles/Weaknesses
New Zealand	Understanding violence, nonviolent conflict transformation,	Focus on understanding different forms of violence	Implementation complexities related to recognizing forms of violence

	positive peace (Standish, 2016)	(cultural, structural, physical)	
South Africa	Integrative Peace Education (Ndwandwe & Adigun, 2023)	Decrease in school violence	Time constraints and social influence in implementation
Colombia	*"Chair of Peace"* - Peace Education as a compulsory course (Morales & Gebre, 2021)	Conflict context-oriented education, support for teachers	The need for improved active and practical learning methods
South Korea	Pedagogy based on peace education (Kwon et al., 2018)	Able to transform a culture of violence into a culture of peace	Challenges in integrating peace into established education systems
Lebanon	Integration of Human Rights & Peace Education in textbooks (Shuayb, 2015)	Inclusive and balanced perspectives on human rights and peace	Limited to textbooks, needs to address structural roots of violence
Milwaukee, AS	Peace education programs in schools (Harris, 1996)	Improved student attendance, grade point average, parental involvement	Punitive measures still applied in some schools
England	Program "*Sathya Sai Education in Human Values*" (Arweck & Nesbitt, 2008)	Effective in teaching the values of peace, non-violence, and moral responsibility	Further expansion to cover more schools and curricula
Bosnia & Herzegovina	"Education for Peace" (Danesh, 2008)	Building unity as the foundation of peace, covering various aspects of life	Challenges in model deployment to different cultural contexts
Norway	"Project Dream of the Good" (Sommerfelt & Vambheim, 2008)	Development of individual skills in dealing with difficult situations, personal composure	Limited to individual practice, needs improvement in the school community
Germany	"Interactive Peace Imaging" (IPI) (Moller & Bellmer, 2023)	Digital interactive learning, increasing	Technology implementation may be limited in areas with low infrastructure

	student responsibility for the learning process

Some countries show progress in reducing violence and increasing peaceful attitudes, although challenges remain in terms of resources, methodology and social influence. The implementation of peace education in different countries shows a wide variety of approaches, depending on the social, cultural and political context. Success factors rely heavily on community support, active involvement of teachers, and tailoring programs to local conditions. Major barriers include time constraints, negative social influences and lack of adequate resources. However, with innovations such as the use of technology, there is greater potential for peace education to be adapted in a wider and global context.

The Concept of Peace Education: Cultivating a Generation of Peace

Peace education is an effort to instill principles, commitment, and provide knowledge, values, and attitudes that support the creation of peace among learners, so that they are able to become agents of peace . According to the (Page, 2011) *Sayaee Development Organization* (2000), peace education involves teaching the knowledge, skills, attitudes, and values needed to prevent conflict and violence, resolve conflict peacefully, and create an environment conducive to peace . This reinforces the idea that peace education not only focuses on aspects of knowledge and skills, but also involves elements of art as a creative process derived from imagination, where peace is seen as a real and relational experience, not just an intellectual activity (Purwanto et al., 2023) (Lehner, 2021).

A conducive school environment plays a crucial role in the success of peace education. Schools need to build a culture that supports moral and ethical values, such as mutual respect, honesty, responsibility, cooperation, and love of peace. Extracurricular activities, mentoring programs, and strict school policies can be a means to realize this culture of peace However, peace education does not stop at theoretical knowledge, but also at developing the attitudes, values and skills needed to build a culture of peace. This requires fundamental changes in social structures, in which schools play an important role as agents of change, although broader social change requires the involvement of political, social, cultural, mass media, and leadership institutions (Anugrah & Rahmat, 2024). (Bar-Tal & Rosen, 2009).

