

Peace Education for Justice: Sowing Human Rights Awareness

Andi Akbar Wury

Universitas Pendidikan Nasional, Indonesia

Email: keirulukedonia@gmail.com

Correspondence: keirulukedonia@gmail.com*

KEYWORDS

Peace Education; Human Rights; Social Justice

ABSTRACT

This research aims to examine in depth the role of peace education in the context of Human Rights (HAM) and social justice, as well as how its implementation can strengthen human rights understanding and promote social justice in the midst of the complexity of today's global challenges. This research uses a qualitative approach with a focus on literature studies to identify the role of peace education in strengthening human rights understanding and promoting social justice. The results of the study show that peace education not only serves as an instrument to teach human rights theory, but also to change the attitudes and behaviors of individuals and society as a whole. The implications of this research include the importance of integrating peace values in educational curricula, training for educators, and building partnerships with civil society to create more peaceful, just, and inclusive societies.

Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)



1. Introduction

The ideas of human rights emerged in response to the absolute domination of kings and feudal lords over the people they led or the people they employed in the 17th and 18th centuries (Abdillah, 2015). Society then was divided into two major groups: the minority group at the top, who had rights, and the majority group at the bottom, who had obligations (Fadhli, 2013; Fahri, 2015; Saf, 2018). This response to injustice resulted in the idea of improving the status and social position of the lower group with the emergence of the concepts of equality, brotherhood and freedom, given that the lower group is also human (Ikrom, 2013; Musa, 2014).

The general principles on human rights declared by the United Nations General Assembly (UN) in 1948 are considered standard guidelines in implementing human rights protection for nations worldwide to this day (Aji, 2018; Dominikus, 2019; Puspitawati, 2012). Violence is often defined as the deliberate use of force or physical violence that threatens oneself, another person, or a group, causing injury, physical harm, or even death (Adiati F et al., 2018; Hanif, 2022; Hidayat, 2021; Jaga, 2023; Salsabila et al., 2023; Setiawan et al., 2018).

Recently, more and more students and students have been arrested by security forces for being involved in drug cases, theft, and other criminal acts (Syaid, 2020; Tarigan, 2017; Zaidan & SH, 2021). Demonstrations against the policies of educational institutions are no longer limited to the campus environment. Among high school and even junior high school students, demonstrations are increasingly rampant, sometimes accompanied by violence (Hariyanti et al., 2020).

The problem that often occurs related is the resistance of several groups or countries to the concept of peaceful education that integrates human rights values (Hafiz et al., 2024; Jalwis & Habibi, 2019). Some societies may oppose efforts to broaden the understanding of human rights because they conflict with their cultural or religious values, or because of complex political reasons related to social interests and control (Hardiman, 2018; Immanuella & Hoesin, 2022).

Relevant research conducted by Kusnadi (2024), shows that education that prioritises peace with a focus on human rights protection and efforts to achieve social justice has great potential to form a harmonious and just society. This approach encourages individuals to understand better and appreciate the importance of human rights and actively contribute to addressing social disparities. This education is relevant in facing global challenges such as economic inequality and conflict, enabling individuals to build a more peaceful, just, and sustainable world.

Meanwhile, in Usmi's research (2024), argues that peace education is necessary to build a culture of peace in Indonesia by preventing intolerance and violent behaviour through values such as nonviolence, love, compassion, trust, justice, and cooperation. The conceptualization of peace education aims to change people's values, behaviours, and lifestyles in order to create a sustainable culture of peace. In the Indonesian context, the importance of tolerance between communities to create a peaceful, orderly, and harmonious life can be realized through peace education in three areas: government policies, school institutions, family/community, and curriculum.

This research makes a new contribution by integrating the concept of peace education with efforts to strengthen the understanding of human rights and social justice. This approach highlights the importance of education in addressing inequality and discrimination and identifies peace education as a solution to promote respect for individual dignity and build a more inclusive and just society. This research is urgent because it addresses global challenges such as economic inequality, social conflicts, and increasingly complex violence in various social contexts. With a focus on peace education, this research emphasises the need for urgent action to form a generation that is more aware of human rights and able to contribute to creating global peace.

