Civic education as the key to building peaceful schools in Indonesian

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ABSTRACT

Indonesia's cultural diversity, encompassing various ethnicities, religions, and languages, presents both opportunities and challenges for social cohesion. Schools play a vital role in fostering national unity, with Civic Education (Pancasila and Civic Education or PPKn) serving as a key tool in promoting inclusivity and peace. This study examines the role of PPKn in building peaceful schools within Indonesia's diverse primary education context, identifying its contributions, challenges, and areas for improvement. This study analyzes peer-reviewed articles, policy documents, and educational reports published in the last decade using a qualitative literature review. Content analysis was conducted to identify key themes related to Civic Education, character formation, and diversity management in schools. Findings indicate that integrating Pancasila values such as tolerance, social justice, and cooperation into PPKn fosters students' critical thinking, empathy, and appreciation for diversity. However, challenges persist, including limited teacher preparedness, outdated teaching approaches, and curriculum gaps in addressing contemporary issues like digital-era conflicts and social polarization. Strengthening teacher training, implementing participatory learning methods, and adopting inclusive pedagogies are essential for effective PPKn delivery. This study concludes that a value-based and adaptive Civic Education approach is crucial for promoting peace in Indonesian schools. It recommends curriculum updates, enhanced teacher development, and stronger school-community collaboration to reinforce social harmony.

1. Introduction

Indonesia is a country with an extraordinary cultural wealth, consisting of various ethnic groups, religions, races, and languages [1]. This diversity is a strength, but it also holds the potential for conflict if not managed well. In the educational environment, schools play a strategic role in instilling national values and building social harmony [2], [3]. Pancasila and Citizenship Education (PPKn) is a key element in creating a generation that values diversity and is capable of maintaining national unity. Through an approach based on the values of Pancasila, PPKn plays an important role in teaching students about tolerance, democracy, and the importance of living together amid differences [4]–[7]. The urgency of strengthening PPKn is becoming more apparent in the face of globalization and digitalization, which often trigger polarization, hate speech, and intolerance, even among students. This phenomenon highlights the need for collective efforts to build a culture of peace through education [8],[9]. PPKn not

only serves to teach the theory of citizenship but also as a means of shaping students' character, encouraging them to care about social justice and pluralism [2],[10],[11]. As stated by Höttecke and Allchin, education that fosters critical awareness and respects diversity is a crucial step in combating disinformation and promoting inclusivity [12]. In addition, PPKn carries the mission of enhancing students' moral and emotional intelligence [13]–[18]. Through discussion-based and collaborative learning, students are trained to think critically and develop empathy when dealing with various social issues [19]–[22]. This is in line with Asrori, who emphasizes the importance of integrating Pancasila values into school culture to create a harmonious environment. In practice, PPKn learning should ideally include the use of contextual methods, linking the material to relevant diversity issues around students [23]–[27]. The ideal efforts to support the current role of PPKn include several important steps, such as strengthening teachers' capacity as facilitators, providing learning materials relevant to contemporary challenges, and implementing an approach based on dialogue and critical reflection [28],[29]. Teachers, as the front line of education, need to understand the diversity context in their schools and be able to create an inclusive learning atmosphere [30]–[36]. Thus, PPKn can function as a key pillar in building a peaceful school that upholds democratic values within the framework of diversity [37]–[40].

As a country with complex cultural diversity, Indonesia needs an education system that can serve as a social glue [41]. Pancasila and Citizenship Education (PPKn) serves as a platform for internalizing the values of Pancasila, such as tolerance, justice, and togetherness, so that it can create harmony amidst diversity [42],[43]. Pancasila and Citizenship Education (PPKn) should function as more than just delivering theory; its role should be designed to address issues of diversity and intolerance that often arise in the school environment. Therefore, PPKn becomes a strategic instrument in building a collective understanding of the importance of diversity as a national strength [2],[34],[44],[45]. The need for strengthening PPKn is becoming increasingly urgent with the emergence of new challenges in the digital era [46]–[51]. Negative content that is easily accessible by students can influence their perspectives on differences. In this regard, schools need a holistic approach involving teachers, students, and the surrounding community to create an environment that supports dialogue and cross-cultural understanding. Studies show that learning based on active student participation, such as group discussions and social issue simulations, can strengthen students' understanding of Pancasila values [9],[52],[53]. Moreover, needs analysis in schools indicates the need to enhance teachers' capacity as agents of change. Teachers require ongoing training to understand teaching methods suitable for the context of diversity. This training includes managing sensitive discussions, using digital media effectively, and instilling inclusive values in every aspect of learning. Professional development programs specifically designed for PPKn teachers can help achieve these goals [54]–[59]. On the other hand, the curriculum must also be more adaptive to local and national needs. PPKn materials need to reflect current issues relevant to students' daily experiences, such as environmental problems, human rights, and life in a multicultural society. A problem-based learning approach can be an effective way to link learning to social realities, making students feel more engaged and understand the impact of Pancasila values in real life [60]–[64].

