

## Research Trends in Peace Education as A Pillar in Creating A Safe and Comfortable Learning Environment: A Bibliometric Study

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### ABSTRACT

**Objective:** Diversity is inevitable in every community, including the school environment. By weaving diversity together, schools can create safe, respectful, and supportive spaces, allowing every student to feel accepted and valued. This study examines trends in peace education research as a pillar for creating safe and comfortable learning environments. **Method:** Using bibliometric analysis, the study reviews data from the Scopus database covering the period from 2019 to 2024, with keywords such as "peace education," "harmonious education," and "civilized education." **Results:** The analysis of the Scopus database from 2019 to 2024 shows an increasing recognition of the role of peace education in character-building and promoting inclusive education practices. The findings reveal that the United States is the primary contributor to peace education research, with significant contributions from institutions such as the University of Cambridge and the University of KwaZulu-Natal. Further analysis identifies several key themes in this research, including the integration of peace values into the curriculum, addressing socio-cultural challenges, and efforts to promote tolerance and mutual respect in school environments. **Novelty:** This study contributes to understanding trends, collaboration opportunities, and policy implications to enhance peace education and create globally harmonious learning environments.

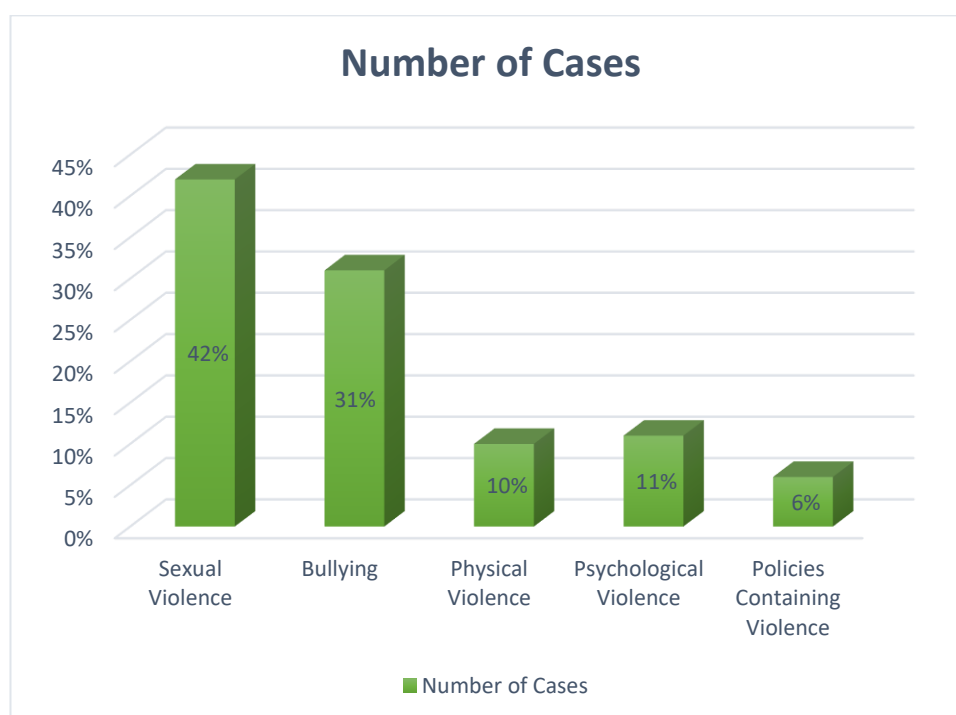
## INTRODUCTION

As a diverse nation, Indonesia boasts abundant natural resources and numerous ethnic groups, religions, cultures, and languages. Indonesia comprises over 1,300 ethnic groups, more than 700 regional languages, and various recognized religions, representing the country's wealth and regional diversity (Buaq & Lorensius, 2022). This diversity is a blessing and a significant potential for advancing the nation and enriching its social, cultural, economic, and political life. However, alongside this richness lie considerable challenges, especially in maintaining unity amidst differences (Irawan & Firdaus, 2021). As the home of diverse ethnic groups such as Javanese, Sundanese, Batak, Minang, and Papuan, as well as significant religions like Islam, Christianity, Hinduism, Buddhism, and Confucianism, Indonesia faces issues such as racism, stereotypes, and social injustices, which remain complex challenges in its multicultural society (Novianty, 2019). Indonesia's vast ethnic, religious, and cultural diversity challenges the creation of a harmonious society. Many ethnic groups coexist, influenced by geographical separation and cultural heritage passed down through generations (Lionar & Mulyana, 2019). Common issues in Indonesia's multicultural society include ethnic tensions, discrimination, social polarization, and inter-religious conflict.

Historical, political, economic, and socio-cultural factors contribute to these problems.

Colonial legacies, economic disparities, and a lack of acceptance of diversity exacerbate conflicts within multicultural communities. Therefore, a deep understanding and efforts to address these challenges are essential to building a just and peaceful society (Nugraha, 2020). Indonesia's primary challenges include potential conflicts, misunderstandings, and discrimination among community groups. Often, differences in ethnicity, religion, and culture become sources of tension that can spark disputes, whether on a small or large scale (Zainuddin & Ersi, 2023; Istianah et al., 2024). Discrimination against specific groups based on ethnicity, religion, or cultural identity remains persistent despite Indonesia's strong legal foundation guaranteeing human rights and equality for all citizens (Pratiwi et al., 2021; Usmaedi et al., 2021). In schools, one of the biggest challenges in fostering a peaceful environment is bullying and violence among students. Bullying often stems from differences in social status, physical appearance, ethnicity, religion, or even academic ability (Nurhayati & Agustina, 2020; Sari & Siregar, 2021).

