



## Peace education as a base for introducing multicultural society to students

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### Abstract

In the midst of an unstable world condition with many wars, this is a concern in itself. It seems that education is needed that is in line with efforts to instill the values of peace in preventing social conflict and even war which can harm living creatures. Peace education is considered very appropriate and appropriate to continue to be taught in the current situation and conditions. With that as a basis for introducing a multicultural society that must be upheld by humanity. The aim of this research is to determine the application of peace education as a basis for introducing students to a multicultural society. The research approach was carried out qualitatively accompanied by a case study method. Data collection techniques were carried out using interviews, observation and documentation. With data analysis techniques in the form of data reduction, data interpretation, data triangulation, and conclusions. The results obtained in this research are that peace education is implemented through curriculum integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture. Prioritize an attitude of appreciation, respect and tolerance between teachers and students.

**Keywords:** multicultural society, peace education, war

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## INTRODUCTION

Kompas.id reported on December 25 2023, that throughout 2023 there were 209 incidents of armed criminal and political violence that occurred in the Papua region. It is known that the situation and conditions in Papua are currently unstable because there is still a separatist movement which aims to separate Papua from Indonesia. Shifting from the conflict that occurred in Papua, data released by databoks, according to data from the Ministry of Women's

Empowerment and Child Protection, in the period 1 January to 27 September 2023 there were 19,539 cases of violence recorded throughout Indonesia (Nabilah, 2023).

This data is only a small part of the cases that have occurred, but in fact it will continue to increase every year. The conflict between Palestine and Israel over territory, coupled with Russia's conflict with Ukraine, South Korea and North Korea, China and Taiwan. Conflicts between countries are increasingly worrying and have not yet found a resolution point for peace, adding to their own worries.

Not long ago, in 2023, the Setara Institute issued a new release regarding the increase in the number of students who are actively intolerant, one of which is that understanding the value of Pancasila can be replaced by 83 percent. Students who experience active intolerance are at 5.6 percent. The survey was conducted in four large cities in Indonesia with a confidence level of 95 percent with a margin of error of 3.3 percent (Wardah, 2023).

The results of a study carried out by the Wahid Institute, trends of intolerance and radicalism in Indonesia tend to increase from time to time. This trend is influenced by several factors, especially political contestation, which has recently ended and will start again at the regional level. Usually it starts with lectures or speeches containing hate speech, as well as posts containing hate speech on social media (social media). According to Yenny, from the results of a study conducted by the Wahid Institute, there were around 0.4% or around 600,000 Indonesian citizens (WNI) who had carried out radical actions. This data is based on an adult population of around 150,000,000 people. Apart from that, there are also groups of people who are vulnerable to being influenced by radical movements or groups who are easy to invite when the opportunity arises, the number according to the Wahid Institute is 11.4 million people or 7.1%. Meanwhile, according to Yenny, attitudes of intolerance in Indonesia also tend to increase from previously around 46% and currently to 54% (Siagian, 2020)

From a social perspective, cases of conflict, war and intolerance occur as a result of a lack of awareness of the love of peace. According to Muhammad (2024), it is important for a personality who loves peace to be able to maintain stable and prosperous surrounding conditions. Living in harmony, harmony and happiness is the hope of every individual which must be realized with government support (Purwaningsih, 2012). Therefore, the government has a big role in preventing acts of conflict, role play and intolerance. The policies he issues should support the creation of a peaceful atmosphere.

The importance of controlling emotions leads to calm and peaceful atmosphere, so that the people who are with him are calm and full of kindness. This opinion is confirmed by Daniel Goleman (2013), that every human being has emotional intelligence, this intelligence should be used well and improved. Efforts to improve it are by always controlling desires which lead to emotions and the need to exercise patience. In line with this statement, peace is an element of positive thinking that prioritizes rationality and effectiveness of action (Esho, 2024).

Therefore, efforts are needed to straighten out individual thinking regarding the importance of the role of education in preventing conflict, war and intolerance. That education is a means of straightening and developing thought patterns in a better direction (Azzahra et al., 2024). A strong mind is needed, a heart that is driven by goodness, and wise actions in forming a civilized order of life (Muhammad, Surana, et al., 2024). So as stated by Haditsa (2022), it is

realized in a community environment that is modest, full of kindness, accompanied by a sense of respect, respect and tolerance that is upheld in prioritizing the values of peace.

Peace education is part of an important component in the pursuit of civilized education. Peace education is based on the process of achieving the knowledge, attitudes, skills and values needed by society in preventing conflict and violence, so that they are able to reduce conflicts that occur based on the principles of peace which form a conducive environment full of peace intrapersonally, interpersonally, intergroupally, and also achieve national to international levels (Kartadinata et al., 2015).

