



The Relationship Between Teachers' Experience, Knowledge, and Attitudes with the Implementation of Peace Education in Elementary Schools

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ABSTRACT

This study investigates the influence of teachers' experience, knowledge, perceptions, and attitudes on the implementation of peace education in elementary schools. Peace education plays a critical role in fostering tolerance, empathy, and conflict resolution skills among young learners; however, its effective implementation largely depends on teacher-related factors. Employing a quantitative correlational research design, data were collected from elementary school teachers in Bandung Regency using a structured questionnaire and a convenience sampling technique. The results reveal a significant and positive relationship between the independent variables, experience, knowledge, perceptions, and attitudes, and the extent to which teachers incorporate peace education into their classroom practices. Teachers with greater experience and more favorable attitudes and perceptions demonstrated a higher level of integration of peace education. These findings underscore the need for targeted professional development and continuous training initiatives to enhance teacher competencies and transform pedagogical orientations toward peace-focused education in early schooling contexts.

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1. INTRODUCTION

Education is increasingly recognized as a cornerstone of global efforts to achieve sustainable development and promote social cohesion in an increasingly complex and interdependent world. The global discourse on education has expanded beyond its traditional role in economic development and workforce preparation, emphasizing its transformative potential in fostering peace, justice, and sustainability (Bell, 2016; Casey & Asamoah, 2016). As the Chinese philosopher Confucius, cited by UNESCO (2015), aptly stated, “peace begins with hope that is nurtured by education.” This statement underscores the vital role education plays in shaping not only individual character but also broader societal values and global citizenship. Education is now regarded as a strategic vehicle for achieving the Sustainable Development Goals (SDGs), particularly those targeting inclusive, just, and peaceful societies.

In this global context, peace and sustainable development are increasingly viewed as interlinked and mutually reinforcing (Amadei, 2021; Howe, 2019). Goal 16 of the United Nations Sustainable Development Goals (SDGs) emphasizes the importance of promoting peaceful and inclusive societies, providing access to justice for all, and building effective, accountable institutions at all levels (United Nations, 2015). Without peace, sustainable development remains elusive; conversely, sustainable development fosters the conditions necessary for lasting peace (Zuber, 2014). Despite this synergy, achieving peace at all societal levels remains a formidable challenge in many parts of the world, including countries undergoing democratic transitions, economic inequality, and intergroup tensions.

Goal 4.7 of the SDGs further supports this agenda by explicitly calling for the integration of education for sustainable development and global citizenship into formal education systems. This includes promoting human rights, gender equality, peace and non-violence, cultural diversity, and appreciation for the contributions of culture to sustainable development (UNESCO, 2015). By embedding these values into educational systems, children and young people can be equipped with the knowledge, skills, and attitudes necessary to become proactive agents of peace (Kioupi & Voulvoulis, 2019; Upadhyaya, 2020).

The role of peace education has thus emerged as a critical component in global efforts to build resilient and inclusive societies. Peace education is defined as the deliberate process of promoting knowledge, skills, values, and behaviors that contribute to a culture of peace (Deutsch, 2015; Salomon, 2002). It emphasizes conflict resolution, non-violent communication, empathy, and cooperation, competencies crucial for social harmony in diverse and pluralistic societies. Harris (2008) and Castro & Nario-Galace (2008) further argue that peace education plays a vital role in counteracting the normalization of violence, fostering positive interpersonal relationships, and promoting social justice across generational lines.

Despite these global commitments, violence among school-aged children remains a persistent issue in various national contexts, including Indonesia. According to the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, a total of 195,001 cases of violence were reported between 2019 and 2023, with physical (24%), psychological (20%), and sexual (26%) violence being the most prevalent (PPA, 2024). Alarming, a significant portion of these cases involves children aged 6-12, corresponding to the elementary school level. Among the nine education categories analyzed, elementary schools ranked third in terms of the number of violence cases reported. These data highlight the urgency of addressing violence from an early age and underscore the importance of schools as critical sites for intervention.

In light of this, elementary education becomes a strategic entry point for peace-building.

