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## Analysis of teacher training needs for peace education in early childhood education (PAUD)

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**ABSTRACT**

In the Indonesian context, peace education is becoming increasingly relevant considering the existing cultural, religious, and ethnic diversity. Teachers are a critical sector and have a significant role in instilling peace education in schools. So, competent skills are needed by every teacher who teaches the students about peace education. Then, this study aims to analyze the need for teacher training in peace education in early childhood education. This study uses a quantitative method with a survey approach to explore the need for teacher training related to peace education in early childhood education (PAUD). Data collection was carried out using a Likert scale-based questionnaire. The population of this study is PAUD teachers of RA Al-Hikam Soreang in the Bandung Regency area. The research respondents were taken using the census technique. The respondents were 5 (five) people or all teachers of RA Al-Hikam Soreang. This research reveals a significant need to improve teacher training in peace education in early childhood education.

**ABSTRAK**

*Dalam konteks Indonesia, pendidikan perdamaian menjadi semakin relevan mengingat keragaman budaya, agama, dan etnis yang ada. Guru adalah sektor yang sangat penting dan memiliki peran utama dalam menanamkan pendidikan perdamaian di sekolah. Sehingga diperlukan keterampilan yang kompeten untuk dimiliki oleh setiap guru yang akan mengajarkan kepada siswa tentang pendidikan perdamaian. Kemudian penelitian ini bertujuan untuk menganalisis perlunya pelatihan guru bagi pendidikan perdamaian pada pendidikan anak usia dini. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei untuk menganalisis kebutuhan pelatihan guru terkait pendidikan perdamaian di pendidikan anak usia dini (PAUD). Pengumpulan data dilakukan dengan menggunakan kuesioner berbasis skala Likert. Populasi penelitian ini adalah guru PAUD RA Al-Hikam Soreang di wilayah Kabupaten Bandung. Responden penelitian diambil dengan menggunakan teknik sensus. Jumlah responden yang diambil sebanyak 5 (lima) orang atau seluruh guru RA Al-Hikam Soreang. Penelitian ini mengungkapkan bahwa ada kebutuhan yang signifikan untuk meningkatkan pelatihan guru dalam pendidikan perdamaian di pendidikan anak usia dini.*

*Kata Kunci: Pendidikan Anak Usia Dini (PAUD); pendidikan perdamaian; pelatihan guru*

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# INTRODUCTION

The culture of peace in Indonesia has not been promoted optimally. There are still many cases of violence among children. Violent conflicts can be felt and become a challenge in Indonesia, which is marked by the rise of violence among students from year to year. In the Indonesian context, peace education is becoming increasingly relevant considering the existing cultural, religious, and ethnic diversity. Conflicts between groups still occur frequently at the local and national levels. When children see their parent's response to diversity and the resolution of a conflict using violence, children will imitate it, and it becomes a severe problem because children normalize violence (Bacchini & Esposito, 2020; Saripudin & Sunarya, 2022). On the other hand, when parents or the environment shows good qualities, they tend to follow them (Saripudin et al., 2022). Both of these things are because early childhood quickly imitates the behaviors they encounter in daily life (See: https://www.peace-education-in-action.org/files/PEIA_supplement_2019-06_early_years_final.pdf). Teaching the education of peace early can help reduce social tensions and promote social cohesion. Therefore, it is essential to integrate the values of peace into the learning process so that children can learn to live in harmony with others of different backgrounds.

