

Peace Education Models in Enhancing Global Peace Awareness and Open Dialogue among Higher Education Students

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Citation: Mahayanti, N. W. S., Suwastini, N. K. A., Asril, M. N., Banowati, E., Kurniawan, E., Hawa, N. N., Nakaya, A. & Imang, U. (2025). Peace Education Models in Enhancing Global Peace Awareness and Open Dialogue among Higher Education Students, *Journal of Cultural Analysis and Social Change*, 10(4), 3464-3474. <https://doi.org/10.64753/jcasc.v10i4.3562>

Published: December 22, 2025

ABSTRACT

This bibliometric study examines the evolution of research on peace education frameworks, focusing on their role in enhancing global peace awareness and fostering open dialogue among higher education students. Analyzing publication trends from 1014 to 2024, the study identifies a significant increase in scholarly output, reflecting the growing academic interest in peace education. Thematic clustering reveals that violence prevention, critical pedagogy, and teacher training remain central research themes, while emerging areas such as sustainability, global citizenship, and digital education indicate expanding interdisciplinary approaches. The study categorizes the most influential research areas, with Education Policy, Sociology, and Philosophy contributing the highest volume of publications and citations. Additionally, an analysis of influential journals highlights the dominance of the *Journal of Peace Education*, reinforcing its role in shaping discourse within the field. Findings further indicate that critical peace education models, holistic frameworks, and experiential learning strategies are the most widely used approaches in higher education. These models emphasize the integration of theoretical knowledge with practical applications to equip students with the skills necessary for conflict resolution and peacebuilding. Based on these insights, it is recommended that future research explore interdisciplinary connections, expand regional representation, and integrate technological advancements to enhance the effectiveness of peace education. Strengthening institutional commitment to peace education initiatives can ensure that higher education continues to serve as a platform for fostering sustainable peace, intercultural dialogue, and social justice on a global scale.

Keywords: Peace Education, Higher Education, Bibliometric Analysis, Global Peace Awareness, Open Dialogue, Conflict Resolution, Pedagogy

INTRODUCTION

The significance of peace education in fostering global peace awareness and promoting open dialogue is increasingly critical in an era marked by widespread conflict, violence, and societal strife. Contemporary academic discourse underscores the necessity of transformative educational approaches, including peace education, which is

pivotal not only for conflict resolution but also for cultivating a culture of peace among youth and communities worldwide. Peace education serves as an essential mechanism for instilling values of non-violence, empathy tolerance, and justice, making it a vital component of higher education curricula.

Peace education, as articulated by Jannah, Legowo, and Sukendro (2023), is a process aimed at building awareness, understanding, and empathy, ultimately transitioning individuals towards caring and anti-violence actions that support just social systems and environments (Jannah et al., 2023; Savelyeva & Park, 2024). It fosters a holistic approach whereby participants engage with and practice the values essential for peaceful coexistence in society, thereby contributing significantly to broader efforts against radicalism and violence in specific cultural contexts. The multidimensional nature of peace-as elaborated by Savelyeva and Park (2024) highlights that modern peace education must transcend traditional methods to address the complexities and challenges associated with achieving peace in a world that increasingly demands inclusivity and sustainability (Savelyeva & Park, 2024).

The role of higher education institutions in promoting peace education is paramount. Universities are not only responsible for equipping students with knowledge but also but also for shaping their moral and ethical perspectives on peace and conflict resolution. Research conducted by Rasool (2023) highlights the critical role that Pakistani universities play in promoting a culture of peace, particularly in relation to the Sustainable Development Goals (SDGs) (Rasool et al., 2023). Similarly, Esmailzadeh (2023) argues that educational institutions have a significant role in mitigating violence and fostering social harmony (Esmailzadeh, 2023). By integrating peace education within curricula, higher education institutions can foster environments that nurture dialogue, critical thinking, and intercultural understanding essential for sustainable peace efforts globally.