Early interventions are particularly effective because children's attitudes and behaviors are more malleable during the foundational years of development. As noted by [Saripudin et al. \(2022\)](#), instilling values of peace, justice, and cooperation from an early age can lead to the development of responsible and empathetic citizens. The school, therefore, becomes not only a space for academic instruction but also a powerful platform for socialization and value formation.

A growing body of literature has examined the importance of integrating peace education into school curricula ([Setiadi & Ilfiandra, 2019](#); [Wulandari, 2010](#)). However, the successful implementation of peace education is contingent upon the role of teachers, as both curriculum agents and moral exemplars ([Hantzopoulos, 2011](#); [Lauritzen & Nodeland, 2017](#)). Teachers are the primary facilitators of classroom interactions and play a central role in embedding values-based education into daily instruction. Research has shown that a teacher's experience, knowledge, and attitude significantly influence how effectively educational innovations, including peace education, are integrated and sustained ([Bashir & Akbar, 2021](#); [Divan & Adam, 2023](#); [Novelli & Sayed, 2016](#)).

Despite the growing recognition of the role of teachers in peace education, there is a notable gap in empirical studies examining how teachers' personal and professional characteristics relate to the implementation of peace education, particularly in the Indonesian context. Much of the existing literature focuses either on policy-level discussions or on broader curricular frameworks, leaving a significant research gap in understanding the micro-level dynamics that influence peace education in practice. In particular, little is known about how elementary school teachers' experience, knowledge, and attitudes shape their approach to integrating peace education into classroom settings.

This study seeks to fill that gap by investigating the relationship between elementary school teachers' knowledge and experience with peace education, their perceptions and attitudes, and the extent to which they implement peace education in their classrooms. By analyzing these variables, this research not only provides a contextualized understanding of peace education in Indonesia but also offers broader insights into best practices for fostering a culture of peace through education.

2. METODE

2.1 Research Design

This study adopts a quantitative research design rooted in a positivist paradigm. These hypotheses are empirically tested through systematic data collection and analysis. The quantitative design employed is correlational in nature, aiming to examine the relationship between these variables without manipulating any aspects of the research environment. This approach is appropriate for exploring the degree and direction of association between naturally occurring variables, particularly in educational contexts.

2.2 Data Collection Technique

Data were collected through a structured questionnaire developed using a Likert-scale format, which was distributed electronically via Google Forms to elementary school teachers in Bandung Regency, Indonesia. The use of digital platforms facilitated efficient data collection while ensuring accessibility and respondent anonymity. The instrument was designed to capture information across several dimensions: teachers' professional experience related to peace education, their knowledge of peace education principles, their perceptions and attitudes toward peace values, and the extent to which they integrate peace education

into their teaching practices. Each item employed a five-point Likert scale ranging from “Strongly Disagree” (1) to “Strongly Agree” (5), allowing for the quantification of subjective responses in a standardized format suitable for statistical analysis.

The sampling technique utilized in this study was convenience sampling, a form of non-probability sampling wherein participants are selected based on their availability and willingness to participate. This approach enabled the researcher to recruit respondents who met the criteria of being actively employed as elementary school teachers while being easily accessible. Participation in the study was voluntary, and ethical considerations such as informed consent, confidentiality, and the right to withdraw were strictly upheld throughout the data collection process.

2.3 Data Analysis Technique

The analytical method applied in this research is correlational statistical analysis using Pearson’s product-moment correlation coefficient. Pearson correlation is a statistical technique used to measure the strength and direction of the linear relationship between two continuous variables. This method is particularly useful for predictive purposes, as it allows researchers to determine whether changes in one variable correspond with changes in another. The correlation coefficient (r) ranges from -1.00 to +1.00, where values closer to +1.00 indicate a strong positive correlation, values closer to -1.00 indicate a strong negative correlation, and values near 0 suggest no linear relationship. This study investigates the extent to which teachers’ experience and knowledge are correlated with the implementation of peace education, as well as the relationship between teachers’ perceptions and attitudes and their implementation behavior. The use of correlational analysis in this context provides empirical evidence regarding the influence of key teacher-related variables on the effective delivery of peace education in elementary schools.

