Strategies dealing with the Challenges of Global Dimension In Developing Peace Education as International Curriculum

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Strategies dealing with the Challenges of Global Dimension
In Developing Peace Education as International Curriculum

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Abstract

The global dimension incorporates the key concept of global diversity, conflict resolution, interdependence, social justice, moral, and values. For students, it builds knowledge and understanding, as well as developing skills and attitudes. School has already done a lot to promote it. As implementation, a school can support by developing peace education as subject matter in its curriculum. This is because in recent years, there has been a growing world-wide recognition by education in meeting the complex demands of peacemaking and peace building. Therefore, children as individuals are prepared with the knowledge and skills to act as good as leaders to support sustainable peace process in this global times. This article examines about the difficulties of developing peace education into curriculum to support education reform as international standard. It also explains the challenges of global dimension into strategies as solution in schools. That purpose is build since it is not easy to establish peace culture within students. The study is explicitly presented from the point of view of primary students and recent education system in Indonesia as well.

Key words : peace education, global dimension, curriculum, school

I. INTRODUCTION

A. Problem Context

It has been known that Indonesia has thousand islands which have many various customs. In fact, Indonesia is without doubt an epicenter of cultural diversity. It can be cited that the number of languages that are spoken

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in the different islands of the region is approximately 700 languages (Fox, 2004). In addition, there are 5 major religions that are embedded to their social structure such as traditions, moral, beliefs, and values. That is what we called multiculturalism, which it spread out widely to regions. What multiculturalism in our country denotes is a society in which there exist several cultures.

Global issues have also been part of children and young people's lives in ways unfamiliar to previous generations. Television, internet, and increased opportunities for travel all bring the wider world into everyone's daily life. Indonesia society today has not only faced problem of diversity of the own ethnics but also enhanced by peoples, cultures, languages, religions, art, technologies, music originating in many different parts of the world. Those diversities can be increased because of separated regions and population movements such as inter group mixing contribute to its homogeneity. This provides a tremendous range of opportunities to broaden children's experience and knowledge.

Those issues can be overcome by having such a peace culture to school. Seeing the dynamics of Indonesia composed of societies with a wide range of cultural, some socio-cultural issues, and world diversity grasp the importance or the role played by education. Their vast differences and is presumably possible to contribute both an intensive interaction and some problems aim to conflict among students. Because of the influence of global dimension, we are now facing many problems in the field of education such as criminality at schools, decreasing ethics between students to their teachers or the older people, have no responsibility along with tolerance, included some policies issued by the National Education Bureau to maintain life moral and values among students. In the other hand, we also have to participate on the growing of global dimension as following all aspect into international standard if we want to be international leader.

Growing life moral and values to students needs a leadership from parents, social community, and teachers. This is not only can be run at families and social community but also can be at school. Taken from what the aim of the

national education is, providing student competency in order to be a faithful and pious to the God, good character, good health, learned, skillful, creative, autonomous, and be a good democratic as well as responsible citizen, the school plays an important role in generating students with good moral and values which aim to omit such a conflict. Having less subjects designed to that nationality purpose, school has a right to develop what we call local subject, this peace education may take apart.

Providing peace culture in school can not be separated having peace education, a subject matter that derives to be learned by student in acting morals and values. They duplicate on how their teachers react, if teachers act good, children will be do similarly. What we see today, it seems that a learning process only points in the term of local cognitive aspect instead of global cognitive, affective, and psychomotor. The global cognitive can be learnt by knowing the concept of global dimension in practice. That the affective mode could be form into subjects matter in schools. It is not only be learned by students but also be given good character acted by teachers. Peace education is the process of promoting knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, inter-group, national or international level (UNICEF, 2007). Peace education is therefore both a philosophy and skill that prepares people, young and old, to negotiate on behalf of them and the world in a peaceful manner. It seeks to transform conflict using non-violent tools and bases itself in the values of compassion, interconnectedness, justice, and harmony.