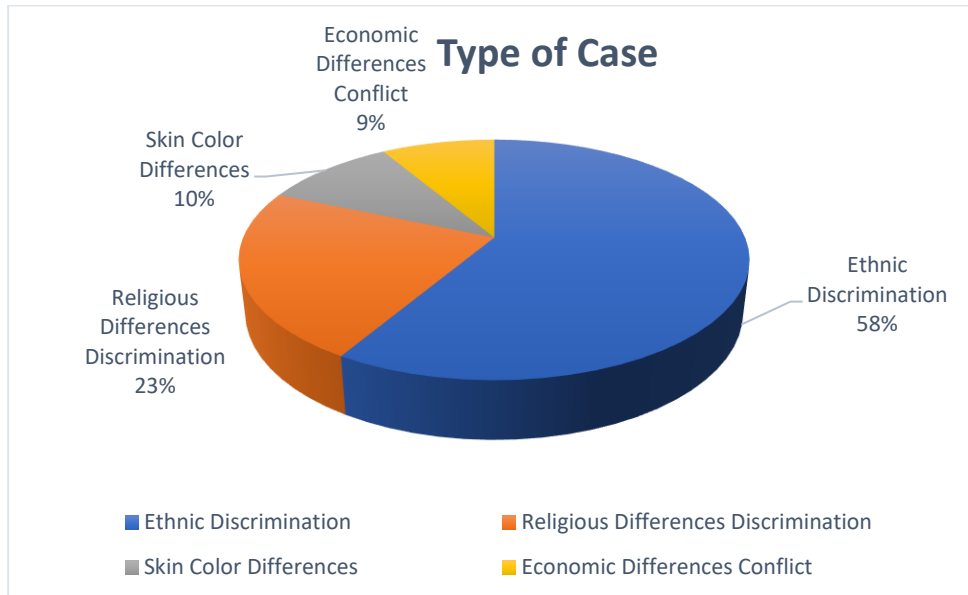
Bullying and violence in schools not only impact students' psychological well-being but also affect the overall learning atmosphere. Recent data reveals various forms of school violence, ranging from physical to psychological, hindering the creation of a harmonious learning environment. To provide a clearer picture of the prevalence of violence in schools, the following data is summarized from JPPI's report as of September 2024. Figure 1 represents JPPI's data from September 2024, showing 293 school violence cases. Sexual violence emerged as the most dominant type, accounting for 42% of the total cases. Another significant category is bullying, which constitutes 31%. Additionally, physical violence accounts for 10%, psychological violence for 11%, and violence stemming from policies for 6%.



**Figure 1.** Number of cases (Mashabi & Prastiwi, 2024).

Based on the data in Figure 2, discrimination in school environments is predominantly rooted in ethnic discrimination, which accounts for 58% of all cases. This indicates that differences in ethnic backgrounds are a major factor in school conflicts. Another significant form of discrimination is religion-based discrimination, comprising 23% of

total cases. Additionally, skin color differences account for 10% of cases, and economic disparities contribute 9% (Mashabi & Prastiwi, 2024). These statistics highlight that social and cultural differences remain substantial challenges in fostering an inclusive and harmonious school environment. Efforts to promote awareness of diversity, tolerance, and unity are crucial in reducing these forms of discrimination (Lintang & Ulfatun, 2022).



**Figure 2.** Types of cases (Mashabi & Prastiwi, 2024)

Initially introduced by UNESCO, the concept of peace in schools was focused on negative peace, defined as the absence of conflict, violence, war, and killings. Over time, this understanding has evolved into a concept of positive peace. In the educational context, positive peace is understood as implementing teaching methods that create a harmonious learning atmosphere within and throughout the entire school environment (Buchori et al., 2021; Irawan et al., 2023; Irayanti et al., 2023; Mishra, 2021; Purwanto et al., 2023). This peace concept is applied holistically through teaching processes designed to support student development, enabling them to feel safe, valued, and capable of achieving developmental milestones effectively (Elisa, 2023; Zainuddin & Ersi, 2023).

Education is a process using specific methods, enabling individuals to acquire knowledge, understanding, and appropriate behavior according to students' needs. Furthermore, schools are formal educational institutions that systematically implement guidance, teaching, and training programs to help students optimally develop their potential (Effendi & Negara, 2022; Lubis et al., 2021; Sahid et al., 2021; Shiddiq et al., 2024; Suchyadi et al., 2022). This includes moral-spiritual, intellectual, emotional, social, and physical-motor aspects" (Irawan & Masyitoh, 2023; Irawan et al., 2024). Implementing peaceful schools is crucial in developing the social competencies necessary for students to participate actively in a harmonious and peaceful society. This peace concept is integrated holistically through teaching designed to support student development, ensuring they feel secure, respected, and able to achieve their developmental tasks effectively. Peace education aims to align and showcase diversity, which challenges creating inclusive public policies acceptable to all parties (Istianah et al., 2023; Istianah, 2024). Policies insensitive to diversity risk exacerbating social tensions and deepening divisions between groups.

