

Interfaith Dialogue as a Pillar of Peace Education

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ABSTRACT

This study aims to analyze the relationship between interfaith dialogue and peace education in Indonesia, focusing on its role in alleviating socio-religious tensions and building sustainable harmony. The research employs a literature review method by gathering data from various sources related to interfaith dialogue, peace education, and relevant programs in Indonesia. The findings show that interfaith dialogue, as implemented in the Halaqah Damai Integritas Terbuka program, plays a crucial role in alleviating socio-religious tensions, strengthening tolerance, and promoting religious moderation in society. This program serves as a successful model of peace education implementation that can be applied in the context of Indonesia's pluralistic society. The contribution of this research lies in emphasizing the importance of integrating interfaith dialogue with peace education, which not only focuses on theological aspects but also serves as a strategy to create an inclusive, just, and peaceful society.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis hubungan antara dialog antaragama dan pendidikan perdamaian di Indonesia, dengan fokus pada perannya dalam meredakan ketegangan sosial-keagamaan dan membangun harmoni yang berkelanjutan. Penelitian ini menggunakan metode tinjauan pustaka dengan mengumpulkan data dari berbagai sumber yang terkait dengan dialog antaragama, pendidikan perdamaian, dan program-program relevan di Indonesia. Temuan menunjukkan bahwa dialog antaragama, sebagaimana diterapkan dalam program Halaqah Damai Integritas Terbuka, memainkan peran penting dalam meredakan ketegangan sosial-keagamaan, memperkuat toleransi, dan mempromosikan moderasi beragama di masyarakat. Program ini berfungsi sebagai model sukses penerapan pendidikan perdamaian yang dapat diterapkan dalam konteks masyarakat pluralistik di Indonesia. Kontribusi penelitian ini terletak pada penekanan pentingnya mengintegrasikan dialog antaragama dengan pendidikan perdamaian, yang tidak hanya

berfokus pada aspek teologis tetapi juga berfungsi sebagai strategi untuk menciptakan masyarakat yang inklusif, adil, dan damai.

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1. INTRODUCTION

Indonesia, as a country with diverse cultures, religions, and beliefs, faces significant challenges in maintaining socio-religious harmony (Fidiyani & Wulandari, 2018; Haq, Aprianti, et al., 2023). Interreligious conflicts, such as those in Poso and Ambon, reflect how religious disputes are often triggered by political, economic, and extremist ideological factors (Ruagadi et al., 2024; Schulze, 2019). These tensions not only result in casualties but also exacerbate distrust between religious communities (Idharoel Haq & Ziaulhaq, 2021). This situation calls for a comprehensive approach to creating peace that not only halts violence but also promotes lasting harmony.

In this context of maintaining harmony, peace education involving interfaith dialogue has emerged as an essential solution to ease tensions. This approach emphasizes the importance of cross-community cooperation to foster empathy, understanding, and tolerance (Wijaya, 2021). Interfaith education has great potential to reduce prejudice and strengthen social cohesion (Widiyanto, 2023). Given the frequent conflicts in Indonesia, interfaith dialogue is not just a tool for conflict resolution but also a means to deepen understanding between different groups.

One of the significant obstacles to achieving peace is discrimination against minority religious groups such as Christians, Hindus, and Buddhists (Setia & Rahman, 2022; Temperman, 2018). These groups are often targets of prejudice and persecution, further aggravating social tensions. Moreover, the spread of hate speech and hoaxes through social media accelerates conflict escalation (Dulkiah & Setia, 2020; Setia & Dilawati, 2024). In this regard, peace education through interfaith dialogue functions to counter prejudice and stereotypes, promote inclusivity, and create a more tolerant society.

In addition to religious discrimination, socio-economic inequality further exacerbates interfaith conflicts in Indonesia (Zainal, 2021). Economic marginalization of certain groups leads to dissatisfaction, which can result in social tensions (Napitsunargo, 2024; Winarwati, 2021). If not addressed properly, religious conflicts will continue to arise. Peace education that prioritizes interfaith dialogue plays an essential role in addressing this inequality by strengthening the socio-economic participation of various religious groups and creating fairer and more inclusive opportunities.