Based on the report of the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia from 2016-2024 (**Figure 1**) accessed on June 6, 2024, from the Online Information System for the Protection of Women and Children (Simfoni PPA) concerning the database of the time of the incident there were cases of violence, as follows:
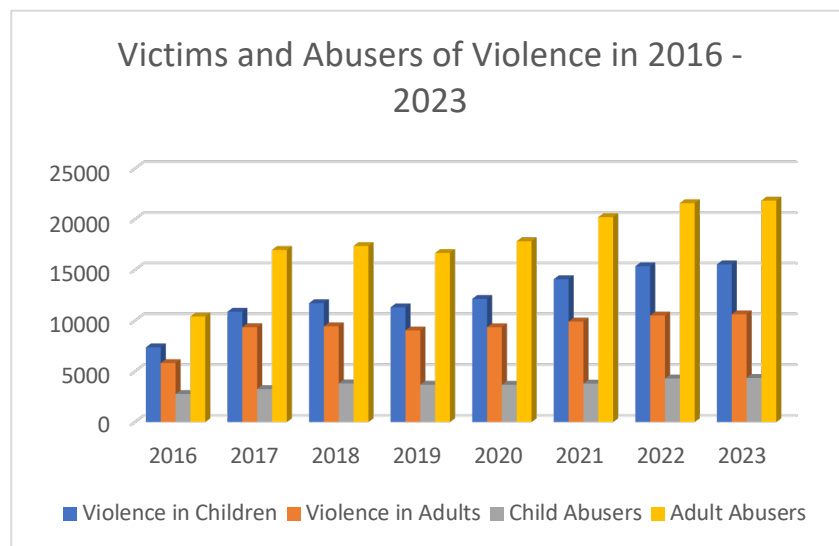


**Figure 1.** Victims and Abusers of Violence in 2016-2023
*Source: https://kekerasan.kemenpppa.go.id/ringkasan*

Based on the data in **Figure 1** above, it can be seen that there has been an increase in cases of violence from year to year. Only in 2019 did the number of violent instances decline before rising again in the following years. Data shows that victims with child age status are more than 50% every year, and perpetrators with child age status have experienced a percentage increase in the last three years. It is appropriate for education to be present optimally to promote a culture of peace and non-violence. A culture of peace can be introduced through peace education. Peace can be created through education, and peace education is an education that creates a culture of peace.

Education can and must contribute to a new vision of sustainable global development, one of which is promoting a culture of peace that is needed to obtain happiness, health, and justice (Saripudin et al., 2022). In global challenges such as worsening climate change, the decline of democracy, continued inequality, and increasing discrimination, hate speech, violence, and conflict, education can be an

essential tool to address and prevent these problems in the future. In addition, if education is well designed and implemented, it can be a long-term investment that delivers incremental results. So, all stakeholders in education should improve the quality of education. In this context, educational institutions have a central role in instilling the values of peace in the student environment. Some academics and institutions believe peace education should be taught in school settings, including early childhood (Lasi et al., 2017; Özkutlu, 2018).

Teachers as peace educators played an essential role as figures who had the personality of peace in the classroom and at school (Eliasa et al., 2019). According to Salomon in "*The nature of peace education: not all programs are created equal*", peace education is a process. The Process of acquiring values and knowledge and developing attitudes as well as abilities and habits to live in a peaceful condition towards oneself, others, and the environment has not been implemented optimally in early childhood education in Indonesia. One of the reasons is that teacher training related to peace education competencies has not been systematically organized. In an educational environment such as early childhood education, teachers are a significant sector and have a major role in instilling peace education in schools. The development of peace education in Indonesia focuses on educating children, adolescents, and adults (Supriyanto & Saputra, 2021). Meanwhile, the peace education curriculum has not been developed systematically in early childhood education, either the program or the development of teacher competencies in peace education (Saripudin et al., 2022). Character education based on peace requires professionalism from teachers (Wahyuni & Putra, 2020).

As a good and professional teacher, you must have competencies that follow your profession. This shows that teacher competency training in this field is needed to become an experienced educator in peace education. One way to improve knowledge and skills is through training (Akbar, 2021). Teacher competence greatly determines the learning process in the classroom and teaching in schools; teacher competence will evaluate the quality of graduate education because students learn directly from teachers (Juniantari & Sri, 2017). Low teacher competence can make the learning process boring and ineffective, making it difficult for students to receive, absorb, and understand the content delivered by the teacher. On the other hand, teachers with a high cognitive level tend to think abstractly, imaginatively, creatively, and democratically to make learning more fun and interactive (Akbar, 2021).