The urgency of this research is highly relevant to the background context previously explained, where the challenges of diversity in the school environment require serious attention. As an educational institution, schools play a role as catalysts in building a peace culture through an approach centered on the values of Pancasila. This study underscores the urgency of addressing diversity-related challenges in schools, reinforcing the argument that educational institutions must act as catalysts for fostering a culture of peace. By centering PPKn on Pancasila values and adopting evidence-based teaching strategies, schools can play a strategic role in strengthening social harmony and national cohesion. Thus, Pancasila and Citizenship Education (PPKn) can more effectively address these needs, particularly in the modern era, which presents social challenges such as intolerance, discrimination, and inequality. Currently, the educational approach tends to emphasize cognitive aspects over the holistic formation of character. Values like tolerance, inclusivity, and cross-cultural cooperation often receive less attention in formal education. To overcome this gap, a structured approach is needed to integrate value-based learning, cross-cultural dialogue, and social simulations into PPKn.

This can be achieved through several concrete steps. First, curriculum reform should incorporate contemporary issues relevant to students' daily experiences, such as human rights, environmental concerns, and digital citizenship, ensuring that Pancasila values remain applicable in modern contexts. Second, teacher training programs should be developed to equip educators with the skills to facilitate sensitive discussions, use interactive teaching methods, and apply digital media effectively in lessons. Third, experiential learning strategies, such as case studies, role-playing, and project-based learning, should be embedded into PPKn lessons to allow students to engage with real-world social challenges. Fourth, school-community collaboration can be strengthened by involving students in multicultural events, civic engagement projects, and partnerships with local organizations to promote hands-on learning. By implementing these steps, PPKn can move beyond theoretical instruction and actively shape students' attitudes and behaviors. This article bridges the existing gap by offering teaching strategies that align with Pancasila values and providing a practical framework for fostering inclusivity and social cohesion in schools. The expected outcome is a generation that not only understands but also internalizes and applies Pancasila principles in their daily lives, contributing to a more harmonious and tolerant society.