In Table 1. Analysis of Peace Education Models in Different Countries, shows a comparison between peace education models implemented in different countries and the success factors and challenges faced. For example, the "Catedra de la Paz" program in Colombia shows success in integrating peace education with teacher professional development support . However, challenges related to improving active learning methods are still relevant for the Indonesian context, where limited teacher training is a major obstacle. This comparison underscores the importance of ongoing training and customization of learning methods to ensure the effectiveness of peace education integration. (Morales & Gebre, 2021)

A comparison of peace education models implemented in different countries reveals a diversity of approaches in response to local needs and social dynamics. In this context, "Catedra de la Paz" in Colombia provides an interesting example of the successful integration of peace education through teacher professional development. By providing training focused on peace values and innovative learning strategies, the program demonstrates how teacher empowerment can be a cornerstone in creating a learning environment that supports a culture of peace. The success of this program also demonstrates the importance of collaboration between governments, educational institutions, and communities in supporting the implementation of peace education.

On the other hand, the Indonesian context highlights different challenges rooted in limited resources, including teacher training. Most teachers in Indonesia have not received specialized training in peace education, which often results in a lack of in-depth understanding of how to integrate peace values into the curriculum. In addition, traditional learning methods are still dominant and pose a barrier to the implementation of active learning approaches that are more relevant to building peace awareness and skills in learners. These challenges require strategic efforts, such as the development of a peace-based curriculum tailored to local needs as well as intensive training for educators.

The lessons from Colombia also point to the importance of embedding peace education as an integral part of the education system, not just an additional program. As such, peace education can be a mechanism to address conflicts that are both structural and cultural in nature, both within and outside the school environment. In the Indonesian context, this is particularly relevant given the cultural and religious diversity that, while a strength, can also trigger conflict if not managed properly. Peace education based on active learning methods, such as simulations, debates, and

group discussions, can help students understand the importance of tolerance, empathy, and peaceful conflict resolution.

Furthermore, teacher training needs to focus not only on teaching techniques, but also on developing their emotional and social competencies. Teachers who have a deep understanding of peace will not only teach more effectively, but also serve as role models for their students. With this approach, peace education includes not only the transfer of knowledge, but also the transformation of values that support social harmony.

The ultimate goal is to create a just world, free from violence, respecting human rights, and fostering a peaceful life without conflict and exploitation In this context, peace education has several important objectives, namely fostering knowledge about peace, developing positive attitudes towards peace, instilling peace values, and developing the skills needed to create peace . (Wulandari, 2010). (Mazid & Istianah, 2023)

1. Cultivating Knowledge of Peace

Peace education first focuses on understanding the basic concepts of peace. This includes the definition, history and fundamental principles on which peace is based. Learners are invited to study different types of conflicts, both small and large scale, and how to resolve them peacefully. For example, studying conflicts within the family

or school to international conflicts involving different countries . (Viral & Manik, 2022)

In addition, learners are also introduced to inspiring figures and events in the history of peace. Examples are figures such as Mahatma Gandhi, Martin Luther King Jr. and Nelson Mandela who have made great contributions to creating world peace. Understanding contemporary issues related to peace, such as tolerance, radicalism and human rights, is also an important part of this knowledge. Thus, learners not only understand the concept of peace theoretically, but also see how the concept is applied in real situations.

2. Developing a Positive Attitude towards Peace

Another important aspect of peace education is developing a positive attitude towards peace. This involves cultivating a sense of tolerance and mutual respect for differences. In an increasingly multicultural society, this attitude is crucial for creating social harmony. Peace education also encourages learners to develop an attitude of empathy and concern for others. Empathy allows one to feel and understand the experiences of others, which is an important step in resolving conflicts peacefully.

In addition, learners are taught to develop the ability to resolve conflicts peacefully. This includes negotiation and mediation skills that enable them to find

solutions that are mutually beneficial to all parties involved. Peace education also instills a sense of patriotism and commitment to building a peaceful nation. These attitudes are important for building a stable and harmonious society in the future . (Istianah et al., 2024)

3. Instilling Peace Values

Peace education also plays an important role in instilling peace values. Universal values such as justice, equality and humanity should be internalized by every individual. Learners are taught to understand the importance of respecting human rights and the rule of law. These values are the foundation for a just and peaceful society.

