Peacemap (Peace Education and Character Building through Mindfulness and Action Packed-Play): Educational Media for Alleviating Problems of Student Intolerance

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Abstract

Social transformation influences a growing style of tolerance, so it is necessary to modify peace education programs to support this situation. This research reveals the phenomenon of the development of tolerance in society and its influences on the emergence of a social problem function that is currently active. Studies show that the issue of tolerance is no longer just about inclusivity. But it also involves the issue of tolerance as a personal perception. The initial justification for the problem which became the starting point in the research was the low level of social sensitivity and accommodative attitude of individual people as a basis for acting tolerantly. using the Design and Development (D&D) method. To form an educational medium to eradicate the problem of intolerance among students. Through this method, this research succeeded in offering an educational medium in the form of PEACEMAP (Peace Education and Character Building through Mindfulness and Action Packed-Play). This study will reveal the systematic journey of research in discovering media starting from identification and justification of objects, preparation of media, and its potential utility for alleviating the problem of tolerance.

Keywords: *Tolerance, Peace Education, Instructional Media*

Introduction

There are various social changes that are starting to affect the personal situation of people in various parts of the world. Janmaat & Keating (2019) in their research tried to test whether there was a change in the trend of tolerance among young citizens in Britain. In the research, he explained that *Over the past two decades there has been a marked shift in attitudes towards many social groups that have historically been marginalised and/or vilified in British society.* This change in the final trend shows an optimistic situation regarding the increase in the inclusiveness index. From another point of view, tolerance is closely related to the ability to be open to diversity. This fact is confirmed by Lähdesmäki *et al.* (2021) that *tolerance is an attitude to perceived cultural or physical differences between people or differing opinions*. Thus, it is clear that tolerance always develops along with the expansion of differences between social groups.

It turns out that the universal meaning of tolerance has the same tendency as the statement above. *The Oxford English Dictionary* (in Michael & Jackson, 2015) explains tolerance as, the act or practice of bearing or enduring pain or difficulty; strength or capacity to endure. This definition leads to the translation of the concept of tolerance which not only leads to inclusiveness and intercultural programs, but is also viewed as a personal attitude related to emotional intelligence in bearing any social risks.

However, we must be open to another fact that true tolerance is not just open to inclusivity. Tolerance also has a correlation with broader personal attitudes. Tillman (2018) in his book entitled Living Values Activities for Children explains that tolerance is defined as a fair and objective attitude towards people who have opinions, behavior, ethnicity, religion, nationality and so on, different from ours; freedom from prejudice. Chen (2021) with his research explaining the concept of tolerance according to Chinese Confucianism, he argued that tolerance is related to the norms, values and virtues of our time and the idea of tolerance is constitutive.

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On the other hand, in an anthropological study, Earle (2015) explains that tolerance is usually understood as a means of increasing stability and/or protecting the position and identity of minorities. In this understanding, Earle (2015) emphasizes tolerance as a concept related to inclusivity. In this explanation, we should expand the meaning of inclusivity not as tolerance towards general entities, but also need to consider the expansion of diversity of more heterogeneous entities. As evidence, Storm, Sobolewska & Ford, (2017) in their research entitled *Is ethnic prejudice declining in Britain? Change in social distance attitudes among ethnic majority and minority Britons.* He proves that currently ethnicity in England is moving towards diversity, which is no longer about inclusivity based on race, but also about a more personal identity. Further, he explained *Britain, in particular, has experienced a sharp increase in the number of immigrants.*

We need to examine the facts based on the research above as data that we need to suspect is due to the growing transformation of social interactions. This is the background for the need for academic sensitivity to be open to the need for transformation of peace education efforts to present it as a contextual solution. If this is not addressed immediately, it has the potential to give birth to education that is not contextual. This is also what Hudson & Whisler (2014) are concerned about *education systems risk imposing educational strategies that do not meet the individual needs of the students.* This definition sees the imposition of education that is not contextual as an impact that should not occur.

