



History as an Instrument of Peace Education: An Analysis of History Learning at SD Negeri 10 Takengon in the Post-Conflict Context of Aceh

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Abstract

This study aims to examine the implementation of history-based peace education at SDN 10 Bebesen, Central Aceh, with a focus on the challenges faced by teachers and its impact on students. The method used is a qualitative approach through in-depth interviews with history teachers, education supervisors, and students. The results show that although history-based peace education has been introduced, its implementation remains limited by a curriculum that focuses more on historical events than on reconciliation and conflict resolution. Teachers face difficulties in linking peace education with historical events due to a lack of adequate training and resources. On the other hand, students demonstrate an understanding of peace values but struggle to apply them in daily life, especially those from families affected by conflict. This study concludes that enhancing teacher capacity through more specific training and the application of more interactive teaching methods is essential to improving the effectiveness of history-based peace education. Future research is expected to broaden the sample scope and explore project-based approaches to optimize the implementation of peace education in elementary schools.

Keywords : peace education, in history lessons, *post-conflict of aceh*.



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INTRODUCTION

History is not merely a chronological record of the past, but also serves as a vital medium in shaping collective consciousness and instilling human values (Utami, 2019). Within the framework of education, history holds the power to shape identity, foster empathy, and serve as a reflective tool for students to understand the social dynamics that shape their society. This transformative function becomes even more crucial when history is taught in the context of communities that have experienced

armed conflict (Wijayasari et al., 2020). In post-conflict settings like Aceh, history instruction extends beyond the transmission of historical facts; it functions as a critical instrument of peace education, contributing to the restoration of social trust and the cultivation of intergroup tolerance. Therefore, it is essential to examine how history learning at the elementary school level can be optimized as part of a sustainable social reconciliation strategy (Muis et al., 2023).

The prolonged conflict between the Free Aceh Movement (GAM) and the Indonesian National Armed Forces (TNI), which lasted for more than three decades, stands as one of the largest internal conflicts in modern Indonesian history. This conflict not only caused widespread physical destruction, but also left a multidimensional impact on Acehnese society including psychological trauma, social dislocation, and cultural fragmentation (Adha, 2023). The education sector was among those most directly affected (Al-Mawardi, 2019). Data shows that between 1992 and 2002, more than 1,158 schools in Aceh were burned down or destroyed as a result of the violence (Arfiansyah et al., 2022). In addition, UNDP (2005) reported that more than 40% of teachers lost their jobs due to displacement or as victims of the conflict, causing major disruptions to the educational process and weakening the foundations of Aceh's education system.

The 2005 Helsinki Peace Agreement marked a significant milestone in Aceh's historical journey, signaling the end of an armed conflict that had lasted for decades. This moment of peace opened up substantial opportunities for social recovery and the reconstruction of public institutions, including the education sector (Nurpratiwi, 2019). Through Special Autonomy (Otsus) funds and support from international donor agencies, various efforts have been made to rehabilitate educational infrastructure and expand access to learning for the community (Sari et al., 2023). However, physical reconstruction has not been fully matched by a transformation in the substance of learning. History as a subject, for instance, still faces challenges in adopting an inclusive and contextual approach (Surya & Nurdin, 2021). Without conflict-sensitive

instruction, history risks becoming a vehicle for reproducing exclusive narratives, reinforcing stereotypes, and hindering the reconciliation process. Therefore, history education must be directed toward fostering cross-identity understanding, empathy, and an awareness of the importance of peaceful coexistence (Sopacua et al., 2020).

