

Harmony in Citizenship Education in Building Peaceful Schools for Students' Social Welfare

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Abstract:

This article discusses the importance of citizenship education in building a peaceful and harmonious school environment for the social welfare of elementary school students amidst the challenges of global diversity and complexity. The article describes the concept of Citizenship Education in elementary schools, and its role in shaping student character, democratic values, and active participation in society. The research method uses a literature approach by exploring and analyzing the concept of harmony in Citizenship Education in the context of peaceful schools. The results and discussion found that Citizenship Education plays an important role in forming attitudes of tolerance, mutual respect, and awareness of the rights and obligations of students in elementary schools, so it needs to be ensured that it is integrated with character education in the school curriculum as an effort to overcome challenges such as religious intolerance and fundamentalism, and lack of awareness, towards the values of Pancasila and the 1945 Constitution by teaching the values of peace, conflict resolution skills, and respect for human rights. Schools also play an important role in creating a peaceful environment and supporting the welfare of socially active communities through environmentally based school programs, namely *adiviyata*, health assistance such as brushing teeth properly and correctly, and helping to improve student welfare by providing group therapy *therapeutic* (TKT) in elementary school students before facing problems and obstacles to socializing in society. It is hoped that peace education in elementary schools can play a role in forming students who are harmonious, peaceful, and prosperous.

Keywords:

Citizenship Education; Social Welfare; Peace School.

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Introduction

In the increasingly growing era of globalization and increasingly complex communities, the challenge of building and maintaining a peaceful and harmonious environment within a school is becoming increasingly urgent (Umar, 2017). Schools, especially elementary schools, are not only places to gain academic knowledge but are also places where social values, ethics, and attitudes regarding citizenship in group life are practiced and internalized (Irayanti & Sundawa, 2023). In this context, the role of Citizenship Education becomes increasingly crucial in shaping and guiding schools in achieving this goal.

Citizenship Education is an educational approach that embraces aspects of nationality, identity, social participation, and responsibility in the context of a plural society (Lubis, 2020). In the school environment, Putri et al., (2022) reported that n Education not only teaches aspects of state laws and regulations but is also expected to contribute to character formation. According to Irayanti and Sundawa (2023), character formation in students, especially in elementary schools, is carried out through the concept of example, as well as developing an understanding of democratic values, human rights, tolerance, and active participation in students' daily lives, so that educators are not only motivators but also be a role model for students (Rahayu et al., 2023).

Citizenship Education is expected to be an important tool in building peaceful schools by transferring values such as tolerance, cooperation, respect for diversity, and constructive conflict resolution. Citizenship Education helps reduce tensions between individuals and groups within schools (Purnama, 2021). Students are not only taught to respect differences but also to make differences a source of cultural richness and diverse views (Dewi, 2021). Apart from that, Rahayu (2017) revealed that Citizenship Education has a broader impact in shaping the welfare of people with social life. Students who have been taught to understand their rights and responsibilities as active citizens tend to be more aware of their role in building a just and inclusive society. They can become agents of change who promote peace, equality, and the alleviation of social problems through active participation in social activities and public policies (Hadi, 2019; Irayanti & Komalasari, 2023).

On the other hand, Citizenship Education aims to develop an understanding and awareness of the rights and obligations as citizens, as well as promote the values of democracy, tolerance, justice, and unity (Zulfikar & Dewi, 2021; Istianah et al., 2023). In the school context, Citizenship Education can help create an inclusive environment, respect differences, and appreciate diversity in the life of a pluralist society (Retnasari et al., 2023). Indonesian society is a pluralistic society consisting of various ethnic groups. Therefore, it is important for Citizenship Education to teach Indonesian values and build awareness of the importance of cooperation and harmony between students as citizens. In this case, Citizenship Education can play a role in forming a character for a quality social life (Robian & Oktaviani, 2021). Zulfikar & Dewi (2021) reveal that Citizenship Education can also help build a civilized democratic society. By gaining a good understanding of the basics of politics, human rights, and student participation in society through decision-making, students can become active, responsible citizens and care about social welfare.

This article will discuss how Citizenship Education forms peaceful schools for the social welfare of students, especially in elementary schools. This article will dig deeper into the concept of Citizenship Education, the challenges faced in creating peaceful schools in the midst of a pluralist society, as well as steps that can be taken to achieve harmony in the school environment. By understanding the importance of Citizenship Education in building peaceful schools, it is hoped that this article can provide insight and inspiration to develop Citizenship Education that is effective and has a positive impact on forming a harmonious and prosperous society.

