

Peace Education in History Learning at MAN Medan

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ABSTRACT

This article aims to reveal how peace education is conveyed through history learning at MAN Medan. The research method used in this research is a qualitative research method with a case study approach. The main informants in this study were history teachers and students at MAN 2 Model Medan and MAN 1 Medan. The results of the study show that peace education has a correlation with history education, one of which is with material on conflict and peace in history lessons. Peace education through history education is useful for conveying the values of peace, and can be conveyed effectively in history lessons. In addition, several things that become obstacles in conveying affective values in history learning are also obstacles to the implementation of peace education in history

INTRODUCTION

Learning history basically has an important role in awakening humans as historical beings or having historical awareness. Through learning history, humans do not only learn facts that have passed, but are also able to extract the meaning contained in each of these facts. Historical awareness is at least useful so that humans do not return to making mistakes that have been made in the past, so that on a large scale they can avoid the recurrence of sins or disasters of mankind from the past (Amboro, 2015). This includes violent conflicts that occurred both on a large scale and on a small scale which have had the same impact to this day, thus creating a peaceful human life. This proves that historical awareness is something that is really needed in the current situation and conditions which are currently experiencing the strengthening of the potential for conflict and violence that is happening everywhere. Because history is not only colored by physical evidence but also the dimensions of values and thoughts, so that it can foster more peace-loving characteristics as what is to be achieved in peace education. As a pluralistic nation, of course, the position of the Indonesian nation is vulnerable to conflicts, horizontal conflict (Hasudungan et al., 2020).

Without an awareness of peace, it can cause friction that can occur anytime and anywhere. Even though the theory of peace education itself was born in the context of overcoming trauma from the impact of large-scale conflicts such as the World War, in reality it also requires an awareness of peace in the immediate sphere of everyday human life. Some of the conflicts or violence that occur can be in the form of inter-group conflicts such as brawls, or bullying behavior which is often considered trivial but can have a traumatic impact that is no less dangerous. Peace education has the goal of growing educated individuals who are able to anticipate and prevent conflicts that can disrupt peace situations starting from their immediate environment through the cultivation of knowledge, skills and attitudes, or a combination of the two (Dinn, 2018; Arslan, Günçavd, & Polat, 2015).

While history education and history learning also have the goal of forming individuals with character and historical awareness, one of the main ones is not to repeat mistakes that have previously occurred or been made. In addition, historical awareness is also expected to be able to provide a way of thinking for solving a problem as well as fostering attitudes and critical thinking skills. This is important considering that historical education materials are able to develop the potential of students to recognize the nation's values that were fought for in the past, defended and adapted for present life, and developed for future life (Hasan, 2012). So that learning history can be a way of preparing the ability to face the future, so as to create a better future. The importance of studying history for the future, especially in order to be able to determine appropriate actions in continuing the future in accordance with past expectations (Susanto, 2015). Theoretically, both of them have the same goals and essence of education in relation to forming better personal characteristics. Supporting unity and oneness and avoiding conflict or disputes in the midst of every difference that this nation has.

Although in practice, history teachers may not necessarily realize that they have applied the principles, though not completely, of the intended peace education. The irony is that in political developments, historical stories and narratives are increasingly shackled by narrow political forces. The political independence achieved by the Indonesian nation did not immediately give freedom, seriousness and sincerity in compiling a more humane historical story. Studying history, which is expected to build wisdom and optimism in building the future, is often displaced by small-minded, narrow-minded souls. Historical narratives are often used as a basis for conducting conflicts if they are not equipped with adequate historical knowledge and awareness. Discussions about peace education are quite widely discussed in studies at the international and national scope. However, these studies are still limited to learning other than historical learning such as the research conducted by Syariatun, et al. (2019) discusses peace education in social science learning, so it has not specifically discussed history learning. In addition, other research was also conducted by Clarke-Habibi (2018) regarding the teacher's perspective in educating for peace in Bosnia and Herzegovina, which is a country that often experiences conflict. As well as research conducted by Kasherwa (2019) regarding the role of youth organizations in building peace in the African Great Lakes region. Different from these three studies, this research will focus more on historical learning as a medium for implementing peace education. The novelty in this study is that it is deeply related to the elements of peace education in learning history as a form of identification in order to develop historical learning as an effective medium. in implementing peace education.

LITERATURE REVIEW

Peace Education

The word "peace" has quite a lot of meanings. According to the Big Indonesian Dictionary, the word peace comes from the word "peace" which means cessation of hostilities and no war. Likewise, according to Galtung (1969) quoted by Liana Khoerunisa, peace can be interpreted as positive peace and negative peace. Positive peace implies a form of harmony, while negative peace means the absence of violence or conflict. As Galtung's statement, the author can understand that the basis of this statement is sufficient to provide an illustration that peace is not always interpreted in the way it really means. According to Setiadi & Ilfiandra (2020), peace education has the goal of creating positive peace, which is an attempt to prevent conflict or stem violence through a social order that can create a peaceful reality of life. UNICEF also explains the term peace with the meaning of peace education that focuses on the process knowledge, skills, attitudes and values with the orientation of changing students' behavior to prevent conflict or violence and create peaceful conditions (Hasudungan, 2020).