In addition to its social and cultural impacts, the armed conflict in Aceh also deepened long-standing structural poverty resulting from unequal national development. A study by Kusuma and Widawati indicates that the conflict exacerbated the economic conditions of local communities, making Aceh one of the provinces with the highest poverty rates in Sumatra (Kusuma & Widawati, 2024). This situation has had a direct impact on the education sector, particularly for children from impoverished families who face difficulties accessing quality education. In regions such as Central Aceh, which have a history of conflict and complex cultural diversity, these challenges are even more pronounced. Educational infrastructure has yet to fully recover, while curricula and teaching quality have not entirely reflected the spirit of reconciliation and historical justice. In this context, it is important to examine history learning practices at the elementary school level, such as at SD Negeri 10 Takengon, to understand the extent to which education can serve as a strategic instrument in building sustainable peace in Aceh.

Mahayanti et al (2025) It has been shown that several countries with histories of conflict have successfully implemented peace education within history teaching, which not only provides understanding of historical events but also teaches how to manage conflict peacefully and build harmonious intercultural relationships. In South America, the United States, and Colombia, this approach has proven effective in fostering sustainable peace. In the context of Indonesia, particularly Aceh, the implementation of peace education based on history can serve as a relevant solution. By integrating peace values into history lessons, students are expected not only to learn about past events but also to understand how to manage conflicts non-violently and contribute to building a more peaceful society.

In Central Aceh, which has cultural diversity and a profound history of conflict, peace education based on history can serve to reintroduce a just and inclusive narrative, while helping children and younger generations to overcome trauma resulting from the conflict. This can be achieved by integrating local wisdom, as exemplified in countries like Ghana (George, 2023), Peace education grounded in local traditions and values can strengthen understanding of the importance of peace and reconciliation. This positions history education as a vital pillar in shaping the younger generation of Central Aceh to be better prepared to build a peaceful future.

The urgency of this study lies in the pressing need to explore and develop history-based peace education in elementary schools, particularly at SD Negeri 10 Bebesen, Central Aceh. The research focuses on fifth-grade students because at this level, students already possess a basic understanding of historical events and begin to develop critical thinking as well as empathy towards others' experiences. Grade five is considered a strategic stage in elementary education, where complex concepts such as conflict, peace, and reconciliation can be gradually introduced and appropriately received by students according to their cognitive development (Keith C. Barton, 2004).

According to Aricindy et al (2023) dan Zuhri & Masnunah (2025), The implementation of peace education at the elementary school level holds great urgency, as this phase is a crucial period in the formation of a child's moral, social, and character development. Elementary school age is the initial stage where children begin to learn about shared life values such as justice, tolerance, cooperation, and empathy. Therefore, peace education is not merely an addition to the curriculum but an integral part of the process of shaping whole, socially conscious individuals. Integrating peace values at this age will equip children with the ability to recognize and appreciate differences, manage conflict constructively, and build healthy relationships with others. In the context of post-conflict societies like Aceh, peace education also serves as a foundation for the regeneration of a more inclusive, resilient, and diversity-embracing community.

Within this framework, history lessons hold a strategic position as a transformative medium in shaping critical awareness and reinforcing the values of peace. History is not merely a means to remember the past but also serves as a reflective tool to understand the roots of conflict, analyze the socio-political dynamics underlying violence, and extract moral lessons from collective experiences. (Nurjanah, 2020) This emphasizes the importance of a historical thinking approach in history teaching, where students are not only encouraged to memorize the chronology of events but also to understand the context, causes and effects, and the various perspectives involved. This multiperspective approach is highly relevant to be applied in the context of Aceh, which has a long history of conflict and ethno-cultural diversity. Thus, history teaching that is delivered reflectively and inclusively can serve as an instrument for social recovery and reconciliation, while also strengthening a more peaceful collective identity among the younger generation.

History learning integrated with peace education is a relevant and strategic approach to shaping the character of the younger generation in post-conflict societies like Aceh. Usmi (2024) it emphasizes that peace education should not only shield students from violence but also actively instill skills for non-violent conflict resolution, foster empathy, and strengthen social solidarity. At the elementary school level, these values can be introduced early as part of shaping children's character to be tolerant, inclusive, and open to diversity. In line with this, Fadli et al (2021), it asserts that education must prepare students to become active citizens capable of living together peacefully in a diverse society. Therefore, history teaching is no longer sufficient if it only focuses on the chronology of events; it must become an ethical and reflective space that enables students to understand the meaning of reconciliation, appreciate the diversity of experiences, and reject violence as a solution.