2. Method

This study uses a qualitative approach [65]. The researcher acts as a human instrument by focusing on searching for theoretical sources, then analyzing the theory and data collected, which are summarized in a conclusion based on the results of the theory and data [66]–[68]. The qualitative research method is a research procedure that generates descriptive data in the form of written or spoken words from the individuals being observed, as stated by Kirk and Miller [69]. The focus of qualitative research is more based on the level of importance, urgency, and feasibility of the problem to be solved, as well as the factors of limited personnel, funds, and time. Furthermore, the method used is a literature review, which aims to analyze various relevant sources regarding the role of Pancasila and Citizenship Education (PPKn) in building a peaceful school amid diversity [70]–[72]. The researcher collects and selects literature related to PPKn, character education, and the challenges of diversity in education in Indonesia. Through content analysis, the researcher will evaluate how the values of Pancasila are applied in PPKn learning, and how this influences students' attitudes toward differences. The researcher will then synthesize the findings to provide recommendations related to the implementation of education that can create an inclusive and peaceful school. Fig. 1 show the steps of the literature review analysis in this study.
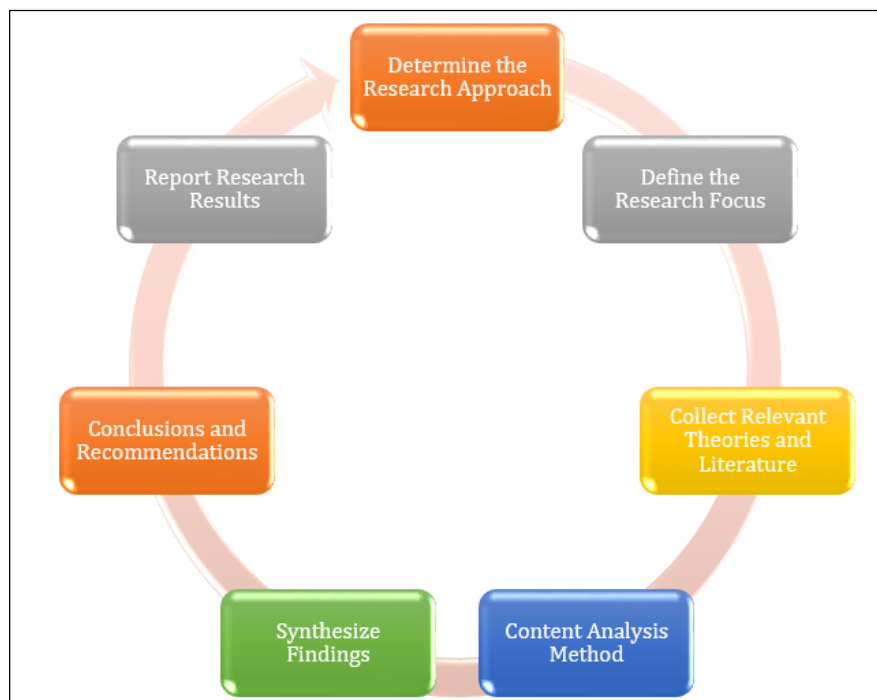

Fig. 1. Steps of Literature Review. Source Adapted from Sugiono, 2018

3. Results and Discussion

3.1. The Strategic Role of PPKn in Shaping National Character

Civic Education (PPKn) holds a strategic position in shaping young generations who can understand and appreciate diversity [73][74]. PPKn is not merely a subject that educates students about laws and state systems but also serves as a medium to instill universal values such as tolerance, justice, and respect for human rights. Through PPKn, schools can become spaces that encourage intercultural dialogue, thereby strengthening social bonds within the framework of diversity [75] [76]. PPKn aims to develop attitudes and behaviors that reflect the values of Pancasila as the nation's foundational philosophy. Instilling Pancasila values such as mutual cooperation, social justice, and tolerance in schools is expected to create a young generation that is not only intellectually smart but also possesses strong character and noble morals [77]. Moreover, in PPKn learning, students are encouraged to understand their rights and responsibilities as good citizens, including how to respect the differences within society. Through this approach, students are taught the importance of tolerance and respect for Indonesia's diversity. PPKn provides a platform for fostering critical thinking skills that can counteract negative influences such as intolerance and discrimination [78][79]. According to Rahmawati, one of the main keys in Civic Education (PPKn) is the integration of moral and ethical values into the learning process. PPKn is not merely about teaching theories related to the state but also about how to apply these values in daily life. In this regard, the character built through PPKn influences the moral quality and integrity of individuals within society. Thus, Civic Education becomes a cornerstone for creating citizens who not only possess knowledge but also act in accordance with national values. However, the greatest challenge in teaching PPKn is transforming theoretical concepts into practical applications. For instance, instruction that remains solely theoretical cannot significantly influence behavioral change. Therefore, teaching methods that integrate theory with practice, such as group discussions, simulations, or case studies relevant to students' daily lives, are necessary [80].

Using such methods, students can more easily understand how Pancasila values are applied in their lives. In the context of diversity, PPKn plays a role in mitigating tensions often arising from cultural, religious, or ethnic differences. Instilling Pancasila values within school life can serve as a tool to prevent social conflicts caused by these differences. Additionally, Civic Education provides students with an understanding of the importance of active participation in maintaining peace and national unity [81],[82]. Thus, PPKn education should aim to build a more inclusive, tolerant, and respectful society. The significance of PPKn in shaping the nation's character becomes increasingly relevant amidst technological advancements that pose new challenges, such as the spread of hoaxes and radicalization via social media. PPKn can serve as a primary defense against these negative influences by strengthening national values and patriotism among the younger generation. This aligns with research by Nurbaiti, emphasizing the importance of strengthening PPKn education to maintain social stability in the digital era. In this context, Civic Education functions not only as a means of teaching national values but also as an instrument for reinforcing national identity based on the noble values of Pancasila. PPKn must adapt to the demands of the times without compromising the essence of Pancasila itself. Effective implementation of Civic Education will produce a young generation with positive social attitudes, capable of preserving harmony and peace within this pluralistic society [83].