Peace education emphasizes the importance of cooperation and collaboration to achieve common goals. In an increasingly complex and interconnected world, the ability to cooperate with others is essential. Peace education also instills a sense of responsibility to create a more peaceful world. Each individual is taught that they have a role and responsibility in creating peace, both at the local and global level . (Ngaini & Salim, 2023)

4. Developing the Skills Required for Peace

Peace education not only focuses on knowledge and attitudes, but also on developing the skills necessary to create peace. Effective communication skills, such as dialogue, mediation, and negotiation, are essential in resolving conflicts . Learners are taught how to communicate well so that they can express their opinions and listen to others effectively. (Darma & Faqrurrowzi, 2023)

In addition, critical and creative thinking skills are also developed in peace education. These abilities enable learners to analyze conflicts and find innovative solutions. Leadership skills are also an important part of peace education. Learners are taught how to inspire and mobilize others to build peace.

Integration of Peace Education in Pancasila Education Curriculum

Peace education is a key component in efforts to shape the character and attitudes of students who are able to live in harmony and respect differences. Peace education aims to teach the values of tolerance, respect for human rights, and peaceful conflict resolution skills. In the midst of increasingly complex global and local challenges involving social, cultural, and political issues, the importance of peace education is increasingly recognized by various parties, including educators, governments, and non-governmental organizations.

According to Kartadinata et al. (2015), a peace education programme should ideally include five components. *Firstly,* there must be collaboration between students. *Second,* peace education gives rights and obligations to

students fairly and benefits all parties. *Third,* students should be trained to build skills in dealing with controversy in order to be prepared for difficult situations. *Fourthly,* students should be taught how to negotiate in an integrated manner and act as mediators in resolving conflicts constructively. *Fifth,* students will be given an understanding of the importance of civic values in supporting the long-term interests of society. A culture of peace is needed in various aspects of life, including in the field of education (Buchori & Fakhri, 2022).

The integration of peace education in the Pancasila Education subject has great potential to create a sustainable culture of peace among the younger generation. Pancasila Education as a subject that is already deeply rooted in the Indonesian education system, offers an ideal platform to incorporate peace values in the curriculum. Through Pancasila Education, learners are not only taught about the basic principles of Pancasila and good citizenship, but also how to apply those principles in everyday life in a peaceful and constructive manner. These methods include co-operative learning, group discussions, and community-based projects. Each of these methods has its own strengths in supporting the goals of peace education . (Hidayah et al., 2023)

Research results by the relevance of peace education with Pancasila Education

where both are committed to preparing students to become good and intelligent citizens. It is expected to become agents of peace in the world with the skills, knowledge, and attitudes that have been exemplified by the founders of the Indonesian nation in managing conflict to create a society that prioritises peace Conceptually, peace education and Pancasila Education have a mutually supportive relationship, seen from the aspects of goals, curriculum, materials, and teaching. Both play a role in fostering non-violent attitudes, resolving conflicts peacefully, and creating conditions that support peace, which ultimately form democratic citizens Booze (2015), (Jannah et al., 2021). (Hardiyanti, 2022).

Pancasila Education has great potential in shaping a young generation that understands the importance of collaboration, tolerance and peace in everyday life. In addition, Pancasila Education also has an important role in creating a peaceful school environment, which contributes to the social well-being of society Therefore, the subject of Pancasila Education has a strategic role in instilling peace values to the young generation of Indonesia. This is because the materials and values contained in Pancasila Education are in line with the principles of universal peace. Through the integration of peace education in this subject, it is expected that students can understand,

internalise, and apply peace values in everyday life (Mazid & Istianah, 2023).