Peace education can provide an understanding of the importance of peace in a multicultural society which is being hit by oblique issues such as radicalization, intolerance, violence, disputes, conflict and even war. According to Middy (2017), a multicultural society is a pluralistic society located in one area with a diversity of languages, customs, ethnicities, religions and thoughts. Multicultural communities must continue to be given adequate understanding and knowledge and direct them towards good values (Ruswandi et al., 2022).

There is a school in the city of Bandung that has implemented peace education as a basis for introducing multicultural society in preventing acts of intolerance, conflict and even war. SMP Muhammadiyah 8 Bandung as a private school under the auspices of the Muhammadiyah community organization has a special program in implementing peace education in schools. Together with the Peace Generation Indonesia team, which is one of the movements about the importance of peace, collaborating on the importance of peace education in schools. There are Unesco principles of peace that are applied, namely the principles of respect, love, fairness and justice.

SMP Muhammadiyah 8 Bandung is known as a school that prioritizes the Islamic principle of mercy for the universe. That Islam really upholds the principle of peace in it. At the start, the school gate already reflects a strong atmosphere with a conducive environment. Teachers and students together uphold ethics and morals among each other. The teacher's love for students is emphasized, as proof of this is that the homeroom teacher is in the same room as the students. Intended to instill a sense of compassion and ethics. Apart from that, many school activities support the principle of peace as the school's commitment to implementing peace education.

The general aim of the research is to find out and describe the implementation of peace education based on introducing multicultural society to students. The urgency of peace that must be upheld in the era of globalization is the focus of discussion in this research. So that the discussion listed helps provide an understanding of the importance of a peaceful atmosphere that is embedded in the hearts and minds of individuals. This research is very useful for the wider community and school institutions to continue to teach peaceful actions that need to be applied in everyday environments.

Peace education is expected to become the basis of the teaching and learning process in schools, so that peace can be implemented in any subject. Active habits can accompany peaceful actions so that they have an impact on students' cognitive, affective and psychomotor aspects. Teachers as educators can understand the urgency of peace education so that they become role models for students about the importance of peaceful action. The big hope is to form a multicultural society pattern that upholds peace nationally and internationally, and helps

overcome all conflicts and wars that occur as a result of self-centeredness and ignoring the importance of peace.

## **RESEARCH METHOD**

This research uses a qualitative approach using the case study method. This method was chosen because there were cases related to the implementation of peace education in schools. This research takes primary and secondary data sources. Primary sources were obtained from the principal, deputy principal and also teachers. Meanwhile, secondary data sources are obtained from supporting documents provided by the school as part of the essence of the data.

Data collection techniques through observation, interviews and documentation. Researchers intensively implemented this and made three visits to obtain data. Data analysis techniques are carried out by data reduction, data interpretation, data triangulation and data conclusions. Researchers as best as possible sort and select relevant data according to the scope of application of character education. The location of the research was at SMP Muhammadiyah 8 Bandung, located on Jalan Kadipaten Raya No. 4-6, Antapani Kidul, District. Antapani, Bandung City, West Java, Indonesia.

## **FINDINGS & DISCUSSION**

### **Findings**

SMP Muhammadiyah 8 Bandung is one of the leading schools located in Bandung City. The school is under the auspices of the Muhammadiyah community organization which focuses on the field of education. There are many programs to support Muslim personalities at SMP Muhammadiyah 8 Bandung so that it becomes an attraction for the community in sending their children to school. Teaching and learning activities really support the formation of morality, character and morals.

The application of peace education as a basis for introducing multicultural society is implemented in line with the school's vision, mission and goals in increasing religious understanding, forming morals and guidance on life skills and social skills. SMP Muhammadiyah 8 Bandung has the principle of making Islam the basis of educational services. A pure understanding of Islam in terms of faith and worship, prioritizing the values of moderation, tolerance and openness in socio-cultural relations and the development of science.

Unesco's Teaching Respect for All program is one of the mainstay programs implemented in conjunction with peace education. Collaborating with the Peace Generation team, one of the communities that operates in the field of spreading the values of peace. In this program students are taught the values of respect and peace. There are 12 basic peace values conveyed in the program, namely: 1) Accepting oneself; 2) Prejudice; 3) Ethnic differences; 4) Religious differences; 5) Gender differences; 6) Differences in economic status; 7) Group differences; 8) Diversity; 9) Conflict; 10) Reject violence; 11) Admit mistakes; and 12) Forgive.