This study aims to analyze the need for teacher training in peace education within early childhood education (ECE) in Indonesia, responding to an increasing trend of violence among children and the need to cultivate a culture of peace from an early age. This study aims to identify teachers' specific competencies to implement peace education effectively and evaluate the gaps in current teacher training that may hinder these objectives. By addressing these gaps, the study intends to provide recommendations for integrating peace education into ECE curricula and strengthening teacher training programs, promoting a foundation of peace and non-violence that can support social cohesion and reduce the normalization of violence in Indonesian society. The analysis of training needs is the most critical stage in the implementation of training. If training needs are inaccurate, the training direction will be deviated and not directed (Mulyadi et al., 2023), making the training less effective. It should be emphasized that the training needs analysis stage is the key to the effectiveness of the training program.

# LITERATURE REVIEW

## Education for Sustainable Development

Education for Sustainable Development (ESD) is an educational approach that aims to integrate sustainability principles into learning to enable all individuals to acquire the knowledge, skills, attitudes, and values necessary to contribute to sustainable development. According to UNESCO (2014), ESD covers various issues such as climate change, biodiversity, poverty, and sustainable consumption and

teaches critical thinking, problem-solving, and responsible decision-making. ESD can be implemented in educational practice, which reveals a more competent child who can think and make well-considered decisions (Khrisna et al., 2016).

The fundamental principles of ESD include holistic and interdisciplinary, ethical and moral values, community engagement, and participation and action. Tilbury, in "*Education for Sustainable Development: An Expert Review of Processes and Learning*" emphasized that ESD should be holistic and interdisciplinary, integrating different fields of study to provide comprehensive sustainability issues. Additionally, ESD must be based on ethical and moral values, such as social justice, environmental responsibility, and economic well-being. Community involvement and active participation are also essential to ensure that continuing education is relevant and beneficial to all parties involved (Carayannis & Morawska-Jancelewicz, 2022). ESD develops students' knowledge of environmental challenges and their abilities to promote sustainable development by fostering holistic, critical, and independent thinking, the ability to formulate and solve problems, and the ability to participate in democratic systems and take responsibility for the earth's well-being.

**Early Childhood Peace Education Curriculum**

Peace education can be classified into 3 (three) approaches, namely: 1) the knowledge-based subject approach, 2) the skills and attitudes approach, and 3) Combining knowledge, skills, and attitudes (Wahyudin, 2018). Peace education for early childhood is comprehensive and fosters love, compassion, trust, justice, cooperation, and respect for all living beings (Saripudin et al., 2022). Early childhood education realizes peace education through a harmonious blend of knowledge, skills, and attitude approaches. Peace education is taught in the family, school, friends, environment, and media (Saputri & Wulandari, 2024). Some academics and institutions believe peace education should be taught in school settings, including early childhood (Lasi et al., 2017; Özkutlu, 2018). The core values of a culture of peace that can be implemented in early childhood education are 8 (eight), namely: self-awareness, understanding differences, positive relationships with peers, pro-social behavior, listening and speaking skills, understanding feelings and expressing them, conflict resolution skills, and relationships with community and nature (Saripudin et al., 2022).

Early childhood is adept at imitating everything that is absorbed from their environment. Peace education is needed in early childhood so children can overcome every problem harmoniously without violence. Early childhood is the best time to develop a culture of peace (Angelica Ponguta et al., 2018; Salah, 2018). Children are very receptive to the values and norms taught them at this age. In addition to non-violence, there will be an attitude of mutual love, respect for others, and care for the environment and living beings. The concept of violence is at the age of 4 (four) years, while the idea of peace is at the age of 6 (six) years (Davies et al., 2023; Hakvoort & Oppenheimer, 1998). Peace education stimulates everyone to eliminate the violent attitude that naturally grows by self.

Early Childhood Education (PAUD) is a critical development phase where character formation and fundamental values begin. Early childhood is the best time to develop a culture of peace (Angelica Ponguta et al., 2018; Salah, 2018). Children are very receptive to the values and norms taught them at this age. Through peace-oriented education, children can learn to respect differences, develop empathy, and manage conflict constructively. The core values of a culture of peace that can be implemented in early childhood education are 8 (eight), namely: self-awareness, understanding differences, positive relationships with peers, pro-social behavior, listening and speaking skills, understanding feelings and expressing them, conflict resolution skills, and relationships with community and nature (Saripudin et al., 2022). Peace education in early childhood education can be carried out through violence prevention or anti-violence education. This is explained in the previous research, where it is stated that applying the anti-

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violence education model in educational institutions must at least include two things, namely prevention efforts on acts of violence and countermeasures against acts of violence (Hermawan & Aerin, 2019). There are several essential things that Masyitoh Kroya Kindergarten implements to implement peace education.

