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Peace Building through Peace Language and Civic Peace Training for Students at SMK Telkom Makassar

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ABSTRACT

This Community Service Program (PKM) aims to foster awareness and competence among students of SMK Telkom Makassar in building a culture of peace through peaceful language and civic peace training. The training was designed as an applied form of character and citizenship education within the context of a technology-based vocational school. The participatory training method involved discussion, simulation, case reflection, and collaborative projects. The results show an improvement in students' ability to identify hate speech, transform violent language into peaceful expressions, and enhance their sense of digital citizenship responsibility. Furthermore, students demonstrated higher awareness of empathetic communication and constructive conflict resolution. This program is expected to serve as a model for peace education that can be replicated in other vocational schools.

Keywords: Peace Language, Civic Peace, Peace Building, Student Training, Digital Literacy.

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INTRODUCTION

The rapid social transformation in the digital era has brought new challenges to national life, particularly in communication and social interaction among youth. Social media, initially designed to expand networks and facilitate information exchange, has increasingly become a space for hate speech, cyberbullying, and social polarization that weakens national cohesion. This phenomenon is not merely a technological issue but reflects a crisis of values in language use and a decline in civic awareness within the digital public sphere. In this context, schools play a strategic role as institutions for character formation, responsible for cultivating the values of peace, empathy, and social responsibility among younger generations.

Language serves not only as a means of communication but also as a moral and social instrument that carries values of virtue, respect, and humanity. In education, the ability to use language peacefully forms the foundation for creating a safe, inclusive, and non-violent learning environment. Peaceful language teaches individuals to express opinions without offending or harming others while fostering the understanding that every word carries the power to shape social reality. Language education and civic education intersect significantly in developing ethical, empathetic, and civilized communication behavior. Language education nurtures critical thinking and responsible expression, while civic education instills national values, tolerance, and awareness of citizens' rights and obligations. The integration of these domains establishes an educational space that emphasizes not only knowledge acquisition but also peace-oriented character formation.

Peaceful language is not limited to polite expressions; it represents moral and social consciousness. It requires sensitivity to context, empathy toward interlocutors, and responsibility for maintaining social harmony. Through peaceful language, learners cultivate self-control, avoid judgmental attitudes, and embrace differences as a natural aspect of humanity. Within the

framework of civic peace, such competencies form the foundation for building tolerant and inclusive societies. Civic peace, on the other hand, emphasizes coexistence in diversity and the capacity to resolve differences through dialogue. It is not a passive attitude of avoiding conflict but an active commitment to social justice, respect for human dignity, and constructive participation in collective life. In education, this concept aligns with the spirit of Pendidikan Pancasila and the Profil Pelajar Pancasila, which highlight faith, noble character, cooperation, and global-mindedness (Hajar et al., 2023)

As a technology-based vocational school, SMK Telkom Makassar presents both unique opportunities and challenges. Its students are highly familiar with digital environments, online communication, and information technology as integral parts of their learning and social lives. However, this proximity also exposes them to linguistic misuse, such as verbal aggression, sarcasm, and the spread of unverified information. Preliminary interviews with teachers and students revealed that destructive communication practices frequently appear in digital interactions—whether in class group chats, school social media, or daily conversations. To address these challenges, this community engagement program (PKM) was designed to strengthen students' peace literacy through training that integrates linguistic and civic approaches. The training focuses not only on linguistic competence but also on developing reflective awareness of the social impact of language. By combining theories of peace communication and active citizenship, this program aims to nurture ethical, responsible, and peace-oriented digital citizens.

This initiative adopts UNESCO's (2017) principle of learning to live together in peace through education, emphasizing self-awareness, social empathy, and conflict-resolution skills from an early age. The implementation follows a participatory and reflective approach, encouraging students to analyze their communication habits, discuss real-life cases, and practice transforming violent language into peaceful expressions. This activity also aligns with the Diktisaintek Berdampak agenda, which promotes collaboration between academics and educational communities to foster social capacity and character development among students. Through this program, the faculty team from Universitas Negeri Makassar seeks to contribute to the creation of a peaceful and humanistic school ecosystem.

