



# PEACE EDUCATION AT THE REPUBLIC OF INDONESIA DEFENSE UNIVERSITY IN INCREASING WORLD PEACE

*(Pendidikan Perdamaian Di Universitas Pertahanan Republik Indonesia  
Dalam Meningkatkan Perdamaian Dunia)*

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**Absrak.** Dalam konteks perubahan isu keamanan global yang dinamis, peran penting pendidikan perdamaian di Universitas Pertahanan Republik Indonesia (RIDU) semakin menonjol sebagai faktor kunci dalam memperkuat upaya mencapai perdamaian dunia. Melalui program pendidikan yang bersifat holistik, proaktif, dan berorientasi pada solusi, RIDU berkomitmen untuk membangun pemahaman mendalam tentang pentingnya kerja sama, dialog, dan penyelesaian konflik secara damai untuk menciptakan dampak positif yang luas dalam mengurangi ketegangan dan mendorong perdamaian berkelanjutan di tingkat global. Tujuan utama dari penelitian kualitatif ini adalah untuk mengeksplorasi peran penting pendidikan perdamaian di RIDU dalam mendukung dan mendorong upaya mencapai perdamaian dunia. Pendekatan penelitian kualitatif dipilih untuk mendalami nuansa dan kompleksitas pendidikan perdamaian di Universitas Pertahanan Republik Indonesia. Pendekatan ini memberikan wawasan yang kaya dan deskriptif yang sangat berharga dalam memahami nilai-nilai intrinsik, kepercayaan, dan praktik dari mereka yang terlibat dalam mempromosikan perdamaian. Pembahasan upaya membangun pendidikan perdamaian secara holistik dilakukan dengan tiga pilar utama, yaitu peningkatan kapasitas pendidikan, sosialisasi standar pendidikan perdamaian bidang disiplin pertahanan, dan penetapan standar pendidikan dan tenaga kependidikan yang berkualitas di bidang perdamaian. Kesimpulan dari artikel ini adalah dalam melaksanakan pendidikan perdamaian perlu adanya peningkatan kapasitas pendidikan, dan sosialisasi standar pendidikan perdamaian pada disiplin ilmu pertahanan.

**Kata Kunci:** RIDU, Pendidikan, Perdamaian, Kerjasama, Dialog, Konflik, Resolusi

**Abstract.** In the context of dynamic changes in global security issues, the important role of peace education at the Republic of Indonesia Defense University (RIDU) is becoming increasingly prominent as a key factor in strengthening efforts to achieve world peace. Through educational programs that are holistic, proactive, and solution-oriented, the RIDU is committed to building an in-depth understanding of the importance of cooperation, dialogue, and peaceful conflict resolution to create broad positive impacts in reducing tensions and promoting sustainable peace at the global level. The main objectives of this qualitative study were to explore the important role of peace education at the RIDU in supporting and encouraging efforts to achieve world peace. The qualitative research approach was chosen to delve deeply into the nuances and complexities of peace education

at the Republic of Indonesia Defense University. This approach provides rich, descriptive insights that are invaluable in understanding the intrinsic values, beliefs, and practices of those engaged in promoting peace. The discussion on efforts to build peace education holistically is carried out with three main pillars: increasing educational capacity, socializing peace education standards in the defense discipline, and establishing education standards and quality education personnel in the field of peace. The conclusions from this article are in carrying out peace education, it is necessary to increase the capacity of education, and socialization of peace education standards in the discipline of defense.

**Keywords:** RIDU, Education, Peace, Cooperation, Dialogue, Conflict, Resolution

## 1. Background

World peace is a conception of a peaceful state that is an ideal aspiration among all individuals and nations. In achieving this noble goal, various cultures, religions, philosophies, and organizations have expressed diverse views on the process and ways to attain a harmonious state encompassing all layers of society and nations worldwide. The Global Peace Index (GPI) report by the Institute for Economics & Peace (IEP) measures the relative position of peace in countries and regions (GPI, 2023). It categorizes 163 countries and independent regions (collectively accounting for 99.7 percent of the world's population) according to their levels of peace. In the past decade, the GPI has presented a trend of increasing global violence and decreasing levels of peace (Wang, 2017).

In 2023, the Global Peace Index (GPI) produced a report that records the world's situation over the past 15 years, experiencing instability in global peace with a decline rate of 5 percent. The report also indicates an increase in the disparity of peace levels between countries categorized as highly peaceful and those not. 90 countries have improved their level of peace, 71 countries have worsened their level, and two countries that have remained stable in peace. The trend of countries deteriorating in peace is significantly faster than those countries improving their level of peace.

The main finding of the Global Peace Index 2023 (GPI, 2023) has shown that the total number of conflict-related deaths has increased by 96 percent. In 2022, the global economic cost of violence amounted to \$17.5 trillion, equivalent to 12.9 percent of the global GDP or \$2,200 per person. Conflict escalation has been particularly significant in the Middle East

and North Africa regions, while conflicts in sub-Saharan Africa, Europe, and the Asia-Pacific have become more intense.

The deterioration of the peace situation in 2022 compared to the previous year resulted from political instability, terrorism, inter-state relations, and refugees. These indicators reached their worst levels since GPI began its surveys in 2008. There is a high likelihood that the situation will worsen in the coming years, considering the increasing inflation that will pressure GDP growth and the accumulation of costs for repayment. Additionally, the worsening of peace is also a consequence of external conflicts and high-intensity internal conflicts.