Research on interfaith dialogue has been extensively conducted by academics, especially focusing on interfaith approaches in efforts to create interfaith peace. Some studies, such as those by Rofiqi and Haq (2022), explore the Islamic approach to multicultural and interfaith dialogue, emphasizing the importance of integrating religious values in building peace in pluralistic societies. Other studies by Pope and Nicolaidis (2021) discuss the transformation of identity in interfaith dialogue, focusing on changes in perception through dialogic experiences between religious groups. Elius (2023) also highlights the Islamic framework in interfaith dialogue, while Andrabi (2020) explores the importance of interfaith dialogue in the context of the contemporary world, which is filled with global challenges.

These studies generally focus on the theological and practical aspects of interfaith dialogue as a means to create understanding and harmony between religious groups. For example, Jamshidi and Qorbani (2023) examine the conditions necessary for effective interfaith dialogue, and Lindsay (2020) discusses the effort to humanize “the other” through interfaith dialogue. Widiyanto (2023) even looks at the challenges and strategies in interfaith dialogue in the post-truth era, where inaccurate information can worsen tensions between religious groups.

Although many studies have discussed interfaith dialogue from theological and social perspectives, this research offers novelty by explicitly linking interfaith dialogue within the framework

of peace education. Rather than focusing solely on theological efforts or interfaith interactions, this study emphasizes the importance of interfaith dialogue as part of an educational strategy aimed at reducing conflicts and building harmony through cross-religious learning. Therefore, the gap filled by this study is the need for a peace education-based approach that integrates interfaith dialogue as a tool to build a more peaceful, just, and inclusive society.

Therefore, this study aims to explore and analyze how interfaith dialogue can be implemented as part of peace education in Indonesia, focusing on its role in alleviating socio-religious tensions and building sustainable harmony. One example of interfaith dialogue-based peace education is Halaqah Damai Integritas Terbuka, which is held in Bandung, Indonesia. This Halaqah is a platform that involves representatives from various religious groups to openly discuss sensitive issues such as intolerance, radicalization, and differences in beliefs. Through an inclusive approach based on mutual understanding, this activity not only strengthens interfaith tolerance but also provides space for participants to share experiences and perspectives, ultimately fostering stronger social peace in society. By prioritizing constructive dialogue, it creates room for peaceful problem-solving and reduces the potential for conflict in the complex socio-religious context in Indonesia.

2. RESEARCH METHOD

This research is a qualitative study that uses a literature review approach to explore the role of interfaith dialogue in the implementation of peace education (Samosir et al., 2023; Setia & Syarif, 2022). The data used in this study is secondary data sourced from scholarly publications such as journal articles, books, reports, and conference proceedings that are relevant (Haq, Samosir, et al., 2023; Viktorahadi, 2022). This data does not involve the direct collection of information from human subjects but rather is obtained through the examination of previously available literature (Djunatan, 2023).

The research process begins with a systematic identification of relevant literature through searches in citation databases, literature management software, and other bibliographic tools. The data collection phase involves screening and selecting literature based on inclusion criteria such as topic relevance, publication year, and source quality (Sangidu, 2007). The selected literature covers various disciplines, including education, sociology, religious studies, conflict resolution, and peace studies, which discuss the themes of interfaith dialogue and peace education. Data collection is conducted systematically to encompass relevant perspectives.

The data analysis technique used involves integrating and interpreting findings from the selected literature (Miles & Huberman, 2013). The obtained data is analyzed through stages of data reduction, data presentation, and conclusion. Data reduction is carried out by sorting literature based on the relevance of findings and themes that align with the research objectives. Next, the selected data is presented systematically to facilitate interpretation. Finally, conclusions are drawn by synthesizing findings from various literature to identify key themes, trends, and gaps in interfaith dialogue as a means of peace education.

3. RESULTS AND DISCUSSION

3.1. Peace Education

Peace education, as defined by David W. Johnson and Roger T. Johnson (2021), is a comprehensive approach aimed at fostering a culture of peace through the development of the necessary competencies, values, and attitudes to build and maintain peace based on consensus. This approach involves teaching students how to participate in cooperative systems, make decisions regarding complex peace issues, and resolve conflicts constructively. Additionally, peace education instills civic values essential for sustaining peace. Therefore, peace education aims to make peace not only a theoretical concept but also a tangible life experience for students.

The core of peace education lies in its ability to weave the values of peace into school life (Rosyad & Dian, 2022; Wynn et al., 2010). This is achieved through teaching methods that reflect peace in how lessons are delivered, how conflicts are managed, how decisions are made, and how intellectual disagreements are resolved. The goal is to provide the competencies and attitudes necessary for

students to maintain long-term peace. Peace education emphasizes practical application over mere theoretical knowledge (Kelleher & Johnson, 2008). Thus, this learning focuses on how peace is implemented in daily school settings.