Additionally, social media and information technology have facilitated the spread of inaccurate information, often worsening negative stereotypes and exacerbating societal polarization (Taufik & Suryana, 2022; Sutanto et al., 2024). In this context, maintaining unity in diversity is essential to realizing Indonesia's ideals as outlined in Pancasila and the 1945 Constitution (Aifha et al., 2022). One principle of Pancasila, "The Unity of Indonesia," emphasizes that despite differences, all elements of Indonesian society must unite under a shared sense of nationalism (Aditia et al., 2021; Supriyono & Irawan, 2022). Therefore, it is crucial for all layers of society – government, community leaders, and individuals – to prioritize tolerance, mutual respect, and the understanding of diversity as a strength that enriches shared life (Lintang & Ulfatun, 2022).

This study aims to explore the research trends in peace education, particularly its role in fostering a safe and comfortable learning environment. This research identifies key themes, influential works, and emerging areas within the field by employing a bibliometric analysis. The findings will contribute to educational policy and practice by providing insights into how peace education can be effectively integrated into various learning contexts. The benefits of this study include informing educators, policymakers, and researchers about the latest developments in peace education, encouraging innovative approaches, and supporting the development of more inclusive and harmonious learning spaces.

- What are the significant trends in peace education research over the past decades?
- How does peace education contribute to creating a safe and comfortable learning environment?
- What gaps exist in the current literature on peace education, and what areas require further exploration?

Maintaining unity in diversity is not easy, but it is vital for creating a peaceful, progressive, and prosperous Indonesia. Unity in diversity will serve as a strong foundation for national progress, where every citizen can live harmoniously, respect one another, and collaborate to build a better Indonesia.

## RESEARCH METHOD

This study employs a qualitative research method through a literature review approach. The researchers collected information from previous studies to compare their strengths and weaknesses (Irawan & Istianah, 2023; Irawan et al., 2023). According to Harahap (2020), qualitative methods are based on a phenomenological nature, aiming to reveal or interpret the meaning of events and human behavior within specific conditions. The collected qualitative data are then described narratively, using words to analyze the findings and discussions (Moleong, 2010; Creswell, 2016; Sugiyono, 2020; Sutikno & Hadisaputra, 2020).

The researchers further employed bibliometric analysis as a quantitative method to examine bibliographic data, which has been widely used in various fields (Qiu et al., 2021; Su et al., 2021). Bibliometric analysis quantitatively examines bibliographic records of scientific activities based on the assumption that researchers must communicate their findings to peers (Wijayanti, 2024). There are three components of bibliometric analysis: Bibliometric Research Domain, Traditionally used as a research methodology, Bibliometric Application in Scientific Disciplines, Focused on researchers' scientific orientations and interactions with their fields, often involving quantitative analysis for information retrieval, Bibliometric Use in Science Policy and Management<sup>\*\*</sup>: Evaluating

research topics within the broader context of science policy (Donthu et al., 2021; Khan et al., 2022).

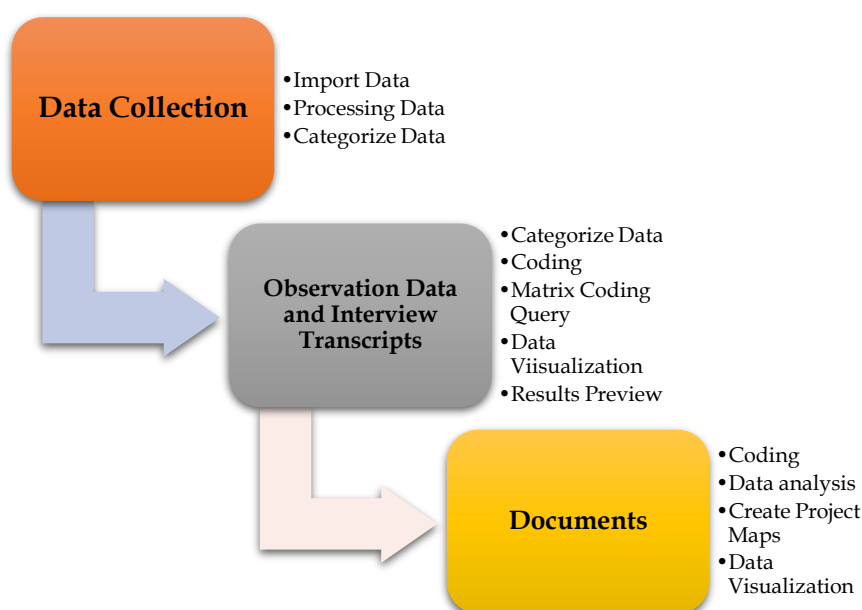
Scientific performance analysis or mapping can be conducted using this approach (Abdillah et al., 2023). Bibliometric studies often use visualization tools such as VOSviewer and Microsoft Word chart software. Keywords serve as central concepts in scientific works, representing the variables investigated. In this study, researchers used the keyword search (TITLE-ABS-KEY) within the Scopus database, resulting in 310 related documents. Keyword or co-word analysis uses co-occurrence analysis to explore content, patterns, and trends in the document set, measuring the strength of term relationships.

### ***Keyword Analysis and Bibliometric Tools***

The frequency of keyword appearances in research articles was analyzed to determine their relevance. The researchers selected significant terms from Scopus-indexed articles, ensuring alignment with the research timeline and topic based on titles and abstracts. Frequently occurring keywords indicated stronger document relationships (Moral-Muñoz et al., 2020). Non-standardized or irrelevant keywords were refined using thesauri available in VOSviewer tools to standardize concepts or terminology). Bibliometric analysis examines scientific publications' impact, citation patterns, collaboration networks, dissemination strategies, and production reports (Prahani et al., 2023; Prahani et al., 2022a; Prahani et al., 2022b; Saphira, 2022). The study segregated data into publication sources, impact factors, keyword usage, research networks, and researcher productivity. Data were collected from Scopus using search terms like "Civilized Education," "Peace Education," and "Harmonious Education" through Scopus.com.