Across all regions, a noticeable trend shows a significant increase in militarization. The global military budget has risen by 18.8 percent, with the most significant increase occurring in the Asia-Pacific, Europe, and South Asia, resulting in economic violence. The consequences of this violence incur substantial direct and indirect costs that erode economic development, increase instability, and exacerbate inequality. For example, countries in the eastern part, such as Syria, South Sudan, and the Central African Republic, bore the highest proportional economic costs of conflicts in 2021, accounting for 80, 41, and 37 percent of their respective GDPs.

The impact of the outbreak of war in Ukraine has extended to various aspects of global peace. If NATO member countries fulfill their new commitments to increase military budget expenditures, there is a projected increase of 7% in the coming years. This rise in military spending is expected to affect the regional situation negatively. The conflict will only exacerbate these issues further and accelerate global inflation, with Western sanctions having a greater impact on shortages and price hikes. The short-term implications for global peace could lead to a decline in food security, increased militarization and military spending in Europe, and the possibility of greater political instability and violent demonstrations.

Amid concerns about the potential escalation of a conflict that could worsen the global situation, alternative solutions through soft power approaches with peace education



have become increasingly relevant and important. Peace education offers an effective means to reduce tensions and foster a deeper understanding of differences and similarities among nations.

Furthermore, peace education can serve as a tool to counter the influence of radicalism and extremism, which often arise in conflict situations. Peace education can help reduce the likelihood of violent actions and confrontations that could deepen the crisis by promoting inclusivity and teaching the importance of respecting human rights and diversity.

International collaboration in strengthening peace education programs is the key to achieving sustainable global peace. By prioritizing peace education as an alternative solution, countries can create societies that are more aware of humanitarian values, and mutual respect and are committed to seeking peaceful conflict resolutions. Consequently, the negative short-term implications on global peace can be overcome, and the world can move towards an era of harmony and better cooperation for shared prosperity.

This article aims to explore the crucial role of peace education at the RIDU in supporting and promoting efforts to achieve world peace. Emphasizing the importance of teaching peace values, dialogue, and tolerance, the article illustrates how RIDU positively contributes to the realm of education.

## **2. Research Methods**

The qualitative research approach was chosen to delve deeply into the nuances and complexities of peace education at the Republic of Indonesia Defense University. Unlike quantitative approaches, which tend to focus on numeric data and statistical analysis, our qualitative methodology aimed to understand the lived experiences, perspectives, and interpretations of individuals involved in peace education. This approach provides rich, descriptive insights that are invaluable in understanding the intrinsic values, beliefs, and practices of those engaged in promoting peace.

Data for this research were primarily sourced from in-depth interviews and focus group discussions. Participants included faculty members, students, and alumni of the Republic of Indonesia Defense University. Additionally, relevant documents, curriculum outlines, and educational materials from the university were reviewed to gain a comprehensive understanding of the peace education framework in place.

To ensure diversity in perspectives and a holistic understanding, participants were purposively sampled from various faculties, levels of study, and years of association with the institution. Moreover, to understand the evolution of peace education over time, alumni who graduated at different intervals were also interviewed.

The main objectives of this qualitative study were to understand the philosophy and values underpinning peace education at the Republic of Indonesia Defense University. Explore the experiences and perceptions of students and faculty regarding the effectiveness and impact of peace education. Investigate the challenges and opportunities faced in the process of implementing and promoting peace education within a defense-focused institution. Evaluate the potential contribution of the university's peace education initiatives in fostering global peace and understanding.

Once data were collected, a thematic analysis approach was adopted. All interviews and focus group discussions were transcribed verbatim. Initial open coding was conducted to identify emerging themes and patterns. These codes were then clustered into broader categories, facilitating the identification of key themes. The research team met regularly to discuss findings, refine codes, and ensure inter-coder reliability. Analyzing the data through this iterative process allowed us to extract meaningful insights and construct a coherent narrative around peace education at the Republic of Indonesia Defense University.

### **3. Discussion**

#### **a. Strategic Environment**

Various global issues have led to conditions of uncertainty in the upcoming years, starting from Russia's invasion of Ukraine, volatility in energy and food prices, to projections of global economic weakening. This situation is further complicated by the

threat of climate crisis, which triggers various potential disasters. Strategic steps are needed to confront these various challenges. The Economist Intelligence Unit (EIU) identifies at least four threats that will be faced globally due to this situation. These threats include political turmoil, security or military threats, economic stagnation, and environmental degradation.

Throughout 2022, geopolitical conflicts between Russia and Ukraine have significantly transformed the global agenda, followed by Guinea, Burkina Faso, and Haiti. Ongoing conflicts cause all these deteriorations. According to the Armed Conflict Location & Event Data (ACLED) project, in the second quarter of 2021, there were:

1. Violence against civilians resulted in over 5,000 deaths worldwide.
2. Battle-related deaths amounted to more than 18,000.
3. Explosions/remote violence caused more than 4,000 deaths.
4. Riots resulted in more than 600 casualties.

Most of the world's conflicts are concentrated in Asia and Africa, which have several countries with ethnic, religious, and cultural diversity often serving as triggers for conflicts. Territory disputes and civil wars are the most common forms of conflict occurring on both continents.

In Asia, territory disputes are also one of the main sources of conflict. For instance, the South China Sea dispute involves several countries, including China, Vietnam, the Philippines, and Malaysia, competing to claim ownership of islands and strategic trade routes in the region. This dispute has created regional tensions and raised concerns about the escalation of conflict.