3. RESULT AND DISCUSSION

3.1. Results

Table 1 presents the results of the Pearson correlation analysis conducted to examine the relationships between the study variables: experience and knowledge, perception and attitude, and the implementation of peace education. The analysis reveals statistically significant correlations among the variables, indicating meaningful associations relevant to the research objectives. These findings provide initial empirical support for the proposed hypotheses.

Table 1. The Result of Correlation Test Between Variables

		Experience and Knowledge	Perception and Attitude	Implementation
Experience and Knowledge	Pearson Correlation	1	.432*	.394*
Sig. (2-tailed)			0,011	0,021
N	34	34	34	
Perception and Attitude	Pearson Correlation	.432*	1	.584**
Sig. (2-tailed)		0,011		<.001
N	34	34	34	

		Experience and Knowledge	Perception and Attitude	Implementation
Implementation	Pearson Correlation	.394*	.584**	1
Sig. (2-tailed)			0,021	<.001
N		34	34	34

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

The correlational analysis conducted aims to test the positive relationship between the variables of teachers' experience and knowledge, teachers' views and attitudes, with the variable of peace education implementation. The analysis results show a significant positive correlation between these three variables. Teachers who have better experience and knowledge in peace education tend to implement it more frequently in their teaching processes. This indicates that teacher competence is an important factor in the successful implementation of peace education. Additionally, a stronger positive correlation was found between teachers' views and attitudes and the implementation of peace education. This means that teachers with a positive and supportive view of peace education are more motivated to implement it in their teaching practice. These findings emphasize that, in addition to competence, non-cognitive factors such as teachers' attitudes and beliefs also play a crucial role in promoting the implementation of peace education.

Correlation values will range from negative one (-1.0) to positive one (1.0), each having different interpretations. A positive relationship indicates that if variable x increases, variable y will also increase because they move in the same direction. Conversely, a negative relationship shows an inverse relationship between the two variables. Ali (2014) explains that a negative correlation indicates a phenomenon where an increase in variable x is accompanied by a decrease in variable y. On the other hand, a positive correlation indicates a phenomenon where an increase in variable x is accompanied by an increase in variable y. Once it is determined whether the correlation is positive or negative, a value guideline is needed to interpret the strength of the positive or negative relationship between the tested variables. Sugiono (2017) classifies the degree of correlation strength into five criteria: (1) 0.00-0.199, very weak correlation; (2) 0.20-0.399, weak correlation; (3) 0.40-0.599, moderate correlation; (4) 0.60-0.799, strong correlation; and (5) 0.80-1.000, very strong correlation.

Table 2 summarizes the correlation test results between elementary school teachers' experience and knowledge of peace education (X_1) and the implementation of peace education (Y). The analysis shows a positive and statistically significant relationship, with a correlation coefficient of 0.394 and a p-value of 0.021. As shown in Table 2, this result confirms the research hypothesis, indicating that greater experience and knowledge are associated with higher levels of implementation.

Tabel 2. The Conclusion of Positive Correlation Test Result of x_1 on y

Variable	Correlation	Significance	Result
Experience and Knowledge Implementation	0,394	p value = 0,021 p < 0,05	H ₀ rejected H _a accepted *Hipotesis proven

The results of the correlation analysis using SPSS indicate a significant relationship between teachers' experience and knowledge and the implementation of peace education. The Pearson Correlation value for this variable is 0.394, indicating a low positive relationship. This means that the better the teachers' experience and knowledge, the higher the level of peace education implementation. Nevertheless, the correlation test results above show that the relationship between X1 and Y is not very strong, with a significance value of 0.021.

Table 3 displays the correlation test results between elementary teachers' perceptions and attitudes toward peace (X₂) and the implementation of peace education (Y). The findings indicate a strong and statistically significant positive correlation, with a coefficient of 0.584 and a p-value of less than 0.001. As shown in Table 3, this result supports the research hypothesis, suggesting that teachers with more positive perceptions and attitudes are more likely to implement peace education effectively.