Alignment of Pancasila Values and Peace Values

The noble values of Pancasila, namely Belief in One God, Fair and Civilized Humanity, Indonesian Unity, Democracy Led by Wisdom in Consultation/Representation, and Social Justice for All Indonesian People, have a strong common thread with peace values . Let us explore more deeply how each of the precepts in Pancasila can support peace education. (Salyo et al., 2022)

1. Belief in One God: This value instills a sense of love and tolerance towards all religions and beliefs. In the context of peace education, respect for religious diversity is key to creating a peaceful and harmonious society. Learners are taught to respect the beliefs of others, avoid discriminatory actions, and promote interfaith dialog as an effort to strengthen social ties.

2. Fair and Civilized Humanity: This precept promotes fair and dignified treatment for every individual, without discrimination based on ethnicity, race, religion, gender, or socioeconomic status. Pancasila education teaches learners about the importance of respecting human rights and social justice, which are fundamental principles of peace. Through this learning, learners are expected to develop empathy and concern for others.

3. Indonesian Unity: The value of unity emphasizes the importance of a sense of togetherness and unity in diversity. Students are taught to foster a spirit of gotong royong and collaboration in achieving common goals. Pancasila education plays a role in strengthening national ties, reducing the potential for conflict between groups, and encouraging harmonious cooperation in a pluralistic society.

4. Democracy Led by Wisdom in Consultation/Representation: This precept teaches the importance of democracy and community participation in decision-making. In peace education, this principle is translated as an encouragement to resolve conflicts through dialog, deliberation, and negotiation. Learners are trained to develop effective communication skills and are able to listen to and respect the opinions of others.

5. Social Justice for All Indonesian People: This precept strives for the creation of a just and prosperous society, where everyone has equal opportunities to develop. Pancasila education teaches learners about the importance of equal access and the elimination of social inequality as a step towards sustainable peace. Learners are

taught to be sensitive to issues of injustice and play an active role in efforts to create social justice.

Cooperative Learning, Group Discussions and Community-Based Projects in Creating a School Harmony

1) Cooperative Learning

Cooperative learning is a method where learners work in small groups to achieve a common learning goal. This method is proven to be effective in improving learners' social skills, such as cooperation, communication, and empathy. Pancasila Education learning must be able to direct learners' understanding and learning experiences that are connected to their environment, and can be integrated with social phenomena or civic phenomena in order to realise a culture of peace (Bahki, 2020).

In the context of peace education, co-operative learning enables learners to learn how to resolve conflicts constructively and appreciate others' perspectives. The study by shows that cooperative learning can reduce aggressive behaviour and promote an inclusive and supportive classroom climate. Saputra et al., (2024),

2) Group Discussion

Group discussion is another effective method for integrating peace education in Civics . Through group discussions, learners are encouraged to share their views, listen to the opinions of others, and seek joint solutions to the problems at hand. Group discussions help learners develop critical thinking skills and the ability to argue in a polite and constructive manner. Research shows that group discussions can improve learners' understanding of peace issues and strengthen their commitment to peace values. (Hidayah et al., 2023)

3) Community-Based Projects

Community-Based projects engage learners in activities that relate directly to their social environment. This method allows learners to apply what they are learning in a real context, so they can see the direct impact of their actions. Community-based projects, such as anti-violence campaigns or mediation programs in schools, help learners develop practical skills in conflict resolution and raise their awareness of the importance of peace in society. Community-based projects can increase learners' engagement and their sense of social responsibility . (Kamaruddin et al., 2024)

One form of community-based project in peace education is the Citizenship Campaign to address student brawls. The campaign uses a conflict resolution approach that helps learners identify the causes of conflict, weigh the pros and cons, and find peaceful solutions. In addition, the campaign emphasizes the importance of character

education that teaches learners to understand differences, maintain social harmony, and refrain from violence. Extension activities are also part of the campaign, which teaches mutual respect and support, and uses public media to convey messages of peace (Yudha Pradana et al., 2023).