In Africa, civil wars are the most common form of conflict. These conflicts are often fueled by complex ethnic, religious, and political power tensions. An example is the civil war in South Sudan, which occurred after the country gained independence from Sudan in 2011. This conflict involves power struggles and resource competition among ethnic groups, resulting in millions of displaced people and high casualties.

Territory disputes and civil wars in the context of Asia and Africa reflect the challenges in achieving stability and peace. Such conflicts often exacerbate social and economic conditions, hinder development, and create unsafe environments for communities. The required solutions to address these conflicts include diplomacy, negotiation, reconciliation, and building institutional capacity to handle tensions and address the root causes of conflicts sustainably.

The largest regional decline in peace currently can be found in Russia and Eurasia, followed by North America. In Russia and Eurasia, various conflicts affect the stability and peace in the region. The conflict in Ukraine, which began in 2014 with Russia's annexation of Crimea, continues to escalate tensions in the area. Additionally, conflicts in Georgia and Armenia-Azerbaijan continue to impact the security and stability in the Eurasia region.

The conflict between Russia and Ukraine has significantly increased conflict-related deaths, refugees, political instability, and political terrorism. The conflict in Ukraine has direct implications beyond the borders of Russia and Eurasia. Moreover, conflicts in Georgia and Armenia-Azerbaijan also continue to affect the security and stability in the Eurasia region.

Tensions in North America are evident in the relations between the United States and Mexico, particularly concerning trade, immigration, and border security issues. Additionally, internal social and political issues, such as racial inequality and political polarization, also affect the stability and peace in the North American region.

Serious political instability has occurred in Lebanon in recent years. The severe economic crisis, the massive explosion in Beirut in 2020, and sectarian conflicts have shaken the country. Egypt has also experienced significant political instability in recent years. After Egypt's revolution in 2011, which overthrew President Hosni Mubarak, the country went through rapid leadership changes and political uncertainty. Egypt also faces security challenges, especially in combating militant groups like the Islamic State of Iraq and Syria (ISIS) in Sinai. Ethiopia and the Democratic Republic of the Congo (DRC) also face serious political instability. Ethiopia has experienced ethnic tensions and armed conflicts in several

regions, including Tigray, Oromia, and Benishangul-Gumuz. These conflicts have resulted in thousands of casualties, millions of refugees, and significant economic losses. In the DRC, prolonged conflict and the presence of armed groups make it difficult for the country to achieve sustainable political stability. The exploitation of natural resources, corruption, and intense political competition also complicate the peacebuilding and development process in the country.

The regional decline in peace in Russia, Eurasia, and North America, as well as the political instability in Lebanon, Egypt, Ethiopia, and the Democratic Republic of the Congo (DRC), highlight the continuous need for efforts to achieve dialogue, diplomacy, and better cooperation to promote peace and stability. It is essential to address the root causes of conflicts, strengthen regional institutions, and promote shared understanding and peaceful resolutions to achieve long-term peace in both regions.

#### **b. The Role of the Indonesian National Armed Forces (TNI) in World Peace**

The military plays a crucial role in all peacebuilding efforts, whether it is a military securing its own country or the presence of foreign military forces attempting to maintain peace in other nations. From Haiti and Panama to Somalia, Bosnia, Macedonia, East Timor, Solomon Islands, Ivory Coast, Sierra Leone, Afghanistan, and Iraq, the military has been involved in peacebuilding activities. Indonesia actively participated in sending peacekeeping forces worldwide and was the first country to send peacekeeping forces in 1957 during the Middle East crisis by deploying 599 infantry personnel as part of the Garuda Contingent (Konga) I mission.

As of now, TNI soldiers are serving as members of the Konga XXXIX in the Democratic Republic of the Congo. On March 6, 2023, Indonesia dispatched a total of 1,090 troops to UNIFIL (Lebanon) in 4 (four) waves as part of the United Nations Peacekeeping Mission (UNPKO) rotation. Indonesia ranks as the 8th largest contributor of peacekeeping forces in the world, with 52,517 peacekeepers, including 789 women, deployed in 9 (nine) UNPKO missions.



Indonesian peacekeepers are part of 8 (eight) UNPKO missions, namely: UNIFIL in Lebanon (1,254 personnel), MONUSCO in the Democratic Republic of the Congo (1,044 personnel), MINUSCA in the Central African Republic (352 personnel), UNAMID in Darfur, Sudan (150 personnel), MINUSMA in Mali (13 personnel), UNMISS in South Sudan (7 personnel), UNISFA in Abyei, Sudan/South Sudan (4 personnel), and MINURSO in Western Sahara (4 personnel) (Indonesia's Peacekeeping Track Record with the United Nations Peacekeeping Missions, 2020).

In addition to its role in world peace missions, the TNI plays a crucial role in maintaining peace in various conflicts within the country. Firstly, Aceh experienced a prolonged armed conflict between the Free Aceh Movement (Gerakan Aceh Merdeka/GAM) and the Indonesian government. In 2005, peace was achieved through the signing of the Helsinki Memorandum of Understanding between the government and GAM. Afterward, the TNI played a role in the post-conflict recovery process through post-conflict operations, including the repatriation of refugees, rehabilitation and reconstruction, and securing the region to support peacebuilding and build trust with the community.

