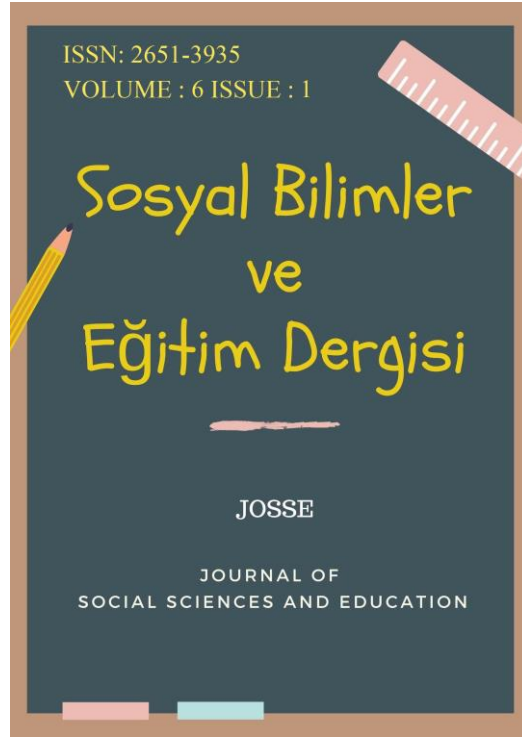# JOURNAL OF SOCIAL SCIENCES AND EDUCATION (JOSSE)

A Look at the Saying of Peace at Home, Peace in the World in 8th Grade Students' Perceptions of War and Peace: A Qualitative Research

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A Look at the Saying of Peace at Home, Peace in the World in 8th Grade Students' Perceptions of War and Peace: A Qualitative Research

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Abstract	Research Article

In this study, 8th grade students T.C. It is aimed to reveal the awareness of the motto "Peace at Home, Peace in the World" in their perceptions of the value of peace and the concept of war within the scope of the History of Revolution and Kemalism course curriculum. In order to achieve the general purpose of the research, the basic qualitative research method was used. The data collection tool is a semi-structured interview form prepared by taking expert opinion. 19 students studying in the 8th grade of secondary school on a voluntary basis participated in the study. The data obtained from the student interview forms were subjected to descriptive analysis. The data are combined in common themes and presented in tables. Frequency distributions were revealed by digitizing the themes, and then interpretations supported by examples were made. In the results that emerged, in the context of the principle of "Peace at Home, Peace in the World", students associated the concept of peace with the foreign policy of our country, where they emphasized peace in the country more, and peace in the world. It has been found out what kind of effects the concepts of war and peace have created, how they relate the developments in our country's domestic and foreign policy with the idiom, and that students closely follow the ongoing Russian-Ukrainian war and develop solutions to the wars. There are very few studies in the literature on the concept of peace, which has maintained its value throughout history and has gained more importance in recent years. Therefore, this study is expected to contribute to the existing gap.

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Introduction

"I am not in favor of dragging the nation to war for this or that reason. War must be vital. My real conviction is this: I should not feel torment in my conscience when I take the nation to war, we can go to war against those who say we will kill because we will not die. But war is murder if the life of the nation is not exposed to danger." M. Kemal Atatürk.

These words of the great leader M. Kemal Atatürk serve as a compass to understand his peaceful vision in foreign policy, to realize that he did not see war as appropriate except to ensure our independence unless it was necessary, and to interpret today's developments. It is possible to say that the understanding of peace in Turkish domestic and foreign policy came to life with M. Kemal Atatürk's principle of "Peace at home, peace in the world". As a matter of fact, on April 20, 1931, Atatürk, as the party leader, declared in a declaration: "We are working for 'Peace at Home, Peace in the World'" (Aydın, 1999), which is seen as the first stage in the transformation of this principle into a policy. It is Atatürk's thoughts and practices that draw the internal and external framework of this principle (Thobıe, 2012), which can be interpreted as a more robust internal structure of the society and a more stable and strong foreign policy understanding (Gönlübol, 1992). So how can peace, one of the values that Ataturk attached the most importance to in Turkish domestic and foreign policy, be built in societies?

Throughout history, peace has existed as the basic motive and goal of all human activities (Ardizzone, 2001). As a positive force, peace can be defined as a process of forgiving others, respecting others, cooperating with others, and reducing all forms of violence (Harris & Morrison, 2003; Kanatlı & Schreglmann, 2017). As the UNESCO (1945) Constitution famously states; "Since wars begin in the minds of men, the defense of peace must be built in the minds of men" (Lehner, 2021). From this point of view, the most fundamental factor that will ensure an environment of peace and sustainability (Vanelli & Peralta, 2022) is education. If we believe in the power of education in building a world full of "Peace at Home, Peace in the World" in the future, it should be accepted that peace is an important issue in education in the new world order (Demirtaş, 1991). According to Harris (2003), the main purpose of peace education is to provide the necessary knowledge, skills, and behaviors to create a safe world. Schools are the only institutions that society can use in a formal, deliberate, and comprehensive way to realize the mission of peace education (Bar-Tal, Rosen, & Zenghu, 2022). The fact that teaching children a humane and positive outlook on

life is more important than teaching mathematics and biology (UNESCO, 2002), places the responsibility on schools to instill values in students. Therefore, the curricula of basic education institutions should pay special attention to issues related to peace, human rights, and democracy (UNESCO, 1998) and teach children values and skills such as violence prevention, respect, equality, dialogue, and cooperation (Aktaş & Safran, 2013). "Peace educators teach peace processes such as negotiation, reconciliation, nonviolent struggle, and the use of agreements and laws that can be used to reduce levels of violence" (Harris, 2003, p.7).