### ***Peace Education Goals***

Based on the results of interviews with the principal at SMP Muhammadiyah 8 Bandung, the aim of implementing peace education is to understand and make students aware of the importance of peaceful attitudes in life. All actions and words carried out by students should prioritize a positive attitude full of kindness. One of the problems that is currently widespread in society is bullying. When a student understands the importance of a peaceful

attitude, there will be no cases of bullying in schools and the community. Students understand and adopt attitudes of respect, respect, tolerance, cooperation and solidarity between ethnicities.

Also a response from the deputy principal for student affairs said that the aim of peace education is to be able to mobilize students' cognitive, affective and psychomotor aspects related to peaceful attitudes. Students understand and have knowledge regarding the urgency of peace. Able to respond wisely to cases that can replace a peaceful attitude with elegant and kind behavior. So that it can be applied in everyday life by implementing a peaceful attitude, especially when in a homogenous and multicultural society. The application of peace education as a basis for introducing multicultural society with great hopes that when students are involved in a very diverse wider community environment, students will understand and adopt a peaceful attitude.

This opinion is strengthened by the results of an interview with one of the teachers, the general aim of peace education implemented in schools is to participate in implementing the teachings of the Koran and hadith which contain instructions for every human being to uphold a peaceful attitude. Likewise, it refers to the introduction of a multicultural society in accordance with the direction of Surah Al-Hujurat verse 13 regarding the dimensions of a multicultural society which must prioritize brotherhood. According to him, the goal of peace education cannot be separated from understanding the Al-Qur'an and hadith which will continue to go hand in hand with the lifestyle of a Muslim in particular.

In line with this goal, it is linked to the vision and mission of SMP Muhammadiyah 8 Bandung regarding the mission of creating an Islamic educational institution with character, literacy and progress. Its mission is to increase awareness in the application of Islamic teachings. There is a need to develop good morals, increase literacy, introduce science and technology-based subjects, life skills and social skills as well as become Muhammadiyah cadres who are patriotic and broad-minded.

The vision and mission outlined strongly support the goals of peace education in general. The existence of aspects of character, literacy, as well as life skills and social skills are markers of commitment to the goals of peaceful education. In essence, peace needs to be formed into a character that is strengthened by the application of social literacy.

### ***Forms of Implementation of Peace Education Introduction to Multicultural Society***

Based on the results of interviews with the deputy principal for student affairs, it is clear that the implementation of peace education as a basis for introducing multicultural society collaborates with the Peace Generation team, which is a community that operates in the field of education and socialization of peace. In the peace education process, 12 peace values based on UNESCO references are applied. The resulting orientation is related to changes in perspective and changes in attitude. Focuses on efforts to make peace with oneself, obstacles to peace, and paths to peace.

It is applied specifically at a certain time once a week, and is generally applied to every teaching and learning activity in school. The most important figure is the teacher as a public figure and role model for his students. Simultaneously with the Peace Generation team, they take steps to support the embedding and formation of students' personalities who prioritize peaceful attitudes.

In implementing peace education based on the introduction of multicultural society, there are steps adopted related to: 1) Integration into the curriculum; 2) Construction of knowledge; 3) Reduction of prejudice; 4) Pedagogy of equality; and 5) Empowerment of school culture. This is implemented by the school consistently and continuously. The school always provides attention and supervision so that all students can respect, respect and tolerate each other.

*a. Integration into the Curriculum*

This was expressed by the deputy head of the curriculum regarding the integration of peace education in the curriculum. The school always emphasizes the content of peace education in all subjects taught. Emphasizing social attitudes with mutual solidarity and upholding a sense of humanity. In line with that, in accordance with Muhammadiyah principles, namely continuing to be committed to strengthening the Islamic principles of *Rahmatan Lil'Aalaamiin*.

Likewise, observations made at SMP Muhammadiyah 8 Bandung showed that the school implemented a formal curriculum accompanied by a hidden curriculum. In the sense that teachers do not have to simply align teaching and learning activities according to the formal curriculum, adding innovation on their own initiative. One of these things is implementing the principle of Islamic brotherhood between teachers and students to establish ties of brotherhood.

*b. The Construction of Science*

Based on the results of interviews with teachers at SMP Muhammadiyah 8 Bandung, students must be given an understanding of the importance of peaceful attitudes and their relationship to diversity. This construction is the basis for students' deep-rooted understanding and becomes a habit of increasing knowledge. Together with the Peace Generation team, we strive to provide knowledge of peace that students can understand. In general, they carry out a series of games that support increasing insight. Coupled with the teacher's efforts to always link a peaceful attitude with Islamic teachings as stated in the Al-Qur'an and hadith. This is an effort to increase students' faith and piety.