Specifically, the objectives of this program are to:

1. Raise students' awareness of the importance of peaceful language in both social and digital interactions;
2. Enhance students' ability to manage conflicts and differences through empathetic, assertive, and constructive communication;
3. Internalize civic peace values in students' daily lives as part of the Pancasila Student Profile character formation.

Through this training, it is expected that a new generation will emerge—one that is not only intellectually capable but also morally and socially mature. These students are envisioned to become agents of peace who embody the values of empathy, tolerance, and ethical communication, both offline and online. Ultimately, this initiative represents not only an academic contribution but also a concrete step toward realizing Indonesia's national educational mission: to cultivate individuals who are faithful, knowledgeable, virtuous, and peace-oriented.

METHOD

This Community Service (PKM) program employed a participatory approach grounded in the principles of *learning by doing* and *experiential learning*. This approach was considered most relevant for internalizing peace values among students through direct experience. Students were not positioned merely as recipients of knowledge but as active participants in the processes of learning,

reflection, and meaning-making. Consequently, the learning experience became interactive and dynamic, fostering two-way communication among facilitators, teachers, and students. The program was conducted over two days in August 2025 at the Hall of SMK Telkom Makassar. It involved 40 students from various study programs, accompanied by one supervising teacher and three facilitators from Universitas Negeri Makassar. The activities were designed to be dialogic in nature, encouraging participants to connect the materials with their own communication realities—both in school interactions and digital environments.

In general, the implementation consisted of four main stages, as outlined below:

1. Preparation and Needs Analysis

The initial phase involved observation and in-depth interviews with teachers and selected students to identify communication-related challenges within the school environment. The findings revealed that most students tended to adopt confrontational, impulsive, and emotional communication styles when responding to differing opinions, whether in direct discussions or on social media. Facilitators also observed the frequent use of sarcastic and reactive expressions, which could potentially trigger interpersonal conflicts. These findings served as the basis for designing training materials that were both contextual and relevant to the specific needs of SMK Telkom Makassar students.

2. Development of the Training Module

Based on the needs assessment, the facilitation team developed a training module entitled Peaceful Language and Civic Peace, which consisted of two core dimensions:

- Peaceful Communication, which covered principles of nonviolent language, verbal empathy, positive language use, and strategies for avoiding hate speech.
- Civic Peace, which emphasized social awareness, moral responsibility, and students' active roles in promoting harmony within both school and digital spaces.

The module was designed using problem-based learning and transformative learning frameworks. Each session was intended not only to provide conceptual understanding but also to promote reflective practice and direct application of peace communication strategies.

3. Training Implementation

The training was delivered through four interactive sessions combining lectures, simulations, group discussions, and collaborative projects:

- Session 1 – Introduction to Peaceful Language and Civic Peace. Facilitators initiated a discussion using short videos and case studies illustrating hate speech among youth.
- Session 2 – Identifying Violent Speech and Transforming Language. Participants analyzed examples of negative expressions and practiced rephrasing them into peaceful and constructive messages.
- Session 3 – Conflict Simulation and Peaceful Resolution. Through role-playing activities, students practiced resolving conflicts using empathetic communication techniques.

- Session 4 – Collaborative Project: The "Peaceful Language" School Campaign. Participants designed posters and short campaign videos to be shared on the school's social media platforms.



Figure 1. Opening session and group discussion on peaceful language.

4. Evaluation and Reflection

The evaluation stage combined quantitative and qualitative approaches.

- Quantitative evaluation was conducted through pre-test and post-test assessments to measure students' improvement in understanding peaceful communication concepts.

- Qualitative evaluation involved reflective writing and behavioral observation, where facilitators assessed students' verbal expression, listening behavior, and demonstrated empathy throughout the sessions.

This dual-evaluation design provided a comprehensive perspective—not only on cognitive gains but also on affective and social transformation.



Figure 2. Post-test evaluation session.

