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# Mixed-Method Approach for Human Value Education in Inclusive Pre-Schools: Cultivating Peace to Mitigate Child Conflicts

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## Abstract

This study evaluates the implementation development of the PNKT-BD (Integrated Human Values Education Based on a Culture of Peace) model in the inclusive preschool setting of TK Teratai UNM Makassar, employing a mixed-method approach blending qualitative and quantitative research methodologies. The objectives were to integrate human values education into preschool activities, assessing its effectiveness in fostering a peaceful and inclusive environment. The study commenced with a needs assessment, revealing a high demand among teachers and parents for the PNKT-BD model despite challenges such as limited learning facilities. The model's development involved creating educational tools and conducting trials to evaluate their effectiveness. The model's validity, reliability, and practicality were assessed quantitatively, showing positive outcomes. Teachers played a key role as facilitators, promoting peaceful attitudes and inclusivity, supported by appropriate facilities. The findings suggest the PNKT-BD model is a viable approach for integrating human values in early childhood education, with potential applicability in various regions. The research also found that implementing the PNKT-BD model markedly improved children's social skills and conflict-resolution abilities. It was also observed that there was a significant increase in the inclusiveness and empathy displayed by children, both towards their peers and in the overall classroom environment. However, the study's focus on a single institution and reliance on self-reported data indicate the need for further research in diverse settings. The study underscores the importance of teacher training and resource development for the model's broader adoption.

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## Introduction

The critical role of peace education in shaping contemporary society, particularly within inclusive preschool settings, is increasingly recognized as essential in an era characterized by global conflicts and societal divisions. Education's role in cultivating a culture of peace and understanding goes beyond traditional academic boundaries, significantly contributing to the holistic development of young minds and addressing broader societal challenges. It equips children with crucial conflict navigation and mitigation tools, fostering a more peaceful and cooperative global community. The significance of this topic encompasses educational disciplines, societal norms, and urgent global needs, calling for a comprehensive and immediate response to this pressing issue.

Peace education empowers students to resolve conflicts creatively and non-violently, aiming to cultivate a harmonious quality of life (Zembylas & Loukaides, 2021). In today's world of violence, educational and religious institutions must address this issue (Aguiar, 2021; Buchori et al., 2021). This paradigm is acknowledged globally, emphasizing the importance of peace

education in shaping a secure and prosperous future by equipping students with knowledge, attitudes, and skills for valuing diversity and human dignity (Isac et al., 2022).

While peace education is practiced within schools, its effectiveness could be enhanced by incorporating elements like humor to stimulate constructive dialogue among diverse groups (Mishra et al., 2020). It is vital to understand multicultural awareness, which involves recognizing and integrating both majority and minority cultural groups, ensuring their unique identities are acknowledged (Corboz et al., 2019). The need for peace education arises from escalating human conflicts, as seen in Indonesia, where conflicts manifest due to varying social dynamics, ideologies, and politics (N. Oueijan, 2018).

The global recognition of peace education is vital for cultivating a secure future, especially in schools. It aims to provide future generations with the knowledge and skills necessary to embrace diversity and uphold human dignity (Zheng et al., 2017). As tensions increase due to differences in perspectives, the significance of peace education becomes even more evident. The community and other institutions must actively address this issue to prevent further escalation of conflicts (Alcalá et al., 2017).

Program development should incorporate conflict sensitivity throughout its lifecycle, from design to implementation and evaluation (Morehouse et al., 2020). In peacebuilding environments, it is crucial to address the root causes of conflict while laying the groundwork for sustainable peace (Blum & Rogger, 2021). Peace education initiatives, such as UNICEF's "Learning for Peace" program, highlight the significance of social services in mitigating conflict factors and promoting social integration (Veerman & Denessen, 2021).

