

## Dialogue Method In Peace Education In University

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### ABSTRACT

Theophanny Paula Theresia Rampisela, Dialog method for peace education in university. The aim of this study was to examine impose of dialog method in peace education in university. There were 13 articles have been reviewed in this article to have an adequate comprehension about this method related to peace education curricula. Based on the article, it was found that dialog method has been evaluated by previous researchers as one of the key methods in teaching peace among university students. This method was proven could increase students' critical thinking and problem-solving skill in order to eliminate violence action and maintain peace among society

### Keywords

Dialog method, peace education, higher education

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### 1. Introduction

Education has always been a way to spread knowledge and skills that can be used to build the community one live. Learning from history, countries that once was colonized were able to exit decolonization because there were figures who educated and had the skills to influence society. Gradually, they were able to bring people out of colonialism (Omeje, 2015). The same logic is used in peace education. In previous studies of former conflict countries, formal education was used as a way to teach conflict resolution and peace education, which eventually built the human resource capacity of the country. (Zembylas, 2020).

Indonesia, as a large, vast, with many island clusters, has considerable potential for conflict. Therefore, peace education became a crucial thing that must become an important part of the higher education curriculum in Indonesia. As expected, bachelor graduates from university will return to society and become influential people in society's decision making. Peace education is still lack of attention in Indonesia's education, yet the ideas and concepts of peace education must still be studied by scholars that are expected to be a role-model for the implementation of peace education in Indonesia. In this paper, the writer will discuss the use of the dialogue method as a method for teaching peace and what aspects need to be considered in the framework of applying the theory in peace education.

### 2. Method

This writing is a literature study, in which the writer read related journals, then analysed and synthesized the writing in this study. This research discussed 15 journals on peace education along with dialogue methods in peace education.

### 3. Result And Discussion

#### Peace Education

We live in the era where challenges and conflicts are part of our daily lives. Conflicts can happen between men and women, parents and children, or among friends. Especially in situations where conflict occurs and involves violence. Even in trivial matters like the house is not neat, harsh language, or the food does not suit one's taste, domestic violence tends to occur and aimed to women or children.

Peace education is explained by Alnufaishan (2019) as a part of science which the goal is to promote peace and justice by increasing awareness, understanding, and also strengthening purposeful, and effective behaviours that can help to maintain peace. Peace education is a social process in which all levels of society learn together on how to reduce pressure and injustice that ultimately threatens peace. In the framework of peace education, each individual will also learn about war, which they learn things that cause and contribute to violence, pressure, injustice and war as well as alternative ways to cope with it personally, locally, nationally and internationally. Studies such as economics, politics, culture,

sociology and psychology are needed to understand peace education holistically.

In a study conducted by Yilmaz (2018) with children respondents in Turkey, he found that when students were asked to describe peace, most of the students described something that illustrative and not based on the real conditions that they experience on a daily basis. In contrast, when they were asked to describe violence, their pictures were more realistic that it is influenced by their daily experiences.

This is where peace education plays role. By studying peace education, students will learn to solve problems, and making peace is not only an imaginary concept but an experience that everyone can undergo every day.

Another challenge in the implementation of peace education is the point of view of students who take peace classes. In their opinion, peace classes should be taught about justice for all, dignity for others, freedom for all, peace practices, democratic principles, human rights, environmental friendly behaviour, cultural diversity, and sustainable development that should be respected (Mishra et al, 2020). However, all these materials are difficult to realize since based on the example of Mizoram case, secondary schools in Mizoram do not get special subjects for peace education, yet peace education values are included in other subjects in the curriculum and also through co-curricular and extra-curricular activities (Mishra et al, 2020).

Another challenge is that teachers who taught peace education are found lack of comprehensive understanding of peace (Basaran & Karakurt, 2017). Then, the teachers also lack of understanding about strategies, methods, and traditional techniques in teaching peace education. Therefore, it is necessary to hold special training for teachers who taught peace education. In the classroom action research conducted by Basaran & Karakurt (2017), they started with increasing participants' awareness of peace education, then participants were asked to interpret the meaning of peace and internalize the values of peace in their lives. Furthermore, participants are taught about strategies, methods, and techniques that can be used such as learning strategies by finding, cooperative learning, discussions, case studies and dramatizations, as well as strategies for evaluating peace education that being carried out.

Furthermore, in research conducted by Romano (2018) about teachers who taught peace in Hiroshima. Romano found that one of the challenges in peace education is the content and pedagogical approach needed in peace education. Based on his interviews with teachers who taught peace education, he found that these teachers construct peace based on an understanding of peace in the local context of the community and the context of global peace. Then in the process of teaching, the learning approach used is the dialogical method, where the teachers brought the survivors of the Hiroshima incident then told their experiences, and built a dialogue on how to keep that experience from happening again and the nuclear bomb will never been used anymore. This dialogue with survivors of the Hiroshima nuclear attack helps introduce students to the concept of peace locally. To help students understand the global context of peace, these teachers asked people from abroad to tell about conflicts or wars that happened in their country, so that students also understand the concept of global peace from other countries outside of Japan. Peace education practices and narratives in Hiroshima, opens peace educators' insights into the possibilities and challenges of building impactful peace education.

#### **Dialogue Method in Peace Education**

Alnufaishan (2019) in his research conducted on the peace education approach in Kuwait, explained that the major elements in peace education in Kuwait are reflection (e.g. thinking introspectively about himself and his relationships with others), dialogue (e.g discussion, debate, and consideration among various people with different perspectives, creative learning (e.g the fusion of different horizons, or often conveyed as synthesis or critical thinking), and action (e.g application of practices to achieve transformation). Eventually, the aim of this transformative action will support peace and justice.