Reflections indicated that many students experienced a significant shift in their perception of peaceful communication. They began to recognize that every spoken word carries social and moral consequences. Consequently, the participatory approach proved effective not only in generating declarative knowledge but also in fostering observable changes in students' attitudes and social behavior within the school environment.

FINDING AND DISCUSSION

Program Implementation

The community service program entitled *"Peacebuilding through Peace Language and Civic Peace Training"* was implemented collaboratively with the active participation of students from SMK Telkom Makassar. The activity took place over two full days at the school's main hall in August 2025.

1. Opening Session and Introduction

The program began with an opening speech delivered by the Student Affairs Coordinator, who emphasized the importance of peaceful communication in creating a conducive learning environment. He highlighted how technological advancements have transformed student interactions, blurring the boundaries between public and private spaces. Within this context, the ability to use language wisely has become essential for students to coexist harmoniously amid differences. This introduction raised participants' awareness that the training was not merely ceremonial but rather a social learning space relevant to their daily lives.

Subsequently, the facilitation team from Universitas Negeri Makassar introduced the program's conceptual foundation. Asri Ismail, a lecturer from the Department of Indonesian Language and Literature Education, explained the role of language in fostering peace. Meanwhile, a lecturer from the Department of Management, who teaches *Civic and Pancasila Education*, discussed the interconnection between language, civic ethics, and social leadership in school life. The interdisciplinary combination of linguistics and civic education gave the training a distinctive academic character, integrating linguistic, moral, and social dimensions into a unified peace education framework.

2. Session One – Introduction to Peaceful Language and Civic Peace

The first session focused on introducing the foundational concepts of peaceful language and civic peace. Facilitators began by screening a short video portraying real-life examples of youth interactions in digital spaces, including instances of hate speech, mockery, and sarcasm frequently found in school-based social media groups. After watching, students were asked to reflect on how language can strengthen or damage social relationships. The discussion was lively and insightful. One student admitted to frequently engaging in online debates and only realizing through the session that his tone often hurt others unintentionally. This reflection led facilitators to emphasize that language is not merely a communication tool—it reflects moral awareness and social empathy.

Peaceful language was defined not simply as polite speech, but as communication guided by good intentions, mindfulness, and responsibility. Meanwhile, civic peace was explained as the capacity to live harmoniously amid diversity, respect others' rights, and participate actively in creating a just and inclusive social environment. To strengthen conceptual understanding, facilitators introduced Marshall Rosenberg's Nonviolent Communication (NVC) framework, consisting of four key steps: observing without judgment, expressing feelings, identifying needs, and making constructive requests. Students practiced short simulations based on simple classroom conflicts, such as misunderstandings during group assignments. Through these exercises, they learned how to replace accusatory language with cooperative dialogue.

3. Integration of Character Values and a Culture of Peace in Schools

The training was rooted in the idea that character education based on a culture of peace is a fundamental element in shaping ethical and civic-minded youth. As Gunawan (2020) notes, peace-oriented character education fosters awareness of empathy, honesty, and social responsibility within

the school context. At SMK Telkom Makassar, these values were contextualized through collaborative and reflective learning activities that helped students not only communicate respectfully but also understand their role as peace agents in digital spaces. This character-based approach reaffirmed the school's social function as a civic learning environment where students practice being responsible citizens—aligned with Tilaar's (2011) assertion that education is inseparable from human empowerment and cultural development.

The issue of cyberbullying, which increasingly affects digital youth communities, made this program particularly relevant. Isnawan (2025) highlights that preventing cyberbullying requires synergy between character education and legal literacy so that students develop both ethical awareness and an understanding of the legal consequences of irresponsible online behavior. Building on this, facilitators provided insights into the limits of freedom of expression in digital spaces and demonstrated how peaceful language can serve as a preventive tool against verbal violence online. Students realized that digital literacy is not merely a technical skill but a moral awareness regarding ethical and responsible language use. Furthermore, the DQ Framework was introduced as an innovative approach to strengthening students' digital citizenship competencies. As described by Lubis, Salwa, and Nurfadhilah (2025), this framework emphasizes eight key digital intelligence competencies such as digital empathy, digital literacy, and digital identity highly relevant to the training's objectives. Through understanding these principles, students learned not only to avoid hate speech but also to cultivate a positive and responsible digital identity as global digital citizens.