Related to its subject, a peace culture forming education system into school is defined as a problem solving which allows student to keep peace and link an integrated thing respectively. Promoting peace education becomes an effort to build the awareness among world groups in one space. School could begin to take steps toward the creation of a peace learning environment.

However, the main issue is not simply a creation of peace to be put into one form but rather problems that have been engaged by the reasons. There are some difficulties and challenges facing its implementation. We must find many new strategies solving those facts. Therefore, through education or schooling policies throughout country could endeavor suitable ways to make the peace culture become a part of the student lives. It will be a great value to encounter some policies concerning to omit conflict found in every school in Indonesia that influenced by global dimension and international culture. Peace education in this country has not yet been developed by designing in the international educational system. Some issues and problems in the area of global dimension will be put forward to understand the reasons.

B. Problem Definition

Primary students should have been live with other student wherever they come from. As a result, it is understandable that occasionally there are some different interest and ideas that finally cover to that called a conflict. Children must learn to solve the upcoming problems without conflict. They should strictly hold what moral, values, cooperation, and awareness they are belong to. Conflict some times ends with violence, as a tool for achieving change is both widely used and feared. It comes in different forms and the fear of violence can be as damaging as violence itself. Violence can be embedded in our area of school. Whereas, the existence of schools must encounter how the word of tolerance could be run together with the moral and values among students.

Another debatable question has been what kind of main difficulties and challenges which influence the implementation of peace education in school. Consider the distinction customs among students, this study present the difficulties and challenges of global dimension to create a peace culture in school aim to strategies as solutions that could be increased that appropriate with international concept. The discussion will be about how the international curriculum should be constructed, implemented and evaluated in order to be

relevant to Indonesia's society, the support from government and responsible party to its policies concerned with program efficiency, and contribution from educators, administrator, family, and stakeholders. As a consequence, the question most frequently raised is whether every difficulty as well as challenge could be handled by each party.

C. Aim of Study

The aim of the present study is to explain the difficulties of the implementation of peace education in the global area and to provide its challenges into strategies as solutions in schools. That purpose is build since it is not easy to establish peace culture within students. The study is explicitly presented from the point of view of primary students as well as the education system in Indonesia recently.

II. THEORY STUDY

A. Review of Literature

The global dimension is concerned with exploring the interconnections between people and places around the world. It asks us to observe the similarities and differences that exist around our world today and relate these to our own lives. By including the global dimension in teaching, links can easily be made between local and global issues and young people are given the opportunity to critically examine their own values and attitudes, appreciate the similarities between peoples everywhere, and learn to value diversity, understand the global context of their local lives, and develop skills that will enable them to combat injustice, prejudice and discrimination (www.globalfootprints.org). The global dimension explores what connects us to the rest of the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places, and issues throughout the world. It also helps learners to imagine different futures and the role they can play in creating a fair and sustainable world (www.qca.org.uk).

Education for the global dimension encourages learners to evaluate information and events from a range of perspectives, to think critically about challenges facing the global community such as migration, identity and diversity, equality of opportunity and sustainability, and to explore some of the solutions to these issues learning about the global dimension offers opportunities for schools to address their duty to promote community cohesion. A 21st-century needs to prepare learners to live and work in this fast-moving, interdependent, global society. It should enable all young people to become successful learners, confident individuals and responsible citizens, and should contribute to the achievement of the five outcomes for children identified in every child matter. Each school should have a unique curriculum that meets the needs interest and aspirations of its particular learners (www.qca.org.uk).

Furlong (2005) stated that we are all faced conflict situations in many aspects of our lives, whether in our personal life, in the workplace, or with just about anyone we meet. Everyday, wherever we are, we deal with conflict, yet we are also practice conflict resolution daily. Conflict is inevitable in human affairs. It means that we are in which working in the field of education also take particular conflict in schools. What we can see in our environment is that conflict raised by the multicultural, inter-religion, inter-social modes among students. Therefore we have a responsibility in showing new act aim to the best solution to be done.