A fundamental aspect of peace education is its reliance on theoretical frameworks and structured models to guide its implementation. Xabezudo and Haavelsrud (2022) emphasize that embedding peace education in citizenship curricula is vital, as it prepares individuals to recognize and act upon civic challenges related to violence and conflict (Aybar-Cabezudo & Espinoza-Robles, 2023). Several frameworks, such as the Peace Education Model in Indonesia discussed by Nadhirah and Adiputra (2023), emphasize the necessity of aligning peace education with global community needs rather than limiting it to localized school contexts (Ilfiandra et al., 2023). These models ensure that peace education is integrated across diverse educational settings, facilitating a widespread understanding among students regarding conflict resolution mechanisms and the importance of peaceful dialogue.

Furthermore, studies underscore the importance of experiential learning environments in peace education. Amin, Malik, and Jumaini (2020) illustrate how peace education not only imparts knowledge but also builds critical skills essential for living harmoniously with others ultimately leading to the cultivation of citizenship and community responsibility (Amin et al., 2020). The integration on interactive methods, such as role-playing, discussions, and case studies, fosters deeper engagement among students and enhances their ability to apply peace-oriented concepts in real-life situations.

Another critical aspect of peace education is its intersection with human rights advocacy. Kurian (2022) asserts that peace education must intertwine with human rights principles, fostering an understanding among learners that peace and rights are interrelated (Kurian & Nafukho, 2022). Generating awareness about these interconnected themes fosters critical dialogue, enhances empathy, and empowers individuals to engage in constructive conflict resolution. Similarly, studies on culturally embedded peace education, such as those by Harjianto, Handarini, and Setiyowati (2021), illustrate that traditional cultural instruments like Wayang Golek can serve as pedagogical tools to enhance students' sensitivity and awareness toward different cultures (Harjianto et al., 2021). This approach underscores the importance of context and cultural relevance – critical components in creating impactful educational strategies.

The effectiveness of peace education is also closely linked to its implementation in regions affected by conflict. In areas marked by persistent violence, such as Jammu and Kashmir, peace education emerges as an essential tool for addressing the psychological challenges stemming from violence. Ilyas (2023) underscores that integrating peace education into formal curricula can create supportive learning environments, helping students mitigate trauma and focus on their academic growth in an otherwise challenging context (Ilyas, 2023). Similar conclusions have been drawn by Halik, Ikramatoun, and Suryana (2023), who assert that peace education plays a crucial role in shaping youth attitudes towards tolerance and introspection, particularly in historically conflict-affected regions like Aceh (Halik et al., 2023).

Community engagement is another essential pillar of peace education. The research of Akande, Kaye, and Rukmini (2021) highlights how participatory action research can harness community strength to sustain peace efforts, asserting that local engagement is essential for creating viable conflict resolution frameworks (Akande et al., 2021). By promoting dialogic engagement, educators and community leaders can nurture environments conducive to peaceful coexistence.

The necessity of peace education is further emphasized by its alignment with citizenship education. Peace education prepares individuals to become active, informed citizens who advocate for harmony and mutual understanding. This connection is reflected in research by Ndwandwe (2024), who highlights the increasing

prevalence of structural violence in South African educational contexts and argues that incorporating peace education is critical to fostering resilience against such adversities (Ndwandwe, 2024). This sentiment is echoed by Kilag et al. (2023), who argue that peace education should be an ongoing process aimed at reinforcing justice, equity, and community cohesion (Kit Kilag et al., 2023).

A bibliometric analysis of peace education frameworks is essential to understanding the field's research trends, key scholars and influential publications. Conducting such an analysis enables scholars to identify gaps in the literature and emerging themes in peace education. As research in this field continues to grow, bibliometric tools such as VOSviewer and Blioshiny provide valuable insights facilitate knowledge dissemination and inform policymakers and educators about the most effective strategies for peace education implementation.

Thus, peace education is a crucial academic and social endeavor that fosters global peace awareness and open dialogue among students in higher education. By integrating peace education into curricula, universities play a transformative role in shaping students' attitudes towards conflict resolution, empathy, and intercultural understanding. Theoretical models, experiential learning strategies, and community engagement initiatives collectively contribute to the effectiveness of peace education. Moreover, bibliometric analysis serves as a vital tool for mapping the landscape of peace education research, identifying key trends, and ensuring that educational efforts align with evolving societal needs. Moving forward, continued investment in peace education research and practice will be instrumental in building more peaceful, just, and inclusive societies. The detail of research questions is as follows:

1. How has research on peace education frameworks evolved over time?
2. What are the major thematic clusters in peace education?
3. What are the dominant research categories in peace education research?
4. What are the most influential journals in peace education research?
5. What are the dominant peace education model used to enhance global peace awareness and open dialogue among higher education students?