3.2. Challenges in Creating Peaceful Schools

Pancasila Education as a Concept of Peace refers to an educational approach aimed at shaping students' attitudes, knowledge, and skills to understand, appreciate, and apply the values of peace in their daily lives. The primary focus of Pancasila Education in the context of peace is to create a safe, fair, and harmonious environment for individuals from diverse backgrounds and beliefs. This research emphasizes that violence and non-violence should not be seen merely as choices but that non-violence should become a daily principle to consistently reject violence and promote peaceful relationships without violent actions in learning. According to Chaux and Velásquez, fostering a culture among the younger generation involves pedagogical ideas and educational practices that support growth in social, political, and religious aspects, while addressing content that encompasses cognitive, emotional, and behavioral dimensions. The concept of citizenship has evolved from mere assessment into encompassing social dynamics [84],[85]. This approach considers societal elements to be

applied in daily life, enabling the younger generation to become active citizens who positively contribute to society. This aligns with Daniel Goleman's perspective that helping students overcome negative behavior and supporting their development as good citizens involves rational (intellectual), spiritual, emotional, and social dimensions. Consequently, students will enhance their understanding and management of emotions, self-motivation, empathy, and the ability to build positive relationships with others, fostering a peaceful environment [38],[86]. These aspects are indicators of intelligence. Civic Education (PKn) plays a vital role in guiding and developing positive attitudes and behaviors in students. PKn incorporates societal elements to be applied in daily life, aiming to foster active and positive participation among the younger generation in societal life. This approach nurtures unity, solidarity, and patriotism, contributing to the creation of a peaceful school environment. By implementing effective Civic Education, schools can become places where students learn to appreciate, collaborate, and build mutually beneficial relationships. PKn helps cultivate a generation aware of the importance of peace, possessing strong social skills, and ready to contribute to a more harmonious world. The PKn subject not only plays a crucial role in Indonesia's multicultural society but also emphasizes the significant role of PKn teachers. These teachers impart numerous values, ethics, norms, and behaviors that reflect good citizenship [87],[88].

Building peaceful schools amidst Indonesia's cultural and religious diversity faces several challenges. One major challenge is the inequality in applying Pancasila values across regions. Schools, particularly in highly diverse areas, often struggle to effectively integrate these values into daily life [88],[89]. Moreover, intolerant views or attitudes carried over from students' homes or social environments frequently contradict Pancasila's teachings. Another challenge is the lack of trained human resources to implement diversity-based education. Many teachers have yet to fully understand the importance of inclusive and tolerant approaches in teaching PKn. Most still focus on theoretical teaching and provide limited real-life experiences for students to apply Pancasila values in their social lives. Character-based education requires educators with specialized skills to manage diverse classrooms and encourage constructive discussions about differences [90]. Additionally, tensions often arise from differing values and worldviews among individuals, both students and educators. In Indonesia's context of diversity, which includes various ethnicities, religions, and cultures, misunderstandings or a lack of awareness about the importance of tolerance can lead to conflicts. This issue is exacerbated by education that prioritizes academic learning over character development, which fosters mutual respect amidst differences. In practice, some schools still struggle to create truly inclusive and peaceful environments where students from diverse backgrounds feel accepted and valued. Family and social environments also influence students' perspectives. When the values instilled at home or in communities differ from those taught at school, social tensions may arise. PKn education in schools often encounters challenges in reshaping students' perspectives formed by their familial or social environments [46],[84].