Research Methods

This study uses a literature research approach to explore and analyze the conceptual framework related to the harmony of Citizenship Education in the context of establishing a peaceful school environment and contributing to social welfare in the elementary school environment. This method involves searching and analyzing various literature sources, including journal articles, books, research reports, and various related digital sources.

The first step in this research was the identification of relevant keywords, such as "Citizenship Education", "peaceful schools", and "social welfare". Then, a literature search was carried out on various academic databases and online libraries to collect articles and sources related to this topic from national journals Sinta 1 – 6 and international journals indexed in Scopus and WOS. After the sources have been collected, a selection stage is carried out by assessing their connection and relevance to the research focus. Sources that meet these criteria are selected for further analysis. Data from the literature was extracted, including concepts about the harmony of Citizenship Education, strategies for creating a peaceful school environment, as well as the impact on the welfare of elementary school students in their social lives.

Data analysis was carried out by identifying patterns, similarities, and differences in the views of experts and previous research regarding the relationship between Citizenship Education, a peaceful school environment, and the social welfare of students in elementary schools. The results of this analysis are integrated into a conceptual framework that will form the basis of a deeper understanding of how Citizenship Education can produce harmony in the school environment, which in turn contributes to students' well-being in their social interactions.

This literature research method is expected to provide comprehensive insight into the importance of harmony in Citizenship Education and how schools can act as agents of change to create a peaceful environment and support the social welfare of elementary school students as part of the family and community.

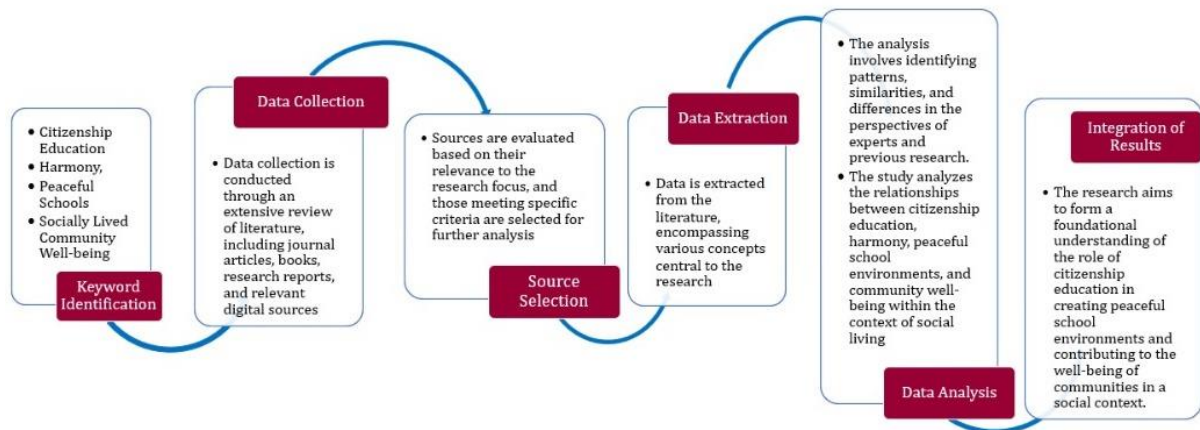


Figure 1. Research Design

Results and Discussion

Harmonious Citizenship Education is an effort to create harmony and cooperation between students who have different cultures, religions, and social backgrounds in society (Mu'id & Shofa, 2022). Harmonious Citizenship Education is important in building students' awareness and ability to participate in political, economic, and social life peacefully (Asyari & Dewi, 2021; Sumardjoko et al., 2019). Citizenship Education can help build peaceful schools by forming students who have the ability to communicate, work together, respect differences, and resolve conflicts

peacefully (Anatasya & Dewi, 2021; Jannah et al., 2021). The harmonious concept of Citizenship Education is also related to the rights and obligations of students as citizens in a democracy which is based on popular sovereignty and deliberation for consensus, for example in the election of class leaders or projects that will be held in class. The harmony of obligations and rights of the state and citizens also experiences dynamics and challenges in the nation and state (Masduki, 2016).

