Mainstreaming Peace Education in Multicultural Schools Yayasan Perguruan Sultan Iskandar Muda Medan and Karang Turi Semarang

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Abstract. Peace Education for non-violence and peace includes training, skills and information geared towards cultivating a culture of peace based on human rights principles. Learning objectives of peace education may include an understanding of the manifestations of violence, the development of capacities to respond constructively to such violence and specialized knowledge of alternatives to violence. Peace education initiates understanding, tolerance, and friendship among all nations, racial or religious groups and furthermore peace education maintains world security. Peace education has five platforms in the education sector, natural sciences, social and human sciences, culture and communication and information, where the main goal is to promote intercultural dialogue in policies and actions with mutual respect so that the education sector platform in practice has the power to create peace education.

Keywords: Mainstreaming, Peace Education, Multicultural Education, Yayasan Pergurusan Sultan Iskandar Muda Medan, Karang Turi Semarang

INTRODUCTION

The concepts of peace and peace education are dynamic and directly linked to the historical context. People's lives in terms of communication, mobility, traditions and values are constantly evolving, and the priorities of individuals and groups are shifting towards human rights, participation and non-violence (IFM-SEI 2015). Since 2002 UNESCO has endeavored to continue to promote peace education through eight focal areas: education, promotion of sustainable economic and social development, respect for human rights, gender equality, democratic participation, tolerance and solidarity, participatory communication and the free flow of information and knowledge, promotion of international peace and security. (Anon 2021). Education has always been valued as an important process in helping individuals achieve their potential through the development of competencies. Competency development should go hand in hand with learning to create an environment where individuals can achieve their learning potential and fulfill their needs and replace the paradigm of violence with peace (Danesh 2011). Peace Education approach aims to promote tolerance, diversity, and empowerment and encourage individual responsibility and social responsibility to encourage active participation in embracing togetherness and unity (Aricindy et al. 2023). Various phenomena experienced by the community in the form of anxiety, fear, mutual suspicion, perception of a long-term enemy, fear, and various emotions that hinder peace building are also reflected in schools. Therefore, this condition requires systematic handling in the form of peace education (Riyani et al. 2021). Furthermore, the process of natural social integration using local resources can lead to the recognition of fundamental similarities between ethnic groups and at the same time erode existing differences. The process of natural social integration gives rise to a culture of mutual cooperation, a spirit of solidarity and tolerance between different ethnicities. Utilizing local resources in post-conflict social integration can strengthen unity and reduce differences and potential misunderstandings (Rahman et al. 2022). In fact, peace education is planned to be implemented in multicultural schools in Medan and Semarang, namely Sekolah Yayasan Perguruan Sultan Iskandar Muda Medan and Sekolah Karang Turi. The purpose of this research is to see how much effort in implementing peace education in multicultural schools. So that with the presence of peace education that has been planned, the two schools can be a catalyst for other schools.

METHODS

The method used in this research is to use ethnographic research methods with qualitative research methods, to explore all existing studies and sources (Spradley 2016). Literature study, observation, interviews, and recording from various sources to collect data in the field (Aricindy et al. 2020). Researchers also use the Ishikawa diagram design (fishbone method), which is a series of studies made in the form of a fishbone diagram that will describe the relationship between the formulation of the problem (effect) with the cause (cause) of the possible cause or find a solution to a problem (Putri, Aricindy, and Utomo 2022). The fishbone diagram is used to conceptualize a problem formulation found by looking for the cause. By using this diagram, we will find one point that becomes the benchmark for the answer to the problem (Aricindy 2020).

1. Problem Formulation. At the initial stage, looking for the initial problems that occurred in the Ethnic Conflict that occurred. The search for this problem is carried out by studying literature from various sources and conceptualizing the problem formulation using a fisbone diagram.

2. Categorization. At this stage the researcher will sort out various kinds of problem studies that have been obtained using free interview studies and documentation. Researchers will conduct free interviews and collect data related to peace education with various sources such as teachers and schools.

3. Identifying the Causal Factors (History) of peace education. At this stage, researchers must identify more deeply the urgency of peace education. In identifying the history of the researcher will use 5W+1H and use a fisbone diagram in conceptualizing it.

4. Determining some informants for further research. Based on the results of the preliminary interviews, several informant samples will be determined which will be used as reinforcement in this research. And informants who are determined to be researched must be trusted sources and can be considered to have strong knowledge about the planning process of peace education in multicultural schools.

