



Implementation of peace-love character development in elementary schools

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ABSTRACT

The persistence of both physical and verbal violence in schools serves as the driving force for this study. Additionally, the teacher's efforts have not been the best in helping the elementary school pupils cultivate a spirit of harmony and nationalism. This study evaluates efforts to instill a love of peace in primary school kids. Utilizing a qualitative approach, this investigation. Interviews, questionnaires, and observational instructions were the instruments employed. According to the research's findings, activities in the classroom, extracurricular activities, and school culture all contribute to developing a peace-loving character in primary school pupils. Classroom activities include incorporating peace-loving values into studies through teaching and learning activities. Extracurricular activities such as scouting, choirs, and martial arts help build peace-loving character development outside the classroom. The developed school culture comprises example behavior from all school stakeholders, habituation, spontaneous activities, and conditioning.

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ABSTRAK

Penelitian ini dilatarbelakangi oleh masih banyak ditemukannya kasus kekerasan di sekolah, baik itu kekerasan fisik atau verbal. Selain itu belum optimalnya upaya guru dalam mengembangkan karakter cinta damai dan nasionalisme bagi siswa sekolah dasar. Tujuan dari penelitian ini yaitu menganalisis upaya mengimplementasikan karakter cinta damai bagi siswa sekolah dasar. Penelitian ini menggunakan metode kualitatif. Instrumen yang digunakan yaitu kuisioner, pedoman observasi dan wawancara. Berdasarkan hasil penelitian menunjukkan bahwa upaya pengembangan karakter cinta damai bagi siswa sekolah dasar dilakukan melalui kegiatan di dalam kelas melalui pembelajaran, kegiatan di luar kelas, serta budaya sekolah. Kegiatan di dalam kelas dilakukan melalui mengintegrasikan nilai-nilai cinta damai dalam mata pelajaran melalui kegiatan belajar mengajar. Pengembangan karakter cinta damai melalui kegiatan diluar kelas dilaksanakan melalui berbagi kegiatan ekstrakurikuler seperti pramuka, paduan suara serta pencak silat. Adapun budaya sekolah yang dilakukan untuk mengembangkan budaya sekolah diantaranya yaitu keteladanan dari seluruh stakeholder sekolah, pembiasaan, kegiatan spontan dan pengkondisian.

Kata Kunci: Karakter cinta damai; pendidikan cinta damai; siswa sekolah dasar

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INTRODUCTION

In a nation-state society, the existence of a diverse and multicultural society in the form of race, ethnicity, religion, and customs is advantageous for nation-building. But at the same time, managing and organizing it presents a unique problem. As a result, disputes occur that result in bloodshed and even attempts to take human life (Annisa et al., 2020; Budiarto, 2020), as if it were a "time bomb" that could go off at any moment. Disputes and acts of violence among students—whether in higher education, high school vocational institution, or even as young as elementary school—are standard. The violence can take the shape of bullying or physical violence. Violence is frequently linked to incidents in schools, and these incidents typically start with children being made fun of for their looks, intelligence, or social standing (Cahyo, 2017; Halim & Mislinawati, 2019). By not respecting one another, this demonstrates that.

It is paradoxical that even in education, fights frequently break out between students, between students and professors, and even between schools. Education, which ought to bring people together and inculcate positive values like respect for one another and maintaining togetherness, creates conflict (Halim & Mislinawati, 2019; Maftuh & Malihah, 2020). This is because our educational system still favors learning above teaching, especially when it comes to encouraging students to behave in a way that fosters tolerance and peace-making so that they may get along with their peers, in our society's divisions, this peace-loving character must be reinforced early (Cahyo, 2017; Hikmah & Amriyati, 2017). Differences in ethnicity, race, religion, culture, gender, economic status, and cognitive ability are all examples. These factors frequently lead to jokes or bullying among elementary school kids (Meldawati & Ersi, 2020; Murniyetti et al., 2016; Halim & Mislinawati, 2019). The actual difference is not perceived as an item to be used to undermine one another but rather as material to strengthen one another mutually. The early school years are an excellent time to instill tolerance and peace-loving ideals in pupils, preparing them to live well and peacefully despite differences.

A school is where a youngster spends a lot of time growing, developing, learning, and socially engaging, as well as establishing his character and thinking (Prihatmojo & Badawi, 2020). Bullying, or violence in schools, is common from ancient times to the present. However, the true definition of bullying is the repression of a stronger person or group of people against a weaker person or group of people (Wahyuningrum, 2017).