METHODOLOGY

Research Design

The study adopts a quantitative bibliometric approach, leveraging the Dimensions database due to its extensive coverage of interdisciplinary research outputs, including journal articles, conference papers, and policy documents. Bibliometric analysis is selected to systematically map trends, identify influential works, and visualize thematic clusters within the literature. The PRISMA guidelines structure the literature selection process, ensuring a systematic and replicable workflow. This design aligns with study's goals of analyzing scholarly contributions to peace education, global awareness, and dialogue in higher education over a decade (2014-2024).

Data Collection

Data retrieval followed a structured Boolean search strategy in Dimensions: "peace education" AND "higher education" OR "global awareness" OR "open dialogue". The research terms were refined to capture studies on pedagogical models, global peace literacy, and dialogue-based interventions.

Inclusion and Exclusion Criteria

The inclusion criteria prioritized open-access articles published between 2014 and 2024, ensuring alignment with trends in peace education and global policy frameworks. Studies were selected if they explicitly addressed peace education models within higher education contexts, particularly those categorized under Education Research or the United Nations' Quality Education (SDG 4) framework. This focus ensured relevance to pedagogical strategies, global awareness initiatives, and dialogue-based interventions. For exclusion criteria, it encompassed non-peer-reviewed materials (e.g., books, conference abstract, and editorials), non – English publications, and studies unrelated to peacebuilding, global citizenship, or open dialogue. Articles outside the scope of higher education or those lacking direct engagement with peace education outcomes were also excluded to maintain thematic coherence and methodological precision.

PRISMA Workflow

The selection process adhered to PRISMA's four stage protocol:

1. Identification: Initial records retrieved from Dimensions (n = 2647).
2. Screening: Removal of duplicates and irrelevant studies based on titles/abstracts.
3. Eligibility: Full-text review to assess alignment with research objectives.

4. Inclusion: Final corpus of articles meeting all criteria (n = 242)

Data Analysis Tools

The extracted dataset was analyzed using VOSviewer, a software tool specialized in bibliometric networks visualization. Key analyses included:

1. Thematic Clustering: Keyword co-occurrence analysis to uncover dominant themes (e.g., global citizenship, “restorative practices”) and emerging trends.
2. Temporal Trends: Examination of publication growth and shifting research priorities over the decade.
3. Citation Analysis: Identification of highly cited works and authors to determine intellectual influence.
4. Co-authorship Mapping: Visualization of collaboration networks among institutions and researchers.

FINDINGS

Publication Trends

The publication trends from 2014 to 2024 reveal a significant evolution in peace education research, reflecting its growing importance in addressing global challenges. Starting with 6 publications in 2014, the field saw steady growth, reaching 19 in 2016, as scholars laid the groundwork for critical frameworks and pedagogical models. After a slight dip to 12 in 2017, publications rose consistently, stabilizing at 34 annually from 2020 to 2022, a period marked by increasing recognition of peace education’s role in tackling polarization, climate crises, and social inequities. The sharp rise to 41 in 2023 and 40 in 2024 (projected) highlights a peak in research output, likely driven by global events (e.g., pandemics, conflicts) and the integration of peace education with SDGs and sustainability frameworks. This tripling of publications over the decade underscores the field’s transition from niche to mainstream, with growing interdisciplinary and global relevance, while the recent surge signals renewed momentum toward emerging priorities like climate-linked peacebuilding and digital education, guiding future research toward innovative and practical applications.



Figure 1. Publication Trends From 2014 To 2024

Thematic Clusters

The VOSviewer density map visualizes the concentration and interconnectedness of keywords from bibliometric data on peace education. Warmer colors (e.g., red, orange) indicate high-density clusters where terms frequently co-occur, reflecting dominant research themes. Cooler colors (e.g., green, blue) represent less concentrated or peripheral topics. Below is an analysis of the major thematic clusters derived from the map, aligned with the provided keyword data.