### ***Data Collection and Analysis***

The study focused on "Peace Education" publications using the Scopus database. All search results were saved in CSV (Excel) files, which were analyzed using VOSviewer version 1.6.17. This tool enabled the exploration of trends, scales, and clusters in scientific publications on peace education worldwide. VOSviewer visualizes bibliometric data uniquely, allowing identification and analysis of research types through systematic literature review mapping, as illustrated in Figure 3.



**Figure 3.** Data collection and analysis techniques with bibliometrics in VOSviewer.

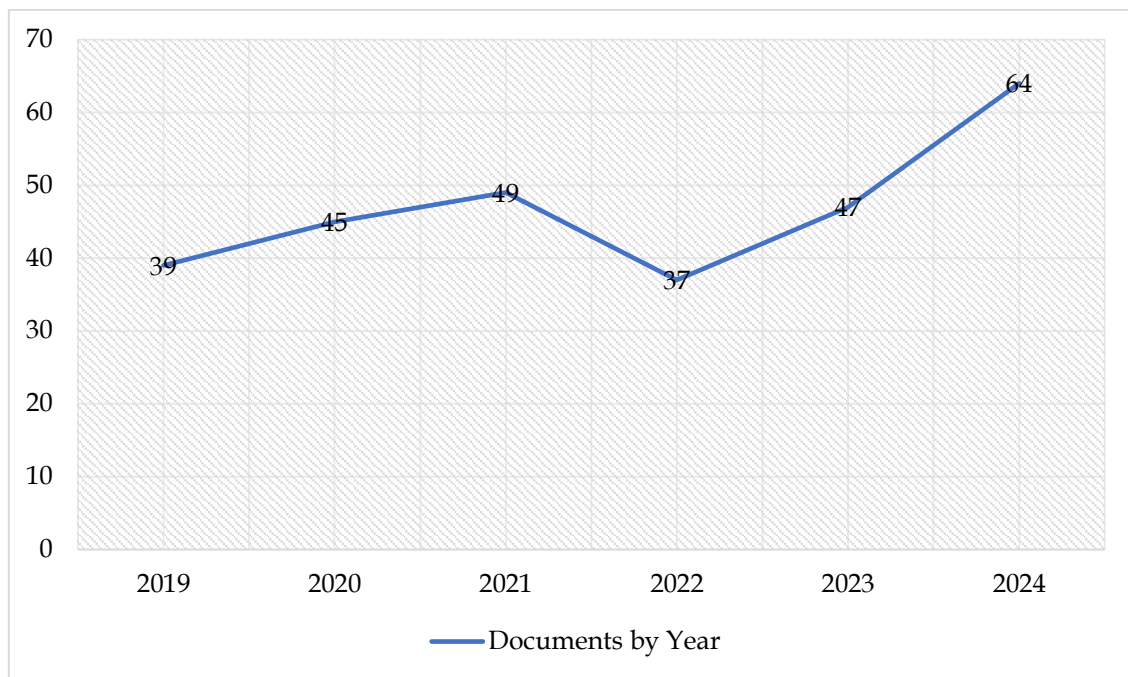
Figure 2. Based on the PRISMA approach, this study's systematic literature review (SLR) process is divided into three main stages. In Stage 1 (Planning), the researchers defined the focus areas: peace education, character education, and bibliometric analysis. Relevant keywords such as "Civilized Education," "Peace Education," and "Harmonious Education" were identified through brainstorming. In Stage 2 (Screening), the initial Scopus search yielded 1,217 articles. These were then filtered based on inclusion and exclusion criteria. The inclusion criteria focused on English-language publications from 2019 to 2024, while in-press or incomplete documents were excluded. After screening, the dataset was narrowed to 287 documents.

In Stage 3 (Analysis), the researchers utilized tools such as Scopus, R-R Studio, VOSviewer, and Microsoft Excel to analyze the documents. The analysis involved keyword co-occurrence mapping to identify patterns and relationships within the selected literature. The analysis outputs included a progress map outlining research trends in peace education and a set of research directions to guide future studies. This systematic process provided a comprehensive overview of the existing body of work and identified gaps for further exploration.