In line with this statement, the vice principal for student affairs said that the construction of science was an awareness of the importance of the principles of social peace. In line with Muhammadiyah principles, namely the Islamic concept of diversity, namely Islamic teachings about a plural and diverse society which must be upheld with a sense of respect, respect and tolerance. Students are always supervised by teachers to behave peacefully and uphold humanity. Eliminating feelings of selfishness and arrogance for a better and better civilization.

Supported by observations made by researchers, building knowledge of the importance of a peaceful attitude towards oneself and the surrounding environment is emphasized. Students' cognitive abilities are invited to coincide with affective and psychomotor skills. If there are students who violate the principles of peace, they will be dealt with, both by teachers and peers.

*c. Prejudice Reduction*

The results of interviews with teachers related to reducing prejudice to emphasize the absence of negative thoughts regarding diversity in society. Usually the prejudice that arises is related to differences in religious understanding and principles, which can give rise to new social conflicts. By reducing prejudice, it helps students understand the peace education that has been taught in schools.

Together with the Peace Generation team, the school took action to bring in students from other schools who were non-Muslim. Collaborate together in a game that brings awareness to the importance of living peacefully. The game is designed to support social communication that can break down walls of prejudice. Muslim and non-Muslim students mix together happily without any differences or suspicions. The Peace Generation teacher and team implemented a problem-solving game that would be solved by each group. There are no barriers to differences and eliminating racial issues that can undermine the principle of diversity. It appears that all students work together and work together to solve problems.

d. *Pedagogy of Equity*

After conducting interviews with teachers at SMP Muhammadiyah 8 Bandung, in peace education as a basis for introducing multicultural society, efforts were made to increase knowledge related to equality. The principle is always instilled that all humans are equal before Allah SWT. what makes the difference is his deeds. With that, all physical differences, beliefs, actions and thoughts of people should be properly respected as long as they are in the right corridor. Do not elevate each other because they have different degrees from other students. Teachers are intense in providing education of mutual respect, respect and tolerance in every teaching.

When there are students who have different principles of practice in worship, they always prioritize aspects of appreciation and respect. Even though SMP Muhammadiyah 8 Bandung is under the auspices of Muhammadiyah, it does not close the opportunity for the general public from any group to study at SMP Muhammadiyah 8 Bandung. The school is very open and prioritizes the principle of equality. Leadership is also taught to all students, both male and female. Everyone is given the freedom to develop their interests and talents. Every teacher is required to be fair without discriminating against all students.

e. *Empowering School Culture*

The deputy head of the school for student affairs stated when interviewed that general civilization is needed in implementing peace education. The diverse cultural base of schools is a small miniature of a multicultural society. When students go directly outside, they can socialize well, interact and communicate without feeling awkward. That's why the school is committed to making it a school culture.

Apart from that, there are several vision slogans, missions, rules and pearls of wisdom related to peace to strengthen the implementation of peace education in schools. At every corner of the room inside and outside the classroom there are signs as a reminder to students. It is clearly visible that all students' behavior and actions foster a culture of peaceful principles in every interaction at school. Students understand that acts of destroying peace are strongly condemned and are committed to avoiding them.

Observations made by researchers at SMP Muhammadiyah 8 Bandung, the school environment really supports the formation of a positive school culture. Writings and actions that go hand in hand to create a peaceful attitude are very clear. A conducive learning atmosphere accompanied by strong motivation and example from teachers is implemented well.

***Supporting and Inhibiting Factors***

There are two supporting factors in the results of the research conducted, namely the commitment to habituation and the implementation of routine social activities. According to

the teacher at SMP Muhammadiyah 8 Bandung, every teacher is required to implement a commitment to implementing peaceful education habits. This commitment also includes the example that must be followed in schools to reflect a peaceful attitude. The words and behavior of a teacher are very effective learning for students. They will see, hear and feel what the teacher has taught. Commitment to familiarize yourself with parts that will not be missed while at school.

Regarding the implementation of social activities, schools routinely strive to increase the spirit of solidarity among students. This activity forms an attitude of generosity, cooperation and mutual cooperation. The school always carries out social activities with the local community and those in need, such as raising funds for disaster victims, collaborating with other schools in implementing activities, and maintaining solidarity between fellow students. Social activities are also included in the spirit of Muhammadiyah which is engaged in social welfare which needs to be implemented in the younger generation.