Peace, which is a teachable value (Aktaş & Safran, 2013), is frequently emphasized in the 8th-grade Turkish Revolution History and Kemalism course outcomes. In this context, the main purpose of this study is to reveal how 8th-grade students associate the value of peace, which is one of the main determinants of Turkish domestic and foreign policy, with Atatürk's discourse in line with the principle of "Peace in Home, Peace in the World", what their perceptions of the value of peace are, and what kind of mindset they have about the concept of war, which is the opposite of peace. Based on the question "What kind of a relationship do 8th-grade students establish with the maxim "Peace at Home, Peace in the World" in their perceptions of the concept of war and the value of peace?", it is among the aims to determine students' awareness of this maxim, how they associate the developments in Turkish domestic and foreign policy with this maxim, and to reveal their thoughts and solution suggestions for war.

In the 8th grade Turkish Republic History of Revolution and Kemalism course (MoNE, 2022) annual plan, the value of peace was included especially in the acquisitions in the sixth and seventh units. The units, topics, outcomes, and explanations related to the value of peace are shown in Table 1.

Table 1. *8th Grade Turkish Republic History of Revolution and Kemalism Lesson Plan (Ministry of Education)*

Unıt	Subject name	Outcome	Explanations	Kemalism
Unit 6: Turkish foreign policy in the Atatürk era	Basic principles of Turkish foreign policy in the Atatürk period	Analyses the developments in Turkish foreign policy during the Atatürk Period.	The policy followed in the entry to the League of	"Peace at Home, Peace in the World"

			Nations is emphasised. Balkan Treaty and Sadabat Pact are discussed.	
Unit 7: Atatürk's death and aftermath	Atatürk's death and its repercussions at home and abroad	Based on the reflections and evaluations about Atatürk's death, he makes inferences about the universal value of his ideas and works.	The news and comments in the local and foreign press about Atatürk's death are mentioned.	"If there is no peace, tranquillity and good co-existence in the world and among the nations of the world, a nation is deprived of peace, no matter what it does for itself."

Table 1 shows the part related to the research in the annual plan of the 8th grade Turkish Republic History of Turkish Revolution and Kemalism course for the 2021-2022 academic year. In the explanation section within the acquisition of "Analyzes the developments in Turkish foreign policy during Atatürk's period" in the curriculum, it is stated that the policy followed in the entry to the League of Nations, the Balkan Treaty and the Sadabat Pact developments are discussed in relation to the value of peace. At the same time, it is aimed to provide students with the value of peace by including the principle of "Peace at Home, Peace in the World" within the scope of Kemalism. In the unit "Atatürk's death and its aftermath", students are expected to emphasize the universal aspects of Atatürk's ideas based on domestic and international evaluations of his death. It is seen that the concepts of peace, tranquility and good livelihood in Atatürk's quote in the area related to Kemalism in this subject are directly related to the value of peace.

Within the scope of peace, it has been observed that the studies in which the principle of "Peace at Home, Peace in the World" is directly addressed in the literature (Giritli, 1986; Bursalıoğlu, 1987; Gönlübol, 1992; Aydın, 1999; Eroğlu, 2005) are limited. It has been determined that peace education studies have been gaining weight in recent years. In this context, Karaman-Kepenekci (2010) tried to determine the views of university students on national and international peace. Demir (2011), in his study titled "The view of peace

education in Turkey", expressed the definitions, difficulties and suggestions of classroom teachers in peace education. In his doctoral dissertation, Aktaş (2012) examined the attitudes of secondary school students towards war and peace issues in terms of different variables. Akyol (2015) tried to determine the perceptions of 8th grade students towards peace education in the social studies course. Kanatlı and Schreglmann (2017) tried to reveal "metaphorical perceptions of primary and secondary school students towards the concepts of war and peace" in their study. Sağsöz (2020) evaluated illustrated children's books within the scope of peace education. In her doctoral dissertation, Özkan Demir (2022) examined the effect of participation in focus group discussions on peace and war on the value orientations of female university students. Otal (2022) examined the social studies curriculum and textbooks within the scope of peace education. Therefore, studies on peace education, the importance of which has been understood more in recent years, are increasing. This study is also important in terms of how 8th grade students associate the value of peace with this maxim, what kind of impressions the war leaves on them, and how they express their suggestions for solutions.

Method

Model

A qualitative research approach was adopted in this study. Yıldırım and Şimşek (2016) define qualitative research as "research in which qualitative data collection methods such as observation, interview and document analysis are used, perceptions and events are reflected realistically and holistically in the natural environment, and these are realized in a qualitative process". In this context, the basic qualitative research method was used in the collection, analysis and interpretation of the data. The purpose of using this method is to describe and interpret the thoughts of 8th grade students, to examine them in depth from every angle and to reveal their point of view. In the study, descriptive analysis method was used to achieve the general purpose of the research. Qualitative research examines verbal or written accounts of human experiences using a wide range of methods and sources (Punch, 2011). Interview (semi-structured) method, one of the most preferred data collection methods for qualitative research, was used in the study. Ethics committee approval was obtained for the research (Appendix-2).