As practiced at Insan Teladan School, human values education focuses on core values like truth, virtue, peace, compassion, and non-violence (Santoso et al., 2020). This approach aims to produce well-rounded students who excel academically and morally. Such values are not just confined to educational settings; they are significant in all life aspects and should be respected accordingly (Anggraeni et al., 2022; Yigit, 2021). Peace education is a comprehensive global endeavor that emphasizes promoting peace-related knowledge and enhancing students' capacities for fostering positive attitudes and conflict resolution (Anggraeni et al., 2022). Understanding "peace" goes beyond the mere absence of conflict, representing a harmonious approach to conflict resolution (Leib & Ruppel, 2021). Schools are ideal platforms for imparting values that promote peaceful character, tolerance, and unity (Edwards et al., 2020). The United Nations emphasizes the link between child protection, development, and conflict prevention, highlighting the importance of addressing poverty and inequality to ensure children's well-being (Veerman & Denessen, 2021).

The primary objective of this research is to develop and assess the effectiveness of an integrated human values education model grounded in a culture of peace (Ilfiandra et al., 2022). This model aims to enhance children's social-emotional attitudes and behaviors in inclusive preschool education settings (Choles et al., 2022). This research is paramount as it addresses a notable gap in current educational practices. Educators often struggle to integrate human values into their curricula effectively. By emphasizing the intrinsic role of human values in education, the study underscores the importance of character development from an early age, ensuring these values are woven into every learning event (Lazăr et al., 2022). Moreover, the inclusivity of the research, involving a diverse range of stakeholders—from teachers and principals to children with varying developmental needs—provides a comprehensive viewpoint on the value and practicality of the proposed model (Zhang et al., 2022). By embedding ethical values into academic learning, the research aims to cultivate enhanced ethical behavior in children, setting the foundation for more principled future generations.

The research makes significant contributions to the realm of inclusive kindergarten education. Central to this is the development of the PNKT-BD model—a structured and validated guide designed to assist educators in systematically imparting integrated human values education (Magano et al., 2020). This model, grounded in empirical validation, ensures its effectiveness in fostering positive social-emotional attitudes and behaviors among preschool

children (Slot et al., 2020). Moreover, the study outcomes serve as a valuable reference point for curriculum developers, facilitating the creation of themes and materials that resonate with a culture of peace. Recognizing the instrumental role of educators, the research equips teachers with the necessary tools and insights, bolstering their capacity to integrate human values into their pedagogical practices seamlessly (Choi & Lee, 2020). Furthermore, by encompassing a broad spectrum of stakeholders, the study empowers educators, parents, and children, fostering a collaborative approach to character development and enriching the holistic nature of early education.

The PNKT-BD (Pendidikan Nilai-Nilai Kemanusiaan Terpadu Berbasis Budaya Damai called Integrated Human Values Education Based on a Culture of Peace) model represents a groundbreaking approach in early childhood education, tailored for inclusive kindergartens and uniquely integrates human values into the curriculum, addressing a significant gap in traditional educational methods. This model stands out by embedding ethical and character-building elements into every learning activity, and its effectiveness in enhancing social-emotional competencies among children, including those with special needs, has been empirically validated. Complementary to this is the concept of the "Peace Table," a key feature in Montessori and increasingly mainstream classrooms, offering a calm, safe space for children to manage conflicts and engage in personal reflection, thus fostering essential social and emotional skills. Alongside character education programs in partner and extracurricular activities, these practices cultivate empathy, problem-solving abilities, and an understanding of peace values, with the involvement of parents and teachers ensuring a consistent learning environment between school and home.

The role of human values education in developing well-rounded students who excel both academically and morally is highlighted in the work of researchers like Santoso et al. (2020) and Anggraeni et al. (2022). This approach, which focuses on moral development alongside academic excellence, underscores the significance of truth, virtue, peace, compassion, and non-violence in all life aspects. Edwards et al. (2020) further emphasize the potential of schools as ideal platforms for imparting values that promote peaceful character, tolerance, and unity.

Despite these advancements, there are still notable gaps and limitations in current peace education practices, particularly in early childhood education and inclusive settings. The current research addresses this gap by developing and assessing an integrated human values education model grounded in a culture of peace. The inclusivity of the research approach, which involves a diverse range of stakeholders, provides a comprehensive perspective on the value and practicality of the proposed model.