The explanation as explained above strengthens the three justifications for the problem which form the basis for the need for this research. *First,* There is a development of a style of tolerance as a result of social transformation. *Second,* The problem of tolerance apparently extends not only to issues of inclusivity but also to issues of personal attitudes. *Third,* the need for educational media that is contextual based on practical problems to ensure peace education is meaningful and can produce solutions.

Literature Review

Peace education initiatives have been the subject of heated public debate and so far the complexities involved have not been fully understood (Zembylas, Charalambous & Charalambous, 2016). There has been a lot of research explaining peace education. Several studies have developed this issue as a non-formal education approach that has a high influence in giving birth to a stable social construct. Other research shows the alignment of this research issue with the educational science approach. However, the two perceptions in the analysis of the concept of peace education show a preference that peace education favors explaining the concept of education which seeks to create peace. In several other situations, peace education is also often viewed as a multifaceted educational approach. With this perception, peace education is encouraged to create a holistic educational strategy to contribute to sustainable development and social harmony.

Peace education should be able to bring an approach that does not only combine structural educational practices (Higgins & Novelli, 2020). This explanation leads to the direction that peace education should contain elements of decontextualization of the curriculum so that it can increasingly have practical principles, so that its implementation can be directed at solving actual social problems. Cremin (2016) focuses on the concepts of peace, education, and research, and the ways in which these concepts combine to form the fields of peace education and peace education research. Peace education is a multifaceted approach aimed at fostering a culture of peace, conflict resolution, and social cohesion through educational practices. This approach includes a variety of strategies and frameworks applied in a variety of educational settings, from preschool to higher education. The importance of peace education lies in its ability to equip individuals with the knowledge, skills, and attitudes necessary to navigate and resolve conflict peacefully, thereby contributing to sustainable development and social harmony.

Basabose & Heli (2019) emphasize the need for synergy among these stakeholders to effectively implement peace education. They argue that the implementation of peace education is not simply related to internal infrastructure, but also involves various other domains that have a big opportunity to influence the application of peace education. Among the several parties that must be involved in the process can include raw input in the education process. Apart from that, there is also a need for good cooperation and coordination between teachers and parents within the cultural sphere. This collaborative approach is echoed by providing justification that peace education must be in harmony with the life experiences and development processes

of adolescents in order to be transformative (Velez, 2021).

Another study revealed that the pedagogical methods used in peace education are very important for its effectiveness. Conflict resolution training in early childhood education shows that introducing children to prosocial responses can significantly improve their ability to manage interpersonal conflict (Vestal & Jones, 2004). This early intervention is in line with the principles of peace education, which advocates a participatory and relational learning environment that encourages empathy and understanding among students (Setiadi *et al.*, 2017). The integration of peace education into the curriculum, as Kim and Mitchell note, can also facilitate comparative learning and foster international partnerships, which are important for building a global culture of peace (Kim & Mitchell, 2023).

The challenges of implementing peace education are multifaceted and often context-dependent. Shehi, Ozcan & Hagen (2018) concluded that although there are peace topics in the educational curriculum, there is no significant correlation between these topics and students' perceptions of peace in Albania, indicating a gap between theory and practice. Likewise, Standish and Nygren highlight the need for careful consideration of national context when integrating peace values into educational frameworks, as these values may manifest differently in different cultures (Standish & Nygren, 2018). This is particularly relevant in conflict-torn societies, where peace education must address the specific historical and socio-political contexts that shape students' experiences and perceptions (Ndwandwe, 2024).

Judging from the needs in this research, namely higher education. Peace education needs to be seen as a cultural growth program. The implementation of peace education is increasingly recognized as important for fostering a culture of peace among future leaders. Peace education is critical to addressing violence in South African higher education, and advocates for peace education to be included in the curriculum to promote sustainable development and conflict prevention (Ndwandwe, 2024).