Participants

While the sample is mostly randomly selected in quantitative studies, a sample suitable for the purpose of the research is determined in qualitative studies (Öztürk, 2014). The main purpose of this study is to reveal students' awareness of the maxim "Peace at Home, Peace in the World" and their perceptions of the concepts of war and peace. Since this maxim is directly included in the achievements of the Turkish Revolution History and Kemalism course, 8th grade students were selected as participants in the study. "Ethics committee approval" was obtained for the research (Appendix-2). In order to determine the study group of the research, "Informed Voluntary Consent Form" and "Parent Consent Form" were distributed to the students who could form the study group. The study group consisted of 19 students studying in an official secondary school in Kayseri/Melikgazi district and participating voluntarily. Information on the age and gender of the participating students is shown in Table 2.

Table 2. *Age and gender distribution of the participants*

Participant Code	Age	Gender
P1	14	E
P2	13	E
P3	14	K
P4	14	K
P5	14	K
P6	13	E
P7	13	K
P8	13	K
P9	14	K
P10	14	E
P11	14	K
P12	14	K
P13	13	E
P14	14	K
P15	14	K
P16	13	E

P17	13	E
P18	14	K
P19	14	E

Based on the data in Table 2, it is seen that the 19 participants who participated in the study were approximately the same age and showed a heterogeneous distribution in terms of gender. The code "P" was used for the opinions of each participant.

Data Collection Instruments

8th grade students' perceptions of the value of peace within the scope of the Turkish Republic History of Revolution and Kemalism course curriculum and their level of reconciling this perception with the maxim "Peace at Home, Peace in the World", a semi-structured "Student Interview Form" developed by taking expert opinion was used. The questions in the Student Interview Form were prepared based on the studies on the concept of peace in the literature and the maxim "Peace at Home, Peace in the World". Some corrections were made on the prepared questions by taking expert opinions into consideration and a pilot study was conducted before the student interviews.

After determining the students who volunteered and had parental consent, the student interview form (appendix-1) was prepared and conducted simultaneously at a time of the students' choice. In the simultaneous interviews, the interviews of the students who gave permission were audio-recorded over the phone and then transcribed by the researcher. Interviews with students who did not give permission for audio recording were recorded in written form. The interview questions used in the study consisted of 14 questions in total. In order to reveal the participants' perceptions of the value of peace, they were asked to define the concept of peace and which figures they would draw if they drew a picture about peace. In order to understand what kind of impression the word war left on them, they were asked to indicate the words that came to mind when they heard the word war. Afterwards, they were asked about the reasons why states are involved in war, what the feelings in a war environment might be and what should be done for people in war. The students were asked how peace at home and in the world can be achieved and what efforts Turkey is carrying out in this regard. The principle of "Peace at Home, Peace in the World" was not directly asked, but how students included this principle in their answers was analyzed. Thus, it was tried to

reveal students' awareness of this maxim. The semi-structured interview form prepared for the participants can be found in Appendix-1.

The semi-structured interview is the most widely used method in qualitative research due to the flexibility and structure it provides (Öztürk, 2014). Interviewing is a good way to gain insight into people's perceptions, definitions and constructions of reality (Punch, 2011). The questions in the interview form were designed to understand students' perceptions of peace, the basic structure of the maxim "Peace at Home, Peace in the World", and to ensure both internal peace and external peace, as well as to cover students' perceptions of the concept of war. The participants were not directly asked a question about the maxim; it was revealed how they established a relationship between the value of peace and the maxim within the framework of their answers.

Collection and Analysis of Data

The data obtained through interviews were analyzed using descriptive analysis technique, one of the qualitative data analysis techniques. The data described by descriptive analysis are interpreted without going into depth and the researcher presents all the data in a certain order (Sönmez & Alacapınar, 2011). The recorded interviews were transferred to Word media and sent to the participant students electronically and their confirmations were obtained. Since the interviews in the qualitative data set consist of numerous descriptions and interpretations (Denzin & Lincoln, 2005), all interview transcripts were read at least three times and after familiarizing with the text (Öztürk, 2014), descriptive data were coded. The codes given by the participants, which are related to each other and form a common and meaningful whole, are combined in the same theme (Yıldırım & Şimşek, 2016). In order to ensure the reliability of the coding and theme generation process, the research stages were reported in detail and clearly. The data obtained from the students followed similar processes and the same interview form was used for each student. The data in the findings section are presented through direct quotations. Expert opinion was utilized to increase the reliability of the research. A PhD trained researcher was asked to code the data independently. Based on the numbers of agreement and disagreement, the reliability of the research was calculated using the formula developed by Miles and Huberman (1994). After coding and comparing the themes, the consistency rate of the findings was calculated as 84%. Frequency distributions were revealed by quantifying the themes and then interpretations supported by examples were made.

Findings

In this section, the results related to the aims and questions of the study are presented based on the data obtained. Participants' responses on what the concept of peace means are shown in Table 3.