In Papua, there is a complex separatist conflict, and the role of the TNI is to maintain security and order in the region. They conduct operations against armed groups that engage in violence and safeguard the territorial integrity of the state. Additionally, the TNI is involved in humanitarian and community empowerment operations to improve the welfare of the Papuan population.

In Sampit, Central Kalimantan, there was a conflict between the Dayak and Madurese ethnic groups in 2001. The TNI was deployed to restore security and order in the region. They conducted security operations, evacuated refugees, enforced the law to stop inter-ethnic violence, facilitated dialogue between disputing parties, and supported the reconciliation process.

Poso, Central Sulawesi, experienced a conflict between religious groups in the late 1990s and early 2000s. The TNI played a role in maintaining security and resolving the conflict through military operations focused on suppressing violent groups, as well as

through mediation and dialogue efforts to achieve peaceful agreements between the conflicting parties.

The TNI played a significant role in maintaining peace in the Maluku region, which experienced conflict between 1999 and 2002. The TNI was responsible for ensuring security, enforcing the law, and conducting operations against armed groups. They were also involved in mediation and dialogue, protecting civilian populations, humanitarian operations, as well as community development and reintegration efforts to build sustainable peace in Maluku.

In general, the role of the TNI in maintaining peace in various conflict-affected areas includes law enforcement and security, mediation, and dialogue, protection of civilian populations, humanitarian operations, education and development, as well as safeguarding the territorial integrity of the state. The TNI collaborates with other security forces and relevant institutions to achieve these goals, upholding the principles of human rights and prioritizing the interests of the community and sustainable peace.

### **c. Knowledge in World Peace Missions**

Peace education is a global issue in a world characterized by various forms of violence, ranging from full-scale wars to discrimination against refugees. Schools should provide a means to encourage young people to think creatively about nonviolent solutions for themselves and humanitarian issues.

From a military perspective, peace education presents a challenge for military professionals to transition from applying coercive violence to the limited use of force, from the struggle to win wars to building, maintaining, and enforcing peace and security in the global community. There is a broad consensus within the defense community that preventing and fighting wars must remain a primary military challenge, but equipped and trained forces for combat can also achieve success when given non-combat missions (Huntington, 1993; Sullivan, 1993). However, soldiers trained solely for combat may not be well-prepared for peacekeeping operations (Britt, 1998; Miller, 1997).

Peace education is an essential component of educational work. The ultimate goal of peace education is to acquire knowledge and hone the skills, attitudes, and values necessary for the behavior of learners, be they children, teenagers, or adults, to always avoid conflict and "violence" towards the environment. It aims to equip them with the ability to peacefully resolve conflicts and create conducive conditions for peace, both intrapersonally, interpersonally, and between groups, at the national and international levels. Therefore, the curriculum of peace education generally acknowledges that peace relies on various additional themes and grapples with how to convey these interdependencies in education (Hartmut Behr, Nick Megoran, and Jane Carnaffan, 2017).

Five scopes of peace education need to be provided to the military as part of its duty to maintain world peace, including conflict prevention, peacemaking, peace enforcement, and peacebuilding (UN Peacekeeping Operations, 2016). These four peace missions rarely occur linearly or sequentially. Experience has shown that they must be seen as mutually reinforcing. If they are used bit by bit or in isolation, they fail to provide the comprehensive approach needed to address the root causes of conflicts and thus reduce the risk of recurring conflicts.

1. Conflict prevention involves diplomatic steps to prevent tension and disputes within or between countries from escalating into violent conflicts. This includes an early warning, gathering information, and careful analysis of the factors driving the conflict. Conflict prevention activities may involve the use of the Secretary-General's "good offices," the preventive deployment of UN missions, or conflict mediation led by the Department of Political Affairs.
2. Peacemaking, in the context of achieving general peace, generally involves steps to address ongoing conflicts and typically entails diplomatic actions to bring warring parties to negotiated agreements. The UN Secretary-General can use his "good offices" to facilitate conflict resolution. Peacemakers can also be envoys, governments, groups of countries, regional organizations, or the United Nations itself. Peace efforts can also

be carried out by unofficial and non-governmental groups or by prominent individuals working independently.

3. Peace enforcement involves the application of various coercive actions, including the use of military force. This requires explicit authorization from the Security Council. It is used to restore international peace and security in situations where the Security Council has decided to take action in the face of threats to peace, breaches of the peace, or acts of aggression. The Council may utilize, if necessary, regional organizations and bodies for enforcement actions under its authority and by the UN Charter.

4. Peacebuilding aims to reduce the risk of relapse or recurrence of conflict by strengthening national capacities at all levels for conflict management and laying the foundations for sustainable peace and development. It is a complex, long-term process to create the necessary conditions for lasting peace. Peacebuilding measures address core issues that affect the functioning of society and the state and strive to enhance the state's capacity to carry out its core functions effectively and legitimately.

5. Peacekeepers blur the boundaries between conflict prevention, peace creation, peacekeeping, peacebuilding, and peace enforcement. Peace operations are rarely limited to one type of activity. While UN peacekeeping operations, in principle, are deployed to support the implementation of ceasefires or peace agreements, they are often asked to play an active role in peacemaking efforts and may also be involved in early peacebuilding activities.

Multidimensional peacekeeping operations currently facilitate political processes, protect civilians, assist in disarmament, demobilization, and reintegration of former combatants; support electoral arrangements, protect and promote human rights, and help restore the rule of law. UN peacekeeping operations may use force to defend themselves, their mandate, and civilians, especially in situations where the State cannot provide security and maintain public order.