Dialogue in peace education in Kuwait become important because talking about peace education must involve many parties. The dialogical process in peace education must be continuously involved, open to public, and appear in different forums (both political and educational (Alnufaishan, 2019).

Furthermore, in an article written by Gursel-Bilgin (2020) it is found that the use of dialogue methods in peace pedagogy in formal schools and

inculcating peace education through the school curriculum. More specifically, Gursel-Bilgin supports Freire's theory that the implementation of the dialogue method is able to answer the needs of implementing peace education in schools.

Abu-Nimer & Smith (2016) stated that dialogue contributes to conflict prevention and resolution since dialogue allows for comprehensive understanding and cooperation. Part of the dialogue process constructively bridges diversity in thought, can reduce prejudice and violence, and also is able to build a cohesive society that supports peace. Furthermore, it is able to heal the wounds left by conflict.

In research conducted by Yastibas (2020) on 12<sup>th</sup> grade students in Turkey, he found that the dialogue method applied to peace education through English subject materials made it possible to have more integrated understanding of peace education. He further explained that students' knowledge, skills and values about peace were increased by using dialogue method.

Sun (2017) combined dialogue-based learning with the use of picture novels. Sun explained that the use of picture novels helps students to visualize the situation and attracts their attention to ask questions according to their cultural circumstances related to the current conditions they experienced. When they read a picture novel, they were exposed to pictures, written sentences, and cultural narratives, which stimulate them to think critically.

Smith & Hayes (2016) explained that engagement with basic philosophical arguments around justice facilitates dialogue in a clearer way compared to the status quo topics are seen in most criminal justice textbooks and syllabi. Standard criminal justice textbooks and lecture-based courses largely failed to develop critical thinking and public communication skills. Even though this is necessary in peace and justice education.

Similar to Mishra et al (2020) in their writing proposed the five stages called 5Es, which are needed to achieve real peace education. Starting from Engage (include), explore (explore), explain (explain), elaborate (elaborate) and finally evaluate (examine). The first stage is engage. This stage aims to build a learning model in a classroom setting that includes students in learning activities (identification of problems, e.g. violence). The second stage is exploring. This

stage provides opportunities for students to access the necessary information from existing sources to explain the concept of violence. After exploring, students will enter the explaining stage. They are asked to explain the concepts they have learned in the previous stage while explaining what methods can be used to solve the problem, like in this case, violence. The fourth stage is the elaboration stage, which is a function of upper-level cognitive thinking or requires further abstraction. And the last stage is the evaluation stage which determines further learning levels that require a variety of activity strategies.

### **Dialogue Method and Peace Education in University**

Peace education in university aims to promote the values of peace and justice in the lives of students who will later become responsible adults and good citizens. Society who attached to peace will understand about war and its consequences, also learn so that the things that contribute to violence, injustice, pressure and, war are eliminated.

Peace education in university has characteristics that distinguish it from peace education at other levels of schooling. In elementary school, it is done by asking them to draw (Yilmaz, 2018) or at a greater level, they study peace education through reading picture novels (Sun, 2017), then builds a dialogue. However, the practice of peace education in Hiroshima, where peace education teachers brought nuclear bomb survivors directly. They were invited to have a direct dialogue about the gloomy experience during these times. Thus, it provokes students' understanding of things that were built locally and globally in order to avoid the use of nuclear bombs in warfare and maintaining the existing peace.

In addition, the lower levels of schooling tend to use the peace education approach that does not independent, but is inserted in existing subjects such as history, civic education, or language subjects. However, in university with autonomy in curriculum making, it can provide space for peace education to become its own course, so that learning and evaluation objectives, methods, and strategies can be tailored specifically for peace education.

The independence of peace education as a subject in its' own curriculum also allows the training of qualified teachers who understand dialogue techniques in peace education, so that educational

goals are achieved. The dialogue techniques used will increase the teachers' awareness of peace education, then internalize the values of peace in their life as well as strategies for evaluating peace education that is being carried out.

The use of the dialogue method in peace at university can help students to convey their understanding of peace and reduce the occurrence of violence (Yilmaz, 2018). Besides, peace education that carried out directly or indirectly in the curriculum increases the problem-solving skills of students. Yilmaz further explained that peace education using the dialogue method can improve problem-solving skill, develop empathy skills, and reject all types of violence.

The interesting thing from Romano's (2018) research conducted in conflict resolution classes in higher education is he found that a dialogue-based learning approach from people who have experienced violence creates opportunities for students to understand the complex concept of peace globally and locally better than simply through lectures and case studies.

Things need to be considered later in applying the dialogue method in peace education is, it has to pay attention to the stages of peace according to Mishra et al (2020), namely Engage (include), explore (explore), explain (explain), elaborate (elaborate) and finally evaluate (examine). The first stage is engage. This stage aims to build a learning model in a classroom setting that includes students in learning activities (identification of problems, e.g. violence). The second stage is exploring. This stage provides opportunities for students to access the necessary information from existing sources to explain the concept of violence. After exploring, students will enter the explaining stage. They are asked to explain the concepts they have learned in the previous stage while explaining what methods can be used to solve the problem, like in this case, violence. The fourth stage is the elaboration stage, which is a function of upper-level cognitive thinking or requires further abstraction. And the last stage is the evaluation stage which determines further learning levels that require a variety of activity strategies.

#### 4. Conclusion

The conclusion is peace education in university, whether included in the curriculum or through programs organized by universities, is currently

important (Oeiijan, 2018). The evidences found explain that peace education is useful in creating a harmonious and righteous society. However, creating a peace education program requires both financing and human resources to ensure that peace education continues to be sustainable in purpose of educating the nation's life.

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