Table 3. *Expressions related to the word peace*

Phrases	(f)
Absence of war	12
Unity and solidarity	9
Reaching an agreement	6
Friendship	6
Serenity and happiness	6
Favour	3
Peace at Home, Peace in the World	3
Social Studies course	1
Reliability	1
Freedom	1

Table 3 shows how students perceive peace based on their definitions of the concept of peace. It is seen that the expressions of the concept of peace in Table 3 are interrelated. When students think of peace, it is seen that they mostly refer to the state of "absence of war", which is the opposite of peace. It was associated that happiness and peace can exist in the absence of war. For example;

"Peace is where there is no war, where there is peace, happiness and calmness." (P18)

Participants emphasized the feeling of unity and solidarity when it comes to peace in the second place. In this regard, one of the participants explained his opinion as follows;

"For me, peace means that all people in the world live in unity and solidarity." (P15)

It is seen in Table 3 that the themes of peace-happiness and friendship-friendship are equally expressed. Participants who directly emphasized these two themes expressed their views as follows;

"Peace is when people are happy and peaceful." (P13)

"It expresses peace, friendship and friendship." (P5)

Another participant pointed out that peace and happiness can occur in places where there is no violence and chaos;

"It is an environment of peace where people stop the violence and turmoil they feel towards each other and create peace towards each other." (P17)

Similarly, the opinion of a participant is as follows;

"It is people getting along with each other by talking and not fighting." (P12)

One of the participants who used the expression "reaching an agreement" in Table 3 interpreted peace as the elimination of resentments and explained his view by giving an example as follows;

"In my opinion, peace, for example, when we are offended even with a friend, how badly it affects us and our environment, it would be much worse if we think that this is a conflict between countries. People die and get injured. That's why we should never be at war, we should always try to create an environment of peace." (P14)

While three (f=3) participants associated the concept of peace with goodness, three (f=3) participants associated the concept of peace with M. Kemal Atatürk's maxim "Peace at Home, Peace in the World". One of the participants expressed his relationship with the maxim as follows;

"When I think of peace, I think of Atatürk's saying "peace at home, peace in the world". With this saying, Atatürk expressed that people should always be at peace." (P8)

One participant (f=1) associated the concept of peace with the Social Studies course, trustworthiness and freedom. In order to further elaborate on the perceptions of the concept of peace, Table 4 shows the participants' responses to the question about what they could draw when they imagine drawing a picture.

Table 4. *Figures to be included in a peace-themed painting*

Phrases	(f)
People joining hands	9
People standing side by side together	7
M. Kemal Atatürk	5
Happy children	5
World	4
Nature	4

Pigeon	3
Flag	2
Olive Branch	2

In Table 4, students were asked which figures they would include if they were to draw a peace-themed picture. In this table, which aims to reveal students' thoughts about peace in more detail, it was determined that some of the figures in the pictures to be drawn are common. Among the answers given, it was mostly stated that they would draw pictures in which "people join hands". Some participants said that they could draw hand in hand and the world in the same picture. The opinion of one of these participants is as follows;

"I would draw two worlds and people holding hands." (P8)

It was seen that the participants who said that they could draw a picture consisting of "people standing side by side together", which was expressed in the second place, and the participants who expressed the sense of unity and solidarity from the concept of peace in Table 3 were the same people.

It is seen that M. Kemal Atatürk is included in the peace picture to be drawn by five (f=5) participants. Three of these participants (f=3) are the participants who associate the concept of peace with Atatürk's maxim. One of the participants who expressed an opinion on this issue explained his drawing as follows;

"If I were to draw a picture about peace, I would first draw grass and flowers. On top of that I would draw people standing together and in front of them I would draw M. Kemal Atatürk making a speech. Because these are what comes to my mind when I think of peace." (P1)

Five participants stated that they could draw "happy children" in a peace-themed picture (f=5). In the picture with the theme of peace, four (f=4) participants gave answers such as flowers, greenery, clouds and sky, and these answers were categorized under the title of "nature" in Table 3. The dove, which was seen as one of the symbols of peace, was mentioned by three participants (f=3), while the flag and olive branch were mentioned by one participant each (f=1). In order to better reveal their perceptions of the concept of peace, the responses of the participants about what they would see if they assumed that they watched a peace-themed video are shown in Table 5.

Table 5. *Table 5. Figures that can be seen in the peace-themed video*

Phrases	(f)
Resolving disputes	7
A happy and peaceful life	5
Helping people	4
Unity and solidarity	4
Free children	2
Men shaking hands	2
No one is excluded	2
Friendship	2
A beautiful world	1
Nature	1

In Table 5, students were asked to imagine watching a peace-themed video and were asked about the scenes they might encounter during this process. Seven of the participants (f=7) responded to this question as resolving conflicts. One of the participants who expressed an opinion on this issue;

"In the video I watched, I would like to see two groups that were fighting come to an agreement, that is, resolve their dispute." (P3)

The second most common expression "happy and peaceful life" was mentioned by five (f=5) participants.

"In the scenes I saw, I would like to see people getting along well with each other, always happy and peaceful, getting along well with their neighbors." (P11).

It was observed that the expression "people who help" and the expression "unity and solidarity", which ranked third, were expressed by associating them with each other. For example;

"In the peace video, I would see that people in need of help were helped, thus increasing unity and solidarity and ensuring peace." (P16).