.**Methods**

To complete the research objectives with *outcome* in the form of products, methods *Design and Development* (D&D) is used in this research. Approach *mix method* used to obtain more comprehensive data. However, a dynamic qualitative approach helps research product development programs to function on target (J. Ellis & Levy, 2010). The practical steps taken in the research are; identifying problems, formulating goals, designing and developing products, conducting tests, evaluations, and communicating results. These six steps are also combined with quantitative data collection as an effort to explore empirical facts in order to better illustrate the needs of the problem and formulate more focused research objectives based on existing data and facts.

To ensure the scientificity of the research, of course the researcher conducted model trials and justified the results with content experts, design and mechanics experts. *board* games. Data collection techniques use multiple choice questions (MCQs), observation, interviews, questionnaires and documentation studies. Data analysis uses data reduction, data presentation and drawing conclusions. In general, the procedure for developing this research uses the following 6 steps.
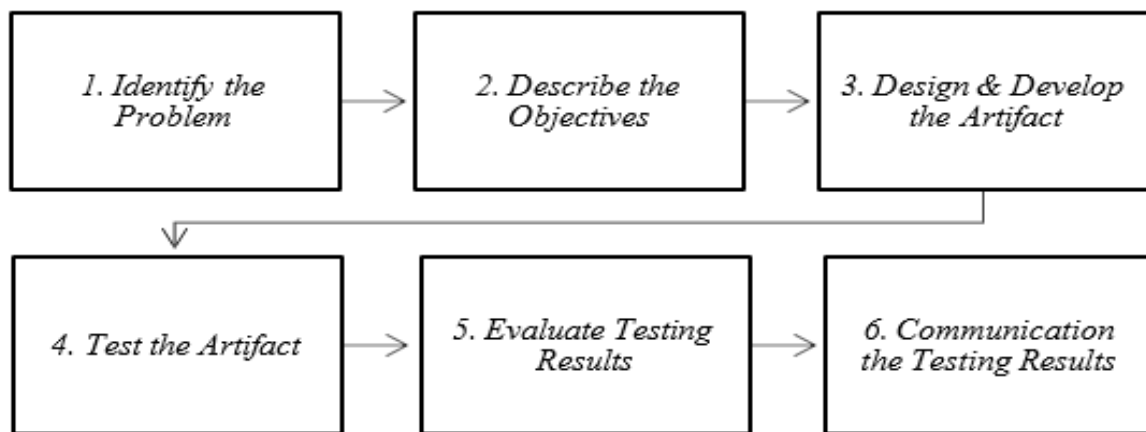
Figure 1. Research Procedure

Source: (J. Ellis & Levy, 2010), processed by researchers

First, carry out broad problem identification, so that from the results of this identification you can find and develop a model, tool or product. *Second,* formulate media objectives based on the empirical problems discussed. *Third,* designing and developing peace education media designs according to research objectives. *Fourth,* carry out tests for trials to ensure the validity of the tests. *Fifth,* evaluate test results to make improvements to the model. *Sixth,* communicate the results.

Result and Discussion

Is it true that the concept of tolerance has developed? Analysis of the Tolerance Index among Students and its Problems

Tolerance as a social attitude will of course develop as social life develops. This thesis of course requires deeper testing by reviewing empirical evidence and related literature. This section will first explain the empirical results of previous research to define the extent to which tolerance has developed.

We will begin this study with an analysis of the definition given by Walzer (1997) which explains that *tolerance makes difference possible, difference makes tolerance necessary.* This was also reinforced by analysis from Verkuyten & Killen (2021) that tolerance is always related to responses to diversity. Thus, this statement indicates a balanced and stable development tendency since 25 years ago which apparently has the same perception of tolerance, namely the existence of a strong correlation between tolerance and diversity. In this way, it is natural that the meaning of tolerance is often connoted with the meaning of inclusiveness. However, the concept of inclusivity cannot encompass tolerance.

Inclusion as equality was presented, then, as a new space of politic and possibilities, an opportunity perhaps to create a democratic or even subversive world which offered the chance for disability and equality to be located within a new cultural framework (Hodkinson, 2011). In this translation, inclusiveness is a definition that refers to equality. Thus inclusivity has high relevance to tolerance, because tolerance prioritizes equality as one of its core values. Of course, inclusiveness is not always tolerant. because tolerance has a broader meaning than that.