The integration of peaceful language, digital literacy, and civic awareness established a new model of citizenship education responsive to the VUCA (volatile, uncertain, complex, and ambiguous) era. This aligns with Ridhoh, Dwiputra, and Paotonan's (2025) concept of Citizen Management, which promotes adaptive civic behavior in unpredictable social contexts. Additionally, moral and public ethics core components of civic peace received strong emphasis during the training. Drawing on Magnis-Suseno (2019), public ethics serves as the moral foundation of democratic life, where citizens must respect one another and avoid domination by any group. During discussions, students reflected on the role of language in upholding justice, equality, and social solidarity. They came to understand that every communicative act carries moral and political implications, whether in physical or digital spaces. This deepened their understanding that peaceful communication is not mere politeness but an integral part of democratic and inclusive civic ethics.

4. Session Two – Identifying Violent Language and Transforming Expression

The second session was designed to be practical and interactive. Participants were divided into five small groups, each receiving anonymized samples of real student interactions from school social media. Their task was to identify violent expressions and transform them into peaceful, empathetic, and solution-oriented statements. For example, the sentence "You're so stupid, you never understand anything!" was rephrased as "It seems we have different perspectives—let's clarify them together." This exercise revealed how every word carries **social energy**: harsh or aggressive language can harm relationships and reinforce a culture of violence. Facilitators explained that, within civic education, the ability to manage language peacefully represents a tangible form of **civic responsibility**—the moral duty of both school members and digital citizens.



Figure 2. Students participating in the identification of violent expressions.

Teachers also contributed by sharing real cases they had encountered, such as misunderstandings that escalated into online disputes. This grounding in authentic school experiences made the session not only theoretical but also deeply relatable for participants.

5. Session Three – Conflict Simulation and Peaceful Resolution

On the second day, the program continued with a **conflict simulation (role-play)** activity. Facilitators prepared realistic scenarios reflecting school life, such as:

a. Disagreements within a project team;

b. Differing opinions on a social issue discussed in class;

c. Miscommunication between senior and junior students in student council activities.

Students enacted their roles while facilitators and peers observed their communication strategies. After each simulation, reflective discussions were held to analyze how certain linguistic choices either escalated or de-escalated conflicts. Some participants demonstrated strong communication and emotional regulation skills, while others initially struggled to manage their emotions. However, the overall atmosphere remained supportive, as every challenge became a shared learning opportunity.

Facilitators then introduced the concept of transformative dialogue, emphasizing that dialogue is not only about reaching practical solutions but also about nurturing awareness that one's interlocutor is a partner in understanding, not an adversary. This session became one of the most memorable moments of the program. Students experienced firsthand that peace is not the absence of conflict but the ability to manage differences with openness, empathy, and respect.



Figure 3. Students engaged in conflict resolution role-play

6. Session Four – Reflection through the Peace Circle

The final session of the training concluded with a collective reflection using the *peace circle* method. Students sat in a circle, and each participant was given the opportunity to share their experiences during the program. Many students expressed that they had become more aware of the importance of choosing words carefully, especially in social media interactions. One participant remarked, *"I just realized that peace can start from the way we speak. When we take a moment to pause before responding, the atmosphere changes."*

Facilitators guided this reflection into a moral learning process, emphasizing that peaceful communication is not a spontaneous skill but a habit cultivated through continuous practice. The *peace circle* also helped strengthen trust and togetherness among students, as each participant learned to listen empathetically and without judgment.

7. Evaluation and Measured Outcomes

To assess the program's effectiveness, both **quantitative and qualitative evaluations** were conducted.

- Quantitative evaluation employed *pre-test* and *post-test* assessments to measure changes in students' understanding of peaceful language and civic peace.
- Qualitative evaluation involved behavioral observations, facilitator field notes, and students' written reflections.