Among the other responses, two participants each mentioned free children (f=2), men shaking hands (f=2), no one being excluded (f=2), friendship (f=2), while one participant stated that a beautiful world (f=1) and nature (f=1) would take place in this movie.

In order to reveal the participants' perceptions and thoughts about war, their answers to the question about what they understand from the concept of war are shown in Table 6.

Table 6. *Words that come to mind related to the concept of war*

Phrases	(f)
Gun-bomb-sword	11
Sadness	6
Death	6
Mayhem	5
Demolition	4
People living in a warring country	4
Russia-Ukraine War	4
Martyrs	4
Migrations	1
Flag	1
War of Independent	1
Explosion sounds	1
Missing	1
Blood	1
Grudge-hatred	1

In Table 6, which aims to reveal what the concept of war evokes in students, most of the students (f=11) gave the answers of guns, bombs and swords used in wars. It was observed that the answers given were related to each other and were given within the same answer. For example;

"Guns, bombs and sad children come to mind" (P12).

The concepts of sadness and death, which were expressed in the second place, were expressed by six (f=6) participants. The opinion of one of the participants on this subject is as follows;

"When I think of war, I think of sadness, crying sounds and the unhappiness of people who are helpless." (P10).

The words of the participant who stated that he remembered the concept of death are as follows;

"When I think of the word war, I think of thousands and hundreds of people dying, children separated from their families. I think the word war is the most painful word in the world" (P9).

Five (f=5) participants stated that the concept of war evokes chaos. When the responses were analyzed, it was seen that the participants gave more than one answer to this question. For example;

"Death, chaos and sadness" (P17).

"Soldiers fighting there, weapons, destroyed houses and people fleeing" (P5).

Participants' views on the reasons for the wars are presented in Table 7.

Table 7. *Reasons for the states' involvement in the war*

Phrases	(f)
Economic reasons	14
Border dispute	7
Power acquisition	6
Acquiring an interest	5
Expansionist policy	5
Gaining independence	2
Armament	1
Surviving terrorists	1

Table 7 shows the answers given by the students to the question about the possible reasons for states to go to war. It was observed that most of the participants gave more than one answer to this question. The answers given were handled separately. Among these answers, economic reasons (f=9) were mentioned the most by the participants. One of the participants stated his opinion as follows:

"I think there are more economic reasons. Because both countries will want to gain power and improve their economies." (P18)

Border disputes were mentioned as a second reason for states to go to war. The opinion of one of the participants on this issue is as follows;

"They get involved in war due to border disputes, economic crisis and expansionist policies." (P14)

Six of the participants (f=6) stated that the aim of "gaining power" was among the main reasons for war. The opinion of one participant on this issue is as follows;

"Some states are very powerful and some are very weak. The stronger state crushes the weaker states to gain more power." (P2)

When the responses are analyzed, it is possible to say that there is a parallelism between gaining interest and gaining power. Two participants expressed the connection between these two as follows;

"Countries that go to war against each other go to war in order to dominate their own economic, political and cultural interests and to gain power." (P17)

"He goes to war for interests, that is, to become stronger." (P3)

Five (f=5) participants stated that expansionist policies were among the causes of the war. One participant explained his opinion on this issue as follows;

"States go to war in order to enlarge their territorial area, to spread to wider areas and thus become a superpower." (P13)

Two (f=2) participants stated that states went to war to gain independence, while one (f=1) participant stated that states went to war to arm themselves and get rid of terrorists.

In order to understand whether the respondents follow the agenda, they were asked whether there are ongoing wars and the responses are shown in Table 8.

Table 8. *Countries currently at war*

Phrases	**(f)**
Russia-Ukraine	19
Afghanistan civil war	1

In Table 8, the students were asked who are the countries that are still fighting today, and it was seen that 19 (f=19) participants answered the Russia-Ukraine war and one (f=1) participant said the civil war in Afghanistan.

From the statements of all participants about the ongoing war, it can be said that the news about this war was frequently covered in the media during the time of the interview and that the participants followed these news. The thoughts of a few of the participants about this war are stated as follows;

"Russia and Ukraine. Russia did not want Ukraine to join NATO, so it declared war on Ukraine." (P19)

"Ukraine and Russia are at war. Russia wants to expand its territory and increase its power, but Ukraine opposes Russia." (P2)

"Russia and Ukraine. The big powers' policy of 'big fish swallowing small fish' is the main reason for this war." (P17)

Information on the sources from which the participants accessed news about states at war is shown in Table 9.

Table 9. *Sources of information about the countries currently at war*

Phrases	(f)
Television	19
Friends	12
Social Media	10

In Table 9, which aims to reveal where students get information about war and warring countries, it is seen that all of the participants are aware of the developments through TV. The opinions of three (f=3) participants who expressed an opinion on this issue are as follows;

"While watching the news on TV, we see why countries in the world are at war and we get information." (P19)

"I learn from TV. Then I chat with my father about the news I watch, for example the Ukraine-Russia war." (P7)

"I can follow it on TV. I see it a lot when I change the channel anyway." (P11)

The factor of friends as a source of information about the warring countries was mentioned by twelve (f=12) participants in the second place. The opinions of two (f=2) participants on this issue are as follows;

"I hear it while chatting with friends." (P5)

"I learn in class when my friends express their opinions about the war." (P18)

Ten (f=10) participants are informed about developments through social media. Two of them expressed the following opinion:

"I find social media more useful as it is easier for me to access and I like reading people's opinions more. Although it is not always the right information, news is shared quickly." (P14)

"I usually look at it if I come across it while browsing social media." (P9)

The responses of the participants regarding their perceptions of the war and how they would feel if they were in a war environment are shown in Table 10.