The term peace is a term to refer to a state of harmony, security, commensurate, and mutual understanding. Peace is also interpreted as a calm condition without any violent situations as a form of harmony between community members. Indonesia is a participating country that is actively or

responsive to world peace. This has become one of the national goals to achieve the Unitary State of the Republic of Indonesia. Indonesia has a very plural population, both in terms of race, customs, religion, language and so on. So it is very vulnerable to conflict between communities. Based on the life of the Indonesian people, conflicts often occur in various places. The occurrence of these conflicts includes several factors both ideological, political, social, and so on. The conflicts experienced in Indonesia refer to systematic and visible acts of violence. One of the factors causing conflict is due to the struggle of individualism or groups to get a goal that they both want to have and in conflict the goal is to damage the other party.

Peace education also covers a wide range of topics. Mahlmann (2023) offer six major themes, namely eliminating the culture of war, living justly and lovingly, building cultural respect, reconciliation and solidarity, promoting human rights and the responsibilities that accompany them, living side by side with nature, and cultivating peace. These six themes are then translated into a variety of important knowledge, values and skills for peace education. The knowledge taught in peace education includes knowledge about the concepts of peace, conflict, violence, non-violence, identity, self-understanding, and sustainable development. The values of peace that want to be cultivated include respect, patience, courage, responsibility, commitment and transparency. Skills that need to be possessed by peace education learners include reflection, empathy, critical thinking, creativity, decision making, and communication (van Laar et al., 2020). These knowledge, values and skills are the basic things that everyone needs to have and use when they face challenges, whatever their form, so that they can make good decisions. Decisions that are not only beneficial for oneself, but also for all beings regardless of their differences. Then, does the education we provide to our children explicitly provide the things mentioned above? Have our children got the necessary provisions to face the challenges in the future? If the answer is no, maybe it's time for us to improve our education system. It is not the time for us to implement an education system that only makes our children competitive to fulfill self- and group satisfaction and interests, or education that equips our children with skills aimed at making them absorbed in the labor market alone. Our children have the right and must get a better education, which prepares them to become human beings who are able to think and act for the common good, to realize justice and peace for all beings without boundaries.

The Importance of Peace Education

The word peace for some people may be associated with the word war. Peace as opposed to war and peace is a situation that manifests when the war is over. In a different context, where people have never experienced war, they may associate the word peace with inner peace. They see peace as a situation when they feel calm because they are able to manage personal problems. There is nothing wrong with the above perspective on peace because each person's experience forms a different understanding of peace, but this contextual understanding may not be complete enough to cover other situations that are also related to peace. Galtung (2000) offers the concept of peace which discusses

not only conditions that are visible on the surface, but also deep down to their roots so that a peaceful situation is defined as a situation when the root of the problem, which is usually related to social injustice, can be resolved properly. In this pandemic situation, various problems of social injustice have been raised to the surface and are clearly visible. Limited health services, disrupted access to education, discrimination, access to jobs for income, and economic disparities that affect people's access to health, education and other services are some examples. The pandemic shows us that, not only in Indonesia, but also in the world, problems of social injustice are real and affect the survival of mankind. It turns out that those who are sick and eventually die are not only caused by their illness, but are also influenced by various situations and access that they cannot have and obtain.

To realize peace, the value of peace must be instilled at every level of education. This formal education or school is the right tool to introduce, grow, and as training to support peace education. In addition, educational institutions are a medium for preparing students to develop the value of peace education. The value of peace that must be developed to create harmonious students in the life of society in the future includes mutual respect (both for oneself and others), tolerance, sympathy and empathy, justice, honesty, mutual help, and cooperation. In addition to these attitudes, educational institutions must also develop skills to realize peace education, for example training in communication, listening, understanding opinions, working together, thinking critically, being responsible, and solving problems. Peace education in educational institutions is expected to help reduce acts of violence, increase social awareness, provide opportunities for student communication, and build student awareness.

Challenges & Opportunities of Peace Education

Peace Education does not teach students anything to think about (theoretical-cognitive approach) but guides students how to think critically. In this process, a holistic and participatory approach is applied which may differ from the traditional curriculum designs that apply in schools with their strict standards. Peace education also aims not to reproduce what students already know but to change student behavior. Educators are people who "consciously strive to educate their next generation not solely for the benefit of the state but also for the benefit of a better future for humanity" (John Dewey: "Democracy and Education"). It is things like these that create significant opportunities and challenges for peace education for mankind.