Prevention of anti-violence is carried out by 1) creating an environment that protects children from acts of violence. In its implementation, Masyitoh Kroya Kindergarten has provided services in the form of environmental facilities designed in such a way as to minimize acts of violence against its students; 2) schools are obliged to protect their students from acts of violence where Masyitoh Kroya Kindergarten always provides services that protect its students from acts of violence or *bullying*. One of the efforts is supervision carried out by teachers, guardians, and security personnel in the institution; 3) agreeing with students and guardians, where before learning begins, teachers at Masyitoh Kindergarten always agree with their students. They agree that all those who study at Masyitoh Kroya Kindergarten are the same; there is no difference. It is forbidden to bully fellow friends either during the school environment or when they are outside of school. Thus, this prevention effort will influence children not to commit acts of violence or bullying to their peers; 4) appoint one of the children to learn to be an agent of peace every day. The effort to appoint one of the children as an agent of peace is to prevent violence at school. Indirectly, children will supervise each other with their friends so that they do not commit acts of violence or bullying. On the other hand, this effort can also increase discipline and a sense of responsibility in children; 5) establishing cooperation between the school and the environment where this effort is carried out to control each other between the institution and the environment around the institution.

Countermeasures against acts of violence are carried out through the following efforts: 1) providing help to children who experience compulsory acts of violence; 2) if there is an act of violence at school, teachers are obliged to notify the parents of students, either as victims of violence or as perpetrators; 3) the school is obliged to trace the incident of violence and then provide direction and guidance to the perpetrator and provide help and motivation to the victim of violence; and 4) the institution is obliged to provide guarantees to students to continue to get education. Peace education in early childhood education shapes children's personalities to be more loving and respectful of others. Peace education carried out at RA Al Khoiriyah is a form of learning that helps children to have the skills to deal with problems without violence, respect each other, respect each other, and love others in diversity (Indasah et al., 2023). In implementing peace education, the teacher provides a theme and guides students directly through *the Montessori* method to support learning needs so that students can get full attention from the teacher in the learning process. The teacher will pay attention from afar, with which students form their independence, emphasizing the learning process that respects, respects, and solves every problem that arises with a good attitude. Peace education in PAUD is an essential foundation for building a peaceful society. Through peace education, children from an early age are trained to respect differences, empathize, and resolve conflicts peacefully. Early childhood education teachers have a crucial role in instilling these values. However, to carry out their duties effectively, as in the research of Indasah et al., teachers need to have adequate competence related to peace education.

As the times evolve, children are faced with a variety of global challenges, including conflict, violence, and social injustice. In many countries, including Indonesia, these issues are still serious problems that affect people's quality of life. Peace education can solve this problem by equipping children with the social and emotional skills necessary to create peaceful societies. There is a correlation between peace education and the practice of peaceful values in early childhood, which impacts the possibility of reducing conflict in society by 37% (Affolter et al., 2020). Other knowledge related to peace education can be taught through polite language for social interaction (Ardiyanti and Hanip, 2022)—the language used by a person in social distancing results in a harmonious life. Harmony arises because there is a sense of mutual respect, respect, and love, which can be obtained from the polite language used in interacting. In addition to language, the research describes that peace education can be obtained through cultural development

*(Lombok sasak culture),* such as eating together *(sasak culture: begibung)* and sharing. This can give rise to a sense of brotherhood that creates harmony.