#### **d. Mechanisms of Education at the Republic of Indonesia Defense University**



The discipline of defense studies is a field of study that involves a profound understanding of strategies, policies, technologies, and tactics related to the defense of a country or organization. This discipline encompasses the study of defense systems, security threats, intelligence, military logistics, and other aspects related to the preparation and maintenance of national security. Through defense studies, experts can analyze security situations, design effective defense strategies, and develop technologies and armaments to protect a country or organization from external threats. A deep understanding of this discipline also involves studying the relationship between military power, politics, economy, and social aspects that play a role in creating stability and security. Thus, defense studies play a crucial role in maintaining the security and stability of an entity, both at the national and international levels.

At RIDU, peace studies are one of the sub-disciplines of defense studies. Peace studies complement and strengthen defense studies in achieving the goal of maintaining security and stability. Hicks (1985) argues that peace education is an activity that develops the knowledge, skills, and attitudes needed to explore the concept of peace, investigate barriers to peace (both in individuals and societies), resolve conflicts in a fair and non-violent manner, and learn how to build an alternative future that is fair and sustainable.

Peace studies are accommodated in the Peace and Conflict Resolution Study Program and the Defense Diplomacy Study Program. Both of these study programs are complex fields of study and attract students from both civilian and military backgrounds. The phenomenon of military personnel studying peace presents interesting challenges from the perspective of peace education, considering that the military is an institution that educates and trains its soldiers for warfare. Therefore, teaching peace to the military is a complex concept and an even more complex effort, and this essay aims to provide some reflections and principles for this.

Teaching peace studies to students is an important step in building understanding, awareness, and commitment to peace among the younger generation. At RIDU, peace education is provided to develop skills, attitudes, and knowledge through a cooperative

approach and using participatory learning methods and the environment as a source of learning. It aims to enhance tolerance, and attention to peers, and cultivate respect. Peace education is also conducted through dialogue models and explorations according to the given topics. Lecturers and students are engaged in the learning process together. Students are nurtured and empowered to take responsibility for their achievements. The role of lecturers is more like caring facilitators who give full attention to creating an educative dialogue process for students' learning experiences.

The approach in teaching peace studies to students involves conveying theories and fundamental concepts of peace, including conflict resolution, diplomacy, intercultural dialogue, and cross-border cooperation. This includes lectures, group discussions, and reading relevant materials. Various simulations, case studies, and research projects are provided to enable students to directly engage in conflict analysis and design effective resolution strategies. Additionally, collaboration in social activities and community service focused on peace can help students apply peace principles in their daily lives. Moreover, teaching peace studies to students also encourages critical thinking and empathy. Students are encouraged to analyze the root causes of conflicts, social and political factors contributing to conflicts, and their impact on societies and individuals. Education in peace studies also stimulates empathy and appreciation for cultural diversity, emphasizing the importance of intercultural dialogue, respect for human rights, and rejection of violence.

#### **e. Mechanisms of Training at the Republic of Indonesia Defense University**

Cremin (1993) emphasizes the importance of skill and attitude factors in peace education. In this training, participants are taught to develop a profound understanding of conflicts, build empathy, and enhance effective communication skills. The main goal is to encourage non-violent conflict resolution, promote constructive dialogue, and build bridges to address differences among individuals and communities. Peace education involves empowering leaders and peace advocates who can inspire positive change in society, facilitate beneficial conflict transformations, and create an environment that supports cooperation and reconciliation.



During the training, modules and courses dedicated specifically to learning concepts of peace, negotiation, mediation, diplomacy, and conflict resolution are covered. Military personnel are given a profound understanding of the importance of peaceful approaches in handling conflict situations. Training participants engage in practical exercises, including role-playing, simulations, and case studies involving real-life situations or scenarios relevant to military tasks. Indonesian Armed Forces Peacekeeping Center (PMPP) are provided with opportunities to practice and apply conflict resolution, negotiation, and diplomacy skills in realistic contexts.

The training mechanism for peace education to Indonesian Armed Forces Peacekeeping Center also involves cooperation and knowledge exchange between the military and civilian parties or academic institutions with expertise in peace. Through workshops, seminars, or exchange programs, military personnel can interact with peace experts, researchers, or field practitioners to learn from their experiences, expand networks, and gain diverse perspectives.

The peace training process provided to Indonesian Armed Forces Peacekeeping Center is expected to prepare them to become ASEAN Mobile Team Training (MTT) peacekeepers, promoting peace and stability in the Southeast Asian region. MTT Peacekeepers ASEAN operate throughout the ASEAN region, providing training, mentoring, and technical assistance to local communities and stakeholders to address differences and conflicts peacefully. MTT Peacekeepers ASEAN also play a role as agents of positive change in helping develop local capacities in conflict resolution and building sustainable peace. MTT Peacekeepers ASEAN are expected to symbolize hope for Southeast Asian communities in achieving a more harmonious and prosperous future, creating a safe and inclusive environment, fostering cross-border cooperation, and implementing innovative peace strategies.

Different training in enhancing ASEAN military cooperation has already begun in June 2023 through the Warfare Strategy Course, which invites all ASEAN member countries' military officers and security professionals. The course aims to provide a deep



understanding of military strategy, tactics, and operational planning in the context of modern conflicts. Through an interdisciplinary approach, the course combines theory and practice, teaching how to formulate strategic plans and training effective leadership and decision-making skills under pressure. The Warfare Strategy Course plays a crucial role in equipping participants with relevant knowledge and skills to face complex and dynamic challenges in modern battlefields.