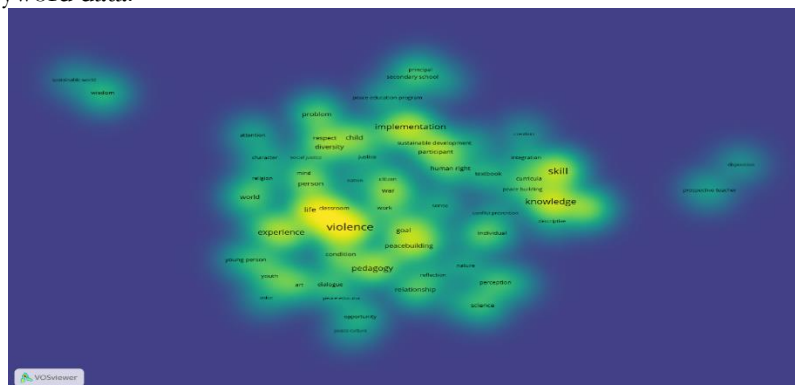


Figure 2. Density Map of Keywords Occurrences

Notably, the keyword “violence” stands out in a prominent cluster, suggesting a strong focus on understanding and mitigating conflict through education. Surrounding clusters emphasize practical elements like “implementation,” “skill,” and “knowledge,” highlighting the importance of pedagogical strategies for peacebuilding. Terms such as “life classroom,” “experience,” and “pedagogy” suggest an emphasis on real-world application and experiential learning in peace education settings. Meanwhile, concepts like “human rights,” “justice,” and “sustainable development” underscore broader social and ethical dimensions of peace education. Overall, the map indicates that violence prevention, practical skill-building, experiential learning, and social justice considerations from the core thematic threads of current research.

Research Categories

The table highlights the distribution and impact of research categories in peace education, ranked by publication volume. Education Policy, Sociology and Philosophy leads with 123 publications and 371 citations, reflecting its dominant role in shaping systemic critiques of educational structures and their societal implications.

Table 1. Research Categories

No.	Research Category	Publications	Citations	Citations Mean
1	Education Policy, Sociology and Philosophy	123	371	3.02
2	Education Systems	120	221	1.84
3	Curriculum and Pedagogy	117	245	2.09
4	Specialist Studies in Education	21	130	6.19
5	Philosophy and Religious Studies	18	23	1.28

Despite fewer publications, Specialist Studies in Education stands out with the highest citation mean (6.19), indicating influential, high-impact research in niche areas like conflict resolution of peacebuilding pedagogy. Curriculum and Pedagogy and Education Systems follow closely in publication numbers, but their lower citation means (2.09 and 1.84, respectively) suggest a focus on foundational or applied studies with moderate scholarly influence. In contrast, Philosophy and Religious Studies, with the lowest publications (18) and citation (23), remains a peripheral area, though its inclusion signals emerging intersections between ethics, spirituality, and peace education.

Influential Journals

The analysis of the top 5 influential journals in peace education reveals a clear hierarchy of impact and focus. The Journal of Peace Education stands out as the leading platform, with 14 publications and a high citation mean of 12.93, reflecting its central role in publishing high-impact research. Globalization, Societies and Education and Research in Comparative and International Education, each with 3 publications, also demonstrate strong influence, with citation means of 12 and 7.67, respectively, highlighting their emphasis on global and cross-cultural perspectives.

Table 2. Top 5 Journals

No.	Name	Publications	Citations	Citations Mean
1	Journal of Peace Education	14	181	12.93
2	Peace and Conflict Studies	4	15	4
3	Globalisation Societies and Education	3	36	12
4	Research in Comparative and International Education	3	23	7.67
5	IRA International Journal of Education and Multidisciplinary Studies	3	1	0.33

In contrast, Peace and Conflict Studies, with 4 publications and a lower citation mean of 4, shows moderate impact, while the IRA International Journal of Education and Multidisciplinary Studies, despite 3 publications, has minimal citations (mean: 0.33), indicating limited scholarly reach. This distribution underscores the dominance of established, globally focused journals in driving impactful research, while also pointing to the potential for emerging or specialized journals to grow and diversify the field’s scholarly contributions.