5. Conducting Indepth Interviews. This interview was aimed at key informants about the urgency of peace education to find the existence of planned peace education. The interviews were conducted with the intention of finding an understanding ranging from the curriculum to the facilities provided (Aricindy 2022).

6. Applying the Principles and Techniques of Conceptualization and Categorization. The researcher will sort the data based on the data, both to describe the type of ethnic conflict phenomenon. This activity is carried out to find the reality of continuity in accordance with everyday life.

7. Conducting Review and Focus Group Discussion. Furthermore, to meet the standard of truth of the research results and findings, the final results of the field study will be reviewed by all informants so that possible misunderstandings can be avoided. Then peer-review is also carried out through focused discussions to obtain accurate data.

RESULTS AND DISCUSSION

A. The Content of The Peace Education Curriculum

Peace education listed in UNESCO has a concept with a series of efforts and strategies so that student character and cognitive competence can be implemented fairly to all learners, regardless of background and group. Peace education aims to critically and rationally question and oppose all forms of discrimination and injustice that exist. Therefore, peace education is a concept that contains the values aspired to by the founding fathers, namely education that emphasizes the values of justice, equality and humanity as well as efforts to eliminate the wounds of conflict that have occurred. Castro and Galace (Castro and Galace 2018) believe that peace education can eliminate all forms of violence, physical, structural and cultural violence, because through peace education a culture of peace can be realized in society. For this reason, educators must understand violence and peace holistically, which are interrelated. Peace education has been implemented since the 1950s, presented as the "science of peace," as opposed to the "science of war" that had brought so much destruction in previous decades (Ariyanti et al. 2021). Individual actions developed into grassroots movements, and peace studies soon grew in academia (IFM-SEI 2015). This means that today many studies of peace education have been conducted by academics and peace activists, including Steven Slade (Zainal et al. 2019) who

examined the role of non-governmental organizations in peace education in Rwanda and Afghanistan, concluding that peace education plays an important role in the overall conflict transformation process and theoretical knowledge can and should be the basis of practical work. He further stated that peace education has an important role in preventing the cycle of war from recurring and setting long-term peace goals, even if they cannot be measured in a specific timeframe, that are manageable, malleable and achievable.

b. Dimensions of peace education at Yayasan Perguruan Sultan Iskandar Muda Medan School and Karang Turi High School.

The first step in developing the design of peace education is to conduct debriefing activities for teachers related to the importance of peace education by inviting competent resource persons in their fields (Wasino et al. 2019). This debriefing has been running regularly for the past year. Then a team was formed to develop a model for implementing peace education consisting of the foundation, principal and all educators in the school (Wasino et al. 2020). The development team conducted an analysis to determine the value, description and indicators of peace education which is a reference for all teachers in designing lesson plans and syllabus in their learning. Judging from the peace education that has been widely published in print and electronic media so far, the development team of the peace implementation model has developed again, especially in the indicators and values that appear so that the coverage is broader(Aricindy and Siregar 2018).

This dimension is concerned with ways of changing learning facilities so as to facilitate the achievement of learning outcomes in a number of students from different groups. Learning strategies and activities that can be used in an effort to treat education fairly include cooperative learning rather than competitive learning (Banks 2006). This dimension also involves education designed to shape the school environment into many types of groups, including ethnic groups, women, and students with special needs, which will provide educational experiences of equal rights and equal learning opportunities. The empowering school culture and social structure dimension (UNESCO 2008).

This dimension is important in empowering the culture students bring to school from different groups. In addition, it can be used to develop a social structure (school) that utilizes the cultural potential of diverse students as a characteristic of the local school structure, for example with regard to group practices, social climate, exercises, extra-curricular participation and staff appreciation in responding to the various differences that exist in the school.

CONCLUSION

Education should be directed towards the full human development of fundamental freedoms. It should promote understanding, tolerance and personhood and to the strengthening of respect for human rights and friendship among all nations, racial or religious groups. Learning objectives of peace education may include an understanding of the manifestations of violence, the development of the capacity to respond constructively to such violence and specific knowledge of alternatives to violence. Two delightful basic concepts of peace education are respect refers to the development of respect for oneself and others; skills refer to respectful and skill-specific communication, cooperation, and behavioral skills used in conflict situations.

ACKNOWLEDGEMENT

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