The primary focus of this study is the development and empirical assessment of the PNKT-BD (Pendidikan Nilai-Nilai Kemanusiaan Terpadu Berbasis Budaya Damai called by Integrated Human Values Education Based on a Culture of Peace) model in inclusive preschool education settings. This model aims to enhance children's social-emotional attitudes and behaviors, with a particular emphasis on integrating human values into the curriculum. The novelty of the research lies in its systematic approach and significant contributions to inclusive kindergarten education, addressing a critical need in current educational practices. This study, by providing empirical evidence of the model's effectiveness and offering valuable insights for educators, curriculum developers, and other stakeholders, promises to shape the future of early childhood education profoundly and positively.

## Methods

This study, a mixed-method approach blending qualitative and quantitative research methodologies, was employed to assess the effectiveness of the PNKT-BD (Pendidikan Nilai-Nilai Kemanusiaan Terpadu Berbasis Budaya Damai or called by Integrated Human Values Education Based on a Culture of Peace) model in inclusive preschool settings, following the guidelines by Creswell (2012). The research commenced with an in-depth analysis and design phase involving a comprehensive needs assessment and literature review, which was crucial for developing the

PNKT-BD model. This phase included creating educational tools such as peace education scenarios for board games designed for typically developing children and those with special needs. The subsequent planning phase involved Focus Group Discussions (FGD) with a diverse group of four experts, ten early childhood education (PAUD) teachers, five special education teachers, and seven lecturers, as well as limited trials with children and teachers to evaluate the material's effectiveness and gather qualitative insights. The implementation phase at TK Teratai UNM Makassar involved collecting qualitative data through observation, interviews, and documentation, offering a comprehensive view of the PNKT-BD model's impact in promoting an inclusive and peaceful learning environment in preschools.

In parallel, the study employed quantitative methods to evaluate the PNKT-BD model's validity, reliability, and practicality among children aged 5-6. The model's validity was assessed using a Likert scale by educational experts, resulting in a high average validity score. Reliability was established through Cronbach's alpha coefficient, which significantly exceeded the established reliability threshold. Practicality was tested in TK Teratai UNM Makassar, involving observation of teacher activities to gauge the model's acceptance and effectiveness in real-world settings. Data analysis combined descriptive statistics to deduce the overall effectiveness of the model and provide recommendations for further improvements and applications. This quantitative approach offered comprehensive insights into the model's potential in early childhood education.

## Result

In the initial phase of our research, we conducted several vital activities, including a comprehensive review of relevant literature, an assessment of needs, and developing a preliminary conceptual model. Through interviews and focus group discussions with kindergarten teachers, we discovered that they had, either directly or indirectly, been incorporating integrated human values in their teaching practices. However, these values had not been systematically structured into a formal model or module dedicated to intentionally teaching their students moral and ethical values. One prevalent challenge teachers reported was their difficulty translating integrated human values learning into written form within the framework of weekly and daily lesson plans. Nonetheless, it was acknowledged that both formal and informal teachers had been imparting values of education to shape children's characters.

The lack of structured guidance materials and adequate training had impeded teachers' ability to effectively plan and implement integrated human values education. Consequently, integrated human values learning was being carried out on an ad-hoc basis, prompted by specific events or activities rather than through a meticulously planned program. The teachers also recognized a significant gap in their understanding of integrating integrated human values education seamlessly into every learning event. Furthermore, the absence of suitable learning materials, such as guides, storybooks, movies, and role-play tools, presented challenges in integrating human values into their teaching. One teacher in our focus group discussions highlighted the difficulty of considering ethics education in every learning event because, traditionally, ethics was taught as a separate theme.

Although the teachers' motivation and dedication to shaping children's characters were substantial supporting factors for integrated human values education, the absence of external interventions or pressures emphasized the educators' inherent responsibility to instill these values.