## Teacher Training for Peace Education in Early Childhood Education

The principles of peace education include nonviolence, tolerance, social justice, respect for human rights, and gender equality. According to Harris and Morrison in a book titled "*Peace Education*" peace education focuses on preventing physical violence and eliminating the underlying injustice and discrimination. Peace education teaches students to understand and appreciate differences and seek peaceful solutions in conflict situations. The application of peace education in Early Childhood Education (PAUD) has a significant impact on children's social-emotional development. Harris and Morrison's book "*Peace Education*" showed that children taught peace values such as empathy, cooperation, and conflict resolution improved social interaction and emotional management skills. According to Staub in book titled "*The Psychology of Good and Evil: Why Children, Adults, and Groups Help and Harm Others*" peace education can reduce aggressive behavior and increase tolerance among children. Implementing peace education in early childhood education can create a more positive and inclusive learning environment.

Peace education in early childhood education refers to teaching children the values, attitudes, and skills necessary to live in harmony and manage conflicts peacefully from an early age. Peace education in early childhood is essential because this period is a critical phase in developing children's character and social behavior (Nasie et al., 2021). Forming peace values early can provide a solid foundation for healthy social-emotional development and interact positively with others. The implementation of peace education faces various challenges, including a lack of teacher training, limited resources, and resistance to curriculum changes (Morales & Gebre, 2021). However, there is a significant opportunity to integrate peace education through supportive education policies and comprehensive teacher training programs. Strong policy support and adequate teacher training are the keys to the successful implementation of peace education. In addition, community engagement and adaptation to local contexts are also essential to ensure the relevance and effectiveness of peace education.

## METHODS

### Research Design

This study uses a quantitative method with a survey approach to analyze the need for teacher training related to peace education in early childhood education (PAUD). According to Ali in book titled "*Memahami Riset Perilaku dan Sosial*". The term survey is often used to indicate an observation and examination activity to collect information about the existence of something physical and/or material. Data was collected using a Likert scale-based questionnaire, which allows for numerical and systematic measurement of teachers' perceptions and needs. The primary technique for collecting survey data is asking questions through interviews or questionnaires.

The population of this study is PAUD teachers of RA Al-Hikam Soreang in the Bandung Regency area. The research respondents were taken using the census technique. The implementation of the survey, in addition to being carried out on the sample, can also be carried out on all subjects who are part of the survey population, commonly referred to as a census and a population census. The respondents were 5 (five) people or all teachers of RA Al-Hikam Soreang. The main instrument used in this study is a questionnaire consisting of 10 questions based on the Likert scale. The Likert scale used has four levels of answers, namely: 1) Strongly Disagree; 2) Disagree; 3) Agree; and 4) Strongly Agree. The questions in the questionnaire are designed to measure various aspects related to training needs, including educational background, knowledge of peace education, teaching skills, training needs, resources and materials,

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support and barriers, evaluation and assessment, teacher satisfaction and motivation, and collaboration and networking.

Data was collected by distributing a questionnaire to all teachers at one of the PAUD in Bandung Regency. The questionnaire is distributed online to maximize the response rate. The application used to spread online questionnaires is the Google Form application. Respondents were given a short time (not allowed to search for answers through various sources such as searching first on the Google search engine) to fill out the questionnaire and return it. The collected data was analyzed using descriptive statistical methods. The steps of data analysis include:

1. Answer Coding: Each answer from the Likert scale is assigned a numerical value from 1 (Strongly Disagree) to 4 (Strongly Agree).
2. Descriptive Analysis: Calculates the frequency, percentage, average, and standard deviation for each question.
3. Data Visualization: Presents analysis results in bar charts and pie charts for straightforward interpretation.
4. Data Interpretation: Identify key trends, patterns, and needs from the analysis results.

This research complies with ethical standards by maintaining the confidentiality and privacy of respondents. Respondents were informed about the study's objectives and their right to withdraw from the study at any time without consequences. Informed consent was obtained from all respondents before data collection began.

# RESULTS AND DISCUSSION

## Results

Based on the table below, frequency and percentage can be identified as the respondents feeling the need for further training, with 60% agreeing and 40% strongly agreeing. This suggests that although many are already experienced and understand the concepts, they still need additional training in more effective teaching techniques or methods. This advanced training is essential to ensure educators have up-to-date skills relevant to today's peace education needs. Without advanced training, educators may feel less prepared to face the new challenges of teaching peace education. This training can also allow educators to share experiences and best practices. This result aligns with previous research that peace education for early childhood education has not been appropriately developed; one example is marked by the lack of teacher competency training in peace education (Saripudin et al., 2022).