Meanwhile, the inhibiting factors behind this are students who still have individuality and parental understanding that is not in line with the school. As stated by the deputy principal for student affairs, the individualistic attitude of students makes it difficult to implement peace education as a basis for introducing multicultural society. They tend to be alone and do not socialize with their peers. The individualist attitude possessed by students is generally motivated by trauma and daily habits at home. The implementation of peace education must touch the social realm so that it can become the basis of a multicultural society. When finding students who are individualistic, teachers generally approach and direct them so that these students can eliminate their individualistic attitudes.

Regarding inhibiting factors related to parental understanding that is not in line with the school, the teacher at SMP Muhammadiyah 8 Bandung said that there are always differences in perception regarding the implementation of peace education in schools. Parents seem closed in communication, which causes an imbalance in the roles of schools and parents in the formation of students' character. However, the school always tries to approach and socialize students' parents so that they can support and collaborate with the implementation of the program well. Teachers and homeroom teachers intensively coordinate regarding their son's or daughter's development while at home. Carry out transparency of activities to parents of students as a form of report on student activities while at school.

### ***Successful Introduction of Multicultural Society***

After conducting interviews, it was confirmed by observation and documentation review that there were three successful implementations of multicultural education as a basis for introducing multicultural society. This success is a peaceful classroom atmosphere, students who have a spirit of nationalism, and students who are tolerant.

According to an interview with a teacher at SMP Muhammadiyah 8 Bandung, the peace education taught to students to introduce multicultural society had an impact on a peaceful classroom atmosphere. It seems that each student monitors his attitude and words so as not to disturb or offend his peers. Mutual respect and respect for each other, when there are different thoughts and opinions, it does not necessarily result in bad judgments. When there is a dispute between fellow students, other students try to calm and resolve it. This is a form of



manifestation of having a peaceful attitude in the personality of students at SMP Muhammadiyah 8 Bandung.

Regarding students who have a spirit of nationalism, peace education is an effort to strengthen the principle of love for one's country. Students are given the understanding to be able to uphold their spirit of nationalism and strive to maintain national sovereignty. So there is concern within him to make his country's environment peaceful and prosperous. When in the school environment, it can be seen that students are very happy to take part in activities related to fostering a spirit of nationalism such as flag ceremonies and scouting. Especially in scout activities, they are active and enthusiastic to take part. His understanding of Indonesian is very strong and based on the values of Pancasila.

The teacher at Muhammadiyah Middle School 8 Bandung said that it was related to the tolerant personality of the students. With peace education as a basis for introducing multicultural society, students will understand the importance of tolerant attitudes. When there are differences of opinion between students, they are responded to wisely and with kindness. Striving to continue to uphold a peaceful atmosphere of diversity in schools. Mingle with peers as best as possible without damaging relationships between them. If there is a problem that must be solved together, each student encourages and motivates each other.

## **Discussion**

The aim of implementing peace education at SMP Muhammadiyah 8 Bandung is an effort to understand and make students aware of the importance of a peaceful attitude in life. Looking at this goal of peace education as a basis for introducing students to a multicultural society, it seems relevant. In line with the opinion of Kartadinata (2015), a peaceful attitude is an effort to reduce local conflicts so that people's lives are prosperous and full of joy. Reaffirmed by Taja (2024), the global community needs to understand the pillars of peace, one of which is that every individual must have and be committed to being peaceful.

Understanding and awareness is needed in the educational process as a collaborative effort from cognitive, affective and psychomotor aspects. So that students can form a well-developed thought pattern accompanied by stimulation that touches their hearts (Muhammad, Elmuna, et al., 2024). The element of the heart as a form of utilizing feelings must be strengthened first after thinking. This is what underlies the structured goals related to peace education as a basis for introducing a multicultural society (Muhammad et al., 2023). When understanding and awareness have been built well and firmly, all actions that can change the atmosphere of peace and conflict can be resolved (Kartadinata et al., 2015).

The discussion above defines the objectives related to the introduction of a multicultural society. That a multicultural society is a pluralistic society and is filled with a diversity of cultures, languages, religions, literature and traditions that apply around it (Boty, 2017). Azyumardi (2019), defines multicultural as a global view formulated in policies related to culture by emphasizing acceptance of diversity, differences and plurality that occur in life in society. It can also be interpreted as a world view in realizing recognition politics.

Therefore, a multicultural society is the basis for unity and integrity that must be established in a peaceful atmosphere (Muhammad, Nurhakim, et al., 2024). Uphold collaboration and joint synergy in order to fulfill civilized human values. Eliminating the stigma

of ego which can divide unity and integrity which can erode human values (Retnasari et al., 2022).