Citation Analysis

In this co-citation analysis, Ja’Far Handoko appears as a central node, indicating his work is widely cited alongside that of others. Each color-coded grouping (e.g., the cluster featuring Ishak Zahari, Ismail Wali Muin, and AI Mushaqiri Maftouda Rashid) represents a set of researches whose studies are often cited together, suggesting

convergent interests, methodologies, or conceptual frameworks in peace education. Meanwhile, scholars like Sirega Imran, Marifatain Lisa Diyah, and Munaf Dicky Rezady form other clusters, underscoring parallel but interrelated lines of inquiry focused on fostering empathy, dialogue, and conflict resolution in university contexts. Ja'far Handoko's prominence implies that his work serves as a conceptual or methodological anchor, bridging multiple clusters and illustrating his influence in shaping or intergrating diverse strands of research.

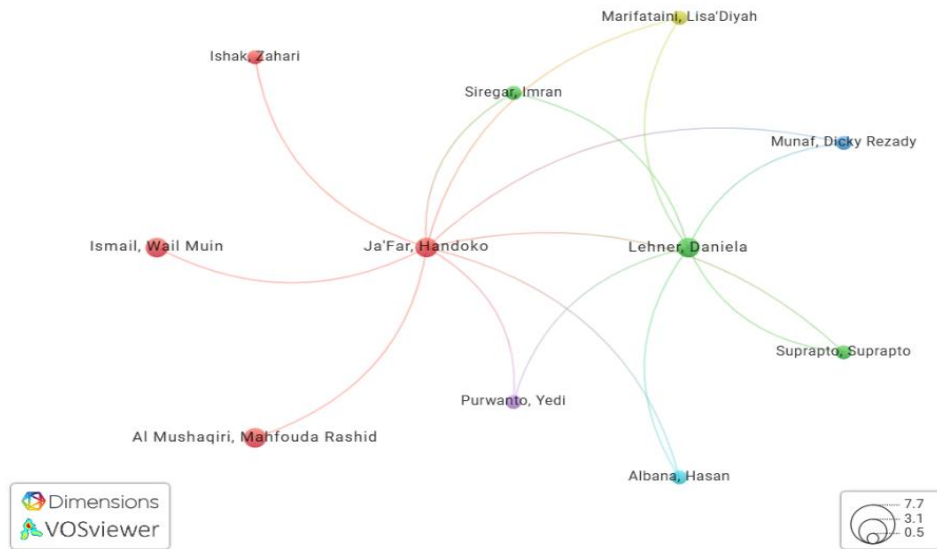


Figure 3. Co-Citation Analysis Network

Overall, this network map highlights a cohesive scholarly community that collectively advances theoretical and practical insights on how peace education can be effectively implemented to cultivate global peace awareness and constructive discourse among higher education learners.

Co-Authorship Analysis

This co-authorship analysis reveals two main clusters of researchers examining peace education models. The red cluster (featuring authors like Saputra, Wahyu, Nanda Eka, Supriyanto, Agus, and others) displays dense interconnections, suggesting a tightly knit collaborative group with shared research interests or institutional affiliations.