**Table 1.** Frequency and percentage analysis of advanced training need

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Agree | 3 | 60.0 | 60.0 | 60.0 |
|  | Strongly Agree | 2 | 40.0 | 40.0 | 100.0 |
|  | Total | 5 | 100.0 | 100.0 |  |

*Source: Research, 2024*

The average data in **Table 1**, 3.40, indicated that the majority of respondents felt strongly that they needed further training in peace education teaching techniques. This value is above the mid-scale value, signaling a significant need for additional training. A standard deviation of 0.548 indicates that this opinion is relatively consistent among respondents. This suggests that many feel their current knowledge and skills are inadequate to teach effectively. Investing in additional training programs can be very beneficial in meeting this need.

There is a need to improve or augment the resources available to teach peace education, as shown in the table below. Most respondents (60%) felt the available resources were adequate, but 20% felt inadequate. This suggests that while most feel adequate. Increased access and availability of quality resources can help educators feel more prepared and able to teach. Better resources will help in the delivery of peace education materials more efficiently. It can also improve student learning outcomes and help achieve peace education goals. This result does not follow the background of the study held by (Saripudin et al., 2022), in which there is a need to develop peace education resources that can start by analyzing peace values that can be integrated into the early childhood education curriculum. This is also not in line with Cremin and Bevington's book "*Positive Peace in Schools*" which reveals that peace education is at a crisis stage, has not yet theoretical and conceptual clarity, and requires a solid research base.

**Table 2.** Frequency and Percentage Analysis of Adequacy of Resources

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Disagree | 1 | 20.0 | 20.0 | 20.0 |
| | Agree | 3 | 60.0 | 60.0 | 80.0 |
| | Strongly Agree | 1 | 20.0 | 20.0 | 100.0 |
| | Total | 5 | 100.0 | 100.0 | |

*Source: Research, 2024*

According to **Table 2,** respondents had a neutral view of the adequacy of resources available to teach peace education in early childhood education, with an average of 3.00. A higher standard deviation of 0.707 showed a significant variation in views among respondents. This signifies that while some feel adequate resources, others may feel the opposite. This variation shows the difference in access and quality of resources each respondent owns. Improved accessibility and quality of resources may help address these variations.

All respondents felt they had enough support from the school management, with 80% agreeing and 20% strongly agreeing. This shows that there is strong institutional support for the implementation of peace education in early childhood education. This support is crucial because it provides a stable foundation for educators to implement peace education programs effectively. Without this support, efforts to integrate peace education may be less successful. Management support also includes providing resources and policies that support the teaching of peace education. This result is in line with the previous research statement that schools must provide the needs of peace education to create a culture of peace that all school residents expect (Buchori & Fakhri, 2017). The study explains that schools as educational institutions should have a culture of peace to support a friendly and conducive learning process that will shape and develop the students' peace behavior.

**Table 3.** Frequency and Percentage Analysis of School Management Support

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Agree | 4 | 80.0 | 80.0 | 80.0 |
| | Strongly Agree | 1 | 20.0 | 20.0 | 100.0 |
| | Total | 5 | 100.0 | 100.0 | |

*Source: Research, 2024*

Based on data in **Table 3,** an average of 3.20 indicated that respondents felt they had sufficient support from school management in implementing peace education. A standard deviation of 0.447 suggests this view is entirely consistent among respondents. The majority felt that support from school management was adequate, although there was room for improvement. Strong management support is essential for the successful implementation of peace education programs. More support and communication from school

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management can increase the program's effectiveness. Good management in the school environment will create optimal school conditions in educating and providing a sense of security to its students (Pingge, 2020). Management that keeps up with the times will improve the development and progress of educational institutions (Gaho & Akrim, 2022). Following education for sustainability, education promotion is part of the development of the times that must receive special attention in managing education in schools.