The main purpose of this study is to examine the role of peace education in strengthening the understanding and application of human rights concepts and promoting social justice. This research also aims to identify effective educational strategies for building a peaceful and inclusive society. This research is expected to benefit developing more inclusive and sustainable education policies. Other benefits include increasing public awareness of the importance of human rights, reducing the level of discrimination and social conflict, and creating a more tolerant generation that actively contributes to realising peace. This study implies that the implementation of peace education can change the social and political paradigm to achieve a more peaceful and just society. In addition, peace education can also influence public policy, educational curriculum, and educational practices at the local, national, and even international levels.

2. Materials and Methods

This research uses a qualitative approach with a focus on analysing literature studies and synthesising various relevant perspectives related to peace education, human rights, and social justice. The qualitative approach was chosen because it allows for an in-depth exploration of these concepts from both a theoretical and practical point of view. The research design used is a literature study or literature review. This method allows researchers to collect and evaluate various relevant sources on peace education, human rights, and social justice from scientific literature, research reports, and other official publications. The main data for this study are theoretical documents and research related to peace education, human rights, and social justice. Data sources include scientific journal articles, textbooks, research reports, government policies related to education and human rights, as well as official documents from international organisations related to peace and human rights. Data is collected through systematic and selective searches in academic databases such as PubMed, Google Scholar, ProQuest, and JSTOR. The keywords used include "peace education", "human rights education", "social justice", "inequality", and "conflict resolution". Relevant secondary data are also drawn from the annual reports of international organisations such as UNICEF, UNESCO, and Amnesty International. Data analysis is carried out using a critical synthesis of the collected information. This approach involves identifying patterns, themes, and key concepts from the reviewed literature. The analysis also includes a comparison and critical evaluation of various viewpoints to develop a comprehensive understanding of the role of peace education in strengthening the understanding of human rights and social justice. The research adheres to the principles of research ethics, including the recognition of the sources of information used, respect for copyright, and accuracy in citations and references

3. Result and Discussion

Human Rights

Human Rights are the key to building a just society and a culture of peace. Peace education can effectively spread knowledge about human rights among the younger generation and the general public. Through peace education, individuals are not only taught to respect the basic rights of each individual but also to recognise and address the various forms of discrimination, inequality, and violence that violate human rights. Implementing the concept of human rights in the peace education curriculum will ensure that universal values such as human dignity, freedom, equality, and justice become an integral part of the formation of students' character and attitude to life.

The Concept of Peace Education

The concept of peace education revealed in this study emphasises the importance of building the ability to understand, manage, and respond to conflicts in a non-violent manner. Peace education is about teaching conflict resolution techniques and promoting values such as tolerance, empathy, cooperation, and respect for diversity. In the context of formal education, this can be realised through the development of structured curricula, interactive learning programs, and extracurricular activities that reinforce the values of peace. This holistic approach not only engages students in understanding the complexities of global conflicts but also teaches them to be agents of change in promoting peace in their communities.

Peace Education Strategy

The peace education strategies recommended in this study include the integration of peace values into various aspects of educational life, from the curriculum to the school environment and extracurricular activities. One of the main strategies is to raise awareness of the importance of peace education among policymakers, teachers, and parents. This can be achieved through professional training and development for educators, providing appropriate educational resources, and building strong partnerships between schools, governments, and civil society. In addition, incorporating peace education into national education policies is also important to ensure the sustainable adoption and implementation of this strategy at the national level.

Human Rights in the Context of Peace Education

Peace education in the context of Human Rights aims to strengthen understanding and respect for human rights values among the younger generation and the general public. In practice, this means integrating human rights principles into the educational curriculum so that each individual is not only aware of his or her rights but also respects and promotes the rights of others. Peace education provides a foundation to teach that human rights are not only a theory but also a practice that must be applied daily. For example, through learning about discrimination, violence, social inequality, and how human rights values can address these issues, peace education can change individual attitudes and behaviours to create a more just and harmonious society.