Bullying is a significant problem that can occur in every school if there is no close social relationship between the school and the community. Ridicule, ridicule, ridicule may seem trivial and look normal. But in reality, these things can become unforgiving weapons that slowly but surely can destroy a child. Forms of bullying found in schools include students who are ostracized, slandered, raped, kissed, beaten, slapped, insulted, and called negatively (Wahyuningrum, 2017; Prihatmojo & Badawi, 2020). Many forms of bullying or other forms of violence are not immediately visible, even though the impact is very serious.

Students have the right to an education in a safe and fear-free environment. This is following *Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 tentang Perlindungan Anak pasal 54* (see: <https://peraturan.bpk.go.id/Home/Details/44473/uu-no-23-tahun-2002>), which states that children in and around the school must be protected from acts of violence committed by teachers, school administrators or friends in the school concerned or other educational institutions. Each school also has rules that aim to maintain order and safety. This is done because both acts of violence by teachers and between students are illegal. As a result, school administrators and other educational stakeholders are responsible for safeguarding students against intimidation, assault, violence, and harassment by third parties (Rosad, 2019). Bullying, however, can be done by anyone in the school setting, with or without their knowledge. If this is the case, the school will no longer be a place some pupils like (Syaefudin & Santoso, 2018).

Based on the results of interviews with female students at one of the Public Elementary Schools in Cimanggung District, she said that she was constantly ridiculed by her friends, especially male friends, because of her fat body, which resulted in her often getting sick because she didn't eat on a diet. Some claimed to be seduced by male friends who deliberately held their buttocks. In addition, fights between male students are also common.

The preceding example demonstrates that implementation of peace-loving character development in primary schools is still lacking. Learning in schools should minimize violent actions frequently by fostering a comfortable environment, affection, attention, trust, togetherness, and security (Safitri, 2020; Syaefudin & Santoso, 2018; Widiatmaka, 2016). As a result, peace-loving character education must be implemented in elementary schools.

The development of peace-loving characters in schools will play a role in changing the culture of violence (and war) into a culture of peace worldwide. Furthermore, the Ministry of National Education Republik Indonesia describes peace-loving as "attitudes, words, and actions that cause other people to feel happy and safe in their presence". Hadjam and Widiarso, in their book entitled "*Budaya Damai Anti Kekerasan*", argued that a peaceful school is a school that is conducive to the teaching and learning process, which guarantees an atmosphere of comfort and security for every component in the school because of love, attention, trust, and togetherness. Meanwhile, Hamz contended that engaging in the opposite activity is the best and most effective method to eradicate crime, disease, and violence. This indicates that evil is combated with virtue, disease with medication, and violence with peace.

By developing this peace-loving value, there will be comfort in learning, guarantees of security in activities at school, warmth in interacting with other people, and freedom in creating and working, which leads to fulfilling the psychological needs of students at school. Based on the description of the phenomenon above, this research aims to analyze schools' efforts in developing peace-loving characters and to analyze the factors that support and inhibit the development of peace-loving characters in elementary schools.

LITERATURE REVIEW

Character

Character is defined as "mental or moral qualities, moral strength, name or reputation. According to the psychology dictionary by Dari, character is defined as "personality in terms of ethical or moral starting points, such as someone's honesty, which usually has to do with relatively fixed traits". This is consistent with Syaodih and Agustin, who stated that character is a person's moral quality in acting and behaving so it becomes an individual trait and allows him to distinguish himself from others. Meanwhile, according to Goleman and Daniel in "*Kecerdasan Emosional*", the character is emotional intelligence.

Character refers to the collection of qualities, traits, attitudes, and values that define an individual's identity and guide their behavior and decision-making. It encompasses a person's moral and ethical compass, shaping how they interact with others and navigate the challenges of life (Cahyo, 2017). Character is about the outward actions a person takes and the underlying motivations and intentions driving those actions. It involves a combination of inherent attributes and learned behaviors that influence how a person engages with the world around them.

Character is the intrinsic and evolving makeup of an individual's personality, consisting of their moral, ethical, and emotional attributes. It is the summation of virtues, principles, and beliefs that guide a person's choices and actions (Wuryandani, et al., 2014). Character is often revealed through how a person behaves when faced with challenges, dilemmas, and opportunities, reflecting their integrity, empathy, honesty, and other qualities. It is a dynamic aspect of an individual that can be nurtured and developed over time through experiences, education, and conscious efforts to uphold positive values.