The methods mentioned above have been proven effective in improving learners' social skills and conflict resolution abilities in order to realize a culture of peace. This approach provides opportunities for learners to practice the concept of peace in real situations, as peace education is not only about knowledge, but also involves the attitudes and skills needed to create and maintain peace . (Yufiarti et al., 2023)

The integration of peace education in Pancasila Education subjects is effective in improving learners' social skills and conflict resolution abilities through methods such as cooperative learning, group discussions, and community-based projects. When compared to similar initiatives in other countries, this approach has many similarities but also specific challenges. In Colombia, the *"Catedra de la Paz"* program is mandatory in schools, focusing on teacher training and adapting the curriculum to the country's social conflict context. Teacher support is key to success, but the challenge lies in implementing active learning methods.

Meanwhile, South Africa implemented peace education based on the Integrative Peace Theory, which focused on reducing the level of violence in schools. Although the results are positive, time constraints and social influence are still obstacles to its implementation. In contrast to South Korea, peace education has successfully transformed a culture of violence into a culture of peace through a pedagogical approach. However, challenges remain in integrating peace education into the established education system. A program in Milwaukee, USA, showed an increase in parent and student participation and a reduction in violence. However, some schools still rely on punishment, which is counterproductive to a culture of peace.

Thus, the findings that integrating peace education in Pancasila Education learning can be done with cooperative learning methods, group discussions and community-based projects. This means that Peace Education in Indonesia is aligned with international practices in utilizing cooperative and community methods. However, program sustainability and teacher engagement still need to be strengthened for lasting impact, in line with the challenges that other countries also face.

The integration of peace education in Pancasila Education in Indonesia is closely related to several theories of conflict resolution

and peacebuilding. The findings reflect the principles of John Paul Lederach who emphasizes the importance of building positive relationships through dialogue and mediation. The implementation of group discussion methods and community projects allows learners to work together in a harmonious environment, practicing their communication skills and empathy.

In addition, this approach is in line with Johan Galtung's Positive Peace Theory, where peace is not just the absence of conflict, but also the creation of social justice and respect for differences. Pancasila education seeks to create a sustainable culture of peace by equipping learners with the skills to face social challenges constructively and fairly.

Furthermore, Paulo Freire's concept of education as a tool for social transformation is relevant to these findings. Peace education in Indonesia not only focuses on knowledge transfer, but also prepares learners to become agents of social change. This is in line with the vision of Pancasila Education which instills moral values and skills relevant in everyday life to build an inclusive and harmonious society.

Overall, peace education programs in Indonesia reflect the integration of global peacebuilding theories. By linking theory and practice, the findings show that peace education not only reduces violence, but also fosters social engagement and a broader culture of peace. This proves that peace education is an important element in shaping a young generation that is tolerant and able to resolve conflicts wisely.

Institutional Support and Sustainability

The successful integration of peace education in the Pancasila Education curriculum also depends on support from various parties, including the government, schools and communities. Supportive education policies, adequate training for teachers, and active participation from parents and communities all play an important role in ensuring the sustainability of peace education programs. In addition, periodic evaluations and program adjustments based on feedback from stakeholders are also essential to ensure that peace education remains relevant and effective in the face of evolving challenges.

An educational institution must be able to produce individuals who act as agents of peace. In this context, teachers have a very important role, because they become role models, teachers, and evaluators for students, to help them achieve educational goals. Education is always about preparing for the future, that is, preparing students to be able to carry out the roles and responsibilities of life in the future (Abidin & Ismail, 2019).

Benefits of Integrating Peace Education in Pancasila Education Subjects

The integration of peace education in Pancasila Education subjects has significant benefits. In addition to increasing learners' knowledge about peace, this approach also forms characters and attitudes that support the creation of a harmonious and peaceful environment. Some of the benefits obtained after applying peace education models include: (1) the classroom atmosphere becomes more orderly and regular, (2) the relationship between friends is more harmonious, (3) trained to respect each other, (4) reduce the potential for conflict, and (5) encourage the spirit of maintaining the unity of the Unitary State of the Republic of Indonesia (M. S. Akbar et al., 2018).