## Discussion

The research findings indicate a significant need for advanced teacher training in early childhood peace education. While many educators report confidence in their foundational skills, the high demand for further training underscores a critical gap in competencies needed for evolving peace education challenges (Ndwandwe, 2024). As social dynamics and educational needs grow more complex, peace education requires educators to remain adept in foundational practices and advanced and nuanced techniques that support social-emotional learning, conflict resolution, and inclusivity (Evans, 2023). This aligns with previous studies indicating that peace education remains underdeveloped in early childhood curricula, especially regarding practical competencies (Saripudin et al., 2022). Advanced training could effectively address this by ensuring teachers are well-prepared for the nuanced demands of peace education today (Zembylas & Loukaides, 2021). Moreover, advanced training programs in peace education serve as a platform for teachers to share best practices and collaboratively solve everyday challenges.

The study also reveals variations in teachers' perceptions of resource adequacy, highlighting disparities in access to quality teaching materials across institutions. While a majority found resources adequate, some reported a lack of appropriate materials to support effective peace education delivery. This gap indicates that while resources may exist, they may not be consistently aligned with the needs and objectives of peace education. Resources such as updated curricula, activity guides, and interactive materials are essential to foster a classroom environment conducive to peaceful learning (Sapao & Dacles, 2021). Addressing this resource inconsistency is critical to standardizing peace education delivery, ensuring that all teachers have equal access to quality tools that facilitate impactful instruction. These resource disparities may impact the overall quality of peace education across schools, as educators with insufficient materials may struggle to meet program objectives. By developing more universally accessible resources, educational institutions can work towards equitable peace education experiences for all students (Marujo & Casais, 2021; Millican et al., 2021). For instance, implementing peace education kits with lesson plans, engaging activities, and conflict resolution frameworks could support educators, particularly in underserved areas (Abu-Nimer & Nasser, 2023; Kilag et al., 2021). Increased access to these resources can improve teachers' ability to create inclusive, respectful, and peaceful classroom spaces that resonate with young learners.

Institutional support from school management emerges as another pivotal factor in the success of peace education programs. Management's role extends beyond providing resources, as it also involves fostering a school culture that actively promotes peace, safety, and mutual respect (Chukwu et al., 2023; Sarbaitinil et al., 2023). Findings show that respondents generally feel supported by their management, which is crucial as such backing creates a stable foundation for implementing peace initiatives. This support encompasses material resources and policy frameworks that encourage peaceful interactions and community-building. Without this support, peace education programs may lack the necessary institutional endorsement that legitimizes and sustains them within the curriculum. Finally, the research emphasizes that investing in both training and resources will help educators instill values that contribute to social cohesion and non-violence, which are essential for long-term societal peace. In an era where conflict resolution and social-emotional intelligence are vital skills, peace education must be prioritized within early education to nurture empathetic, responsible individuals. Strong school management, coupled with

ongoing teacher training and resource development, creates an environment where peace education can thrive. With these improvements, schools can fulfill their role in building a generation of students equipped to contribute positively to society and uphold the values of peaceful coexistence.

## CONCLUSION

This study underscores the crucial role of advanced teacher training, resource availability, and institutional support in successfully implementing peace education in Indonesia's early childhood education (ECE) settings. Findings reveal that while educators generally possess foundational knowledge in peace education, most recognize the need for further training to enhance their skills in applying effective, contemporary teaching methods. Such training would enable teachers to address emerging social challenges and promote a learning environment that fosters non-violence, empathy, and tolerance among young learners. Addressing these skill gaps through specialized training is essential, as it empowers teachers to model and impart peace-oriented behaviors, which are foundational to early childhood development and long-term social cohesion. Additionally, while many educators feel supported by the school management, resource access, and quality inconsistencies point to areas for improvement. Consistent management involvement, policy backing, and resource provision are vital to sustain these efforts. By focusing on these critical areas—advanced training, resource improvement, and institutional support—ECE institutions can establish a robust framework for peace education, enabling young learners to internalize values of non-violence and mutual respect that contribute to a more peaceful, cohesive society. This proactive approach aligns with broader educational and societal goals, emphasizing the importance of preparing future generations to engage constructively with diversity and conflict.

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