In the context of Aceh, this approach becomes increasingly important given the long history of conflict and its lingering impacts. Local history is often laden with trauma, dominant narratives, and the potential for polarization, thus requiring

educators to be more selective and sensitive in delivering the material. The use of historical thinking and multiperspective approaches, as recommended by Mulyana & Kurniawati (2020), It can serve as a strategy to help students not only understand what happened in the past but also why it occurred and how they should relate to that historical legacy. Through this approach, students are encouraged to reflect on conflict not as a narrative of hatred but as a lesson for building a more peaceful future. Within the framework of post-conflict education, history teaching holds great potential as a tool for social transformation, especially when accompanied by restorative narratives that acknowledge diverse experiences and promote peace.

This study offers novelty by specifically examining how peace values are integrated into history learning at the elementary school level, particularly within the local context of Aceh a region with a long history of conflict. The study not only describes teaching practices but also analyzes the challenges faced by teachers and the impact of the learning process on the social awareness of fifth-grade students. The focus on implementing peace education within the history subject at SD Negeri 10 Bebesen represents a new contribution that enriches the discourse on reconciliation-based history education at the elementary level in Indonesia's post-conflict context.

Based on this background, this study aims to analyze the implementation of history learning based on peace education for fifth-grade students at SD Negeri 10 Bebesen, Central Aceh. The primary focus of the research is to explore how peace values are integrated into the teaching and learning process, the challenges faced by educators in delivering history content inclusively, and the impact on students' social awareness. Using a qualitative approach, this study is expected to provide an in-depth understanding of the role of history education in promoting reconciliation and social recovery within the elementary school environment. The findings will not only have academic significance but also serve as a foundation for formulating education policies that are more sensitive to the post-conflict context, as well as strengthening sustainable peacebuilding strategies through basic education institutions.

METHOD

This study employs a qualitative approach with in-depth interviews as the primary data collection technique. This approach was chosen because it allows the researcher to gain a comprehensive understanding of the implementation practices of history-based peace education at SD Negeri 10 Bebesen, Central Aceh, particularly within the context of fifth-grade students' learning. Interviews will be conducted with various key informants, such as history teachers, education supervisors, and students, to explore their perceptions, experiences, and challenges in integrating peace values into the history curriculum. This method enables an in-depth exploration of learning dynamics that cannot be captured quantitatively, and helps trace how history education contributes to the processes of reconciliation and character building in a post-conflict setting (Johawan & Anggito, 2019).

The data obtained from the interviews will be analyzed using thematic analysis techniques, as stated by Fadli (2021), "By identifying patterns and main themes such as the implementation of peace values, pedagogical challenges, and the impact of learning on students' social awareness, the analysis will be conducted systematically to interpret the data in a deep and contextual manner. During the one-month data collection process, the researcher will apply source triangulation to enhance the validity of the findings by comparing interview results with curriculum documents and reports related to peace education programs in Aceh. Additionally, all participants will be provided with thorough explanations regarding the study's objectives and procedures as well as their rights as informants, through an informed consent process in accordance with qualitative research ethics (Sugiyono, 2015).