One important aspect of peace education is the formation of a public education system with mandatory attendance for all children and adolescents (Abu-Nimer & Smith, 2016). This ensures that students from various backgrounds, including those from previously conflicting groups, have the opportunity to interact and build positive relationships. Integrated schools play a crucial role in fostering relationships among students from diverse cultural, religious, and ethnic backgrounds. In contrast, segregated schools have the potential to perpetuate differences and hostility. Therefore, school integration is considered one of the effective ways to foster cooperation and understanding among students.

However, peace education is not only taught within school environments; it can also be built on a broader scale within the general public through various community programs, such as training for religious leaders and interfaith activities (Haq, Samosir, et al., 2023; Moore, 2008; Philips et al., 2022). These programs aim to reduce social tensions and improve cooperation among different groups. Furthermore, the media plays a significant role in spreading peace values by providing a platform for open dialogue that promotes tolerance and mutual respect (Rosyad et al., 2022). In this context, peace education is not only the responsibility of schools but also part of the collective effort of society to create lasting harmony.

Peace education is a multidimensional and interdisciplinary approach aimed at cultivating a culture of peace by providing the knowledge, skills, attitudes, and values necessary to promote peace. This education also seeks to teach how to resolve conflicts constructively and build harmonious relationships at the personal, community, and global levels (Wahidin & Ridwan, 2018). Within this framework, various tactics, methodologies, and content are taught to develop a comprehensive understanding of peace, non-violence, social justice, and human rights.

Furthermore, peace education plays a role in addressing the root causes of violence, injustice, and inequality by encouraging critical thinking, empathy, communication, and cooperation. This education promotes values of diversity, inclusion, and mutual respect through reflective activities and experiential learning. Additionally, peace education encourages students to engage in constructive discussions and debates about peace-related issues, aiming to raise their awareness of the importance of unity and common destiny. In this regard, cooperative learning methods are often used to foster a sense of interdependence and collaboration among students (Sharma, 2018).

Ultimately, peace education serves as a vital tool for promoting peace and harmony in society. It equips individuals with the skills, values, and attitudes necessary to build and maintain peaceful relationships. Through a holistic approach that integrates peace into educational practices and fosters mutual understanding among diverse groups, peace education contributes to the long-term goal of creating a culture of peace and cooperation (Salomon, 2004).

3.2. Peace Education in the Context of Religion

Peace education in the context of religion refers to diverse approaches aimed at promoting harmony, understanding, and reconciliation based on the teachings and ideals of various religious traditions (Woodward, 2009). This education involves instilling beliefs, attitudes, and actions consistent with the principles of peace advocated by religions, aiming to foster peaceful coexistence, conflict resolution, and social justice. Many religious teachings emphasize essential ideals of peace, such as love, compassion, forgiveness, non-violence, and respect for all beings (Swidler & Cunningham, 2011). Therefore, peace education in the religious context seeks to instill these principles within individuals, making them more aware of the interdependence of humanity and the importance of supporting peace in all aspects of life (Gultom & Haq, 2024).

Peace education in the religious context is heavily influenced by the teachings of prominent religious figures, such as Mahatma Gandhi, who advocated for non-violent resistance and peaceful conflict resolution (Colagrossi, 2023). Gandhi's ideologies of *Ahimsa* (non-violence) and *Satyagraha* (the power of truth) became guiding principles in many peace education projects. These two principles

emphasize the power of love, compassion, and non-violent action to promote long-lasting peace (Puri, 2020). Similar ideas are found in the teachings of Martin Luther King Jr., who was influenced by Christian principles of compassion and justice (Siracusa, 2021). King advocated for peaceful activism to challenge injustice and social inequality (Balmer, 2021). King's commitment to non-violence and his belief in the interdependence of humanity represent the fundamental values underlying peace education in the Christian tradition (Hartnett, 2020).

In the Islamic tradition, philosophers such as Rumi (2020) and Ibn Arabi (2022) emphasized the value of inner peace, compassion, and unity with the Divine as the path to social peace. Their teachings on compassion, tolerance, and spiritual enlightenment provide important insights into the spiritual aspect of peace education and the interconnectedness of all beings. Similarly, in Buddhist philosophy, figures like Thich Nhat Hanh (2022) argue that mindfulness, compassion, and interconnectedness are essential components of peace education. Buddhist ideas emphasize the active participation of individuals in promoting social justice and environmental sustainability, illustrating the close relationship between personal transformation and social change in the pursuit of peace.