One way to deal with the challenges of implementing peace education is to build cooperation and support between "key participants". Peace education learning must be related to a wider social context, not exclusively in schools or classrooms, can take place in the realm of the family, community, and social networks to influence and change positive and enduring behavior towards the importance of peace.

The notion of "think globally, act locally" can be used as a reference for education for a culture of peace at the theoretical and practical levels both

concerning international issues and individual initiatives at the local level. If you as a peace educator then you do not need to feel like working alone. The international peace education community is active and growing through networks, publications, global campaigns, national initiatives and international programs. Educators and activists of all ages around the world promote and build peace through education. Which are connected to each other.

METHODOLOGY

The research method used is a qualitative method so that it is expected to reveal various qualitative information with analytical descriptions. Sources of research data are history teachers at MAN 2 Model Medan and MAN 1 Medan. Data collection was carried out through in-depth interview techniques, non-participant observation, and document records. The technique of determining and taking samples is done by using purposive sampling. To ensure the validity of the data collected, informant review techniques or feedback from informants were used. The data analysis technique uses an interactive analysis model which includes data reduction activities, data presentation, verification, and drawing conclusions. In the process, it is carried out in an interactive form as a process that continues, repeats, and continues to form a cycle (Huberman, 2014).

RESULTS AND DISCUSSION

Conflict and peace are not foreign terms in the study of history. Conflict itself is part of historical learning that is closely related to events that occurred throughout the course of human life and civilization. Starting from large-scale conflicts such as wars caused by differences in interests between countries or kingdoms, to the smallest conflicts that occur between individuals in society. The conflicts that occur are also divided into vertical conflicts, namely the conflict between the authorities and the people, as happened in the French Revolution, or also horizontal conflicts, namely conflicts between people, such as ethnic conflicts and civil wars. These conflicts can be triggered by political competition, or conflicts due to different views on a particular matter. Meanwhile, peace is the antithesis of conflict that occurs, either as a solution to resolve conflict or as a situation created as a result of conflict no longer occurring. In history, a conflict almost always ends in peace or at least peace can be realized after a conflict can be resolved or resolved. The concept of peace itself can be in the form of a mutual agreement between parties experiencing conflict, or it can also be a situation that occurs when conflicts can be resolved or completely crushed, such as uprisings that occurred in various historical events. Based on the results of the research, there is a pattern related to how learning history at the Medan Model MAN 2 and Medan 1 Medan presents materials related to conflict and peace.

Even so, most of what the teacher conveys in history lessons is related to conflict and peace, it is not a necessity yet, because it is not explicitly an obligation for the teacher to deliver this material specifically regarding conflict and peace. However, this is more of an attempt by the teacher to convey

meaningful historical learning. Peace education itself conceptually refers to education that aims to convey the values of peace and conflict resolution. Apart from that, there are also those who make peace as a form of character education, so that what is seen is peace education as a policy reference in this case the curriculum, or in other forms, namely parts included in certain learning materials, or a combination of the two. In history education, of course, it can be seen that peace education is realized in a form that is more of an implicit part of learning (Cydem, 2012). One way to show this is by conveying the values of peace as an effort to resolve a conflict.

Through history education, it is expected to achieve this goal, because basically peace education and historical education also have the same goal, namely character education and in the end peace is also included in it. In addition, historically education is considered important in achieving goals and instilling the values of peace education. History education can be an effective tool for conveying the goals of peace education (Didik, personal interview, 04 September 2020). Based on the research findings, both teachers and students agree that history education is more effective in conveying the value of peace. Students feel that after studying history, they develop awareness for mutual respect and tolerance, which of course is closely related to peace. Even though they have a very close relationship, not all history teachers have the same views in viewing history education. There are teachers who have the notion that history education is only education that emphasizes cognitive aspects, so that the material that is then conveyed only intends to fulfill obligations or material targets, and pays little attention to the meaning and values that can be drawn from the events that happened. studied it. Overall both peace education and historical education both have the same goal, namely one of them is to form the character of mutual respect, tolerance and peace-loving. In learning history, the scope is studying events that have passed but can interpret it as a lesson for present life, even life in the future. Of course peace education also has the same view, which is to provide an understanding of past or ongoing conflicts so that they can interpret and ultimately prevent these conflicts from happening again.

CONCLUSIONS AND RECOMMENDATIONS

Peace education is one of the efforts that can be made by history teachers to convey meaningful historical learning. This is shown by the amount of material related to the discussion of conflict and peace in history learning, thus making history learning an appropriate tool to achieve educational goals. In its implementation peace education in history learning is an integrated part, which is often used by history teachers to convey character values related to peace, including tolerance and peace-loving. Even though in its implementation it faced several obstacles, especially the availability of time in learning history, it has become a general awareness that peace education is very important to be applied in learning history. So that it becomes one of the efforts to prevent and become a solution to every conflict, so that peace is achieved.

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