Zamroni (2008) declared what missing in promoting peace education is the trainings of future teachers in Schools of Education. They should raise consciousness, school learning, and action leading which further raises consciousness. A peace culture maintains creative balance among bonding, community closeness, and the need for separated spaces. It can be defined as a mosaic of identities, attitudes, values, beliefs, and patterns that leads people to live nurturingly with one another and the earth itself without the aid of structured power differentials, to deal creatively with their differences, and to share their resources. Peace culture can be found just in certain people who

indigenous and have a faith-based communities totally committed to nonviolence. To them who is actively defending their own space at the expense of other' needs is uncommon anymore. The process in increasing attitudes and behavior among children determines how peacefully or violently individuals and institutions handle the problems that every human community faces in the daily work of maintaining itself.

What Zamroni (2008) has pointed out that some difficulties and challenges appear to Gandhian peace education such as the way on how a Gandhian educational approach deal with the anti Gandhian views of truth, violence, and education, embrace radically different views of the moral and religious nature on education, and maintain a peace education perspective tat is dynamic, open-ended in its experiments in truth, transformative, and relevant to our contemporary concerns. The peace-education approach is the model of education to encounter a peaceful. It must be flexible, dynamic, and open-ended as it develops in response to new textual and contextual variables. It also focuses on the insecure world of multidimensional violence and the violence of the status quo and on the centrality of nonviolence, love, compassion, cooperation, mutuality, service, unity with a respect for diversity, and the sustainability of human beings and the planet earth.

B. Conceptualization of the Difficulties and Challenges Peace Education in Global Dimension

There is a high level of violence in the world today, both physical and structural. We thus need tools and techniques to respond to this phenomenon. With increasing levels of violence and conflict there is also an increasing sense of trying to find peaceful ways to transform these conflicts from violent clashes to energies for social change. "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed" (UNESCO, 2007). Thus for us to take that step, to move from a violence-habituated system to a peaceable society we need to understand the nature of

social conflicts and the tools available for transformation. Education is one of the most powerful tools that we have to make this shift towards peace.

Globalization and peace building require children to become more conscious of the true nature of their reality, as well as the reality of others. The importance of understanding about one's history and behavior as a key in this process of building a framework by which the awareness and multicultural background can spur and profoundly impact into intercultural and inter-religious among communication students.

However, building such an understanding between them in school is facing some difficulties and challenges. It should be that moral and values should be embedded into citizens. At least at this time, rarely does a student bring them into being somebody's mind and real experience in their life.

Problems facing to peace education implementation seem at the existence of stereotype and prejudice among students that appear from what cultures and religion they have. Social scientists believe children begin to acquire prejudices and stereotypes as toddlers. Many studies have shown that as early as age 3, children pick up terms of racial prejudice without really understanding their significance. Soon, they begin to form attachments to their own group and develop negative attitudes about other racial or ethnic and world groups, or the "out-group". Early in life, most children acquire a full set of biases that can be observed in verbal slurs, ethnic jokes and acts of discrimination (www.tolerance.org). Ahmad Syaifudin (2004) has declared that all school studied exist in pluralistic societies in terms of ethnics, religion, and socioeconomics levels. This pluralistic which also reflects on schooling components, for example student's socio cultural background, thus is a fertile basis for stereotyping and prejudice. It can be expressed in school environment as one student regard to others who smarter and richer than the some body else. Like the some cases today, a poor child has to steal things belonging to her rich friends in order to get those things that she does not have. This disadvantages situation makes her social position deteriorated.

Other difficulties in building peace in school show on the way they learn in media especially television. It is inevitable that they life in this global area in which many information are easy to be seen. Some programs provide violence, demonstration ending with conflict, and wars can influence their mind to duplicate some chaos action. Perhaps, the most common concern among critics of television is the effect of violence on children. Children do, in fact, learn aggressive behavior from what they see on the screen, despite some broadcasters disclaim. It seems that television fails to teach students about the consequence of real violence, they can act those in schools as well.

The following difficulty is the major religions as a reason in creating some problems in schools. The question of religions throughout the student as citizens in our country has raised a number of issue and concerns relating to the impact on diversity relations. Different religion between them should be woven in the process of education in accordance with presenting a tolerant condition in schools and sharing each other.