RESULT AND DISCUSSION

The Implementation of Peace Education-Based History Learning at SDN 10 Bebesen

In-depth interviews with history teachers and education supervisors in Central Aceh Regency reveal that a peace education-based approach to history learning has begun

to be gradually implemented at the elementary school level. This finding reflects a paradigm shift in post-conflict education, where history is no longer taught merely as a chronological narrative of events but also as a medium for instilling values of reconciliation, tolerance, and peaceful conflict resolution. Educators reported that their understanding of peace education concepts was largely acquired through training programs organized by the local government as part of broader social reconstruction efforts following the end of armed conflict in Aceh. These training sessions introduced a range of pedagogical approaches that emphasize the importance of fostering collective awareness of peace and nurturing empathy through contextual and relevant history instruction. Nevertheless, the implementation of peace education remains uneven and highly dependent on individual teacher initiatives, the availability of learning resources, and the extent of institutional support, which is often still limited.

In practice, history teachers in Central Aceh strive to integrate peace-related values into their instruction by employing participatory methods that emphasize active student engagement, such as group discussions, case study analyses, and critical examination of historical conflicts using inclusive and neutral approaches. These strategies aim not only to enhance students' historical understanding but also to shape their character as agents of peace within their communities. However, teachers face significant challenges, particularly in managing students' sensitivities around the narratives of the Aceh conflict, which remain vivid in the collective memory of society. Some students have had direct or indirect experiences with violence during the conflict, making the history learning process deeply emotional and highly meaningful. As such, educators are required to possess both pedagogical and emotional competencies to guide students in critically understanding history while maintaining the classroom as a safe and inclusive space for all perspectives. This underscores the notion that peace education is not merely a matter of curricular reform, but a long-term commitment to building an educational ecosystem that supports sustainable peace.

Challenges Encountered by Teachers in Embedding Peace Education into Classroom Practice

Educators involved in this study identified several key challenges in implementing history-based peace education. One of the most significant challenges is the lack of adequate training on how to teach materials related to conflict and peace. Although initial training sessions were provided to teachers, some educators still felt unprepared to handle the emotional dynamics of students who had experienced trauma as a result of the war.

In addition, many teachers expressed difficulties in integrating local wisdom into the existing history curriculum. Central Aceh, with its rich cultural diversity and deeply rooted local values, requires a more sensitive approach that respects local traditions and cultures to effectively support peace education. This challenge becomes even more complex when the current history curriculum does not fully incorporate the intersection of local history and post-conflict reconciliation—elements that are essential for students to learn and understand.

The Impact of Peace Education

Most of the students interviewed revealed that history learning grounded in peace education has helped them better understand the importance of reconciliation and reduce the social stigma that persists as a result of conflict. Many students felt that this form of history education allowed them to open up to peers from different backgrounds and to develop a deeper understanding of the consequences of violence and the value of living harmoniously. Through this learning approach, students not only gained historical knowledge but also internalized social and emotional skills essential for fostering mutual respect and peaceful coexistence.

However, despite these positive impacts, many students also acknowledged that while they have come to understand peace-related values, broader social change at the community level still takes time. The impact of peace education at the

elementary school level does not solely depend on instructional content, but also on broader societal transformations involving parents, local communities, and society at large. This suggests that for peace education to be truly effective, it must be supported by a comprehensive ecosystem of peace that extends beyond the classroom and is reinforced through active community engagement and intergenerational dialogue.

The Implementation of Peace Education-Based History Learning at SDN 10 Bebesen

Findings from an interview with the history teacher (AJ) show that although peace education through history has been introduced, its implementation remains limited by the existing curriculum. Peace education is often understood as character education that emphasizes values such as tolerance and empathy, but it lacks deeper connections to concrete historical events. Limited resources and teaching materials that focus more on historical facts than on learning about conflict and reconciliation also pose obstacles.

AJ highlighted the difficulty of linking historical content with peace values because the curriculum places greater emphasis on chronology and major events rather than on critical reflection regarding conflict resolution. Additionally, the use of conventional teaching methods makes students feel less engaged and unable to relate past conflicts to their current social realities, causing peace values to remain largely theoretical. AJ also identified another major challenge: the lack of training provided by the local government to effectively deliver history-based peace education. Teachers need more detailed professional guidance on practical teaching strategies such as project-based learning, group discussions, and interactive activities that can connect historical content with peace values in a more concrete way. Therefore, strengthening teacher capacity becomes essential, not only to improve the quality of history instruction but also to ensure that peace values are embedded deeply and sustainably within the learning process.