Table 3. The Conclusion of Positive Correlation Test Result of x₂ on y

Variable	Correlation	Significance	Result
Perception and Attitude Implementation	0,584	p value < 0,001 p < 0,01	H ₀ rejected H _a accepted *Hipotesis proven

The analysis shows that teachers' views and attitudes towards peace education have a stronger relationship with the implementation of peace education, with a Pearson Correlation value of 0.584. This indicates a strong positive relationship, meaning that the more positive the teachers' views and attitudes, the higher the implementation of peace education. This relationship is statistically significant, with a sig. value of less than 0.001, well below the significance level of 0.05. This suggests that teachers' views and attitudes are important factors in determining the level of peace education implementation. Teachers' attitudes and views towards peace education need to be fostered in order to improve the climate of peace implementation in schools.

Table 4 presents the correlation test results between elementary teachers' experience and knowledge of peace education (X₁) and their perceptions and attitudes toward peace (X₂). The analysis reveals a moderate positive and statistically significant correlation, with a coefficient of 0.432 and a p-value of 0.011. As shown in Table 4, this finding confirms the hypothesis that greater experience and knowledge are associated with more positive perceptions and attitudes toward peace education

Tabel 4. The Conclusion of Positive Correlation Test Result of x₁ on x₂

Variable	Correlation	Significance	Result
Experience and Knowledge Perception and Attitude	0,432	p value < 0,011 p < 0,05	H ₀ rejected H _a accepted *Hipotesis proven

The analysis shows that teachers' experience and knowledge of peace education have a moderate relationship with teachers' views and attitudes towards peace education, with a Pearson Correlation value of 0.432. This indicates a moderate positive relationship, meaning that the more positive the teachers' experience and knowledge, the more positive their views

and attitudes towards peace education. Based on statistical tests, the relationship between these two variables is significant, with a sig. value of 0.011, below the significance level of 0.05. This shows that teachers' experience, knowledge, views, and attitudes are important factors in determining the level of peace education implementation.

3.2 Discussion

The findings of this study underscore the central role of teachers' experience, knowledge, perceptions, and attitudes in the effective implementation of peace education in elementary schools. The significant positive correlations found between these variables suggest that peace education is not merely a matter of curriculum content, but also closely tied to the human and professional qualities of teachers. These results reinforce Bandura's social cognitive theory, which highlights the importance of modeling in learning environments. Teachers with strong knowledge and practical experience in peace education are more likely to model peaceful behaviors, thus shaping students' attitudes and dispositions through observational learning (Bashir & Akbar, 2021; Polat et al., 2016).

Notably, the strongest correlation was observed between teachers' perceptions and attitudes and their implementation of peace education. This suggests that non-cognitive factors, such as beliefs, values, and emotional engagement, may have a more profound effect on pedagogical practice than knowledge or experience alone. This is consistent with prior research by Zembylas (2018), who emphasized that teachers who internalize the values of peace are more likely to foster a classroom climate conducive to dialogue, empathy, and non-violence. Similarly, Saripudin et al. (2022) argue that teachers who believe in the transformative power of peace education are more motivated to embed it meaningfully within their instructional practices. These findings imply that affective components of teacher development, such as belief formation and value alignment, should not be overlooked in the design of professional development programs.

In addition, the moderate positive correlation between teachers' experience and knowledge (X_1) and their perceptions and attitudes (X_2) highlights the interconnected nature of cognition and affect in shaping educational practice. As suggested by Saputra & Hadi (2022), teaching experience and subject-matter knowledge contribute not only to pedagogical competence but also to the formation of attitudes and perspectives. The more experienced and knowledgeable a teacher is about peace education, the more likely they are to develop favorable perceptions and a commitment to its implementation. This interplay affirms the need for integrated training programs that address both content mastery and attitude development. Peace education, therefore, cannot rely solely on curriculum mandates; it must be supported by deep teacher engagement at the personal and professional level (Almanza, 2022; Anne Cook, 2014; Bickmore, 2011).