In line with the opinion above, Kirschenbaum, in the book “*100 Ways to Enhance Values and Morality in Schools and Youth Settings*” mentions the characteristics of people with character values: respect, responsibility, caring, discipline, loyalty, courage, and tolerance. Lickona, in the book entitled “*Educating for Character: How Our Schools Can Teach Respect and Responsibility*” explained that a person with noble character knows his potential, which is characterized by values such as self-confidence, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, patient, careful, willing to sacrifice, brave, trustworthy, honest, keeps promises, fair, humble, friendly, loves beauty, sportsmanship, steadfast.

According to some of the perspectives expressed above, character is the personality, attitude, or behavior demonstrated by someone different from others (Wuryandani et al., 2014). Character is a proclivity for consistent behavior that might shift from good to bad or vice versa; hence, excellent character development must be achieved through education (Wahyuningrum, 2017; Huda et al., 2023).

Character Education

Education affects the growth, change, and condition of every human being (Pristiwanti et al., 2022). In simple terms, education is an effort to change one's behavior for the better. Education must shape the community's personality or good character by increasing the community's value and understanding regarding the importance of tolerance, living in harmony, and others (Yusnan, 2022). One of the efforts in fostering this attitude is character education.

Character education is an intentional and systematic approach to nurturing and developing positive moral, ethical, and social values in individuals. Character education is one of the efforts in the educational process to shape the attitudes and morals of individual students (Sabil et al., 2023). It goes beyond academic instruction, aiming to instill virtues, such as integrity, empathy, responsibility, respect, and compassion, within students. This form of education seeks to cultivate cognitive skills, emotional intelligence, empathy, and a strong sense of ethical reasoning.

Character education involves creating a conducive environment where students can learn, discuss, and practice these values in real-life contexts. Character education is an educational philosophy and practice that focuses on intentionally cultivating virtues, morals, and ethical principles in individuals. It aims to shape their character, behavior, and decision-making abilities, preparing them to become responsible and principled members of society. Character education emphasizes fostering traits that contribute to personal growth, positive relationships, and ethical reasoning. It involves teaching, modeling, and encouraging the practice of values that contribute to the well-being of individuals and their communities. This educational approach is often integrated into the curriculum and the broader school culture to promote the holistic development of students' character alongside their academic achievements (Wahyuningrum, 2017).

Character education involves parts of knowledge (cognitive), sentiments (feeling), and behavior (activity). Character education will be ineffective unless these three elements are present. Meanwhile, character education, as defined by the Ministry of National Education Republik Indonesia, is an effort that is systematically designed and implemented to help students understand the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality, as manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

Character education is the essence of education, serving not only to impart knowledge but also to modify cultural values in order to shape character. According to Hill in Muslich in his book “*Authentic Assessment*”, character education teaches habits of thinking and behaving that help individuals live and work together as a family, community, and state and help them make decisions that can be accounted for. As a result of

some of the foregoing considerations, it is possible to conclude that students in character education not only know what good grades are but can also feel and practice them in everyday life (Bono et al., 2020; Wahyuningrum, 2017).

Peace Love Character

Peace-loving characters and nationalism are examples of characters that should be introduced into learning. Character education will create a superior generation by instilling good character, such as peace-loving character and nationalism (Erviana, 2021). These two traits can build a peaceful environment and promote self-excellence. Therefore, it is essential to integrate both characters into the learning process.

A peace-loving character is a behavior that helps everyone feel calm and comfortable, which originates within him through peace-loving personality among students so that they can avoid various forms of disruption that provoke fights and bullying (Halim & Mislinawati, 2019; Eliasa et al., 2019). In addition to the students themselves, the peace-loving character will cause others to feel happy and at peace with the presence of the students themselves because their words, actions, and attitudes reflect peace (Asrial et al., 2021). With a peace-loving attitude, an environment that respects each other will be formed, such as a peaceful environment.

The cultivation of a peace-loving character is an urgency in the field of education. As is known, students sometimes have characters that often make noise or damage the environment, so the cultivation of peace-loving characters will create a safe, harmonious, and serene environment (Asrial et al., 2022). Therefore, students must cultivate a peace-loving attitude so that the environment, especially the learning environment, can be well maintained.