The challenges facing to its implementation are how to maintain, and if possible, to increase equity for particular student group without slimming the opportunity of another. Those are focused on something related to integration of moral, values, and ethics into subject matters in school, educational system, curriculum, and financial support. It requires some acts from parents, teachers, and other stakeholders. Borrowing the thought of Zamroni (2006), the determining factors are taken from family, school, media, and social environment. It is due to the fact that an individual's education begins with the family and continues with the school and social environment. Whereas the process of the gaining necessary knowledge, skill, and behavior from the family goes on in primary education process and continues as a result of media and social environment.

In Indonesia, one of the primary conditions of this trend is pluralization of education. It is due to the fact that each student learns the values, morals, symbols of their culture. The power over the education of the future generation should be divided and shared. According to Conny Semiawan

(2004) each student, being an individual in a social setting, is a part of a certain group, a certain social class, a national entity, an ethnicity, a certain religion, gender or any other group. In trying to understand what the child experiences, it is important to understand the subjective aspects of her individual experience. Each has to adapt herself to a diversity environment. Children come from a certain micro culture, they share certain orientations of that group, because society lives through them. Sometimes they are field sensitive or dependent that it might mean that they are not always well understood and intensively involved in the learning process. The chance to learn in schools as they are currently better off according to the above mentioned expectations, are for those who belong to other group, who do have different characteristic.

Since Indonesia is made up by several diversity aspects, it has been trying to maintain its unification. The national curriculum has been the mainstream curriculum which is spread out over the whole country besides the local curricula. Conny Semiawan (2004) argued that central curriculum has its negative aspects, because it denies the students to benefit from understanding perspectives and frame of reference that can be gained from studying and experiencing the various cultures and groups in the country.

Another challenge is that the implementation of a peace curriculum in schools scale requires adequate financial support. It is due to the fact that implementing peace education in schools need teachers as resources in classroom.

To sum up, those difficulties and challenges in implementing such a peace world in schools become something that all parties must create in new strategies that flexible, dynamic, and open-ended. Schools, educated places, can be benefit for leading a peaceful life among students to be more qualified generations.

III. STRATEGIES AS SOLUTION

Based on the analyzing of difficulties and challenges facing in the implementation of peace world that can be aimed to peace education in schools, many strategies must be recognized as the solutions. These are presented as roles and responsibilities of not only school but also the partnership as family, media, and social environment.

A. Global Dimension Fit into International Curriculum in School

The global dimension is appropriate for children in primary school. Learning across curriculum can be an important way of supporting students to understand global dimension and to make links between their learning in different subjects. From www.qca.org.uk, it can be known that global dimension can be thought through:

   a. Whole-school development plans, policies, and ethos
   b. Subjects, with links across subjects being made through common topics or themes
   c.   Separately timetabled thematic days, activity weeks and events, often including block timetabling
   d. Activities integrated into the routines of the school
   e. Collaborative curriculum projects with partner schools in other countries
   f. Visits, assemblies, out-of hours learning and bringing experts into the school

Developing peace education, therefore, every school will find its own way to build the global dimension into curriculum. The school curriculum should meet the needs of students and reflect the context of the wider community beyond school. By peace education, students themselves bring different experiences, interest and strengths that include social, cultural, linguistic, ethnic, and religious. All subjects provide rich opportunities for global learning in subjects. However, subjects by themselves cannot provide the complete range of experiences and practical opportunities learners need. This

is where the curriculum dimension has a contribution to make. The curriculum must reflect the major ideas and challenges that face society and have significance for individuals. Peace education is not given in a subjects but it integrates with major subjects. The topic can provide the unifying that give education relevance and help students make sense of the world.