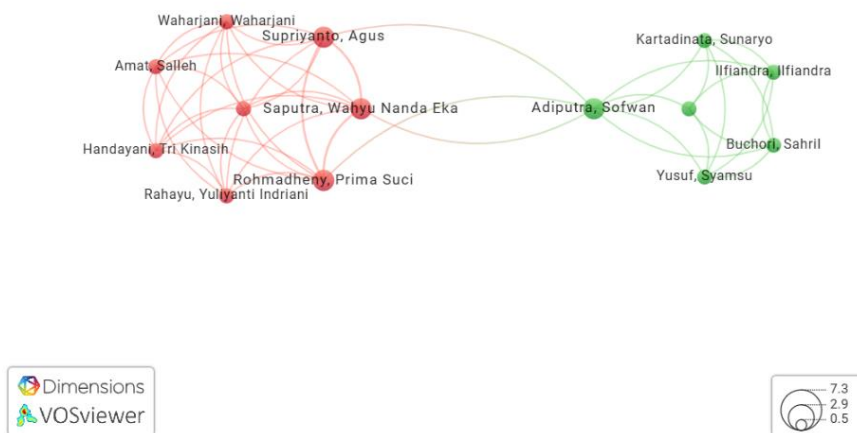


Figure 4. Co-Authorship Network

The green cluster (led by authors such as Adiputra, Sofwan, and their co-authors) indicates a second network of scholars similarly focused on peace education themes but operating in parallel to the first. The few linking edges between these clusters suggest limited cross-collaboration to date, yet they highlight potential for broader cooperation and knowledge exchange. Overall, this map underscores how co-authorship patterns shape distinct

yet complementary lines of inquiry, each contributing to the theoretical and practical development of peace education in higher education contexts.

DISCUSSION

The evolution of research on peace education frameworks has been demonstrated by a significant increase on scholarly outputs and an expansion of interdisciplinary approaches over the past decade. It has been observed that initial studies, particularly those published between 2014 and 2016, concentrated on establishing theoretical foundations and defining peace education as a process that fosters empathy, critical consciousness, and social responsibility (Jannah et al., 2023). During this early phase, research was predominantly focused on articulating the core principles of peace education and exploring preliminary pedagogical models. As global challenges such as political conflicts, pandemics, and environmental crises intensified, it has been noted that the number of publications increased steadily, stabilizing at approximately 34 articles per year between 2020 and 2022, with a subsequent surge to 41 in 2023 and 40 projected for 2024 (Rasool et al., 2023; Savelyeva & Park, 2024). This trend indicates that the field has transitioned from a relatively niche area of inquiry to one of mainstream academic importance. Furthermore, the integration of digital technologies and sustainability frameworks into peace education models has been increasingly emphasized in recent studies, reflecting a shift toward addressing contemporary issues and enhancing global relevance.

The thematic clusters identified through VOSviewer density mapping have provided important insights into the central research themes in peace education. It has been found that high-density clusters, represented by warmer colors, are predominantly associated with topics such as violence prevention, critical pedagogy, and teacher training (G. M. Velez & Gerstein, 2021). Keywords such as “violence,” “implementation,” “pedagogy,” and “dialogue” have been shown to co-occur frequently, thereby reflecting a strong emphasis on mitigating conflict and promoting effective pedagogical strategies. In addition, clusters that are characterized by cooler colors have been linked with emerging themes including sustainability, global citizenship, and cultural sensitivity (Harjianto et al., 2021). These less dense clusters suggest that while foundational topics remain central to peace education research, there is a growing scholarly interest in expanding the field to incorporate issues related to environmental stewardship and ethical dimensions. Consequently, it is evident that the research community is engaged in a dual pursuit: maintaining established approaches such as violence prevention and critical pedagogy, while also exploring innovative dimensions that address emerging global challenges.

Dominant research categories in peace education have been identified through bibliometric categorization and have been predominantly situated within the realms of Education Policy, Sociology, and Philosophy. A total of 123 publications have been attributed to this category, which has also received a substantial number of citations, thereby underscoring its role in providing systematic critiques of educational structures and their societal implications (Cabezudo & Haavelsrud, 2022). In addition, significant contributions have been noted in the categories of Education Systems and Curriculum and Pedagogy, which have been critical in informing the practical implementation of peace education strategies within higher education institutions. It has also been observed that Specialist Studies in Education, despite generating fewer publications, have a higher citation mean, indicating that targeted research in conflict resolution and peacebuilding pedagogy is being recognized for its high impact.