Students can develop the character of loving peace by avoiding confrontation, refraining from violence, and stressing harmony, tolerance, mutual respect, and equitable relationships with each individual and group (Syaefudin & Santoso, 2018). In addition, teachers must be able to become role models for students so that students can emulate a peaceful attitude from their role models, namely teachers. A peace-loving character will be more challenging if the teacher has no such attitude, no matter how well the teacher's character is formed in education (Sabil et al., 2023). In this case, the teacher must be peaceful to set a good example for the students. Thus, teachers also play an essential role in building the peace-loving character in students.

Similar to the loving-peace character, nationalism must also be developed in students from an early age. The atmosphere in primary schools serves as the foundation for building norms, ideas, and practices that will help students develop a strong nationalist character as they prepare to face a dynamic and diversified future life (Rusiyono & Apriani, 2020). Because nationalism is one of the moral principles that every individual, especially students, must embrace, the development process becomes an essential asset for the survival of the nation and state (Meldawati & Ersi, 2020). The character of love for the homeland or nationalism is a sense of pride, appreciation, and respect for the country that is reflected in the behavior that protects and protects the country and the cultures that exist in the country (Asrial et al., 2022).

METHODS

Methods This research uses qualitative methods. Qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Rosad, 2019). In this study, the authors attempted to present descriptive data in the form of information, concepts and interview responses. The implementation of this research is planned not only to be limited

to data collection alone but also to carry out the process of analyzing data and ending with interpreting conclusions.

The study was conducted at a public elementary school in Cimanggung District, Sumedang Regency. The study's participants included elementary school teachers and pupils. The primary data sources in qualitative research are words and actions; the remainder is secondary data such as documents and other sources. In terms of data collection methods, interviews, observation, and documentation analysis were used. Interview guides, observation guides, and diary entries were employed as study instruments (Halim & Mislinawati, 2019). Descriptive data analysis is used by reducing data, analyzing and synthesizing linkages and interpretations following the research objectives to obtain a comprehensive picture of the implementation of peace-loving character development in elementary schools.

RESULTS AND DISCUSSION

Peace-loving Character Development Efforts in Schools

According to research conducted at one of the public schools in the Cimanggung sub-district of Sumedang Regency, the school made the following efforts to cultivate a peace-loving character.

1. Learning activities in the classroom

Efforts to promote a peace-loving character in schools are carried out through classroom teaching and learning activities. Creating a pleasant and joyful learning environment is one activity that contributes to the development of a peace-loving character. Furthermore, students are taught to cooperate in groups to discuss, respect each other's perspectives, and perform roles or dramas to transmit excellent values that can be drawn from the stories in the theater (Faiqoh, 2015; Ramadhanti, 2022).

Furthermore, efforts are made in the classroom to build peace-loving principles through teaching and learning activities such as including character values in learning materials such as syllabus and lesson plans, integrating all disciplines, and engaging in exciting learning activities. In the learning process, students learn science and how to do things and behave towards themselves and other people/groups (Hofer et al., 2021; Wahyuningrum, 2017). This is done in order to implement moral education for students.

2. Learning outside the classroom

Extracurricular activities cultivate a peace-loving character outside of the classroom, outside of teaching and learning activities in class. Scouts, choruses, and karate are some extracurricular activities offered at school.

Students gain several benefits from extracurricular activities, such as an increased sense of solidarity or togetherness, cooperation, channeling students' interests and talents, creating a lot of friends, increasing sense of care, cooperation spirit, and so on (Santoso et al., 2023; Safa & Utomo, 2023).

3. School culture

In order to cultivate a peaceful personality, school culture must be implemented. School culture is manifested by interaction activities among school members both in and outside the classroom, including outside the school. Furthermore, schools have a collection of written and unwritten rules or laws to manage school life and make it more accommodating (Pramesti & Rigianti, 2022).

The following are some school cultures that promote the growth of peace-loving characters.

a. Exemplary

To instill the value of peace-loving behavior in the classroom, mostly through the teacher's example. Teachers in the classroom must offer a good example of peace-loving words, attitudes, and behavior by being nice, cheerful, gentle, affectionate, caring, friendly, non-discriminatory, and doing their best to teach positive behavior to children. Students both within and outside of the classroom (Hulu, 2021).

Exemplary is a powerful approach for developing moral kids' behavior. Many students depart from the norm because they watch or copy the unpleasant actions of adults, which they then imitate. As a result, good models are required so that when kids imitate, they also emulate good deeds. Children often look up to adults as role models. When they witness teachers, parents, and other adults consistently exhibiting kindness, empathy, and conflict-resolution behaviors, they are more likely to emulate these behaviors themselves (Hulu, 2021).