Thus, synergy between schools and families is essential to building peaceful schools. Educators must collaborate with parents and communities to deepen understanding of the importance of pluralism and Pancasila values [79]. Social media also plays a role in exacerbating these challenges, particularly among students who are more easily influenced by provocative information. The spread of content containing intolerance, hatred, or hoaxes often threatens social peace, even within school environments. In this context, Civics Education (PPKn) must equip students with strong media literacy skills to help them discern and filter the information they receive and mitigate negative influences that could undermine inclusive and tolerant attitudes. Thus, the active role of teachers and the community in monitoring these external influences is crucial for fostering a peaceful and harmonious school environment [91]. Furthermore, challenges arise from the lack of training or professional development for teachers in managing heterogeneous classrooms. Many teachers have not received adequate training on inclusive classroom management, understanding student diversity, or designing learning activities that respect differences. This results in difficulties managing classes composed of diverse backgrounds, including culture, religion, and socioeconomic status. Policies that support continuous teacher training on classroom management based on Pancasila values, as well as skills in facilitating constructive discussions about diversity issues in class, are needed [92].

Another challenge is the differing perceptions of character education among educators and parents. Character education based on Pancasila must teach not only universal moral values but also how to address conflicts that may arise due to differences. Educators need a deeper understanding of fundamental concepts such as empathy, tolerance, and peace to foster positive attitudes toward diversity. Teaching that focuses solely on conveying concepts or memorizing Pancasila values without incorporating daily practices to demonstrate these values will be less effective in shaping students' character [93]. Ultimately, the greatest challenge in creating a peaceful school environment is the lack of commitment from all parties to continuously integrate character education into daily school activities. Civics Education based on Pancasila values needs to be implemented not only in specific subjects but also as part of school policies integrated into all aspects of school life, including extracurricular activities and peer relationships. All stakeholders, including school principals, teachers, parents, and the community, must share a collective awareness of the importance of fostering a peaceful atmosphere in schools, which in turn contributes to creating a peaceful and harmonious society [94].

3.3. Implementation of Pancasila Values in Schools

The implementation of Pancasila values in schools is an essential aspect of shaping a resilient and civilized national character. As the foundation of the state, Pancasila contains noble values that must be internalized into students' daily lives. Therefore, Pancasila and Citizenship Education (PPKn) in schools play a strategic role in instilling these values. This implementation process can be carried out in various ways, such as integrating Pancasila values into teaching and learning activities, strengthening character-based education, and empowering teachers to set an example that aligns with the principles of Pancasila [95],[96]. In practice, teaching Pancasila values is often limited to the subject matter without being reflected in daily life. Therefore, a more holistic strategy is needed, such as integrating Pancasila into extracurricular activities, class discussions, and project-based learning that involve students in direct interaction with these values. For example, organizing activities that foster empathy, cooperation, and tolerance among students is crucial to ensure that Pancasila values are not only understood as theory but also practiced in everyday life within the school environment [97].

Furthermore, the role of teachers in implementing Pancasila values in schools is also vital. Teachers must be able to serve as good role models for students by demonstrating attitudes that reflect Pancasila values in both their personal and professional lives. This includes teaching that focuses not only on the transfer of knowledge but also on developing students' character and ethics. Teachers need to be involved in training and professional development to ensure they are capable of managing diverse and inclusive classrooms, as well as delivering lessons that encourage students to apply Pancasila values in the context of diversity [79]. At the policy level, it is important for schools to develop a curriculum that supports the comprehensive implementation of Pancasila. This includes setting standards that prioritize Pancasila values in various aspects of school life, from classroom management and extracurricular activities to programs that encourage students to actively participate in society. Collaboration between schools, parents, and the community is also essential to achieving this goal. Pancasila education in schools should be an integral part of students' personal development to shape individuals who are not only intelligent but also possess high moral standards and ethics [37].

In implementing Pancasila values in schools, the main challenge is how to integrate these values into the established education system. Many schools still view character education as an additional task rather than part of the core curriculum. However, Pancasila values must be integrated into every aspect of school life, from how teachers teach to student interactions. Emphasizing Pancasila values in all school activities will help students understand the importance of respecting diversity and differences as part of the nation's plural identity. Additionally, the application of Pancasila values requires a contextual approach that takes into account the characteristics of each region and local culture [79]. In Indonesia's diverse context, teachers need to adapt their teaching methods to suit the needs and challenges present in their schools. For example, in schools with many students from diverse backgrounds, Pancasila education should encourage dialogue among students about those differences while upholding the values of unity and togetherness [76]. Parental involvement in implementing Pancasila values is equally important. Parents play a role as education partners who can reinforce the