Table 10. *Emotions that can be felt in a war environment*

Phrases	(f)
Fear	14
Sadness - Sorrow	11
Hatred	4
Anxiety	3
Unhappiness	1
Despair	1
Loneliness	1
Pessimism	1

Table 10 shows the responses of the students to the question "How would you feel if you were in a war environment". Among these feelings, the participants stated that they would feel fear the most (f=14). The opinion of two of the participants (f=2) on this issue is as follows;

"I would feel fear of death. Because, imagine that you left home and came back two hours later, but your house was bombed and only the rubble remained. Then I would think that I could die if I were at home." (P17)

"For a moment I thought this war would never end and I was afraid." (P4)

The feelings of sadness and sadness expressed in second place were given in relation to other responses. For example, the opinions of two participants (f=2) who stated that they could experience sadness and fear at the same time are as follows;

"First of all, I would be scared, sad and I would not know what to do. I would be afraid that something would happen to me, my relatives or people I don't know and I would be afraid that they would be harmed." (P3)

"I used to feel sadness because I used to feel sad and scared because of the harm to my homeland and nation, people being killed in front of our eyes, the sounds of explosions." (P18)

Four of the participants (f=4) stated that they would feel hatred if they lived in a country at war. One participant (f=1), who stated that he would feel hatred during the war, mentioned the Russia-Ukraine war as follows;

"Being in Ukraine is very bad. A bomb can fall on us at any moment, this is a very scary situation. If I were in Russia, I would be filled with hatred and anger and I would oppose the war." (P13)

Another participant's opinion on this issue is as follows;

"I would feel anger, rage, sadness and resentment. I would hold a grudge against the country that waged war against us." (P11)

Three participants (f=3) explained that they would get anxious during the war as follows;

"I would be very sad and scared. My psychology would deteriorate with the thought of whether something would happen to someone in my family. I was never afraid of myself, I would always think about my family. I would cry all the time." (P14)

For example;

"I worry because I don't want anything to happen to my loved ones, me and my country." (P1)

"I would be full of worry and fear like the children there. When the houses are destroyed during the war, where will we stay, where will we live?" (P5)

Unhappy, hopeless, lonely and pessimistic feelings were also expressed by one participant (f=1).

Table 11 presents the solution suggestions of the participants on what can be done for people living in warring states.

Table 11. *Suggestions developed for people at war*

Phrases	(f)
Sending help	12
Evacuation	6
Striving for the end of the war	2

In Table 11, when asked what can be done for people living in warring states, most of the participants (f=12) stated that aid could be sent to that region. Three participants thought about this as follows;

"I think we should help them in every way, materially and morally. We should also think about how we can save them from the psychology of war." (P9)

"Aid can be sent; medicine, food, clothes, etc." (P10)

"A mass aid campaign can be organized in the country and sent to that country."(P17)

The need to evacuate people living in a state of war was mentioned by six (f=6) participants. The opinion of three participants on this issue is as follows;

"They can be evacuated to countries that are not at war. These countries should accept people at war." (P19)

"Other countries can take people in need into their countries." (P11)

"People under war can be moved to safe places."(P5)

Two participants also stated that efforts could be made to end the war. Table 12 shows the responses of the participants on what they could do when they serve as a peace ambassador in order to develop more detailed solutions against wars.

Table 12. *What can be done as an Ambassador for Peace*

Phrases	(f)
Seeking a common solution	7
Activities to prevent war	6
Communicating with statesmen	4
Imposing heavy sanctions	3
Carrying out aid activities	2
Setting the peace table	2
Implementing the principle of peace at home and peace in the world	1

Table 12 shows the responses of 8th grade students to the question about what they would do if they were peace ambassadors. It is seen that the expression "seeking common solutions" (f=7) was used the most. One of the participants associated seeking common solutions with the maxim "peace at home, peace in the world" as follows;

"First of all, I would try to find common solutions by giving importance to equality and justice. I would think about what the problems are and how to solve them. I would act according to the understanding of "peace at home, peace in the world" as Mustafa Kemal Atatürk said." (P3)

Engaging in activities to prevent war was mentioned by six (f=6) participants. The opinion of one of these participants is as follows;

"I would organize events between countries, I would bring people together. After the people, I would organize an event for the rulers of the countries." (P14)

The statement of communicating with statesmen was put forward by four (f=4) participants. One of these participants stated his opinion as follows;

"I would establish a foundation consisting of different states and their statesmen would express their thoughts. But I would establish it in different parts of the world, not in one place." (P4)

Three (f=3) participants stated that if they were a peace envoy, they would impose heavy sanctions on states that cause war. For example;

"First of all, I would prohibit war in the world. I would strive to impose very heavy sanctions on the states that wage war." (P17)

The number of participants who preferred to engage in charity activities was two (f=2). One of these participants stated his opinion as follows;

"I would send aid to the countries that are at war. I would inform the countries that are not at war about the countries that are at war and make them help." (P15)

Two of the participants (f=2) think that a peace table can be established. For example;

"I set up a peace table with whichever states are at war and present content suitable for the states there." (P2)

In addition to their general judgments about their perceptions of peace, the participants' answers to the question about what they understand by the concept of peace at home are presented in Table 13.