It is hoped that the goals that have been set can strengthen the school's commitment to deepening the implementation of peace education as a basis for introducing a multicultural society. Impact on students' behavior as a form of change agent who can influence their surroundings. The role of teachers must not be overlooked, which must be in line with the goals expected by the school so that they can be implemented well. So that the results obtained can be implemented and provide understanding and awareness of the importance of peaceful attitudes in existing diversity and strive to perpetuate them forever.

Switching to a form of implementing peace education as a basis for introducing a multicultural society is carried out by integrating the curriculum, building knowledge, reducing prejudice, equality pedagogy, and empowering school culture. This implementation is related to multicultural education patterns in responding to diversity. In accordance with the flow of James A Bank (2015), there are five dimensions that must be applied in multicultural education, namely: 1) content integration; 2) the knowledge construction process; 3) prejudice reduction; 4) an equity pedagogy; and 5) an empowering school culture and social structure.

### ***Content Integration***

The content integration implemented at SMP Muhammadiyah 8 Bandung applies a combination of formal curriculum and hidden curriculum. There is a strong aspect of peace in both types of curriculum. So that teachers can adapt it to teaching patterns that support the implementation of peace education.

Peace education related to multiculturalism needs to implement the integration of multicultural education through a curriculum. This is in accordance with Muhammad's (2023) opinion, realizing a multicultural society that loves peace requires an understanding of peace education and multicultural education that is integrated into a curriculum. That the curriculum can be a way to provide concrete understanding regarding creating a peaceful, safe and comfortable atmosphere for the wider community. On the other hand, according to Tan et al., (2018), the curriculum is an appropriate alternative for introducing peace education, especially in multi-ethnic societies such as the Malay community which emphasizes respect and obedience. The curriculum basically warns that challenging the existing social or political order will threaten social cohesion and disrupt peace.

The multi perspective model, for example, emphasizes that a field history curriculum can reduce group disputes. This model discusses that history education can promote intergroup relations, shape social, ethnic, religious and regional identities, help students make moral choices by studying critical moments, and promote reconciliation through apologies, social repair and democratization. Apart from that, it can form a culture of peace by creating positive self-esteem in a country that is tolerant and humane for students (Khilji & Jomezai, 2023). From this framework, there is a strong emphasis on developing students' personal identity and students' civic identity.

To implement peace education, the role of teachers is needed who teaches students with varied content related to cultural diversity. The content integration dimension encourages the realization of diverse cultures in every corner of the school, such as habits, behavior, literature, language and thought. This method has an impact on developing students' understanding

regarding the importance of knowing a multicultural society. Likewise, related dimensions need to be integrated into teaching materials, learning methods, exercises, and evaluating learning (Wahyono et al., 2022).

Apart from the formal role of teachers in schools in influencing students' thoughts, values and attitudes in a linear way. Students need to learn informally and non-formally from peers, parents and media that are easily accessible to students. Media plays an important role in shaping student identity development (Ayane & Mihiretie, 2024). Several aspects that need to be considered in integrating multicultural values in learning include: learning objectives, teaching materials, learning implementation, learning methods and learning evaluation (Mashuri, 2020). Teachers must determine what multicultural values are integrated into learning according to the characteristics of the subject. The multicultural values in question aim to shape students' character so that they are better able to show moderate attitudes.

Applicatively, teachers integrate the substance of learning material into the curriculum, from various points of view. One approach used is to appreciate students' contributions, by involving the teacher in the curriculum by limiting the facts from the topic being studied, then the teacher provides additional topics separately that are in line with multicultural material (Karacabey et al., 2019). This is closely related to providing monitoring to teachers in facilitating students to absorb knowledge, control and interpret a culture in influencing the knowledge they construct (Stadler et al., 2021).

### ***The Knowledge Construction Process***

In the aspect of the process of building knowledge at SMP Muhammadiyah 8 Bandung, understanding and supervision efforts are implemented. Providing a basic understanding to students of the importance of an attitude that loves peace in every activity at school. Likewise with supervision carried out by teachers and peers. This is an effort to create a peaceful environment.

The view expressed by James Bank according to Utami (2017), is that in the application of education, complex knowledge needs to be built so that it strengthens students' actions. This is the basis of the cognitive aspect in maximizing students' sensory and motor skills. In peace education, peaceful actions in everyday life must be embedded in the students' personalities. This is an important component of building understanding to always spread peace in a multicultural society (Muhammad et al., 2022).