## RESULTS AND DISCUSSION

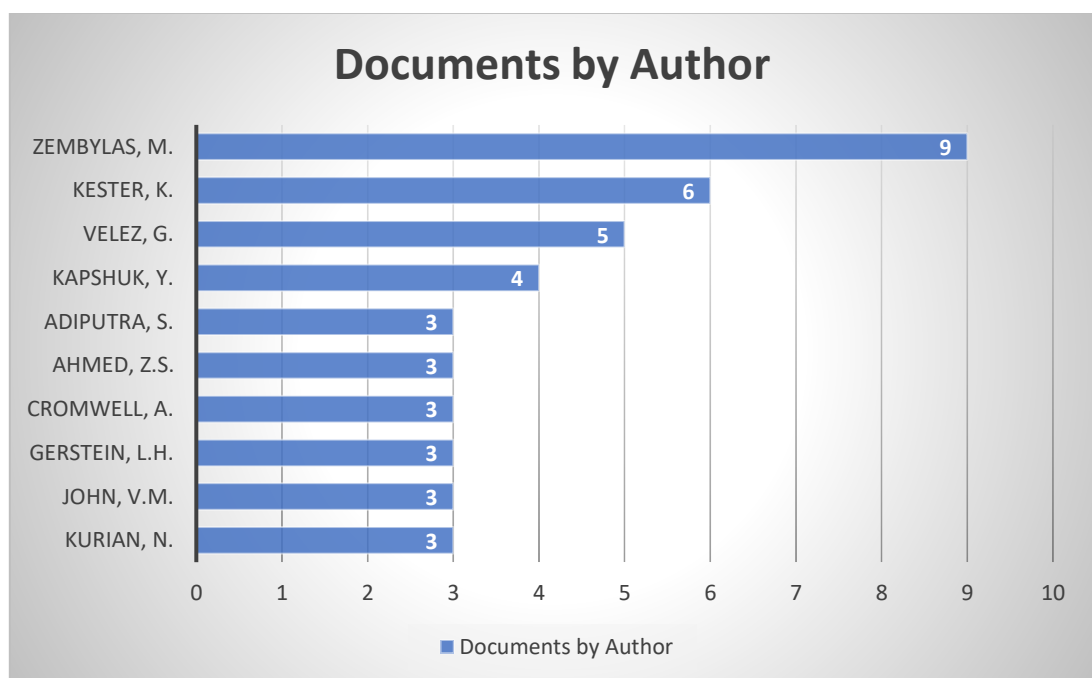
### *Results*

In this initial stage, a total of 1,217 documents accessed in December 2024 on the topics of "Civilized Education," "Peace Education," or "Harmonious Education" were mapped and analyzed based on research trends from publications retrieved through the Scopus database. Each dataset or study was presented, identified, and analyzed using search results from scopus.com. The data was visualized according to the following criteria: (1) documents by year; (2) documents by authors; (3) documents by countries/regions; (4) documents by affiliations; and (5) documents by fields of study. Overview of Research Trends in Peace Education: Based on the identification results through the Scopus database from the last five years (2019–2024), research trends are illustrated in Figure 4.



**Figure 4.** Documents by years of research peace education.

Figure 4 illustrates the increasing number of publications related to peace education from 2019 to 2024, as processed through Scopus data. This upward trend highlights the growing attention and recognition of peace education as a crucial pillar for character development across the globe. Specifically, publications rose from 39 documents in 2019 to 45 in 2020, 49 in 2021, and then slightly dropped to 37 in 2022. However, it surged again in 2023 with 47 documents; in 2024, it reached 64. This steady increase from 2019 to 2024 reflects the expanding global focus on peace education. The following analysis will focus on identifying the authors who have made the most significant contributions to peace education research, as shown in Figure 5.