Table 13. *Perceptions of the concept of peace at home*

Phrases	(f)
Happy and peaceful environment	8
End of disputes	8
The principle of peace at home and peace in the world	5
Freedom	4
People loving each other	2
Unity and solidarity	2

Security	2
Democracy	1
The end of ignorance	1

In Table 13, the participants were asked what peace at home means in order to reveal the expression "peace at home". In this direction, it was observed that the participants mostly (f=8) associated the existence of "a happy and peaceful environment" and "the end of conflicts" with ensuring peace in the country. One of the participants expressed his opinion on this issue as follows;

"If peace is achieved, people live peacefully and happily. Thus, we will not see bad events in the news." (P13)

"That people are not restless. It is when you walk down the street and you ask anyone, "Are you satisfied with the peace in your country?" and they say, "Yes, I am very satisfied". That people's problems are taken care of. The statesmen who have to take care of these problems should really take care of the problems of the citizens in their countries and see these problems." (P15)

The opinion of the participant who associated the end of conflicts with the maxim "peace at home, peace in the world" is as follows;

"The end of turmoil and disagreements within the country. In my opinion, all people should love each other and wars should come to an end. If I were to govern a country, I am a Turkish youth and I am in the footsteps of Atatürk, as he said; I would govern the country by adhering to Atatürk with the understanding of "peace at home, peace in the world" and I would ensure peace in the country." (P14)

Table 13 shows that five (f=5) participants associated the maxim "Peace at home, peace in the world" with peace at home. The opinion of another one of them is as follows;

"It is the trust of the society to each other and the prevention of bad behaviors that may occur for people. For example, Atatürk expressed this as "Peace at home, peace in the world."" (P4)

There were four (f=4) participants who characterized the achievement of peace at home as living freely. One of them expressed his opinion as follows;

"If people living in the country can freely express their opinions and live comfortably, there is peace in that country." (P2)

Two (f=2) participants each stated that people should love each other, there should be unity and solidarity, and security should be ensured. For peace at home, one (f=1) participant stated that there should be democracy, while one (f=1) participant commented on the end of ignorance.

Participants' views on whether world peace is achieved or not are given in Table 14.

Table 14. *Thoughts on whether world peace has been achieved*

Phrases	(f)
No not provided	19

All of the participants think that world peace has not been achieved. In this regard, all of the participants think that peace cannot be achieved due to the ongoing wars. In the examples below, the opinions of the participants who think in this way are presented.

"No. Because if there is an environment of peace, countries would not still fight. In 2022, it is impossible to talk about peace if wars are still going on." (P17)

"No. There are many wars going on. If there was peace, there would be no massacres, wars and hatred, but unfortunately there are." (P13)

"No. Because wars are still going on. Ukraine and Russia are still at war." (P5)

"No, it hasn't. Wars continue. Thousands of lives are lost every day and no one is happy." (P9)

"No. If there was peace in the world, no country would be at war and people would not die." (P19)

"I think world peace is still not achieved. There are still wars and there are still troubles. "In order to achieve world peace, the existing problems need to be solved. In order to solve these problems, people need to be conscious. First of all, we need to raise people's awareness so that peace can be established." (P15)

Participants who think that world peace cannot be achieved due to economic reasons explain their views as follows;

"No. Countries are constantly sparking wars and these sparks are usually caused by economic problems. I think it is ridiculous that people and small children die for money. I just want to ask those people; "Is it worth it for money?" (P14)

"No, I don't think so. Some states start wars for land and some because of economic crisis, so I don't think so." (P1)

A participant who attributes the reason for the lack of world peace to the fact that there is still oppression thinks as follows;

"No. Actually, from the outside, it looks like peace has been achieved, but in fact we live in an environment that has nothing to do with peace. Because everyone is under the pressure of someone else and whatever the strong person says, his/her word is kept." (P18)

Table 15 presents the answers given by the participants to the question about what our country has done to ensure peace.

Table 15. *Turkey's activities in peacemaking*

Phrases	(f)
Atatürk's principle of peace at home and peace in the world	11
Establishment of the Kızılay, foundations and associations	7
Signing of the Balkan Treaty	6
His work in the Russian-Ukrainian war	5
Became a member of the League of Nations	5
Signing the Sadabat Pact	3
Supporting the Cyprus operation	1
Supporting peace in Afghanistan	1
Support for the Palestinians	1
Organizing peace conferences	1
Effort for unity and solidarity	1
Participation in the Olympics	1

The participants were asked what kind of activities our country has carried out to ensure peace and the answers are shown in Table 15. It is seen that most of the participants (f=11) responded to this question with Atatürk's maxim. The views of five participants (f=5) on the place of the maxim in the understanding of peace in Turkey are as follows;

"There is a saying that Atatürk once said. Turkey has contributed to world peace with the understanding of "peace at home, peace in the world".