This then becomes the starting point that tolerance is almost always equated with inclusiveness. In fact, the development of tolerance does not only involve aspects that speak to the community. on progress. Tolerance is often explained as a personal attitude. Cohen (2004) explains *tolerance implies that people accept ideas and lifestyles with which they do not agree and that are incompatible with their own ideas and lifestyles.* In this sense, tolerance is not known enough as an open attitude towards diversity. tolerance also needs to be seen as an idea of how they can adapt and even have sensitivity to things they don't need.

Lebih dalam, Corneo & Jeanne (2009) *tolerant attitudes towards diversity can be socially desirable on various grounds*. This is enough to prove that inclusivity can occur not only because of tolerance. However, of course this thesis does not weaken the correlation between tolerance and inclusiveness. However, tolerance can occur after the presence of inclusivity. However, we must also accept the fact that inclusiveness does not necessarily mean tolerance. The appropriate explanation to describe the relationship between tolerance and inclusivity is that inclusivity is a necessary part of fulfilling an attitude of tolerance.

In order to get more empirical conclusions, the researcher will present the results of a study that measures the tolerance index of the subjects, in this case students. The research results that will be described will be processed broadly but also specifically by calculating sub-indicators for each aspect of tolerance. The results obtained in this study state that in general the tolerance index is towards an optimistic situation. However, inclusivity is one of the problems because it does not find positive numbers. more clearly, it will be explained in the table below.

Indexing	
0-292	Very bad
293-584	Bad
585-876	Good
876-1168	Very good

Based on this data, the inclusiveness indicator was the only index that did not achieve positive results. More deeply, it turns out that the subject is weak in accepting diversity with broader entities. With this index, it can be justified that the subject has a perception of diversity, but this diversity is not fully considered as a stable and consistent attitude. On the other hand, the research results show a positive tendency towards the tolerance index among students. Even though the deviation is quite low from the Center value, it is a number **0.1 times** from the median.
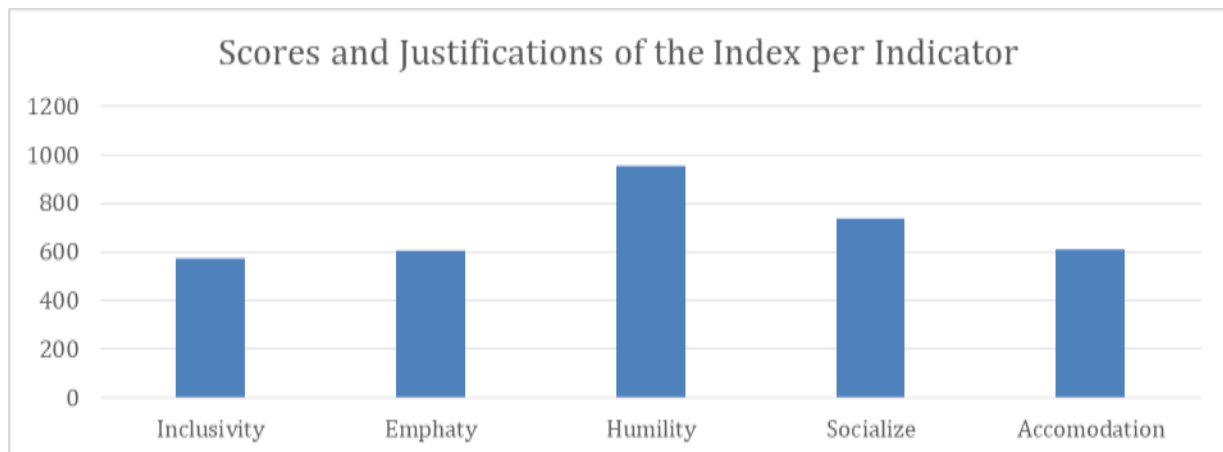
If we refer to our previous analysis, this data actually illustrates the development of the meaning of tolerance. Based on the findings as explained in the table, researchers can conclude that tolerance is not just about being open to inclusivity and diversity. In fact, subjects showed a tendency for tolerance based on MCQs to be stronger in the personal aspect. They (students) have good humility, and can position themselves as members of the community.