In school, teachers must practice with the teaching-learning process and curriculum and the socialization of educators and administrator. Teachers have a right to gain peace education and peace culture. Teacher-learning institutions need to familiarize their students with peace educational strategies. It requires resource material (textbooks, course outlines, and examination items) and needs to be free from biases such as ethnic, religious, and urban bias. In primary school, teachers can take moral and values into integration between them and subject matters like Bahasa Indonesia, PPKn, IPS, and the local subject appropriate with their local curriculum, as we know today we hole KTSP. Kamanto Sunarto (2004) has pointed out that the curriculum should subject to a continuous and rigorous process of monitoring and evaluation. New educational policies are often formulated and implemented without investigating to what extent the previous policy objectives were achieved, what the ununitended consequences were, and what factors played a role in the success or failure in the achievement of those objectives. Another issue is that the processes of socialization of peace policies and curricula need to involve all relevant stakeholders at any level of the entire primary educational system. Peace curriculum can only be realized if the teachers, administrators, and author of textbook pose the relevant peace attitudes and skills that necessary for the successful implementation of a new system for example the teachers provide subjects into outlines and syllabi. They have to develop it by themselves by relying on their own creativity and innovativeness and by using government or non-government textbooks as reference materials as well. The method can be active learning methods, experiential learning, partnerships in learning with pupil participation, dialogue, self expression, story telling and response to stories, project work focused on identifying questions and

researching answers, encouragement of use of source material, exchange with children from other cultures using their own medium, creative teaching and learning, whole school approach including all staff and links with the wider community.

B. School Developing Global Learning Partnership

Well-planned links and partnerships with the wider community can enhance the global dimension to the curriculum. All partnerships need to be based on equality, mutual learning, and curriculum development. In this globalization time, the global dimension is found on our near site, not only in far away localities. What can a school can do such as establishing partnership with other schools locally, visiting places of worship, participating in local events, working with the local council and inviting parents/carrier and other members of the local community into school to share experience can all contribute to developing global perspectives.

Borrowing the thought of Zamroni (2008), forming values, good character, habit of life, and beliefs into children needs families handling. Once the children were born, they deal with everything in their environment and continuously improving themselves. Families have obligations in being significant model for their behavior. They must avoid tensions and conflicts in making decisions. The more members of family are qualified, the more the children acquire values, which will constitute their character. What values can be drawn from families such as having communication, cooperation, understand of sharing, tolerance, respect and love within the families will enable interaction and better acquisition of characteristics. Violence and aggressiveness based on child's psychology depends on the relation and interaction in the families. Once such attitudes which based on equality, democracy and tolerance, values of peace are established, children can be as one of the basic institutions where peace education and peace culture are given. Then those will bring into their school, children acquire knowledge and skills through interaction with other friends.

Schools also have responsibilities in establishing attitudes among students. Zamroni (2008) stated that one of the most considerable means to make progress is establishing educational system in order to educate new generations. School is an institution that prepares the individual for life and enables a child to improve her character and broaden her mind by presenting different values. That is why the primary education has a responsibility in playing a fundamental role for students in creating national and universal vales related to society and life (Sever, 2003 in Zamroni, 2008). In primary education, a student begins to acquire values related to war and peace and learns their outcomes so that they will leave in security and peace. The peace education in it should not be limited to just social sciences but also contains activities that point a peace for humanity. It can be expressed as celebration of war, thus the understanding of peace can be indicated by means of in-school activities. The racism, discrimination, or bullying should be overcome within students. Different culture between them is not a problem anymore, even being support in their environment. Primary school is being a centre where peace culture is transferred to children.

Factors come from media and social environment will contribute in making peace culture successful in schools. Media used such as television and computer, while social environment such as the involvement of stakeholders and social cultural disparities. Although it is still debatable that media influences positives or negatives impacts, it has been given a fact that most broadcasters establish as education programs in order to add unable subjects matter from class. Media should eliminate violence and replace it with love and peace, which is presented in some programs. Programs containing violence and horror must not be broadcasted within the hours children are watching television. In this sense, once peace culture is acquired in childhood, it will be permanent and effective (Zamroni, 2008).