**Figure 5.** Documents by author documents by years.

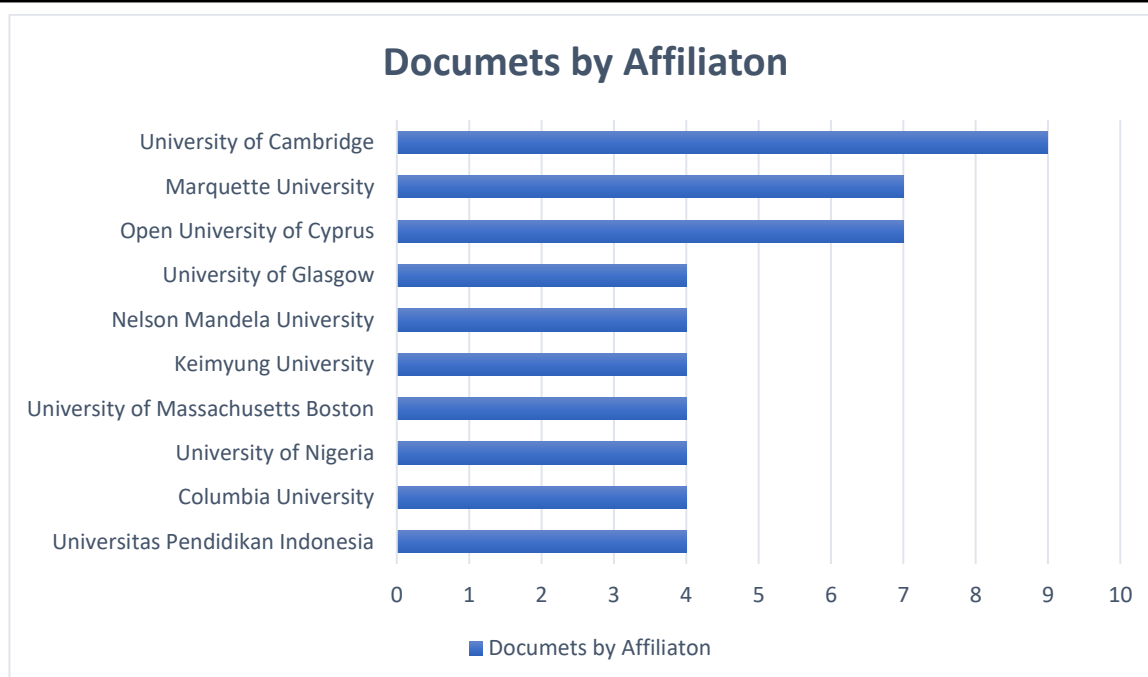


The importance of peace education to be pursued in various countries as a pillar of the nation's foundation, such as in Indonesia, continues to be implemented in the life of the nation and state. This can be seen through the various contributions of researchers across Indonesia. Based on Figure 5, it shows the top 10 authors with the most documents discussing peace education worldwide: (1) Zembylas, M. (9 documents), (2) Kester, K. (6 documents), (3) Velez, G. (5 documents), (4) Kapshuk, Y. (4 documents), (5) Adiputra, S. (3 documents), (6) Ahmed, Z.S. (3 documents), (7) Cromwell, A. (3 documents), (8) Gerstein, L.H. (3 documents), (9) John, V.M. (3 documents), (10) Kurian, N. (3 documents). From the data above, it can be seen that among the contributors to peace education, Zembylas, M ranks first as the author who has published the most articles, with an affiliation to the Open University of Cyprus, Nicosia, Cyprus, with a total of 11,903 documents published in Scopus, 394 citations, and a Scopus h-index of 55. Next, the researcher analyzes articles related to the authors' affiliations who contributed most to character education issues in Indonesia, as seen in Figure 6.

**Table 1.** Details author.

Author	Citations	Documents	h-index	Affiliation/ Country
<u>Kurian, N.</u>	152	19	7	The Faculty of Education, Cambridge, United Kingdom
<u>John, V.M.</u>	2017	37	8	University of KwaZulu-Natal, Durban, South Africa
<u>Gerstein, L.H.</u>	1.664	105	21	Ball State University, Muncie, United States
<u>Cromwell, A.</u>	20	7	3	The George Washington University, Washington D.C, United States
<u>Ahmed, Z.S.</u>	361	68	10	Deakin University, Geelong, Australia
<u>Adiputra, S.</u>	81	12	6	EduPontensia, West Java, Indonesia
<u>Kapshuk, Y.</u>	51	17	4	Kinneret College on the sea of galilee, Lake Kinneret, Israel
<u>Velez, G.</u>	536	46	9	Marquette University, Milwaukee, United States
<u>Kester, K.</u>	320	33	11	Seoul National University, Seoul, South Korea
Zembylas, M.	11.903	394	55	Open University of Cyprus, Nicosia, Cyprus





**Figure 6.** Documents by affiliations.

Based on Figure 6, it can be analyzed that 10 affiliations have made the most significant contributions to the publication of character education research in Indonesia, including (1) University of Cambridge, which contributed the most with nine documents, followed by (2) Marquette University (7 documents), (3) Open University of Cyprus (7 documents), (4) University of Glasgow (4 documents), (5) Nelson Mandela University (4 documents), (6) Keimyung University (4 documents), (7) Ahmed (4 documents), (8) University of Massachusetts Boston (4 documents), (9) University of Nigeria (4 documents), and (10) Universitas Pendidikan Indonesia (4 documents). Among these top 10 affiliations contributing to peace education research, the University of Cambridge ranks first with nine publications. Additionally, publications in Scopus journals total 349,119 documents, with 33,173 documents in the Social Sciences field and 32,662 authors. Next, to gain a broader view of this research in various countries worldwide on peace education, see Figure 7.

Based on Figure 7, it can be analyzed that 10 countries are contributing to research related to education, ranked as follows: (1) United States with a total of 71 publications, (2) United Kingdom (40 documents), (3) Indonesia (18 documents), (4) Colombia (17 documents), (5) Israel (15 documents), (6) Canada (12 documents), (7) Cyprus (11 documents), (8) Germany (11 documents), (9) India (11 documents), and (10) Australia (8 documents). Furthermore, to narrow the scope of the research, the authors conducted a document analysis based on research implications, as visualized through the word cloud shown in Figure 8.

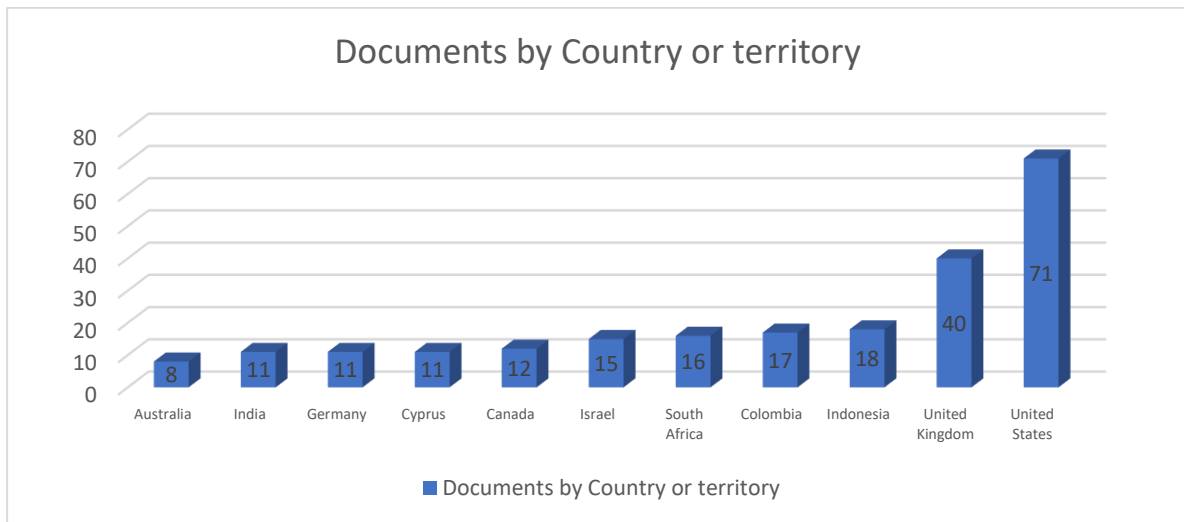


Figure 7. Documents by country or territory.