Has the concept of Tolerance developed? The hypothesis explained in the background with the assumption that tolerance has developed has been proven by the research data depicted in the table above. In this way, it can be concluded that tolerance has now developed a more personal meaning, bringing the definition of tolerance to increasingly refer to aspects of attitude.

PEACEMAP: Peace Education Media for Alternative Solutions to Intolerance

This product starts from identifying problems regarding tolerance which are apparently growing. The development of this concept has resulted in the need for more contextual peace education. Practically, the contextual requirements that must be fulfilled in order to become a good educational media are that the media fulfills the following elements. **First**, the accuracy of the material provided must be in line with the learning objectives in simpler terms called (*subject matter*). **Second**, Can be used with good motivation by students (*affective consideration*). **Third**, Hascgood navigation with ease of use of learning media (Merril, 1996; Newby, 2000; Winarno, 2009).

Another important aspect for producing good learning media products is the accuracy of translating the purpose of the learning media. Based on the analysis of the problem studied as explained in the previous section, the researcher justifies the objectives of PEACEMAP media-assisted learning as follows. *First*, giving rise to interactions that emphasize aspects of social attitudes so that displays of tolerance can be fulfilled in their entirety. *Second*, correct understanding of tolerance material contextually so that the fulfillment of understanding is in line with the needs of peace education goals that are in line with current conditions. *Third*, forming an interactive learning flow with dynamic response stimuli so that the implementation of learning can experience tolerance as a social competency. With the description of ideal learning media as described, the researcher attempts to present Biznet with a product explanation as follows.

PEACEMAP (Peace Education and Character Building through Mindfulness and Action Packed-Play) is essentially a peace education media that seeks to provide interactive learning. Practically, this product seeks to solve the problem of intolerance, especially among students, with the most contextually tolerant style. Conceptualized as *board game*, with card games and dice as the way of playing.

Figure 2. PEACEMAP (Peace Village) Game Board

As an interactive game, PEACEMAP aspires users (students) to the concept of a village as a small unit of society, each game player (student) is tasked with meeting the minimum indicators of peace in a village. There are at least twelve indicators that must be met by each player on the same board. The determination of indicators is prepared according to the views of UNESCO "*peace education is about how you can hel build the future and make your world a more peaceful place to live*" which is in accordance with the Indonesian nation (Kester, 2013). Taking these indicators attempts to fulfill the contextuality element of the explanation of tolerance. Apart from that, researchers hope that the introduction of 12 indicators based on UNESCO can make this game can be used universally. The use of this indicator, after being analyzed based on judgment, can fulfill the needs required for contextual research objectives

Figure 3. PEACEMAP Board Game Infographic

The PEACEMAP display as explained above, attempts to present the motivation of users (students) in using PEACEMAP as a learning medium. Navigation that is easy to translate, is also a consideration in preparing the base map. The display for use by users is also a special concern in order to meet business feasibility as a learning medium. This game can be used collaboratively to ensure that social competency-based tolerance learning objectives can be met optimally.

Profiling Post-Intervention Tolerance Attitudes

Post-intervention, this research seeks to measure the success of learning media in meeting its objectives. This measurement was carried out using a psychographic method by providing identification of groupings of tolerance profile indicators of the research subjects. This grouping is based on literature studies, involving five sub-indicators. The grouping process is based on an analysis of systematic differences in a subject. Of course, there are various practical ways that can be used to identify the same characteristics in a subject. In the socio-economic field, this concept is known as *market segmentation*. Of course, the subjects in this research cannot be viewed as *market* because the role that the subject has is a unique individual as a person, not a market.