Our needs assessment yielded several significant findings, which have informed the development of our hypothetical model. First, teachers at the forefront of ethical value education admitted that they had not systematically linked human value education across various subjects or thematic areas. Second, teachers, students, and parents were collectively unaware of the specific activities associated with moral value learning about each learning event. Third, despite the lack of prior knowledge, all parties recognized the need for integrated human values education in kindergarten institutions and expressed their full support for its

implementation. Fourth, our analysis underscored the necessity of implementing ethics as an integrated human values education component, which received strong endorsement from all stakeholders. Finally, the factors inhibiting integrated human values education implementation included a lack of cooperation among teachers, students, and parents, unclear program objectives, and perceived boredom associated with ethics education. Conversely, teachers' proficiency and parental support emerged as critical factors bolstering school human values education programs.

Considering these findings, there is a compelling need for a value education model that seamlessly integrates ethical values into every academic learning event, both within and outside the classroom, to foster enhanced ethical behavior. This initiative benefits from strong support from teachers, students, and parents, setting a positive foundation for implementing an integrated human values education program.

Based on our needs assessment results, we designed a hypothetical model named the "Peace Culture-based Integrated Humanitarian Value Education Model (PNKT-BD)." This model intends to improve children's moral behavior and comprises two integral components: the integrated human values education model and a model guide. The model incorporates the rationale, objectives, scope, target population, basic assumptions, working principles, supporting service systems, teacher roles, implementation procedures, and program evaluation. The model guide is a practical operational guide for implementing the model, offering detailed insights into its various facets.

The benchmark for the feasibility of the model book will be done by developing a questionnaire compiled by the researcher and has been validated by four experts. Eligibility will also be validated by users whose benchmarks will be measured using questionnaires that researchers develop themselves. The effectiveness of the PNKT-BD model book was measured using observation sheets developed by researchers based on four themes: harmony, help, peace, and love for the motherland. The implementation stage, which contains the application of PNKT-BD model products, is implemented using limited tests at UNM Makassar Lotus Kindergarten.

In the quantitative analysis of the research, the validity of the developed PNKT-BD model was assessed comprehensively. The overall validity test results yielded an average score of 3.33, categorizing it under the "valid" criteria. More specifically, in the content aspect, the model achieved a higher validity score of 3.67, placing it in the "very valid" category. The aggregate validation score across all aspects was 3.50, firmly positioning the model within the "very valid" criteria. This indicates the model's solid and relevant content alignment with the intended educational objectives, underscoring its appropriateness for the targeted age group and educational context.

The reliability of the model was further established through the Cronbach alpha coefficient, calculated at an impressive 0.998, significantly surpassing the threshold of 0.468. This high coefficient, determined at a 5% significance level, confirms the consistency and dependability of the model in assessing the peaceful culture abilities of children aged 5-6 years. Such a high level of reliability indicates the model's robustness and potential effectiveness in delivering consistent and reliable outcomes when implemented in an educational setting.

Practicality tests of the PNKT-BD model were conducted at UNM Makassar Lotus Kindergarten with children aged 5-6 years. These tests involved observations of teacher activities in learning management across four days. The teacher activity observation sheets analysis revealed average scores of 2.40 in simulation assessment, core, and strengthening aspects, all falling under the "good" criterion. Moreover, teacher assessments of implementation demonstrated overwhelmingly positive impacts, with scores ranging from 3.40 to 3.80, corresponding to 85% to 95% positively. The overall average score from all teacher assessment items was 3.72, translating to a 93% positive impact. This high level of practicality and positive reception from teachers suggests that the PNKT-BD model is theoretically sound, effectively implementable, and well-received in practical educational settings.

A peace table can take many forms, and it is up to you to decide how you think it will best work in your teaching space. Some peace tables are structured with signs and labels, a table, and two chairs. Others are more laid back, with cushions and a tray on the floor between them. It depends on your space and preferences and what works for your student. The children at the peace table sat in a circle of 5 normal children and one child with special needs, playing together in harmony, help, peace (conflict resolution), and love for the motherland.