By exemplifying peace and love in their actions, adults create a positive environment where these values become second nature to children. This hands-on approach profoundly impacts shaping children's characters and encouraging them to become compassionate, empathetic, and responsible individuals (Hulu, 2021).

b. Habituation

Habits are crucial in developing a peaceful character in individuals, especially in elementary school children. Through the repetition of positive actions that support through habits, positive actions that support peace, such as showing empathy, speaking gently, and helping others, can become natural reflexes. This repetition helps strengthen behaviors that support a peaceful character and peaceful values, individuals can gradually internalize behaviors and attitudes that reflect peace (Pramesti & Rigianti, 2022).

Habits involving role models, whether teachers, peers, or inspirational figures, help individuals observe and emulate behaviors that promote peace. Through habits, individuals are encouraged to reflect on their behavior and how their actions can impact peace and relationships with others (Pramesti & Rigianti, 2022). Through consistent efforts in habituating peaceful behavior, individuals can internalize the values of peaceful love and make them an integral part of their identity and character.

Schools' habituation practices that assist the development of a peace-loving character include praying before and after studying, dhuha prayers, ceremonies, clean Friday, and so on. It is intended that this habituation activity would help to create peace-loving characteristics among primary school kids (Pramesti & Rigianti, 2022).

c. Spontaneous activity

Spontaneous activities are carried out in response to the conditions in the field. Researchers discovered that there was concern from teachers who instantly scolded pupils who were wrong or rebellious to the rules in a kind and friendly manner, but there were also teachers who did it with harsh words or twists. Inter-students do the same thing when they realize that their friends are incorrect, when they visit sick friends, and when a family member dies at a friend's house (Pramesti & Rigianti, 2022).

Spontaneous activities can potentially develop a peace-loving character in elementary students naturally and engagingly. These activities allow students to experience and internalize the values of peace and love through hands-on experiences and real-life situations. Spontaneous activities that involve group discussions or problem-solving games help students learn how to resolve conflicts peacefully. They learn to express their opinions, listen to others, and find common ground (Safa & Utomo, 2023).

Activities that require teamwork encourage collaboration, communication, and empathy among students. Working together towards a common goal fosters a sense of unity and promotes understanding. Presenting students with unexpected scenarios that require creative problem-solving encourages critical thinking and the exploration of peaceful solutions. Allowing students to express their thoughts and emotions through spontaneous art activities can be therapeutic and promote self-awareness, essential for developing a peace-loving character (Safa & Utomo, 2023).

By integrating spontaneous activities that promote peace and love into the educational environment, elementary students can develop these values as an inherent part of their character. These activities provide practical experiences beyond theoretical lessons, helping students embrace peaceful attitudes in their daily lives.

d. Conditioning

Schools have a set of rules of conduct that require all school members to maintain school harmony and safety to organize the physical environment of a school that loves peace and is anti-violence or bullying. In addition to having regulations, the school strives to create a peaceful physical atmosphere by posting wisdom boards and spreading ideals through school magazines and brochures/bulletins (Pramesti & Rigianti, 2022).

Conditioning involves repeatedly associating specific behaviors with positive outcomes, which can lead to the internalization of values such as peace and love. When students display behaviors aligned with peace and love, positive reinforcement, such as praise, rewards, or recognition, encourages them to repeat those behaviors. For example, acknowledging and celebrating acts of kindness can reinforce the value of compassion. However, associating feelings of joy and satisfaction with acts of kindness and peaceful behavior creates positive emotional connections. Over time, students associate these actions with positive emotions, reinforcing their inclination toward them (Hulu, 2021; Pramesti & Rigianti, 2022).

Teachers and authority figures can model peace and love through their actions. By consistently demonstrating these values, they create a model for students to follow, further promoting these behaviors. Teachers and students using language that promotes peace, empathy, and understanding can condition students to respond to such communication positively. Through consistent conditioning techniques that promote peace and love, elementary students can develop a character that naturally aligns with these values. Positive behavior reinforcement helps create lasting impressions and habits that extend beyond the classroom, shaping students into compassionate and empathetic individuals (Hulu, 2021; Pramesti & Rigianti, 2022).