However, the unique characteristics of each subject turned out to have quite unique patterns. This condition is then used as a basis for researchers to be able to measure the success of tolerance more meaningfully. The method used by researchers to get to this situation is by measuring the success of post-intervention tolerance through specific measurements of more specific indicators. Practically, researchers use the AIO method to reach the expected conclusions. Profiling is carried out by grouping through measuring tendencies towards each profile. This model is very close to the psychographic method to provide identification of attitudes towards certain profiles. With the AIO method, the instrument translates *activities, interest,* And *opinion* of each subject. A more specific explanation of the profiling results for identifying tolerance profiles can be seen in the following chart.
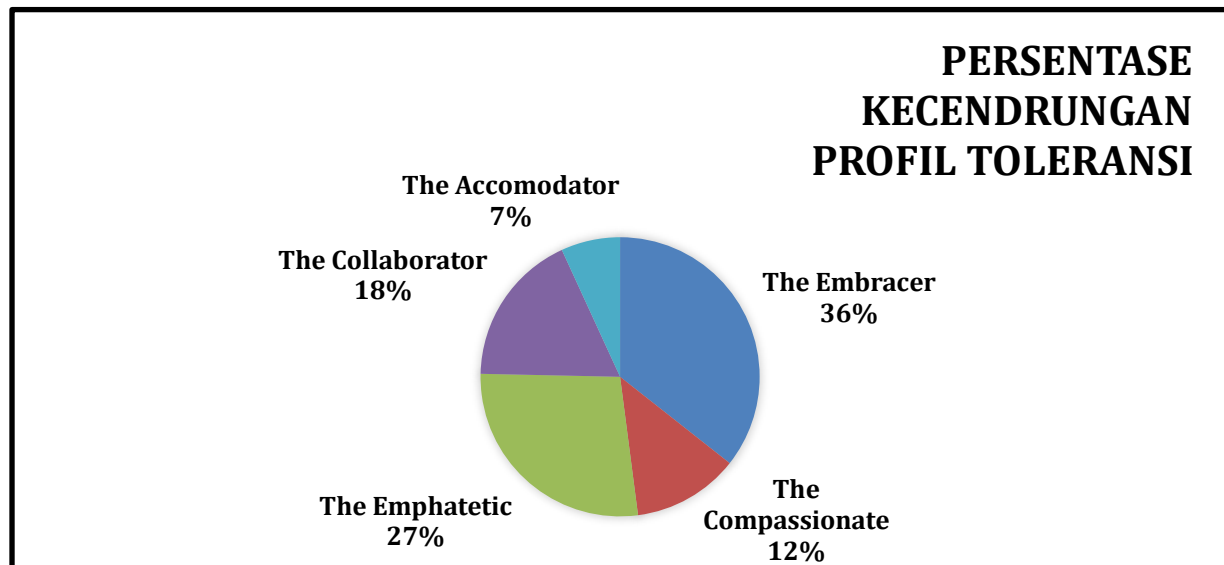

PERSENTASE KECENDRUNGAN PROFIL TOLERANSI

- The Accomodator 7%
- The Collaborator 18%
- The Embracer 36%
- The Emphatetic 27%
- The Compassionate 12%

Figure 4. Percentage of Tolerance Profile Trends

When examined more deeply, research subjects have a tendency towards a personal profile. However, intrapersonally the tolerance profile does not meet an optimistic situation. Some indicators that there is a problem include the subject's attitude not yet reaching the accommodative and empathetic aspect. This situation illustrates the breadth of tasks regarding efforts to prevent and eradicate tolerance. Tolerance today, can not only be viewed as a social problem but also related to personal attitudes. Thus, research has succeeded in showing the necessary answers that tolerance has now developed, and PEACEMAP seeks to meet that problem in a targeted manner. Researchers realize that efforts to identify success need to be reviewed more freely and openly to other indicators. However, this research can outline practical data that tolerance has developed as a social competency and personal attitude.