The relatively lower number of publications in Philosophy and religious Studies has been interpreted as an emerging area of inquiry, suggesting that while ethical and spiritual dimensions are present in the discourse, they have not yet achieved the same level of scholarly impact as other categories. The analysis of influential journals has revealed a clear hierarchy within the field of peace education research. The *Journal of Peace Education* has emerged as the most influential publication, with 14 articles and a high citation mean of 12.93 citations per publication, which has established its role as a central platform for disseminating high-impact research (Rasool et al., 2023). Other journals, such as *Globalization Societies and Research in Comparative and International Education*, have also been recognized for their strong influence, particularly with regard to global and cross-cultural perspectives, despite having fewer publications. In contrast, journals such as *Peace and Conflict Studies* and the *IRA International Journal of education and Multidisciplinary Studies* have demonstrated more modest citation metrics, thereby indicating a relatively lower scholarly reach. This distribution highlights the dominance of well-established, internationally recognized journals in shaping the discourse on peace education and guiding future research directions.

With respect to the dominant peace education models used in higher education, it has been determined that these models are characterized by an integration of critical pedagogy, holistic approaches, and experiential learning. Critical peace education models have been employed to situate conflict within broader socio-political and historical contexts, thereby enabling students to critically assess and challenge systematic inequities (G. Velez, 2021). Such models have been shown to be fundamental in promoting global peace awareness and fostering open dialogue

among higher education students. Holistic models, which incorporate elements of environmental stewardship, social justice, and intercultural competence, have been increasingly adopted to provide a comprehensive framework that addresses both local and global challenges (Saputra et al., 2023). Teacher training programs have been identified as crucial for operationalizing these models, as they serve to equip educators with the skills necessary to implement peace education effectively in the classroom (Amin et al., 2020; Shahab & Ullah, 2021). Additionally, the adoption of digital platforms has been increasingly integrated into these models, thereby facilitating the creation of virtual learning environments that promote collaborative dialogue and global engagement. Such integration is viewed as essential for addressing contemporary challenges such as climate change and political polarization.

The synthesis of these findings, in conjunction with the background of the study and the literature review, provides a comprehensive understanding of the evolution and current state of peace education research. It has been demonstrated that the field has evolved from initial theoretical inquiries to the development of complex, interdisciplinary models that are responsive to global challenges. The increasing number of publications over the past decade reflects a growing recognition of the importance of peace education in fostering dialogue and promoting sustainable peace. The thematic clusters identified through bibliometric analysis reveal a dual focus, where established areas such as violence prevention and critical pedagogy are maintained, while innovative areas related to sustainability and digital education are emerging. Dominant research categories and influential journals have been shown to provide the structural framework for the field, ensuring that both theoretical and practical dimensions of peace education are advanced. Moreover, the dominant models in higher education, characterized by their integration of critical, holistic, and experiential approaches, have been identified as key to enhancing global peace awareness and fostering open dialogue among students.

Future research should continue to bridge the gap between theory and practice by exploring innovative pedagogical models that incorporate digital technologies and interdisciplinary collaboration. It is recommended that greater attention be paid to emerging topics such as sustainability, global citizenship, and cultural sensitivity, as these areas offer promising avenues for further advancement. Additionally, efforts should be made to enhance collaboration across regions, as gaps in regional representation have been identified, particularly in areas such as Sub-Saharan Africa. By fostering global partnerships and encouraging cross-cultural dialogue, higher education institutions can further enhance the impact of peace education. In conclusion, it has been established that peace education research has matured into a robust, dynamic field that is well-positioned to address contemporary global challenges. The findings from this bibliometric study, supported by extensive literature and background insights, indicate that continued investment in innovative, interdisciplinary, and inclusive peace education models is essential for nurturing a globally aware and dialogue-oriented student body capable of contributing to sustainable peacebuilding initiatives.

CONCLUSION

This study has highlighted the significant development of peace education research, demonstrating its increasing relevance in addressing contemporary global challenges. The bibliometric analysis has provided valuable insights into publication trends, thematic clusters research categories, influential journals, and dominant peace education models in higher education. Based on these findings, it is suggested that future research should further explore interdisciplinary approaches, integrating peace education with emerging fields such as sustainability, digital learning, and global citizenship. Additionally, expanding regional representation and fostering cross-cultural collaborations could enhance the global impact of peace education research. Higher education institutions should continue to refine and implement effective peace education models that promote open dialogue, critical thinking, and conflict resolution skills among students. By addressing these areas, peace education can remain a dynamic and transformative force in fostering sustainable peace and global understanding.

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