This school culture can mold kids into moral individuals. Students can be imbued with the character of loving peace that is blended with diverse forms of culture in schools. School culture must be preserved and expanded into student-involved activities.

Factors that promote the formation of a peaceful personality

Megawangi in her book “*Pengembangan Program Pendidikan Karakter di Sekolah: Pengalaman Sekolah Karakter*” explains that the awareness of school members to apply positive values in various opportunities and activities both in and out of the classroom, school culture, the teachers’ role in guiding and supervising students to maintain harmony and peace, subject matter that supports and is rich in values, rules, and discipline that prohibit acts of violence, closeness and effective communication are all factors that support the development of a peace-loving character in elementary schools.

It's important to note that developing a peaceful personality is a lifelong journey and requires conscious effort and practice. According to Megawangi in her book, people may have different combinations of these factors influencing their personalities. However, the common thread is a commitment to cultivating a harmonious, compassionate, and positive way of living. The presence of rules in schools is designed to foster a peaceful character.

Rules that emphasize positive discipline, such as respecting teachers and classmates, create an environment of mutual respect. This helps students understand the importance of respecting and valuing others. Development for elementary school students can have significant positive impacts. Rules that teach how to avoid conflicts and solve problems peacefully help students understand the significance of cooperation and effective communication. They also learn how to resolve differences without resorting to violence. Implementing rules that reward and appreciate peaceful and loving actions encourages students to internalize these values more deeply. With rules prioritizing peaceful character traits, elementary school students can feel supported in forming positive values that will help them become responsible, compassionate citizens contributing to peace in society.

Factors impeding the formation of a peaceful personality

Due to students' diverse backgrounds, it is difficult for schools to execute peace-loving character education relating to student behavior or values. The surrounding community setting and the environment in which kids live impact the development of peace-loving and patriotic personalities. Obstacles may occur from inside the family; busy working parents do not pay adequate attention to their children's growth and development. Furthermore, pupils can quickly access violent content on the internet, which is a harmful influence component of technology. As a result, all parties must pay close attention to the use of technology, particularly social media or online broadcasts such as TikTok, YouTube, and others.

The lack of parental involvement in fostering peaceful character development in elementary school children can significantly negatively impact their moral and social growth. Parents are the first role models children observe when developing attitudes and behaviors. The absence of parental involvement in demonstrating peaceful and loving attitudes can hinder the formation of positive behavior models for children. Children may struggle to understand and internalize these values without real-life examples from their immediate environment. Parents play a vital role in guiding children to navigate conflict, understand differences, and choose peaceful actions. Without this guidance, children may not understand why peaceful character traits are essential and how to apply them daily (Gross & Cassidy, 2019; Murniyetti et al., 2016).

Children may face conflicting values when peaceful values are only taught at school and not reinforced at home. This can hinder the development of a consistent and coherent character. Parents contribute to helping children understand how to manage conflicts peacefully. The lack of involvement in guiding children to address differences and resolve conflicts can result in ineffective conflict resolution skills (Murniyetti et al., 2016).

The formation of a peaceful character requires a long-term commitment. The lack of parental involvement may lead to instability in character development, as school influences alone may not be sufficient to establish a strong character foundation. It is essential for schools and parents to collaborate in building a peaceful character in elementary school children. Strong communication and cooperation can help overcome these barriers and ensure that messages and peaceful values are consistently formed in children's lives (Murniyetti et al., 2016).

CONCLUSION

Based on the findings and discussion, it is possible to infer that the adoption of the peace-loving character in primary schools has been pursued through activities in the classroom, activities outside the classroom, and school culture. Classroom activities include incorporating peace-loving values into studies through teaching and learning activities. Furthermore, students are taught to cooperate in groups to discuss, respect each other's perspectives, and perform roles or dramas to transmit excellent values that can be drawn from the stories in the theater. Extracurricular activities such as scouting, choirs, and martial arts help build peace-loving character development outside the classroom. The developed school culture comprises example behavior from all school stakeholders, habituation, spontaneous activities, and conditioning. School members' awareness to apply positive values in various opportunities and activities both in and out of the classroom, school culture and the teacher's role in guiding and supervising students to maintain harmony and peace are all supporting factors in implementing peace-loving character development in elementary schools. Meanwhile, the impediments to the development of peace-loving characters in elementary school are, although there are obstacles, the conditions of students' backgrounds vary, busy working parents do not pay adequate attention to their children's growth and development, and the negative influence of technology.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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