Implementation of Peace Education in Indonesia

The implementation of peace education in Indonesia faces unique challenges and opportunities. Key challenges include complex cultural, religious, and ethnic diversity and a history of social conflicts that must be addressed. To address this, implementation strategies should consider the local context and such diversity while promoting universal values such as tolerance, respect for diversity, and peaceful conflict resolution. Some of the implementation steps that can be taken include:

1. **Integration in the Curriculum,**
Integrate peace and human rights education into existing national curricula by developing appropriate learning modules for different levels of education.
2. **Training for Educators**
Conduct professional training and development for teachers and educators to implement peace education in the classroom and extracurricular activities.
3. **Partnerships with Civil Society**
Build partnerships with civil society organisations and non-governmental organisations to support peace education programs at the local level.
4. **Supervision and Evaluation**
Establish monitoring and evaluation mechanisms to ensure peace education is integrated and sustainable in Indonesia's education system.
5. **Campaigns and Advocacy**
Conducting public campaigns and advocacy to raise public awareness of the importance of peace education and respect for human rights.

The implementation of peace education in Indonesia has the potential to create a safer and more inclusive learning environment and prepare Indonesia's young generation to become future leaders who can build a more peaceful and just society.

Discussion

Peace education is about providing theoretical knowledge and changing the attitudes and behaviours of individuals and society as a whole. By building a deep understanding of Human Rights and peace values, peace education can be a powerful tool in combating discrimination, inequality, and social conflict. Additionally, peace education can help create a safe and inclusive learning environment in schools, encouraging collaboration, respect for diversity, and peaceful conflict resolution.

The implications of this research are the importance of integrating peace education and Human Rights values into national education policies and ensuring strong support from various stakeholders, including governments, schools, civil society, and international institutions. With the right implementation measures, Indonesia has the potential to create significant positive change in building a more peaceful, just, and human rights-cultured society.

Overall, peace education is an instrument for teaching, transforming, strengthening, and encouraging concrete action in realising a desired society where Human Rights and social justice are key pillars in forming an inclusive and sustainable national identity.

4. Conclusion

The conclusion of this study is that peace education has a crucial role in strengthening the understanding of Human Rights and promoting social justice in society. Peace education teaches the theory of Human Rights by integrating peace values into the educational curriculum. It changes the attitudes and behaviours of individuals and societies to respect human rights and overcome discrimination and inequality. In Indonesia, the implementation of peace education faces unique challenges from cultural diversity and a history of social conflict. However, it also opens up opportunities to create an inclusive learning environment and prepare a more tolerant and active generation to build peaceful and just societies. Strategic measures such as curriculum integration, training for educators, and partnerships with civil society are the approaches needed to realise this vision in a sustainable manner.

5. References

- Abdillah, M. (2015). *Islam dan Demokrasi Respons Intelektual Muslim Indonesia Terhadap Konsep Demokrasi 1966-1993*. Prenada Media.
- Adiati F, F. A., BHIMA, S. K. L., & Dhanardhono, T. (2018). *Hubungan Tingkat Pendidikan dengan Usia Menikah Korban Kekerasan dalam Rumah Tangga di Kota Semarang*. Faculty of Medicine.
- Aji, K. P. (2018). Human Rights Implementation on Indonesian Nationality Law. *Jurnal Ilmiah Kajian Keimigrasian*, 1(1), 76–96.
- Dominikus, W. S. (2019). Pembelajaran Matematika Berbasis Etnomatematika (PMBE). *Seminar Nasional Pendidikan Matematika, Kupang, Nusa Tenggara Timur*.