Upon subjecting the PNKT-BD model to expert validation, the dimensions of the model, which encompass reference terms, foundational principles, visual appeal, rationale, objectives, scope, target population, assumptions/working principles, teacher roles, implementation procedures, evaluation criteria, and model implementation guidelines, were deemed to meet the requisite standards for a robust model. Experts also recommended further enhancing the model by emphasizing fundamental values such as honesty, assistance, peace, courage, cooperation, discipline, purity, trust, respect, love, and empathy through storytelling, role-playing, and singing. Additionally, the model's attractiveness could be enhanced by simplifying terminology for better understanding by teachers and students, avoiding repetitive explanations. There is also a need to underscore the teacher's role in the PNKT-BD model, ensuring that teachers do not perceive ethical value education as a separate component of the learning events but as an integrated part of their pedagogical approach.

The result of this research is a PNKT-BD model book consisting of (1) The model book will guide the implementation of peace table play activities consisting of two components, namely the philosophical component and the operational component. The philosophical component contains the background, goals, objectives, systematics of activities, time allocation, and place of activities. The operational component contains several indicators of the character value of children's peaceful culture. Model books that are generally designed to be modified as needed or are flexible; (2) Teacher guidelines in the implementation of PNKT-BD as a teacher guide in integrated character development in every learning and non-curricular activity (in national holidays); (3) children's workbooks, namely instructions for children to do peace table games and peace role games; (4) Media playing peace table; i.e., color games of peace, puzzles, installation games, and peace role games; (5) a tool for assessing children's peaceful behavior as a form of increasing the value of children's peaceful cultural character.

The results of the model validation showed the average value of the total validity of the PNKT-BD Model Book to increase the value of peaceful culture characters obtained a value of 3.60 (good category - valid). The average total validity of the Teacher Manual was 3.70. Thus, based on the value of the criteria listed in the description of the assessment scale, the validation sheet, if the value is 3, is Valid. The average total validity of the Teacher Manual was 3.70. Thus, based on the value of the criteria listed on the description of the assessment scale, the validation sheet, if the value is 3, then including Validation in addition to providing assessments, validators also provide suggestions and comments for minor revisions to the Teacher Handbook. The improvements that have been made and researchers follow up by making revisions according to the suggestions of both validators and the Teacher Handbook can be directly applied.

The implication of the PNKT-BD model in Early Childhood Education is that the cultivation of Indonesian children's character values can be done through habituation and deliberate learning in intra-curricular and extra-curricular forms. Peaceful camp activities and collaborative play between normal children, children with special needs, and children from various ethnicities can carry out activities on national holidays.

## Discussion

Our research adopted a mixed-methods approach, precisely aligned with the development research type. The games were organized into four themes: peace, harmony, helping, and love for the country. We designed activities such as puzzle games, free drawing, and project play (Blazhenkova & Booth, 2020). The latter included cardboard, glue, raffia, colorful paper, marbles, and twigs. These activities provided a collaborative space for children, including those with

special needs, to engage in projects, promoting communication and diversity in project planning (Smith et al., 2022). We conducted a field study at inclusive kindergartens, namely Pertiwi Kindergarten and Montessori Kindergarten in Makassar, South Sulawesi. We aimed to ensure that the learning process was seamlessly integrated with human values, emphasizing cooperation, assistance, communication, and respect among children (Fan & Tan, 2019), especially those with special needs, like autistic children (Cahyo et al., 2021). Until this point, the efficacy of media in imparting peace education to children had not been adequately recognized (Mishra et al., 2020).

However, it is a critical determinant in shaping children's thought processes, encouraging empathy, and fostering cooperation in project activities that catalyze change (Azila-Gbettor et al., 2023). Consequently, our research explored the attitudes and beliefs of typical children and children with special needs concerning conflict resolution, using project activities as a medium for peace education (Anggraeni et al., 2022).

In our discussions, the central theme revolved around creating an integrated environment conducive to a child-friendly atmosphere, free from conflicts, and promoting conflict resolution strategies (Kim et al., 2020). We designed project activities that scientifically observed children's collaborative efforts in completing projects. The rules, implementation process, media usage, developmental scenarios, and evaluations were carefully outlined before the activities commenced (Su et al., 2021). Our primary goal was to foster collaboration and equity in the education system, especially for children with special needs, to ensure individualized student services (Albahusain, 2022).