In addition to the Warfare Strategy Course, RIDU has also conducted international training with WHO (World Health Organization) in the areas of public health emergencies, health and logistics management, as well as public health and its impact on the economy. WHO has delegated RIDU as the first center of excellence that will focus on training Emergency Medical Teams (EMT) from the perspective of Biosecurity - Biodefense to enhance national, regional, and global security and health capacities.

This training provides RIDU with an in-depth understanding of handling health emergencies, including the spread of infectious diseases, resource management, and effective response coordination. Besides the health aspects, the training also touches upon Public Health and its Impact on the Economy. RIDU will develop an understanding of how public health emergencies can have significant impacts on the economy, including income loss, decreased productivity, and high medical costs. We will also learn about strategies to mitigate the economic impact of public health emergencies, including effective financial planning and management. The training also provides valuable insights into the importance of maintaining a balance between effective public health efforts and economic sustainability in complex health emergency situations.

#### **f. Building Integrated Peace Education**

Education is crucial in building sustainable peace, as it serves as the fundamental key to an advanced civilization, seeking alternative solutions to current and future issues. Overall, peace education is provided to students, and training mechanisms for the military need to be developed and improved. Several references in peace education at the University of Defense of the Republic of Indonesia can be significantly enhanced through capacity



building in education, socializing peace education standards within the defense discipline, and establishing peace education standards and personnel.

### 1) **Capacity Building in Education**

Enhancing the capacity of peace education is a crucial effort to strengthen the effectiveness and impact of peace education. This involves exchange and training programs, UN peacekeeper training from various countries, aid and development programs, academic collaborations, and joint exercises.

a) Exchange and training programs are crucial steps in creating a more harmonious world. These programs offer opportunities for educators, practitioners, and students from different countries to share knowledge, experiences, and skills in the field of peace. Through cultural exchanges and shared perspectives, these programs help broaden understanding of conflicts, conflict resolution, and peacebuilding (Machmudi, 2021). Participation in peace education exchange and training programs also fosters close collaboration between educational institutions, civil society organizations, and peacekeeping entities. This collaboration enables the transfer of mutually beneficial knowledge and enriches peace education practices worldwide. Moreover, these programs provide opportunities to expand professional networks and build strong relationships among peace educators and practitioners. Interacting with individuals from diverse backgrounds, cultures, and experiences enriches perspectives on global conflict complexities. Through cooperation and more profound understanding, program participants can create more effective and sustainable collaborative initiatives in the field of peace education.

b) Training peacekeepers from various countries is a significant effort to strengthen military and civilian personnel's capacity and engagement in peacekeeping missions worldwide. In this training, peacekeepers acquire the necessary skills and understanding to address complex and diverse challenges in maintaining peace by facilitating post-conflict reconciliation processes. Through this training, United Nations peacekeepers are equipped with knowledge of international law, human rights, conflict resolution, and mediation, as

well as effective communication and negotiation skills. They are also trained in risk management, security, first aid, and operational tactics to protect themselves and the communities they serve. Moreover, UN peacekeeper training encourages cooperation and mutual understanding among personnel from different countries. They can share experiences, learn best practices, and understand diverse cultures and backgrounds in their collective pursuit of shared goals (Indrawan, 2018). In this context, cross-cultural collaboration is crucial in building trust, enhancing the effectiveness of peacekeeping missions, and creating a safe and stable environment for communities affected by conflicts. Training peacekeepers from various countries is an essential investment in creating qualified and competent personnel for peacekeeping missions.

c) Aid and development programs need to provide adequate resources to support peace education. This includes providing textbooks, teaching materials, and relevant learning tools. Additionally, having adequate school infrastructure and access to information technology is essential for students to receive quality peace education. By providing these resources, peace education programs can function more effectively and have long-term benefits in building peace and justice in society. By enhancing the capacity of peace education, we can provide quality and relevant education to future generations to promote peace and understanding among individuals, especially by ensuring the gender dimension of multidimensional peace operations with the effective and active involvement of women in these peace operations (Paramasatya, 2017). These programs aim to train teachers, strengthen the curriculum, and provide necessary resources to support peaceful learning in schools.

d) Academic collaboration is a strong approach to advancing understanding and practice of peace. Collaboration between educational institutions, non-governmental organizations, and peace experts can create strong synergies to enhance peace education (Hutabarat, 2018). Through this collaboration, educational institutions can leverage the knowledge and experience of peace experts, while peace experts can integrate methods and theories into the educational curriculum. Academic collaboration in peace education can

also involve the exchange of experiences and knowledge among educational institutions at local, regional, and international levels. Through this exchange, educational institutions can learn from best practices elsewhere and apply relevant and practical approaches in their local contexts. This collaboration also opens up opportunities to develop strong networks among educational institutions focusing on peace. Additionally, academic collaboration can foster research and innovation in the field of peace education. Through cooperation between academics, researchers, and peace practitioners, new knowledge and best practices can be developed and applied. Through this collaboration, educational institutions can acquire the knowledge, experience, and resources needed to develop quality peace education.

e) Joint training is a strategic step that is highly relevant in facing the challenges of conflict and tension in the contemporary era. Through joint training, practitioners and actors in peace education can broaden their insights and skills in developing more holistic and effective approaches to promoting peace. Moreover, joint training facilitates the exchange of experiences and knowledge among various actors in this field, such as academics, field practitioners, and representatives of civil society, significantly enriching perspectives and understanding of peaceful conflict resolution. Joint training also helps identify and address weaknesses and obstacles in implementing peace approaches at the local and regional levels.