Moreover, peace education in the religious context is also rooted in the wisdom contained in religious texts, scriptures, and teachings that emphasize forgiveness, reconciliation, and empathy. One universal principle found in many religious traditions is the teaching to treat others with kindness and respect. This principle forms the ethical foundation of peace across religions, guiding believers to live in peace and mutual respect (Ghazali, 2016).

3.3. Tolerance: Dialogue, Empathy, and Cooperation

Research by Chenoweth and Cunningham (2013) describes the concept of tolerance as a diverse and complex phenomenon within religious belief and practice. Throughout history, tolerance has often been difficult to associate with religion, as religion has frequently been a defining factor in-group identity, leading to division and conflict between groups. These differences are often based on claims of truth by each religion, derived from prophetic revelation, mystical experiences, or rational understanding. Religions tend to assert the exclusivity of their truth, which often leads to intolerance and conflict, as each believes their teachings are the only true ones (Markiewicz, 2019).

Religious absolutism plays a significant role in testing tolerance, as each religious tradition strives to validate its uniqueness and superiority, claiming to be the one valid path. This assertion of absolute truth has historically led to religious intolerance, causing conflict, persecution, and discrimination against those who disagree (Chirimbu, 2012). However, despite historical intolerance, religions also claim to offer a way out of intolerance, both in principle and practice. In this context, tolerance does not mean diminishing personal beliefs but rather showing respect for the beliefs and practices of other religions and their followers. This tolerance involves acknowledging religious pluralism, recognizing the truth present in other religions, and developing a theology of tolerance that protects religious freedom without threatening the uniqueness and finality of truth accepted by each religious tradition (Maksum, 2017).

Narrative tolerance is a concept that emphasizes the importance of mutual understanding, cooperation, and peaceful coexistence between people and communities of different religions. This tolerance requires a shift from mere acceptance to authentic interfaith dialogue and cooperation, where each religious tradition is encouraged to cultivate respect, freedom of conscience, and appreciation for other religions (Rahman & Setia, 2021). This approach aims to ensure the creation of a harmonious and inclusive society. Thus, tolerance becomes the foundation for building understanding and respect in a pluralistic society. Tolerance also encourages individuals to embrace empathy and openness, enabling them to appreciate perspectives and experiences that differ from their own beliefs.

Furthermore, tolerance contributes to a culture of mutual respect, which can reduce social tensions arising from cultural, religious, or ideological differences. Exposure to diverse perspectives often enhances cognitive flexibility and problem-solving skills, further emphasizing the crucial role of tolerance in creating a prosperous and dynamic society (Harris, 2018). Inclusive and tolerant societies are generally more cohesive and resilient when facing common challenges and are capable of celebrating shared values. Tolerance also serves as a defense against discrimination and prejudice,

promoting equal treatment and respect for all individuals, regardless of race, belief, gender, or sexual orientation.

Efforts to promote tolerance often include raising awareness about implicit biases and initiatives that enhance empathy, thereby fostering understanding and mutual respect among groups (Huriani et al., 2022). Additionally, legal frameworks and policies that protect against discrimination play a vital role in creating tolerance and encouraging equal treatment for all members of society (Al Azis & Irwansyah, 2021). Therefore, the essence of the ethos of tolerance lies in dialogue and open communication between differing viewpoints. Constructive discussions that facilitate the exchange of opinions and experiences promote mutual understanding and empathy, as well as foster a culture of cooperation and collaboration. Dialogue forums, such as interfaith discussions, cultural exchanges, and community conversations, provide opportunities for individuals to interact with one another in a respectful manner, which in turn promotes understanding and appreciation across cultures (Radjab, 2020).

Ultimately, tolerance creates an inclusive community where diversity is celebrated as a source of strength and flexibility. Valuing and respecting the unique contributions of individuals from various backgrounds, cultures, and beliefs will strengthen a sense of belonging and collective identity. Inclusive policies and practices in various sectors, such as education, employment, and management, also play a role in encouraging equal opportunities for all members of society, regardless of their differences (Khan & Nor, 2019). Initiatives that celebrate cultural diversity, such as multicultural festivals and heritage months, provide platforms for communities to unite in solidarity and celebrate the shared sense of humanity.