values taught at school. Therefore, schools should organize programs that involve parents in supporting character education, such as seminars or workshops on the importance of Pancasila education within the family. These programs will strengthen the understanding between the school and home in instilling Pancasila values in students [98]. Finally, continuous evaluation and monitoring of the implementation of Pancasila education in schools is necessary to ensure its success. Every school should have an evaluation system that measures how well Pancasila values are applied in students' daily lives. This is important so that schools can continuously improve teaching methods and provide useful feedback for teachers and students. This program will ensure that Pancasila education is not just a theory but is truly embedded in students' behavior and attitudes in their daily lives [29]. Fig. 2 show steps for Implementing Pancasila Values in Schools to Achieve a Peaceful School.
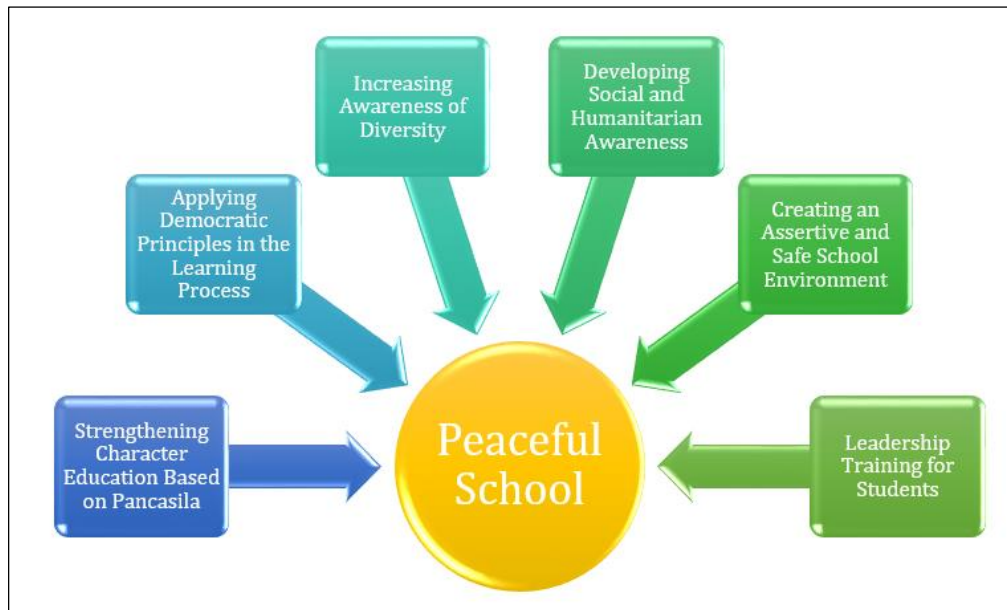
Fig. 2. Peaceful School

- Strengthening Character Education Based on Pancasila: Schools should integrate Pancasila values into the curriculum by emphasizing the importance of mutual cooperation, tolerance, and mutual respect. This education should not only be theoretical but also practiced in daily school life.

- Applying Democratic Principles in the Learning Process: Teach students to actively participate in discussions, respect others' opinions, and make collective decisions, aligning with the principle of deliberation for consensus as embodied in Pancasila.

- Increasing Awareness of Diversity: Foster an inclusive attitude by organizing activities that celebrate cultural, religious, and ethnic diversity within the school environment. This will strengthen unity in diversity and reduce discrimination.

- Developing Social and Humanitarian Awareness: Through Pancasila's humanitarian values, students are taught to care for others, whether among peers, family, or the broader community. This can be implemented through social programs involving students in community service activities.

- Creating an Assertive and Safe School Environment: Schools must be safe places for all students, free from fear or threats. Pancasila values should be applied to create an environment free from violence and bullying, involving all parties in prevention and resolution efforts.

- Leadership Training for Students: Teach students to become wise leaders who can manage differences responsibly. Pancasila values, such as social justice and unity, serve as the foundation for educating students to lead with integrity.