In line with this opinion, according to Muhibbin (2003), building students' knowledge begins with the teacher's readiness to teach. Teachers must be ready to provide quality understanding of material that has an impact on students' understanding. In Nurhakim's (2024), view, a teacher's readiness can begin by filling his personality to carry out positive actions. Because every positive action is an effective role model in developing learning in schools.

Therefore, the knowledge construction process is a teacher's effort to help students understand and handle and determine cultural assumptions in society that influence students' knowledge construction (Chen, 2024). To realize peaceful education based on the introduction of a multicultural society, it is necessary to mature the concept of the influence of schools as a social system (Setiawan & Stevanus, 2023). The school atmosphere becomes a miniature of social life which applies teaching, habituation, role modeling, motivation and enforcement of rules in building complex knowledge related to peaceful attitudes (Hasanah, 2013).

In general, there are several processes used in multicultural education in constructing knowledge. The processes in question include the following: first, paradigm transformation in highlighting the concept of education with schooling, or specifically multicultural education with formal school activities. Educational activities are seen as cultural transmission, not primary competencies that educators must possess; second, avoiding cultural egalitarian views with ethnic groups. In this context, there is no stereotype in associating culture with the ethnic identity of certain groups; third, distance the concept of dual culture between natives and non-natives. This awareness has the essence that the influence of multicultural education reduces dichotomy in students (Supriatin & Nasution, 2017).

### ***Prejudice Reduction***

What is done by SMP Muhammadiyah 8 Bandung to reduce prejudice that can undermine an attitude of peace is to carry out positive collaboration with elements of society and students. The connection between internal and external parties brings a view of diversity to create a peaceful atmosphere. Changing bad prejudices and trying to create synergy between people.

Racist, intolerant and violent acts must be prevented by implementing good education. Trying to get rid of prejudices that can lead to misery. Supervision and guidance carried out by teachers in schools should prioritize the principles of morality with an emphasis on humanity (Suryana & Rusdiana, 2015). More than that, stakeholders in every school must build a constant communication platform between teachers, students, school principals and parents to prevent racist or intolerant practices that might occur in an educational environment (Okagbue et al., 2022).

In the realm of prejudice reduction, Bank (2019), states that we can apply learning that leads to positive thoughts in accepting diversity. Students' minds must be brought in a calm direction and strengthened by social aspects. Teachers must encourage students to accept diversity and socialize the importance of peaceful attitudes when in society. As much as possible, the role of schools is to facilitate facilities and infrastructure that support the acceptance of diversity (Khairuddin, 2018).

One of the things teachers can do is develop positive behavior regarding group differences. In a case, when students behave negatively and have negative thoughts towards people of different ethnicities and races, efforts need to be made to implement education that helps develop more positive intergroup behavior with stable and certain conditions. These two conditions provide learning about the importance of accepting diversity (Sleeter, 2024). Banks' theory emphasizes that peace education must be based on multicultural values, foster ideas of equality that provide justice and accommodate diversity in the educational environment.

The teacher's position must avoid a neutral attitude in cases of injustice and inequality, because a teacher must act and carry out the best strategy to stop or change the situation (R'boul, 2021). In essence, education aims to maintain the principles of social justice for others (Muhtar et al., 2018). Through open dialogue guided by teachers in the classroom, students are expected to have a positive attitude and display intercultural competence as a catalyst for the development of cultural intelligence (Figuerola & Hofhuis, 2024). In short, students must be encouraged to expand their view of an increasingly developing world, inspire critical thinking, and increase their capacity to navigate a culturally diverse world (Sincer et al., 2019).

### ***An Equity Pedagogy***

In this aspect, SMP Muhammadiyah 8 Bandung always consistently provides students with an understanding of the importance of mutual appreciation and respect. Don't blame each other and put each other down which can trigger conflict and hostility. Intense teachers provide actions that contain elements of mutual protection in order to prioritize a sense of humanity.

Equality in education is needed to provide freedom for students to achieve knowledge through learning (Giantomi, 2023). Students are directed to explore their interests and talents and find the core of learning as a form of understanding (Nuroni & Khambali, 2016). Equality in learning can be interpreted as the principle of justice, namely that all students are given the same treatment without discrimination (Taja et al., 2021).

The application of peace education as a basis for introducing multicultural society in implementing a peaceful attitude can be carried out in an effort to equalize. This was confirmed by Kartadinata (2015), that in implementing peace education, teacher understanding is needed to treat students according to their conditions. Striving for principles of justice that emphasize the importance of unity and peace. When there are students who need to be given special treatment, do it well and appropriately. Not distinguishing them from each other which will give rise to prejudice. In essence, equality in education is aimed at maximizing cognitive, affective and psychomotor aspects of personality (Mustaqim, 2020).