3.4. Interfaith Dialogue and Peace Education: The Case of the Open Integrity Halaqah Damai Program

Interfaith dialogue is a form of communication conducted between people of different religious backgrounds with the aim of sharing religious understanding, experiences, and values (Viktorahadi et al., 2022). The main goal of interfaith dialogue is to enhance understanding of others' religious beliefs, strengthen tolerance, reduce interreligious conflict, and promote harmony and peace in a multicultural society. In this context, peace education plays a crucial role. Peace education is a systematic effort to encourage understanding, appreciation, and the practice of peace in daily life. One of the key aspects of peace education is educating the public about the importance of tolerance, harmony, and respect for differences, including religious differences (Swidler & Cunningham, 2011). Therefore, interfaith dialogue can be considered a practical example of peace education that promotes these values.

To integrate interfaith dialogue into peace education, several steps can be taken. The first step is the introduction and education about religious diversity. A deep understanding of religious diversity is essential for dialogue participants, which can be achieved through courses, seminars, or workshops that discuss the fundamental principles of various religions. This allows participants to become more open to different views and beliefs. Additionally, it is also important to build awareness of tolerance and respect for religious differences. Participants in interfaith dialogue need to be educated to appreciate and respect others' beliefs without judging or belittling them (Demiri, 2018). This awareness-building is an essential part of achieving peace education goals through interfaith dialogue.

A tangible example of interfaith dialogue as peace education is the Halaqah Damai (Peace Halaqah) program (Islam, 2022). This program emerged as a response to the increasing polarization and conflict among religious communities. Halaqah Damai originated from the need for an inclusive and open discussion space, with the aim of enhancing tolerance, understanding, and cooperation among religious groups. RSCJ Bandung first initiated this program to build relationships among religious communities and strengthen harmony in a multicultural society. Halaqah Damai has grown into a platform for regular meetings between religious communities based on the concept of Open Integrity. This Open Integrity concept serves as the foundation for every religious discussion raised in Halaqah Damai, aiming to create an inclusive discussion space that respects diversity.



Figure 1. Live Streaming Class Activities of Halaqah Damai on Instagram

Source: Instagram/halaqah_damai, 2024.

Each Halaqah Damai meeting addresses various themes related to social issues and everyday life, inviting speakers from different religions. This provides diverse and in-depth perspectives on the themes discussed (Islam, 2022). Moreover, Halaqah Damai enriches participants' understanding of different religious perspectives, creating discussions that are respectful and broadening participants' knowledge. Participants in Halaqah Damai come from diverse religious, educational, and professional backgrounds. They actively engage in conversations and discussions, allowing opportunities to ask questions, express opinions, or respond to the issues raised in the event. Through this interaction, it is hoped that better understanding, mutual respect, and increased cooperation among religious communities will be fostered.

Halaqah Damai plays an essential role in creating an inclusive and constructive religious dialogue space. This program not only discusses religious issues but also serves as a means to enhance tolerance, understanding, and cooperation among religious communities (Philips, 2020). With the goal of building a harmonious and just society, Halaqah Damai offers a new paradigm in religious dialogue, namely Open Integrity (*Integritas Terbuka*). Open Integrity emphasizes the importance of discussing religious issues openly, honestly, and inclusively (Philips & Ziaulhaq, 2019). This concept encourages participants to understand and appreciate religious differences while being open to diverse perspectives and beliefs. Furthermore, Open Integrity also promotes awareness of tolerance, harmony, and cooperation (Madiyono & Haq, 2023). Through active participation in Halaqah Damai, it is hoped that society, especially students, can better understand and appreciate religious diversity and strengthen unity within diversity.

Open Integrity is a concept that emphasizes an interfaith dialogue approach based on the principles of openness, respect for diversity, and respect for differing beliefs. This concept arose as a response to the complexity of interfaith relations in increasingly diverse societies (Philips et al., 2022)). In this context, integrity refers to an individual's personal and spiritual wholeness, encompassing honesty, courage, and consistency in adhering to their beliefs and religious values. On the other hand, openness refers to an inclusive attitude, tolerance, and readiness to accept others' opinions and beliefs. The Open Integrity approach emphasizes the importance of remaining open to the truth claims found in different religions, acknowledging that each religion has important values that can positively impact society. By being open to others' perspectives and beliefs, individuals can expand their understanding of spirituality, morality, and the meaning of life (Philips, 2013).