Figure 8. Word cloud.

Figure 8. The word cloud results from the bibliometric analysis in RStudio show various dominant keywords relevant to the theme "Trends in Peace School Research as a Pillar in Creating a Safe and Comfortable Learning Environment." Keywords such as education, peace process, peacekeeping, curriculum, student, learning, and conflict management emphasize the importance of education as a tool for creating peace in schools. The focus on curriculum and teaching methods reflects the need to integrate peace values into the learning process. Furthermore, aspects such as violence, social justice, psychology, and human rights indicate that challenges like violence and injustice must be addressed through a holistic approach that incorporates social justice and psychological values. Geographical contexts such as Colombia and Israel, which appear in the word cloud, suggest that this research often focuses on specific case studies, providing insights into how the implementation of peace school concepts can be adapted to local needs. In the global context, the relevance to the Sustainable Development Goals (SDGs) also indicates that peace education can contribute to sustainable development goals, particularly quality education, and peace (Dini et al., 2024; Sadij et al., 2024; Sato et

al., 2025). Overall, these results underscore that the trend in peace school research holds significant potential for creating safe and comfortable learning environments through a multidimensional approach that involves conflict management, curriculum development, and the engagement of both learners and educators.

Based on the analysis of journals from the Scopus database with the highest citations, several important studies in peace education can be highlighted:

- *Toward a Decolonial Praxis in Critical Peace Education: Postcolonial Insights and Pedagogic Possibilities* by Hajir & Kester (2020) uses the integrative review methodology to explore how postcolonial and decolonial thought can influence critical peace education by addressing 'structural violence.' The study critiques the concept of "structural violence" for possibly overshadowing individual responsibility and proposes an approach that emphasizes causal responsibility, similar to the approach in global citizenship education. This study has 36 citations and a Field-Weighted Citation Impact (FWCI) of 5.43, indicating a significant impact.
- *Achieving and Monitoring Education for Sustainable Development and Global Citizenship: A Systematic Review of the Literature* by Edwards et al. (2020) uses a systematic review methodology to highlight two key aspects: how teachers learn to teach SDG4.7-related issues and how students acquire and are assessed on this knowledge. The findings are categorized into five key areas: sustainable development, human rights, gender equality, a culture of peace and non-violence, and appreciation of cultural diversity. This study has 36 citations with a FWCI of 1.67.
- *Investigating Effective Teaching and Learning for Sustainable Development and Global Citizenship: Implications from a Systematic Review of the Literature* by Chiba et al. (2021) also uses a systematic review methodology to investigate the individual and institutional factors influencing outcomes in Education for Sustainable Development (ESD) and Global Citizenship Education (GCE). The study finds statistically significant positive results related to ESD and GCEd and identifies factors that can improve teaching effectiveness in these areas. This study has 29 citations and a FWCI of 3.24.
- *What Works to Prevent Violence Against Children in Afghanistan?* by Corboz et al. (2019) uses a qualitative methodology to evaluate the impact of a school-based peace education intervention and community social norms change in Afghanistan. The study found significant reductions in various forms of violence, including peer victimization, physical punishment, and domestic violence. It also led to more equitable gender attitudes, reduced support for child punishment, and higher school attendance, particularly among girls. This study has 29 citations with a FWCI of 0.80.
- *Southern Voices in Peace Education: Interrogating Race, Marginalization, and Cultural Violence in the Field* by Kurian & Kester (2019) uses a qualitative methodology to identify and address three gaps in peace education literature, including a lack of self-critique, personal narratives from educators, and underrepresentation of educators from developing countries. This study focuses on the experiences of peace educators from Latin America, Asia, and Africa while critiquing assumptions in the field, particularly regarding cultural and structural violence. The study has 27 citations and a FWCI of 2.14.

## **Discussion**

### **The Meaning of Unity in Diversity: The Concept of Peace Education in Indonesia**

Bhinneka Tunggal Ika reflects the idea of unity in diversity within a nation characterized by various ethnic groups, cultures, and languages spread across Indonesia. This diversity is evident in society, showcasing differences in ethnicity, religion, beliefs, race, social status, political views, economic disparities, and social inequalities. Diversity is accepted as an inevitability and fosters the development of interfaith brotherhood to strengthen values (Rasyid et al., 2024). This underscores the importance of understanding diversity as a national strength while fostering collective awareness to respect and maintain unity. From a multicultural perspective, people should respect differences. Regardless of their nature, all differences are gifts that must be preserved (Alfindo, 2023; Susilo et al., 2024). In education, this diversity presents challenges and opportunities in creating a safe and comfortable learning environment. Therefore, peace education is crucial in fostering collective awareness of the importance of tolerance and unity within schools (Suhardiyanto et al., 2025). By integrating peace education into the curriculum, schools can serve as platforms where students learn to understand differences, resolve conflicts peacefully, and develop mutual respect. A bibliometric analysis in this study reveals that interest in peace education has been growing, in line with the increasing need for safer and more comfortable learning environments. Recent research highlights how peace education helps address conflicts, enhance social harmony, and foster cohesion within school communities.