3.4. Building Collaboration in Diversity

Building collaboration in diversity is one of the challenges faced by the education system, especially in Indonesia, which has a highly diverse society. Diversity in this context includes differences in ethnicity, religion, race, culture, and even political views. In the educational environment, it is important to create an atmosphere that allows students to learn to respect each other and collaborate despite their differences. Effective collaboration can help students understand that diversity is not an obstacle to moving forward together, but rather a source of strength that can enrich their learning experiences. In building successful collaboration, one key aspect is creating open and constructive communication. Teachers need to develop teaching methods that encourage students to interact with each other in a positive and productive way. This can be done by introducing collaborative projects that require contributions from each individual with different backgrounds. Projects like this not only help students learn to collaborate, but also enhance mutual respect and understanding of the differences among them. Collaboration in diversity can also be seen in the context of group-based learning. By working in groups composed of students from different backgrounds, they can share perspectives and new ideas that enrich their understanding of various topics. Moreover, culturally and socially diverse groups can solve problems in more creative ways as they bring different experiences and viewpoints. This teaches students to appreciate diversity and utilize the strength of the differences. On the other hand, poorly managed diversity can present significant challenges in the collaboration process. Differences in thinking styles, language, and culture often lead to misunderstandings and conflicts between individuals. Therefore, it is important to have skills in mediation and conflict resolution. Teachers and educators need to teach ways to resolve conflicts constructively and with understanding. With these skills, students can overcome their differences and work together in a harmonious environment.

To build better collaboration in diversity, programs based on inclusion values must be introduced and implemented consistently in schools. These programs aim to enhance mutual respect and minimize discrimination based on existing differences. One example of a program that can be implemented is activities that involve students from various backgrounds to share their experiences, thus creating a safe space for all students to learn and grow. Such inclusion programs can also support strengthening students' character in social life. The importance of social skills development should also not be overlooked in the collaboration process among students. Collaboration involves not only academic skills but also social skills such as effective communication, empathy, and the ability to work in teams. Project-based learning that requires students to work together in groups will help them develop these skills. Additionally, giving students the opportunity to interact with peers from different backgrounds can enhance their social skills in understanding and appreciating others' perspectives. Character education based on Pancasila values also plays a crucial role in building collaboration in schools. Pancasila teaches values such as mutual cooperation, tolerance, and unity, which are highly relevant in the context of diversity. Teachers can leverage these values to teach the importance of cooperation among students from different backgrounds. Pancasila provides a strong foundation for creating harmonious and respectful relationships between students in schools.

However, the biggest challenge in building collaboration in diversity is how to overcome stereotypes and prejudices that often arise. In schools, there is a possibility that students will develop narrow views of other groups, especially if they do not have sufficient experience or interaction with those groups. Therefore, teachers need to act as facilitators who can transform these views through an inclusive approach and education based on direct experiences and open discussions. In supporting collaboration in diversity, schools need to create policies that support the recognition of differences. These policies include providing space for students from different backgrounds to express themselves, both in academic and extracurricular activities. With policies that support diversity, students can feel more valued and motivated to participate in broader collaboration at school. Building collaboration in diversity in schools is not an easy task, but with the right approach and cooperation between teachers, students, and parents, it can be achieved successfully. Diversity is not an obstacle to working together, but an opportunity to learn and grow together. Therefore, schools should be places that support collaboration, teach