All these initiatives collectively contribute to the overall capacity-building of education and create a better world.

## **2) Sosialisasi Standar Pendidikan Perdamaian dalam Disiplin Ilmu Pertahanan**

Socializing the standards of peace education within the discipline of defense studies is crucial to promote a comprehensive understanding of peace in the context of security and defense. In defense studies, this socialization involves the objects of study, theories, research methods, concepts and definitions, principles and laws, as well as developments and innovations.

Learning about the principles of peace, conflict resolution, and international cooperation contributes to achieving global stability. The standards of peace education within the discipline of defense studies aid professionals and practitioners in understanding the importance of building a peace-centered framework when planning defense strategies and security policies.

a) The object of study of the socialization of peace education standards can help change the traditional paradigm, which often focuses on military power and armed conflict. By incorporating peace education into defense curricula and practices, such as military ethics and international humanitarian law, a more holistic and sustainable peace education approach to building peace and security can highlight the importance of protecting and respecting human rights, reducing negative impacts on civilian populations, and promoting justice and sustainability in a defense context. The dissemination of peace education standards in defense disciplines related to the object of study is an important step in strengthening an approach that focuses on sustainable peace, justice, and security in the humanities-social field (Ross, 2014). By integrating the principles of peace into the field of defense, we can shape practices and policies that are more responsive to the complexities of contemporary conflicts and produce a wider positive impact in building a safer and more peaceful world.

b) The adopted theories of peace encompass ideas from fields of study such as international relations, social psychology, sociology, and political science. In this context, learners explore factors influencing the occurrence of conflicts, both at an individual and collective level, as well as strategies and mechanisms for preventing and resolving conflicts peacefully (Aji and Jerry, 2019). By utilizing these theories, socializing the standards of peace education helps develop critical thinking and analytical skills required to achieve sustainable security and peace within the defense environment.

c) The use of research methods can be employed to identify factors influencing conflict and peace, analyze the effectiveness of peace strategies and programs, and study the impact of defense policies on stability and peace (Triyono, 2007). Commonly used research methods

include surveys, case analyses, social experiments, in-depth interviews, and policy analysis. By utilizing these methods, socializing the standards of peace education enables students and practitioners in the defense field to develop strong research skills and produce evidence-based knowledge in promoting peace. Moreover, socializing the standards of peace education also encourages the application of participatory research methods. This approach involves active participation from various stakeholders, including local communities, non-governmental organizations, and members of the international community. In participatory research, researchers collaborate with communities directly involved in conflict and peacekeeping to understand the local context, gain diverse perspectives, and generate solutions that are more relevant and sustainable.

d) The concepts and definitions of peace refer to religious values, justice, tolerance, and reconciliation (Sutarto, 2020). Socializing peace education standards in the discipline of defense helps create a generation capable of practicing the values of justice, tolerance, and reconciliation. Through this approach, it is expected that these individuals will have a better understanding of how to promote peace in the context of defense and address conflict challenges constructively and fairly. In the context of justice, this socialization aims to teach fair and egalitarian values to the students. This involves understanding the importance of equal rights and fair treatment for all individuals, regardless of their backgrounds. Within the framework of tolerance, it involves dealing with differences. By emphasizing the development of deep cultural understanding and mutual respect, students will learn to accept differences and engage in constructive dialogue. The definition of reconciliation aims to teach students about the importance of building harmonious relationships, resolving conflicts, and restoring damaged social bonds.

e) The approach to principles and laws teaches students to understand and apply principles of justice, equality, and humanity in peace and conflict. They also learn about the importance of adhering to international and national laws that govern conflicts and the use of force. A strong understanding of these principles will equip students with the moral and ethical foundation needed to make appropriate decisions in complex and difficult situations

(Lerner, 2018). Students will learn about laws and regulations that govern the use of force, civilian protection, and responsibilities in defense tasks. They will be provided with an understanding of the importance of avoiding abuse of power, legal violations, and unfair treatment of individuals and groups involved in conflicts. They will be able to integrate the knowledge of relevant principles and laws in decision-making, operational actions, and conflict resolution. Thus, this socialization plays a role in creating an environment based on principles and laws that protect human rights, promote justice, and avoid unnecessary violence.

f) The development and innovation in building sustainable peace and security teach about understanding the history and evolution of conflicts and the efforts made to achieve peace. They also learn about the role of technology, research, and innovation in improving defense capabilities, identifying new threats, and developing more efficient and effective approaches (Ismaniati, 2011). With this understanding, students are encouraged to become critical and creative thinkers who can identify problems, apply new ideas, and generate innovations that positively impact peace and security. By integrating development and innovation in the socialization of standard peace education in the field of defense studies, it is hoped that students will become proactive and responsive agents of change in the dynamics of conflict and security challenges. They will be able to develop creative, evidence-based, and sustainable solutions to address conflicts, build peace, and promote sustainable development.