- Fadhli, Y. Z. (2013). *Hak Asasi Kelompok Minoritas di Indonesia (Studi Tentang Hak Beragama Bagi Penganut Ajaran Syiah)*. UNIVERSITAS ISLAM INDONESIA.
- Fahri, H. (2015). Dinamika Hukum Islam Masa Modern dan Problematikanya: Syari'ah dan Dasar-Dasar Hak Asasi Manusia (Ham). *Jurnal Studi Keislaman Al-Hikmah*, 5.
- Hafiz, A., Romdaniah, L., Nizar, R. A., & Mauliza, S. (2024). Toleransi Beragama dalam Masyarakat Plural: Inisiatif Pendidikan, Kebijakan Publik, dan Peran Media dalam Membentuk Sikap Toleransi. *Rayah Al-Islam*, 8(1), 120–130.
- Hanif, M. (2022). Kekerasan dalam Dunia Pendidikan (Studi Peran dalam Mencegah Bullying di SDN 2 Kalikesur Kecamatan Kedungbanteng Kabupaten Banyumas). *Jurnal Kependidikan*, 10(2), 301–324.
- Hardiman, F. B. (2018). *Demokrasi dan sentimentalitas: Dari "bangsa setan-setan", radikalisme agama sampai post-sekularisme*. PT Kanisius.
- Hariyanti, A., Hartini, H., & Nafrial, N. (2020). *Pengaruh Kebiasaan Mengakses Konten Kekerasan di Media Sosial terhadap Perilaku Agresif (Studi Siswa Kelas VIII MTs Muhammadiyah Curup Timur)*. Institut Agama Islam Negeri Curup.
- Hidayat, A. (2021). Kekerasan Terhadap Anak dan Perempuan. *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman*, 8(1), 22–33.
- Ikrom, M. (2013). Syariat Islam dalam Perspektif Gender dan Hak Asasi Mansia (HAM). *Supremasi Hukum: Jurnal Kajian Ilmu Hukum*, 2(1).
- Immanuella, C. N., & Hoesin, S. H. (2022). Akibat Hukum Terhadap Notaris/Ppat Terkait Perbuatan Melawan Hukum oleh Pegawai Notaris/Ppat (Studi Kasus Putusan Pengadilan Negeri Blitar Nomor 10/Pdt. G/2020/PN Blt). *PALAR (Pakuan Law Review)*, 8(1), 1–17.
- Jaga, I. P. (2023). *Tinjauan Hak Asasi Manusia Terhadap Kekerasan yang Dilakukan oleh Aparat Kepolisian di Amerika Serikat (Studi Kasus George Floyd)= Human Rights Review of Police Violence in the United States (George Floyd Case Study)*. Universitas Hasanuddin.
- Jalwis, J., & Habibi, N. (2019). Konstruksi Pendidikan Multikultural (Studi Urgensi Integrasi Nilai-nilai Multikultural dalam Kurikulum Pendidikan). *Tarbawi: Jurnal Ilmu Pendidikan*, 15(2), 233–247.
- Kusnadi, K., & Wulandari, N. A. T. (2024). Pendidikan Damai: Memperkuat Pemahaman Hak Asasi Manusia dan Keadilan Sosial. *Jurnal Basicedu*, 8(1), 539–551.
- Musa, A. M. (2014). *Membumikan Islam Nusantara: Respons Islam terhadap Isu-isu Aktual*. Serambi Ilmu Semesta.
- Puspitawati, H. (2012). *Gender dan Keluarga: Konsep dan Realita Indonesia*. Pt Penerbit Ipb Press.
- Saf, M. M. A. (2018). Persoalan HAM dan Hukum Islam. *Al Yasini: Jurnal Keislaman, Sosial, Hukum Dan Pendidikan*, 3(1), 34–48.
- Salsabila, A. D., Bajari, A., & Setiawan, A. (2023). Pengalaman Komunikasi Perempuan Korban Kekerasan dalam Pacaran. *TUTURAN: Jurnal Ilmu Komunikasi, Sosial Dan Humaniora*, 1(3), 150–167.
- Setiawan, C. N., Bhima, S. K. L., & Dhanardhono, T. (2018). *Faktor-faktor yang memengaruhi kejadian kekerasan dalam rumah tangga dan pelaporan pada pihak kepolisian*. Faculty of Medicine.
- Syaid, M. N. (2020). *Penyimpangan sosial dan Pencegahannya*. Alprin.
- Tarigan, I. J. (2017). *Peran Badan Narkotika Nasional dengan Organisasi Sosial Kemasyarakatan dalam Penanganan Pelaku Penyalahgunaan Narkotika*. Deepublish.

Usmi, R. (2024). Pendidikan Damai sebagai Pendidikan Resolusi Konflik dan Misi Pendidikan Kewarganegaraan untuk Penguatan Toleransi dan Membangun Budaya Damai. *Journal on Education*, 6(3), 16100–16110.

Zaidan, M. A., & SH, M. (2021). *Kebijakan Kriminal*. Sinar Grafika (Bumi Aksara).