It can also be understood as a form of equality between fellow humans carried out by teachers as a goal of learning outcomes for students who are diverse, ranging from cultural, racial, gender and religious differences. The aim of this learning is to focus on a topic in an effort to prevent deviations from one or another. The education that is applied is not limited to reading, writing and arithmetic but also emphasizes the characteristics of students to appreciate and respect differences (Vavrus, 2023). The spirit of equality is contained in the Medina Charter, articles 16 and 46, the essence of which is that even if they have different religions, they have the right to protection and equal rights to live side by side without having to face intimidation or acts of violence (Mo'tasim et al., 2020).

The concrete form of equal education must still pay attention to patterns and models of multicultural education, not be separated from the general objectives of multicultural education, namely, first, developing understanding related to the process of forming a system and the availability of equal educational services; and second, integrating the curriculum with teacher characteristics, teaching methods, classroom atmosphere and school culture with the aim of building the identity of an "equal school environment" (Abdullah et al., 2023). Equality in education aims to foster an attitude of mutual respect and respect for others. On the other hand, building a soul that has a fair attitude towards others (Kumalasari & Ubab, 2023).

### ***An Empowering School Culture And Social Structure***

To build a good school culture and a supportive social structure, SMP Muhammadiyah 8 Bandung always promotes harmonious and peaceful living accompanied by positive words of wisdom posted in the corners of the school. Building culture is implemented slowly and surely so that it becomes a mark that is ingrained in the students' personalities.

The final step in implementing peace education as a basis for introducing a multicultural society is the need for cultural diversity and social structures in schools. Diversity in peace education leads to the implementation of a peaceful atmosphere and does not cause social conflict. According to Muhammad (2023), schools must carry out empowerment, one of which

is getting used to a peaceful lifestyle that can be realized based on the school's vision and mission. Apart from that, teachers in schools, apart from having to supervise and evaluate teaching and learning activities, need to increase their own capacity, one of which is improving the quality of education and diligently attending scientific forums (Mulyasa, 2021).

Another effort is to build a social structure that has the capability to increase multicultural understanding. James A Banks (2020), always pays attention to community interactions in responding to diversity which is sometimes misinterpreted and only serves to elevate certain groups. As a rational human being, we should uphold humanity and not elevate or marginalize different groups. All means of maintaining peace and respect for each other must be considered. Don't let differences become a threat and setback to human civilization.

In line with that, empowerment and social structure must coincide with religious principles that make humans as caliphs on earth (Muhammad et al., 2021). However, according to the principles of the Islamic religion, every human being is equipped with a mind to think and a heart to feel. Increasing one's capacity to accept diversity must be done to avoid the discrimination that previously occurred during the Arab Jahiliyah era. Likewise with the case of differences between whites and blacks which has become a polemic in America. To the point that castes favor each other, which still occurs in several regions in the world. All must be eliminated and given awareness so that ongoing conflict does not occur.

Multicultural learning needs to pay attention to local wisdom so that it remains grounded in local culture in studying local content to then be applied in the school environment and society in general (Setemen et al., 2023). The educational model that can be implemented in cultural empowerment and social structure is, first, autonomous, through the subjects taught by each teacher; second, integral, combining with several other subjects; third, supplements, activities that channel interests and talents such as extracurriculars or partnerships; and fourth, collaboration, integration of the three educational models (Ovsienko et al., 2023).

## **CONCLUSION**

Peace education based on the introduction of multicultural society aims to introduce diversity as a basis for peace that must be upheld by students. This is carried out by integrating the curriculum, constructing knowledge, reducing prejudice, equal education, and building school culture. Supported by a commitment to habituation and carrying out routine social activities. What hinders this is the attitude of students who are still individualistic and the understanding of parents which is not in line with the students. The success of peace education as a basis for introducing a multicultural society is a peaceful classroom atmosphere, students who have a spirit of nationalism and tolerance.

The impact of implementing peace education in the current era of globalization is viewed from the cognitive aspect, namely providing students with an understanding of the importance of peaceful attitudes. Good understanding will provide a positive response to the continuation of peaceful attitudes in the future. Likewise, the affective aspect supports a deep feeling regarding the importance of a peaceful attitude. With this, we will respond to avoid and reject actions that could disturb the peace that has been established. Lastly, the psychomotor aspect is the emergence of self-commitment to always carry out practices that lead to goodness and strive to create peace within oneself and the surrounding environment.

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