tolerance, and strengthen the sense of unity in diversity. Here are the steps in building collaboration in diversity, Fig. 3.
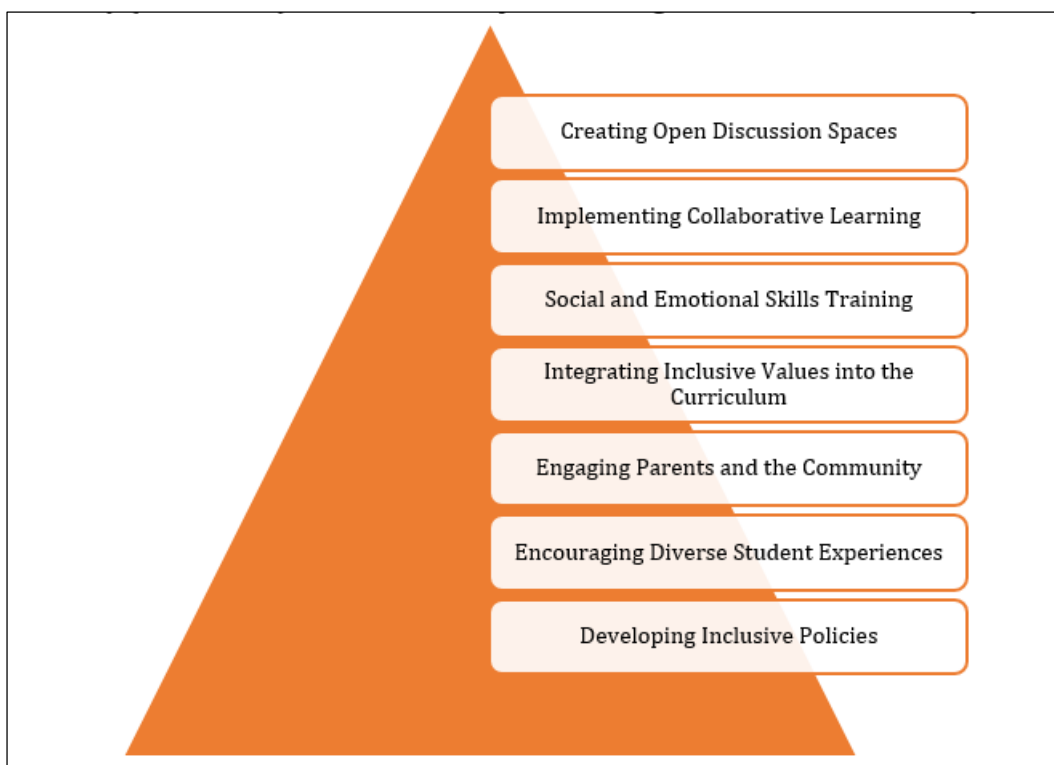

Fig. 3. Collaboration in Diversity

- Creating Open Discussion Spaces: Provide platforms for students to engage in discussions about diversity and differences, encouraging them to share experiences and perspectives without fear or discrimination.
- Implementing Collaborative Learning: Involve students in group projects that encourage them to work together, respect one another, and learn from different backgrounds.
- Social and Emotional Skills Training: Offer training or activities that develop empathy, effective communication, and conflict resolution skills, enabling students to collaborate more effectively.
- Integrating Inclusive Values into the Curriculum: Teach and implement values such as tolerance, mutual cooperation, and respect through a curriculum focused on character education.
- Engaging Parents and the Community: Build stronger relationships between schools, parents, and the community to support collaboration and understanding of diversity.
- Encouraging Diverse Student Experiences: Organize extracurricular activities and school events that reflect cultural, ethnic, and religious diversity, providing opportunities for students to interact in various contexts.
- Developing Inclusive Policies: Create policies that support diversity, such as anti-discrimination policies, ensuring that every student feels accepted and valued in the school environment.

4. Conclusion

Civic Education and Pancasila (PPKn) play a crucial role in fostering peaceful schools amidst diversity. Pancasila, as the ideological foundation of Indonesia, provides core values such as tolerance, social justice, and mutual cooperation, which strengthen national unity. By integrating these values into learning, students can develop respect for differences and build character that supports harmonious social life. However, challenges persist, including intolerance, discrimination, and differing interpretations of national values that may disrupt school harmony. Therefore, an inclusive approach that prioritizes togetherness and mutual

respect is essential. The implementation of Pancasila values in schools—through a curriculum that supports character education and extracurricular activities emphasizing diversity—can help address these issues. Planned and collaborative measures, such as promoting deliberation and dialogue in conflict resolution, can transform schools into safe and inclusive spaces for all students. A peaceful school is not merely an aspiration but an obligation that requires cooperation between educators, students, and the wider community. Despite these findings, this study has limitations. The research relies on a qualitative literature review, which may not fully capture the complexity of real-world educational settings. The scope of the literature used is limited to available academic sources, potentially excluding relevant field-based studies. Additionally, the practical application of the proposed strategies may vary across different school environments due to differences in resources, teacher training, and institutional policies. Future research should include empirical studies to assess the effectiveness of these recommendations in diverse educational contexts. Nonetheless, the integration of Pancasila values remains a fundamental pillar for fostering social cohesion in multicultural schools.

Acknowledgment

Declarations

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