This research introduced five key thematic areas. The first focus was on how children recognize the concept of peace through project activities oriented toward understanding conflict resolution among children (Schwartz & Takševa, 2020). In this context, teachers played a crucial role as facilitators and mediators, incorporating peace education seamlessly into thematic learning from an early age.

Project activities that included peace chants, songs, and drawings were well-suited for children, enhancing their cognitive abilities, problem-solving skills, creative thinking, teamwork, and other skills essential for their development (Teppo et al., 2021). These projects employed creative materials like twigs, raffia, and dry leaves, among others, to create exhibits based on themes such as peace, harmony, helping, and love for the country. Such project games are valuable tools for fostering hands-on skills and knowledge development across various learning themes in young children. These well-designed games offered an engaging, competitive, and collaborative environment where children could focus on content and apply their learning effectively, especially from an early age (Zaric et al., 2020).

The second focus of our research centered on games that encouraged cooperation and togetherness (Uaidullakzy et al., 2022). These games involved lifting a cloth with four ends on which a ball was placed, requiring children to work together. These cooperative games, often involving cloth, were already famous, primarily for entertainment. Teachers played a pivotal role in adapting these entertaining games to incorporate more severe values and learning content, thus delivering meaningful lessons to children (Mee Mee et al., 2021).

The third theme focused on the love for the country. Here, children were introduced to expressions of patriotism and love for their nation (Takeuchi et al., 2016). This was achieved through patriotic chants, national songs, coloring the red and white flag, framing it, and introducing them to national figures and heroes of the Indonesian nation.

The implications of these findings are profound, particularly in the realm of policy and educational practice. The successful implementation of the PNKT-BD model suggests a viable pathway for integrating human values into early childhood education, potentially leading to more harmonious and inclusive learning environments. This model could serve as a blueprint for other regions and educational systems seeking to incorporate similar values-based education, albeit with necessary contextual adaptations. Furthermore, the emphasis on teachers' roles and the need for structured guidance materials underscore the importance of

investing in teacher training and educational resources as central to the success of such initiatives.

This study highlights the importance of integrating human values education in all learning activities to develop skills like pattern recognition and convergent and divergent thinking (Xia et al., 2021; Baan et al., 2022). It demonstrates how such education promotes patriotic attitudes, empathy, and cooperation, contributing to equitable, child-friendly learning environments (Joubert & Harrington, 2019; Durdukoca, 2021). The model, practical in an Indonesian kindergarten setting, also supports children with special needs, ensuring equal participation. However, challenges like resource constraints and the need for teacher training are noted. These insights advocate for a more integrated, values-focused approach in early childhood education globally.

## Conclusion

The study on implementing the PNKT-BD (Pendidikan Nilai-Nilai Kemanusiaan Terpadu Berbasis Budaya Damai) model at TK Teratai UNM Makassar aimed to integrate human values education into preschool activities, revealing critical insights into the necessity and implementation of such programs. Despite challenges like inadequate learning facilities, it highlighted the strong demand and support from teachers and parents for this model. The PNKT-BD model, encompassing interactive and engaging methods like project play, storytelling, and modeling, was conceptually and empirically validated, underscoring its potential in early childhood education. Teachers played a pivotal role as facilitators in this model, promoting peaceful attitudes and inclusivity. The study also emphasized the importance of supportive facilities like cultural norms and infrastructural provisions in creating a conducive learning environment. These findings have significant implications for educational policy, suggesting the PNKT-BD model as a potential blueprint for integrating human values in early childhood education across various regions, with the caveat that future research should explore its adaptability in different educational contexts and assess long-term impacts. This study, while comprehensive, acknowledges its limitation due to its focus on a single institution and the use of self-reported data, recommending further investigation into diverse settings and the development of resources for educators to support the model's broader adoption.

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