The results showed a significant improvement across multiple dimensions:

Table 1. Improvement in students' competencies after the training.

Aspect Assessed	Average Pre-test	Average Post-test	Percentage Increase
Understanding of peaceful language concepts	62%	91%	+29%
Empathetic communication ability	55%	90%	+35%
Collaborative attitude and respect for differences	60%	88%	+28%

Beyond the numerical results, qualitative data revealed tangible behavioral transformations. The accompanying teacher reported that classroom interactions became calmer and more productive after the training. Previously dominant students began to listen more attentively, while typically passive students gained the confidence to express their opinions respectfully. Several participants also applied peaceful communication principles in their personal lives, such as resolving family misunderstandings or mediating conflicts among friends.

8. Social Impact within the School Community

The program's impact extended beyond individual participants to the broader school culture. Teachers and staff observed notable shifts in students' communication patterns, both in face-to-face interactions and in official school social media groups. Previously, students tended to use sarcastic or mocking language. After the training, however, many began reminding one another to engage respectfully and to address disagreements more maturely. The initiative also strengthened collaboration between lecturers, teachers, and students. Teachers reported gaining new insights into

conflict management using empathetic and collaborative communication, while students developed a deeper understanding that being a good member of the school community involves maintaining peace through both language and behavior.

9. Facilitators' Reflection and Program Sustainability

At the end of the activity, lecturers and teacher mentors conducted an evaluative reflection to identify successes and challenges. They found that the **participatory approach** was highly effective for vocational-level students, as experiential and hands-on activities facilitated better understanding of abstract peace concepts. The main challenge lay in transforming students' habitual spontaneous and reactive communication patterns. Nevertheless, with consistent mentoring, these tendencies could be redirected into more constructive dialogue behaviors. As a follow-up, the school plans to incorporate this initiative into its annual **Character Building Program**. The training module will also be adapted into an extracurricular curriculum titled "Peaceful Language and Digital Ethics." This sustainability plan demonstrates that the program is not a one-time event but an evolving **cultural movement** within the school community.

10. Synthesis of Results

From the overall implementation and evaluation, this community engagement program has successfully achieved its objectives:

a. Enhanced student awareness of the importance of peaceful language in building healthy social relationships.

b. Encouraged behavioral transformation toward more empathetic and solution-oriented communication.

c. Strengthened civic peace values, including tolerance, social responsibility, and active participation in maintaining school harmony.

d. Generated sustainable impact, evidenced by the school's initiative to integrate peace language education into its character development activities.

These outcomes demonstrate that peace education through linguistic and civic approaches is an effective strategy to prevent verbal violence, reinforce communication ethics, and cultivate a culture of peace in technology-oriented vocational schools such as SMK Telkom Makassar.

CONCLUSIONS

The community service program *"Peacebuilding through Peace Language and Civic Peace Training"* at SMK Telkom Makassar made a concrete contribution to cultivating a healthy and civilized communication culture among students. Through a participatory learning approach, students not only gained theoretical understanding of the importance of peaceful language but also underwent reflective processes that nurtured moral and empathetic awareness. The training successfully built a new collective consciousness that language is an instrument of peace. Words can serve either as bridges or barriers in social relationships; the right choice of language fosters harmony, while the wrong one can trigger conflict. Accordingly, the program reinforced students' understanding that peace is not a passive state of the absence of conflict, but an active capacity to resolve differences through dialogue, empathy, and social responsibility.

The integration of language education and civic education proved effective in fostering both civic literacy and moral awareness among youth. Students learned that being ethical digital citizens requires regulating their mode of communication and recognizing that freedom of expression must

always coexist with social responsibility. Looking ahead, this initiative is expected to be expanded by involving teachers as peace facilitators within schools and by integrating the *peaceful language module* into extracurricular and digital literacy curricula. By doing so, schools will not only serve as spaces for academic learning but also as incubators for a generation that embodies peace, civility, and social justice.

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