Additionally, this study identifies that peace education has gained global academic attention, with numerous research collaborations occurring between educational institutions and international organizations. This demonstrates that peace education is relevant in Indonesia and various countries facing similar social challenges (Irawan et al., 2025). By analyzing keywords in scholarly publications, this study finds that conflict resolution, inclusivity, tolerance, and character building are primary focuses in peace education research. This reinforces the idea that peace education is aimed at preventing violence in schools and plays a vital role in creating a safe, comfortable, and diversity-friendly learning ecosystem. The study emphasizes that peace education directly fosters a harmonious school atmosphere. Schools that effectively implement peace education tend to experience lower conflict rates and stronger social relationships among students and teachers. Despite extensive research on peace education, this study identifies limitations in understanding its long-term effectiveness in shaping students' character. Furthermore, more studies are needed to determine the best methods for integrating peace education into national curricula to ensure its effectiveness across different educational contexts. The findings of this study indicate that peace education is not just an approach to conflict reduction but serves as a fundamental pillar in creating safe and comfortable learning environments. In the Indonesian context, the principle of Bhinneka Tunggal Ika aligns with the values of peace education, which emphasize the importance of respecting differences and strengthening unity. With increasing academic interest in peace education, educational policies are expected to become more focused on promoting tolerance, inclusivity, and cross-cultural understanding. Peace education is essential for maintaining order within schools and plays a significant role in building a more harmonious and socially just society.

### **Why is Diversity Important?**

Diversity is important as it enriches culture and civilization and is an asset for the nation. It fosters innovation and creativity through intercultural interaction. Social observers define diversity as the state or characteristic of being diverse in race, religion, culture, or

values (Irawan et al., 2025). The diversity within Indonesia is a hallmark of the nation and a source of its strength compared to other nations (Alfindo, 2023). Differences in diversity should not be reasons for division or hostility. Diversity in the nation is framed within the principle of *Bhinneka Tunggal Ika* (Unity in Diversity). Although Indonesia is home to numerous differences, they all form a unified whole as a nation. Indonesia's national motto, *Bhinneka Tunggal Ika*, serves as a guide for fostering national unity and integrity (Rahman et al., 2020). Unity and integrity are built upon the reality of diversity in society (Nanggala, 2020). Peace education is an educational environment that fosters a safe, comfortable, and harmonious atmosphere for all school community members, including students, teachers, and staff. In a peaceful school, each individual is valued, accepted, and respected, regardless of differences in ethnicity, religion, race, or social background (Irayanti et al., 2023; Saputra et al., 2025). Diversity is a strength that enriches the learning experience, fostering positive interactions among all school members (Anggraeni et al., 2025; Ivada, 2024; Mulyana et al., 2024; Suhardiyanto et al., 2025).

According to Obas et al. (2024), educational institutions, religious leaders, and policymakers play a crucial role in building a culture of peace through education, dialogue, and interfaith cooperation. Additionally, Webel and Galtung (2007) emphasize that peace is a state of emotional well-being and conflict resolution without violence. A peaceful school is an educational environment that provides comfort and security for all those involved, including students, teachers, and staff. This is achieved through love, care, trust, and mutual support among individuals at the school. In a conducive environment, the teaching and learning process can be effective and enjoyable (Saputra et al., 2025). A peaceful school ensures a safe, comfortable, and supportive educational atmosphere. The presence of love and care among all school members is a critical factor in creating peace. Castro and Galaze (2010) presented the principle of the "zone of peace," consisting of five key points for creating a peaceful school, namely:



Figure 9. Zone of peace.

Figure 9 Zone of Peace concept, as depicted in the image, emphasizes five key principles: listening when someone is talking, not excluding anyone, saying only kind words, speaking gently, and showing respect for each other. These principles align closely with the Anti-Violence Peace Culture program studied by Hadjam & Widiarso (2003), which aimed to promote a peaceful school environment by discouraging violence. Their research found that 87% of schools had independently implemented the program, with 70% reporting positive outcomes, such as reduced school fights, increased student participation, and improved academic performance. Additionally, the program contributed to lower instances of theft and rule violations. However, 76% of schools needed a practical guidebook, and 95% supported the program with suggestions for further development, including training, expert involvement, inter-school networking, and collaborative activities (Hendrawati, 2020). The Zone of Peace model is structured to foster a non-violent, respectful, and inclusive school environment. By integrating these principles into educational settings, schools can create a safe and comfortable learning atmosphere where students feel valued and resolve conflicts through dialogue and mutual respect.

## CONCLUSION

**Fundamental Findings:** Diversity is both a blessing and a strength for Indonesia. In schools, diversity is a source of strength that enriches learning experiences and strengthens unity among students from different backgrounds. By weaving diversity together through attitudes of tolerance, mutual respect, and collaboration, we can create a peaceful school environment, reinforcing national unity. **Implication:** Peace education plays a vital role in addressing the challenges of diversity and conflict in educational settings, particularly in multicultural societies like Indonesia. Peace education transforms diversity into a strength that enhances learning experiences and fosters social cohesion by promoting tolerance, mutual respect, and inclusivity. Bibliometric analysis recently revealed a growing focus on peace education, with significant contributions from researchers and institutions worldwide. **Limitation:** Ensuring the effectiveness of peace education requires collaboration among educators, policymakers, and community stakeholders. Curriculum reform, interfaith dialogue, and promoting social justice values are key to creating harmonious learning environments. **Future Research:** By leveraging peace education as a transformative tool, societies can build resilient communities that value diversity and work together toward sustainable peace and unity.

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