The concept of Open Integrity also asserts that, while being open to the perspectives and beliefs of other religions, individuals are expected to maintain the identity and core values of their faith. Thus, this concept encourages individuals to understand and respect differences while remaining true to their beliefs and religious practices. Open Integrity emerges as a response to relativism, teaching respect for

various interpretations and understandings of religion, which in turn helps to strengthen tolerance, mutual understanding, and cooperation among people of different faiths. This is crucial for building a harmonious and inclusive society, as each religious tradition represents humanity's effort to respond to the complex and ineffable spiritual reality. This concept fosters better faith discussions, broadens openness, and encourages change (Rofiqi & Haq, 2022). Open Integrity serves as a strong ethical foundation for strengthening interfaith relationships, promoting peace, and instilling an awareness of diversity as a strength in a multicultural society.

In interfaith dialogue, Open Integrity emphasizes that religious truth can be found in various religions, yet this truth is different and not identical from one religion to another. This concept also underscores that the search for absolute truth is ongoing, and each religion has its way of reaching that absolute truth (Philips, 2016). Unlike the exclusive approach that rejects religious diversity and pluralism, which leans toward relativism, Open Integrity emphasizes inclusivism. This approach accepts the diversity of beliefs without claiming that one religion is more true or authoritative in matters of truth. The application of this concept in interfaith dialogue aims to create a discussion space that is inclusive respectful, and fosters harmony among religious communities. Religious dialogue programs such as Halaqah Damai are expected to strengthen the principles of tolerance, harmony, and peace in a multicultural society.

The term "*halaqah*" refers to a meeting or scholarly gathering that discusses religion and spirituality. In this program, *halaqah* serves as a platform to facilitate meetings among different religious communities. Religious leaders, scholars, and community figures with cross-religious understanding are typically involved in this program (Ahmed, 2019). They play a role in encouraging mutual respect and understanding among participants, guiding discussions, and deepening understanding of the similarities and differences between religions.

In every session of the Halaqah Damai program, speakers from various religions offer their views on specific topics, such as the relationship between in-laws or spirituality in Islam and Catholicism. Each speaker presents their views with full conviction while maintaining mutual respect for others' opinions. Participants actively engage in the discussion by asking questions, responding, or explaining the issues being discussed. The concept of Open Integrity places great importance on understanding religious and belief differences, as well as raising awareness of the importance of harmony, tolerance, and understanding among religious communities. Thus, it is hoped that a harmonious and peaceful space can be created in a multicultural society through inclusive discussions that respect differences.

Although differences of opinion exist in interfaith dialogue among participants, Halaqah Damai remains a platform for reinforcing the values of tolerance, harmony, and peace among religious communities. This program can serve as a tangible example of building sustainable peace and strengthening interfaith relationships by applying the principles of Open Integrity. With this approach, Halaqah Damai aims to create a more inclusive and harmonious society.

In addition to regular discussions, the Halaqah Damai program may also include additional activities such as visits to places of worship and collaborative projects among religious groups. These activities aim to foster togetherness and enhance cooperation among religious communities. Therefore, Halaqah Damai is not just a religious discussion event but also a practical effort to promote peace, tolerance, and harmony in daily life, as well as contribute to the creation of a more inclusive and harmonious society.

4. CONCLUSIONS

This research reveals that interfaith dialogue can be effectively implemented as part of peace education in Indonesia. The main focus of this study is how interfaith dialogue, exemplified through the Halaqah Damai Integritas Terbuka program, can ease social-religious tensions and build sustainable harmony within society. The findings indicate that peace education involving interfaith dialogue not only helps reduce prejudice and tensions but also strengthens the values of tolerance and religious moderation, which are crucial in a pluralistic society like Indonesia. The Halaqah Damai

program serves as a successful model of implementation, involving various religious groups to engage in dialogue, share understanding, and show respect in a broader context.

An important contribution of this research is emphasizing the importance of linking interfaith dialogue with peace education based on understanding and appreciation of religious differences. Through in-depth and structured peace education, programs like Halaqah Damai demonstrate how dialogue can be an effective strategy for building a more inclusive, just, and peaceful society. This differentiates this study from previous ones that focused more on the theological and practical aspects of interfaith dialogue without directly integrating it into the framework of peace education.

However, this research has some limitations, such as the limited scope of the study, which focuses solely on the Halaqah Damai program in a specific region of Indonesia. This study also uses data collection techniques based on a literature review, which may not fully capture the complexity of the conditions in the field. Therefore, for future research, it is recommended to involve broader data collection methods, such as interviews or field observations, and to expand the scope by examining more interfaith dialogue programs in various regions of Indonesia. In addition, further research should examine the long-term impact of interfaith dialogue on social-religious changes in society.

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