Citizenship Education aims to develop the potential of citizens to understand their rights and obligations within the family, neighbors, and community (Anatasya & Dewi, 2021; Widiyastuti, 2019). It is hoped that this can build an attitude of tolerance, mutual respect, and respect for differences among Islamic elementary school or elementary school students. Education in elementary schools can shape children's character through various comprehensive approaches and strategies. One effective approach according to Isaacs (2001 and Lickona (1991) is a character education program that is integrated into Citizenship Education in the elementary school curriculum. This program can include direct teaching about moral values, practices that encourage positive behavior, and the environment of schools that support the character development of elementary school students. Apart from that, character education can also be carried out through the formation of a caring and friendly school community. In such a school community, elementary school students are taught to respect each other, work together, and be responsible. This can be done through the use of strategies such as cooperative learning and the use of a responsive approach in the classroom through civic education and religious education. In addition, teachers can be trained to integrate character education through civic education and religious education in daily learning, using value-rich materials. -moral values such as elementary school student literature which contains moral messages, and takes a role as a good example for students (Isaacs, 2001).

Apart from schools, parents and the environment can also be involved in character education programs at schools, supporting and strengthening the moral values taught at school, and providing good examples in everyday life in order to achieve effective education that is more comprehensive and sustainable. This can be done through programs such as seminars, conferences, and training for teachers, as well as publications and dissemination of information and novelty in Citizenship Education to create peace. One of the novelties and effects of the era of disruption is the understanding of Global Citizenship Education to build peaceful schools for the realization of the welfare of a socially just society.

Citizenship Education can build peace in elementary school students through a Global Citizenship Education (GCED) approach. GCED teaches the values of peace, justice, and empathy to elementary school students, as well as providing an understanding of the root causes of injustice and conflict in the world (Toh & Cawagas, 2017). Through GCED, elementary school students are taught about the importance of living with justice and mercy (Kurniawan, 2018; Sulaiman Kurdi et al., 2021; Yana et al., 2021). They are given awareness about the social and economic inequality that causes poverty and marginalization of millions of people, including elementary school students who work as laborers or live on the streets (Toh & Cawagas, 2017). From this awareness, GCED encourages elementary school students to have empathy, compassion, and social justice, so that they are moved to act in a socially responsible manner, such as promoting fair trade projects using domestic products and being proud to shop at neighboring stalls or traditional markets so that they become part of empowering marginalized poor communities (Kurniawan, 2018; Toh & Cawagas, 2017).

In addition, GCED also supports the dimensions of peace education in building intercultural understanding, mutual respect, reconciliation, and solidarity (El Massoudi, 2021; Kester et al., 2021). Elementary school students are taught to

respect and appreciate cultural diversity and understand the importance of building intercultural understanding (Bennett, 2015). GCED also encourages interreligious dialogue, where elementary school students learn to understand and respect other religions or beliefs while still affirming their own religious identity (Toh & Cawagas, 2017). Apart from that, GCED also teaches about human rights and responsibilities as citizens. Citizenship Education can play an important role in promoting harmony in society by teaching values such as tolerance, respect for differences, and peaceful resolution of conflicts.

According to (Parker, 2014), the challenges to education in Indonesia, both civic education and religious education to create peace, are increasing religious intolerance, religious fundamentalism, social conservatism, and the lack of public space for the expression of minority opinions. Misuse of existing laws, such as the Blasphemy Law, has also become a tool of religious oppression. Minority places of worship are often targets of groups using the name Islam. Apart from that, there is also non-compliance with international human rights standards, such as limited recognition of religions other than the six officially recognized religions and the absence of the right not to have a religion or religious belief (Marzuki, 2019).

Another challenge is students' lack of awareness of their commitment to the values of Pancasila and the 1945 Constitution. Therefore, the role of schools is very important in creating peace (Bickmore, 2015). The role of schools in creating peace is carried out by teaching students the values of peace, such as tolerance, cooperation, and respect for differences (Djollong & Akbar, 2019; Rosyad, 2022). Through this process, students come to understand the importance of peace and learn how they can actively contribute to creating peace. Instilling these values can help students understand the essence of harmony and how they can play a role in developing it (Rosyad, 2022).

Apart from teaching the values of peace, Sidiq et al., (2022) and Muslim, (2020) revealed that schools are places that must teach students effective conflict resolution skills such as listening with empathy, speaking politely, and seeking mutually beneficial solutions. This can help students resolve conflicts in a peaceful way and avoid violence. Effective conflict resolution can create a safe and inclusive environment in schools, where students feel accepted and valued (Falakh, 2023; Suwarni, 2022). This can help students feel comfortable interacting with other people and prevent bullying at school.