Through this socialization, practitioners in the field of defense studies can gain insights into the active role that defense policies can play in promoting peace and stability. They can learn about strategies and tactics that lead to peaceful conflict resolution, the use of diplomacy in conflict prevention, and the importance of regional and international cooperation in maintaining peace. Standard peace education socialization also strengthens the understanding of humanitarian values, human rights, and principles of justice that should be applied in the context of defense. Thus, the socialization of standard peace education in the field of defense studies serves as a crucial foundation for integrating peace

and security aspects into the defense education curriculum. This helps create a generation of leaders and professionals in the defense field who have a strong awareness of the importance of promoting peace, preventing conflicts, and fostering international cooperation to achieve sustainable global stability.

### **3) Establishing Standards for Peace Education and Peace Education Personnel**

Establishing standards for peace education and peace education personnel related to cognitive, affective, and psychomotor theories (Bloom, 1956) is a crucial step in ensuring that peace education encompasses holistic and comprehensive aspects. The cognitive theory emphasizes understanding, knowledge, and critical thinking about peace-related issues. In this context, peace education standards should include the development of an understanding of the sources of conflict, conflict resolution strategies, and peacekeeping.

Furthermore, affective theory refers to the emotional aspects and values related to peace education. Education standards should encompass the development of empathy, understanding of cultural diversity, and appreciation for human rights equality (Fluerentin, 2012). The goal is to create individuals who have social awareness and commitment to promoting justice, tolerance, and intercultural cooperation.

Moreover, the psychomotor theory emphasizes the physical actions or skills involved in peace. Peace education standards should include training in effective communication skills, negotiation, mediation, and constructive problem-solving. This aims to empower individuals to actively participate in peace efforts, both personally and within their communities (Aminati et al., 2013).

Considering cognitive, affective, and psychomotor theories, establishing comprehensive peace education standards will help create well-educated generations in terms of understanding, attitudes, and actions that contribute to peace at the individual, interpersonal, and intercommunity levels.

Meanwhile, the establishment of standards for peace education personnel is a crucial step in ensuring that educators involved in peace education possess the necessary

competencies and qualifications. According to Octavia (2019), these standards encompass substantial knowledge, analytical skills, methodological communication skills, collaborative skills, as well as innovation and problem-solving skills.

Substantial knowledge standards in peace education are an essential aspect. These standards require individuals to have a profound understanding of the theories and concepts underlying peace, including an understanding of the sources of conflicts, conflict resolution processes, and peacebuilding. This substantial knowledge equips individuals with a strong foundation to analyze and address challenges related to conflicts and peacebuilding.

Peace analytical skills are also a crucial part of peace education. These skills involve the ability to analyze the root causes of conflicts, identify emerging patterns, and recognize potential solutions. With strong peace analytical skills, individuals can develop a deep understanding of conflict complexities and seek effective resolution strategies.

Additionally, peace education requires peace methodology communication skills. These skills encompass the ability to communicate effectively with parties involved in conflicts, listen with empathy, facilitate dialogues, and build mutual understanding. With strong peace communication skills, individuals can promote constructive dialogue and build bridges between conflicting parties.

Peace collaboration skills are also essential in peace education. These skills include the ability to collaborate with various stakeholders involved in conflict resolution and peacebuilding. The ability to build good relationships, facilitate cooperation, and respect diversity is an integral part of peace collaboration skills.

Lastly, peace innovation and problem-solving skills are necessary to address complex challenges in achieving peace. These skills involve the ability to think creatively, generate new ideas, and develop innovative solutions to conflicts and peacebuilding. With peace innovation and problem-solving skills, individuals can make meaningful contributions to creating new and effective approaches to peace efforts.



Overall, substantial knowledge standards in peace education and analytical, communication methodology, collaboration, innovation, and problem-solving skills complement and support each other, playing a crucial role in effective peace education. When applied effectively, the combination of strong knowledge standards and good skills in peace education can provide a solid foundation for creating a peaceful and harmonious environment and drive positive change in society and the world as a whole.

#### **4. Conclusion**

The Peace and Conflict Resolution Study Program and the Defense Diplomacy Study Program at the Republic of Indonesia Defense University provide peace education as part of the defense discipline. The crucial role of peace education in the DRK and DP Programs helps in building sustainable peace by addressing various factors causing conflicts and reducing the risk of recurrence in the future. Increasing military knowledge about concepts such as international peace operations, humanitarian principles (neutrality, impartiality, and independence), civil-military relations, and peacebuilding efforts is essential to equip them with knowledge and skills to face complex emergencies.

To implement peace education as part of the defense discipline, there is a need for capacity building and socialization of peace education standards. Capacity building involves developing a curriculum rich in peace content, improving the qualifications and competencies of educators, and updating educational facilities and resources that support peace education. Additionally, socializing peace education standards to relevant stakeholders such as defense institutions, the government, and the general public is equally important. This can be achieved through training, seminars, workshops, and campaigns aimed at enhancing understanding and awareness of the importance of peace education in the context of defense.

The outcomes of the 25th ARF HDUCIM activities have the potential to become a significant agenda in the next High-Level Conference (HLC). This agenda is expected to provide a strong foundation for defense cooperation among ARF members, serving as an alternative communication means, implementing confidence-building measures, and

sharing mutually beneficial knowledge and skills to enhance ARF's efforts in building peace and security in the Asian region and beyond.

The establishment of ASEAN Peacekeepers is anticipated as an effort to centralize team cooperation in global peacekeeping missions for ASEAN member countries. ASEAN Peacekeepers aim to enhance ASEAN's contribution and active role in maintaining world peace and security through participation in UN peacekeeping operations. Through close team collaboration, ASEAN member countries can share resources, experiences, and knowledge to strengthen their peacekeeping capabilities.

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