Social environment, like the involvement of stakeholders and social cultural, is the challenges which should be overcome. This factor indicates a need for a program of advocacy. For example, a large number of civil society

organizations, has been providing services to support a wide range of peace culture activities as the promotion of tolerance and understanding within each other. According to Kamanto Sunarto (2004), although many of peace building activities at present involve conflict prevention, management, and resolution. The knowledge and experiences civil society organizations have gained concerning the root causes and consequences of violent, including inequality, discrimination, intolerance, ethnocentrism, racism, sexism, and prejudice, could become a valuable contribution to the training of future educators.

Implementation of peace education will require the financial support from any stakeholders and parties. The competition to gain access to very limited educational resources is a challenge which has to be faced at all levels involved in the process such as the Ministry of Education as well as by teachers and students at the classroom level.

After analyzing some strategies, it can be implicitly drawn what the best way as a solution in creating pace culture in school is integrating the roles of families, schools, media, and social environment. The reason comes up since those are seemingly to be the nearest modes within primary students. Schools have an obligation in taking steps forward the creation of a peaceful learning within children.

IV. CLOSING

A. Conclusion

Based on the above analyses, generally it can be conclude that since there are diversities as well as culture, beliefs, ethnic, language, interdependence, social justice, moral, and less tolerant that aim to conflict and violence among students today, we thus need tools to respond to this phenomenon. Peace culture implemented in curriculum can be as a solution to solve those phenomena. It must be established that started from children who are sitting in primary school. However, there are some difficulties and challenges facing in its implementation as peace education. Strategies are built as solution to

overcome those issues. In more detail, the conclusions of this study are as follows:

1. Peace is implicitly part of much education but this peace element must be made more explicit. Children's moral development can be enhanced by the appropriate curriculum, teaching methods, relationships in the classroom and school as a whole.

2. The difficulties facing the providing peace culture and the implementation of peace culture in school are most related to the existence of multi culture, ethnics, religions, and social structures.

3. The challenges come up in those implementation are integration of moral, values, and ethics into subject matters in school, educational system, curriculum, and financial support. It also requires some acts from parents or families, teachers, and other stakeholders.

4. Well-planned links and partnerships with the wider community can enhance the global dimension to the curriculum.

5. Strategies in accordance with the effectiveness of peace culture as presented peace education in schools depend on a number of factors from families, schools, media, and social environment.

6. Method of teaching-learning process for use in peace education can be learning methods, experiential learning, partnerships, dialogue, self expression, story telling and response to stories, project work with students from other cultures, whole school approach including all staff and links with the wider community.

7. Implementation peace education in schools provide how students groups affect peaceful change, vocations for social change, understanding other cultures through language, custom and stories, and conflict resolution skills for children in the classrooms.

B. Discussion

To make strategies in the term of peace culture in this global area into international curriculum in primary school more effective, it needs various

contributions at any level. With increasing levels of violence and conflict in school there is also an increasing sense of trying to find peaceful ways to transform these conflicts from violent modes to energies for social change. Thus for us to take that step, to move from a violence-habituated system to a peaceable society we need to understand the nature of social conflicts and the tools available for transformation. Diversity in the world, in its essence, then is a safeguard against idolatry, making of one student as the norm for all students.

Education is one of the most powerful tools that we have to make this shift towards peace. Students are actively involved in creating situations and interactions that they experience as conflict as globally instead of locally. If conflict leads to evolution of thought and action and is a positive, inevitable force in the world, then what is needed is not the mere conclusion of conflicts but innovative thinking and interactions to transform conflicts into positive forces of social change, which education systems can help build.

Although strategies have been stated, keeping socialization of sustainable peace is important entirely. Not only in school, but it should be campaigned without stopping at any society level as well since children do not only leave in one space, in a school.

C. Implication

It can be recommended that the strategies to provide peace culture as well as peace education in global dimension through international curriculum in primary schools can be documented for all those involved in education and campaigning for a more just and peaceful world including policy makers, education officers, principals, heads of departments, governors, practitioners involved in delivering both content based education and skills training, peace educators, youth workers and campaigners wishing to explain to others what peace education is and how it can be part of a curriculum in primary school education. In addition, it is necessary to be enhanced as a discussion document

for campaign and community groups, as a framework for education policy, and as a tool for curriculum planners in the field of primary school.

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