Dunhill (2018) reports that schools should be a place to teach students about human rights and the importance of respecting the rights of others. This can help students understand the importance of respecting other people and avoiding actions that harm others as well as understanding diversity and the importance of respecting differences (Lubis, 2023). Understanding diversity can help students understand that differences are natural and are a blessing for life.

In addition, the important role of schools in creating a peaceful environment and supporting the welfare of socially active communities is carried out through school efforts to develop environmentally based school programs or what is called *adiwiyata* (Handayani et al., 2015; Ramadhani et al., 2019). According to Landriany (2014), this program aims to create people who love the environment and gain a deep understanding of the environment. In this way, students can understand the importance of preserving the environment and become agents of change who can influence the surrounding environment. A peaceful school environment creates an atmosphere that is conducive to student learning and development (Waldi et al., 2019). Citizenship Education can contribute to creating a peaceful school environment by teaching values such as mutual respect, helping each other, and constructive conflict resolution.

Apart from that, schools can also help improve the health and welfare of the community by carrying out mentoring programs such as brushing teeth properly and correctly in elementary schools (Fatmasari et al., 2020; Herawati et al., 2022; Riolina, 2017). This program can be carried out by teachers every day after lunch so that it can form a sustainable habit for students to brush their teeth properly and correctly. Apart from that, schools can also help improve community welfare by providing therapeutic group therapy (TKT) to elementary school children before they face social problems and obstacles when they are at a higher level. Survey data conducted by Helly M. Katuuk et al., (2022) found that there were developmental problems in children aged 7 - 12 years which included physical, psychological, and social dimensions. Obstacles in this development include deficits in interaction with peers, limited cognitive and social abilities in group work, as well as deficiencies in the capability to produce work independently. This therapy provides education regarding the stages of psychological growth and development and trains TKT participants to achieve maximum growth and development. The aspects trained are biological, psychosexual, cognitive, linguistic, emotional, language, personality, moral, spiritual, and social aspects which are related to family roles and duties. In this way, schools can help improve community welfare through the programs they implement.

Social welfare refers to conditions where people feel safe, prosperous, and have fair access to resources and opportunities (Bell, 2022). Citizenship Education can play a role in improving community welfare by teaching values such as justice, social responsibility, and active participation in community life (Carretero et al., 2015). Through Citizenship Education, students can learn about the importance of contributing to society, understand their rights and obligations as citizens, and acquire the social skills needed to create shared prosperity. Thus, Citizenship Education, harmony, a peaceful school environment, and the welfare of a social community are interrelated and influence each other in forming a harmonious, peaceful, and prosperous society.

Conclusion

Citizenship Education has a central role in establishing a peaceful and harmonious school environment for the social welfare of students at all levels of education. An approach that integrates character education in Citizenship Education and religious education can be the key to creating students who have the ability to communicate, work together, respect differences, and resolve conflicts constructively.

Citizenship Education can also take a global approach through global citizenship education (GCED) to teach students about the importance of peace, justice, and empathy in a global context. However, there are challenges such as religious intolerance, fundamentalism, and lack of awareness of the values of Pancasila and the 1945 Constitution that must be overcome.

Some implications of the findings of this research are: *First*, increasing the importance of Citizenship Education in the school curriculum and training for teachers to ensure the integration of character education in learning. *Second*, there needs to be special attention to efforts to overcome challenges such as religious intolerance and fundamentalism through social programs in schools. *Third*, Citizenship Education must help students understand and appreciate diversity and become agents of change who are responsible for the welfare of society.

It is hoped that schools as educational institutions will be able to encourage increased integration of Citizenship Education in the curriculum and provide training to teachers to facilitate character learning. In addition, it is necessary to develop school programs that promote tolerance, active participation, and understanding of the rights and obligations of citizens. Schools are also expected to be able to adopt a

global approach through Global Citizenship Education (GCED) to help students understand relevant global issues.

It is hoped that this article will be a stepping stone for further research that reviews the effectiveness of Citizenship Education learning methods in creating a peaceful school environment, the long-term impact of Citizenship Education on students' personalities and their contributions to society as well as strategies for overcoming challenges such as religious intolerance and fundamentalism in the educational environment. It is hoped that this further research can enrich information to build peaceful schools, harmonious students, and prosperous society in the future.

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