Challenges in Implementing Peace Education at SDN 10 Takengon

The Education Supervisor (MH) stated that despite the presence of clear policies regarding peace education, its implementation in the field still faces significant challenges. According to MH, the main issue lies in the lack of specific training for teachers on how to integrate peace education into history instruction. Existing training programs, which tend to focus more generally on character education, are insufficient to address the complexities involved in teaching peace values within a historical context. MH added that although peace education policies are in place, their implementation is hindered by the lack of in-depth teaching materials capable of illustrating social reconciliation processes in a way that is accessible and comprehensible to students.

Furthermore, MH identified a disconnect between the national curriculum—which broadly promotes peace education—and the reality in schools, where history is still primarily taught as a sequence of events rather than as a tool for social reconciliation and healing. This creates a mismatch between the intended goals of peace education in the curriculum and the classroom practices encountered by teachers. Limited instructional time to cover both historical content and peace-oriented reflection in depth also poses a significant challenge in delivering peace-based history education effectively.

MH also observed a degree of resistance to pedagogical change. Some teachers find it difficult to adopt new approaches that require teaching peace education through more interactive and discussion-based methods, particularly given the traditional model of history instruction that focuses heavily on academic content. Therefore, a more holistic approach to training and professional development is necessary to support teachers in overcoming uncertainty and embracing more innovative teaching strategies in peace education.

The Impact of Peace Education on Students

Based on interviews with students (Student 1, Student 2, Student 3, Student 4, and Student 5), it was found that although they understand the peace values taught through history lessons, they still experience difficulties in internalizing and applying these values in their daily lives. Student 1 (S1) and Student 2 (S2) expressed that while they recognize the importance of peace, they feel insufficiently engaged in classroom discussions, which makes it harder for them to connect with the material being taught. They perceived that peace education within history lessons tends to focus more on theoretical aspects, rather than on practical applications that could be implemented in their everyday interactions. Student 3 (S3) and Student 4 (S4) added that they felt more engaged when involved in interactive activities, such as role-playing or group discussions on conflict events and peaceful resolutions. These activities, according to them, made the learning experience more meaningful and helped them better understand how peace-related values could be applied in real-life contexts. The students' responses highlight the need for pedagogical approaches that are not only informative but also participatory and experiential, allowing students to actively construct meaning and reflect on how historical events relate to their social environments.

However, Student 5 (S5) stated that although they received peace education materials, they found it difficult to connect the content with their social realities. Many students, especially those from families affected by conflict, were less active in expressing their views on reconciliation and peace due to feelings of fear or shame when discussing their personal experiences. This indicates that while peace education may provide a foundational understanding of peace-related values, more engaging and participatory teaching practices are needed to ensure that these values are truly internalized and reflected in students' daily lives.

Overall, while history-based peace education has had a positive impact in raising students' understanding and awareness of peace, challenges related to student

engagement and the limitations of current teaching methods remain major obstacles in achieving broader and more sustainable goals of peace education. There is a pressing need to enhance the interactivity of pedagogical approaches and to provide greater support for students so that peace values can be more readily applied in their everyday social interactions.

CONCLUSION

In conclusion, the study shows that the implementation of history-based peace education at SDN 10 Bebesen is still limited by curriculum constraints, conventional teaching methods, and insufficient teacher training. Although peace values such as tolerance and empathy are introduced, their connection to historical conflicts and reconciliation is not strongly emphasized, making it difficult for students to relate these lessons to real-life experiences. These challenges, along with limited instructional time and gaps between policy and classroom practice, reduce the overall effectiveness of peace education. Therefore, broader research and more interactive, project-based approaches are needed to strengthen peace education in primary schools.

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