The following are some of the important benefits of integrating peace education in Pancasila Education subjects:

1. Improving Learners' Understanding of Peace Values

One of the main benefits of integrating peace education in Pancasila Education is the improvement of learners' understanding of peace values. Through structured learning, learners are introduced to the basic concepts of peace, such as justice, equality and human rights. They also learn about different forms of conflict and ways to resolve them peacefully. This understanding is not only theoretical, but also practical, so students can apply their knowledge in their daily lives. This helps build awareness of the importance of peace and encourages them to become agents of change in society. (Kusnadi & Wulandari, 2024).

2. Developing Learners' Skills to Resolve Conflict Peacefully

Peace education in Pancasila Education also focuses on developing learners' skills to resolve conflicts peacefully. Through various learning methods, such as group discussions, simulations, and case studies, learners are taught effective ways to deal with conflict. They learn about the importance of good communication, empathy, and wise decision-making. These skills are very useful not only in the school environment, but also in their future personal and professional lives. With these abilities, learners can help create a more peaceful environment and reduce the potential for conflict . (Maftuh et al., 2021)

3. Promoting Tolerance and Mutual Respect Among Learners

The integration of peace education in Pancasila Education encourages learners to develop an attitude of tolerance and mutual respect. In a diverse society like Indonesia, the ability to appreciate differences is key to creating social harmony. Peace education teaches learners to understand and appreciate different perspectives, avoid prejudice, and uphold the values of inclusiveness. Thus, they

learn to coexist peacefully with others, regardless of their cultural, religious, or social backgrounds (Barella et al., 2023).

4. Strengthening the Nation's Sense of Unity and Integrity

Peace education in Pancasila Education also contributes to strengthening the nation's sense of unity. Learners are taught about the importance of national unity and how cooperation and gotong royong can help achieve common goals. They learn to see themselves as part of a larger community and understand their role in building a strong and harmonious nation. This sense of unity is not only important for social stability, but also for the progress of the country as a whole (Afifah et al., 2024).

5. Creating a Culture of Peace in Schools and Communities

Finally, the integration of peace education in Pancasila Education helps to create a culture of peace in schools and communities. By instilling peace values early on, schools can become safe and comfortable places for all learners. This peaceful environment supports a more effective learning process and promotes learners' emotional well-being. In addition, learners who have received peace education are likely to take those values into their communities, helping to create a more tolerant, just and harmonious society . (Istianah et al., 2023)

CONCLUSION

This study shows that the integration of peace education in Pancasila Education subjects, with strategies using cooperative learning methods, group discussions, and community-based projects, can improve students' social skills and create a culture of peace in schools. The findings reinforce the understanding that peace education not only reduces aggressive behavior, but also fosters empathy and cooperation among students.

The implications of these findings are significant for educational practice in Indonesia. It is important for education policy to encourage consistent implementation of peace education across schools. Teacher training programs that focus on peace education techniques and strengthening active learning methods should be improved for more effective implementation on the ground. Institutional support and regular evaluations are also needed to ensure the sustainability of the program. For future research, it is recommended to explore how external factors, such as community support and the role of parents, can affect the effectiveness of peace education in schools. Further research could also study the long-term impact of peace education on character development and conflict resolution skills outside the school environment. Additional research that includes a variety of peace learning methods across

different educational contexts could provide greater insight into best practices and challenges that may be encountered.

Overall, this study makes a significant contribution in highlighting the importance of integrating peace education in the Pancasila Education curriculum. With the support of appropriate policies and strengthened teacher training, peace education can be an important component in shaping young people who have good social skills, are able to resolve conflicts peacefully, and play an active role in creating a harmonious and prosperous society.

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