Theoretically, this study contributes to the growing body of literature that situates peace education within the framework of teacher agency and school culture. While previous studies have emphasized structural or curricular aspects (Cremin, 2017; Kester & Cremin, 2017; Zembylas & Bekerman, 2013), the current findings highlight that successful implementation depends equally on internal teacher variables. This aligns with the conclusions of Castro & Nario-Galace (2008), who argue that peace education must begin with the transformation of teachers themselves, as they are the carriers of values that students absorb implicitly through daily interaction.

From a practical standpoint, the findings suggest that teacher training initiatives must go beyond technical delivery and aim to foster a reflective understanding of peace education.

Training should not only increase teachers' familiarity with peace education concepts, but also invite them to reflect on their own beliefs, experiences, and emotional readiness to serve as peacebuilders (Parker, 2016; Tolera, 2019). Furthermore, given the stronger influence of attitudes on implementation found in this study, it is recommended that professional development include activities such as value clarification workshops, peace education simulations, and experiential learning that emphasize empathy, cultural sensitivity, and non-violent communication.

Nonetheless, several limitations must be acknowledged. First, the relatively small sample size ($n = 34$) limits the generalizability of the findings across different regions or school contexts. Future research should expand the scope of sampling to include various geographic, cultural, and institutional settings, which may yield more robust and nuanced insights. Second, this study focused exclusively on quantitative variables, potentially overlooking qualitative dimensions such as teachers' lived experiences, emotional labor, and the contextual barriers they face in implementing peace education. A mixed-methods approach or longitudinal qualitative research could provide deeper understanding into how and why certain factors influence implementation over time (Morrison et al., 2022; Van Tiem et al., 2021).

Moreover, external variables such as school leadership, institutional support, curriculum policy, and community dynamics were not explored in this study but may play a crucial role in enabling or constraining the enactment of peace education. As suggested by Eliasa (2023), the success of peace education does not rely solely on individual teacher attributes but also requires a supportive school ecosystem and sustained policy backing. Future investigations should consider including these broader ecological factors to develop a more holistic model of peace education implementation.

In conclusion, the present study highlights the importance of integrating both cognitive (experience and knowledge) and affective (perceptions and attitudes) teacher factors in promoting the implementation of peace education at the elementary school level. The results contribute valuable empirical support for the design of targeted professional development programs and underscore the need for policy frameworks that recognize the teacher as a central agent of peace-building in educational settings. As global education systems strive to achieve the targets set out in SDG 4.7 and SDG 16, investing in the professional and personal development of teachers will be essential for cultivating a culture of peace that is sustainable, inclusive, and transformative.

4. CONCLUSION

Based on the results of the correlation analysis, which revealed statistically significant positive relationships between teachers' experience and knowledge, as well as their perceptions and attitudes toward peace education, both alternative hypotheses (H_a) were supported, and the null hypotheses (H_0) were rejected. Specifically, the first research question was confirmed: there is a significant positive correlation between elementary school teachers' experience and knowledge of peace education and its implementation. This indicates that teachers with greater exposure to peace education and a deeper understanding of its principles are more likely to incorporate these values into their instructional practices. Likewise, the second research question was supported: teachers with more favorable perceptions and attitudes toward peace education tend to implement it more actively in their classrooms. These findings affirm that both cognitive competencies (such as knowledge and experience) and non-cognitive dimensions (such as beliefs and attitudes) are integral to the

success of peace education initiatives in elementary education.

The implications of these findings are twofold. First, there is a critical need to enhance teachers' professional competencies through structured training programs that focus not only on theoretical frameworks but also on practical applications of peace education, including critical pedagogy, conflict resolution, and inclusive classroom strategies. Second, equal emphasis must be placed on transforming teachers' attitudes through affective-based interventions, reflective practice, and values-based dialogue. Establishing communities of practice, mentoring systems, and engaging stakeholders, including parents and local communities, can further strengthen the implementation process. Nevertheless, this study is limited by its relatively small sample size and exclusive reliance on quantitative measures. Future research should expand the sample scope, include diverse school contexts, and incorporate qualitative methods to explore deeper insights into the lived experiences and challenges faced by teachers in implementing peace education.

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