The Embracer	The Emphatetic	The Compassionate	The Collaborator	Accomodator
Dominant attitude: ● Recognizing Diversity ● Reject stereotypes ● Love the differences ● Reject strata/class	Dominant attitude: ● Sensitive to the immediate environment ● Following social issues ● Responsive to a problem ● A good listener	Dominant attitude: ● Doesn't feel right ● Dare to admit mistakes ● Know your weaknesses ● Able to identify other people's strengths	Dominant attitude: ● Can follow the rules ● Consider the needs of the group ● Accept the shortcomings of group members ● Adaptive	Dominant attitude: ● Give opportunities to others ● Do not impose will ● Support other people's talents/greatness ● Easy to give up

In order to operationalize each profile, we will explain the detailed meaning of the characteristics of the five profiles in the chart above. **First**, The Embrace, namely the profile of research subjects who tend to be successful on the inclusiveness and diversity index. This aspect shows a strong profile in being aware of diversity, stereotypes, liking differences, rejecting strata or classes that exist in society. **Second**, The Sensitive (empathy), which refers to the profile characteristics of having good social intuition with indicators of sensitivity to the immediate environment, following social issues, responsive to problems, able to be a good listener to the environment as well. **Third**, The Attention is a tolerance index that is more specific to the profile of not always feeling right, daring to admit mistakes, admitting one's weaknesses, and being able to identify other people's strengths and accept them gracefully. **Fourth**, The Collaborator (associator) with a profile who is good at positioning himself as a member of the community and has the willingness to prioritize public needs, is adaptive, can follow the rules. **Fifth**, The accommodator, which refers to the supporting profile (*supporter*) with a giving attitude, enjoys giving opportunities to others, and can support the greatness of others based on their talents.

Classified indicators, have various characteristics. the inclusivity aspect is the indicator that is most considered to fulfill the "Embrace" profile. The research results showed that more subjects self-identified that they had a high inclusiveness index. This is illustrated by the dominance of the program which meets more than a third of the number of respondents. Meanwhile, other aspects tend to be more personal. Even though this aspect has a percentage that is not greater than inclusiveness, the distribution of subject profiles shows that the situation is quite even.

Implications

Social studies which are always developing also apply to the study of tolerance which presents new concepts. This is natural if we remember that social change will affect social competence, including tolerance. We must be open to another fact that true tolerance is not just open to inclusivity. Tolerance also has a correlation with broader personal attitudes. The conclusions of the problems answered in this problem include: *First*, There is a development of a style of tolerance as a result of social transformation. *Second*, The problem of tolerance apparently extends not only to issues of inclusivity but also to issues of personal attitudes. *Third*, the need for educational media that is contextual based on practical problems to ensure peace education is meaningful and can produce solutions.

PEACEMAP (Peace Education and Character Building through Mindfulness and Action Packed-Play) as an interactive learning medium presents a tool for carrying out peace education interventions aimed at alleviating intolerance. This product comes from an objective analysis of needs with the aim of translating the problem as practically as possible. After the intervention, the researchers found that there was a clustering of the research subjects' tendency profiles towards attitudes of tolerance. The results show that tolerance needs to be considered as a social study with interpretation of personal attitudes. With that conclusion, the researchers

provide the following recommendations. *First,* Theoretically, researchers strive to provide research results that can expand scientific knowledge, especially in the field of developing educational models. *Second,* Empirically, we hope that the research results can be used to solve the problem of conflicts of interest in society in an implementation-based manner through education *board game. Third,* in the development aspect, *board game* It is continually updated to keep its useful aspects current.

Recommendations

Scientific evidence that tolerance has developed needs to be seen as a situation that needs to be immediately responded to with flexible solutions. Changes in the meaning of tolerance as a result of developments in social situations are not something that should not be seen as a unique situation. The growing translation of the meaning of tolerance may continue to roll out with increasingly massive social developments. This situation needs to be considered as capital for researchers to be more open to changes in social concepts. The data shown in the research shows that there has been a change in the structure of an attitude of tolerance which is more in favor of the situation of people as 'embraces' who can be open to various changes. On the other hand, the trend of tolerance as an individual attitude is not very developed, so it does not show a positive situation regarding personal tolerance. Thus, the development of research to strengthen the concept of tolerance must also look no longer at research that discusses diversity, but also at social skills to be less self-centered and more open to accepting other people in a social group, even though they have different interests.

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