"In previous times, I can say that Atatürk's words "Peace at home, peace in the world" left an impact on the world and ensured peace." (P11)

"Atatürk followed a peaceful policy. "Peace at home, peace in the world" is the best example of this." (P17)

"In addition to Turkey being a member of societies and signing some treaties to ensure world peace, our country and nation have adopted the motto "Peace at home, peace in the world."" (P7)

"Peace treaties were signed after the war. In addition, Atatürk always wanted peace. For example, he said peace at home, peace in the world." (P3)

Seven (f=7) participants claimed that the Red Crescent, foundations and associations were established. The opinions of two (f=2) participants on this issue are as follows;

"With the establishment of the Red Crescent, people are helped and efforts are made for peace." (P12)

"There are institutions and organizations to provide assistance." (P13)

The signing of the Balkan Treaty, which was mentioned in the third place, was mentioned by six (f=6) participants. The opinion of one participant on this issue is as follows;

"The signing of the Balkan Treaty with the Balkan states of Greece, Yugoslavia and Romania in 1934 is an example of our country's contribution to peace." (P19)

Five (f=5) participants stated that Turkey contributed to the ongoing Russia-Ukraine war. The opinion of three (f=3) participants is as follows;

"Turkey is doing its best for the reconciliation of Russia and Ukraine, which are currently at war." (P16)

"There are phone calls and meetings with Russia and Ukraine to end the war." (P6)

"In the Russia-Ukraine war, Turkey always organizes a peace table. Even though it is not very effective, it provides aid. Turkey hosts the nations whose countries are at war as guests in Turkey." (P2)

Considering the answers given by the participants, it was seen that some of the participants gave approximately similar answers, especially about Turkey's membership to the League of Nations, signing the Balkan Treaty and the Sadabat Pact. In this regard, it was seen that the participants gave answers related to the acquisitions in the 8th grade Turkish Republic History of Revolution and Kemalism course curriculum. Related opinions are as follows;

"It can be said that he contributed to peace by joining the League of Nations, signing the Sadabat Pact, the Balkan Treaty, and establishing aid societies such as the Red Crescent." (P4)

"Turkey's timely policies show the importance it attaches to peace. Its first entry into the League of Nations, followed by the Sadabat Pact and the signing of the Balkan Treaty are proof of this." (P17)

"Its membership to the League of Nations in 1932 is an example of its role in contributing to world peace. Also, the signing of the Balkan Treaty with the Balkan states of Greece, Yugoslavia and Romania in 1934 is an example." (P19)

Discussion and Result

In this study, it was aimed to reveal 8th grade students' awareness of the maxim "Peace at Home, Peace in the World" in their perceptions of the concepts of war and peace. Semi-structured interviews were conducted with the participants for the research questions and objectives developed to determine the levels of reconciling the concept of peace, which is still a very important value in the Turkish Revolution History and Kemalism course curriculum, with the maxim "Peace at Home, Peace in the World", what students think about this subject, their perceptions of the concept of war, whether they are aware of the developments related to peace in our country's domestic and foreign policy, and their solution suggestions against wars, and the data obtained are systematically explained in this section. The main focus of the research, the maxim "Peace at home, peace in the world", was not directly asked to the participants, but its relationship with the concepts of war and peace was revealed based on their awareness and interpretations of this maxim within the framework of the answers received.

First of all, the participants' opinions on general judgments about what the concept of peace means were taken, and then the questions focused on how they established a relationship with the concepts of peace at home and peace in the world. When the answers given by the participants about the concept of peace were examined, the participants' answers were unity and solidarity, absence of war, peace and happiness, goodness, agreement, the motto "Peace at Home, Peace in the World", Social Studies lesson, reliability and freedom. In their study, Maviş Sevim and Diler (2019) concluded that teachers associate the concept of peace with concepts such as tolerance, respect, sharing, agreement, reconciliation, peace,

nonviolence, communication, and happiness. Similarly, Bozgöz (2017) found that among the meanings that students attributed to the concept of peace were concepts such as freedom, equality, unity, togetherness, justice, non-war, peace, and happiness. Akyol (2015) also reached similar results in his thesis study.

The participants stated that they understood the concept of "unity and solidarity" the most from peace. Karaman-Kepenekci (2010) concluded that university students understood national unity and solidarity from the concept of national peace. Considering that unity and sympathy have played a vital role in maintaining peace among nations since the cradle of humanity (Unal, Janaikhan, & Berikbolova, 2014), it can be considered as a quite normal perception that the concept of peace means unity and solidarity among the participants. Because it is a known fact that nations need unity and solidarity in order to exist and protect themselves from external influences since the beginning of human history and that they need to live in a peaceful environment in order to achieve this. Therefore, a society that does not maintain an environment of unity, peace and tranquility loses its independence and falls under the influence of others (Unal, Janaikhan, & Berikbolova, 2014). From another perspective, since peace between the parts is a prerequisite for maintaining the order of the whole (Brachtendorf, 2018), it can be interpreted that communities where peace is not ensured will disintegrate in a short time.

It was observed that the participants stated "the absence of war" for the concept of peace. The concepts of the absence of war and the absence of fighting and violence can be evaluated together. As war and peace are separate concepts that are the antithesis of each other (Richmond, 2008), in general terms, peace (sulh) refers to the state in which a state is not in a state of war (Aktaş & Safran, 2013, p. 134), it was appropriate for the students to associate peace with the concept of no war, which is its opposite. Likewise, it is also important in this respect that the absence of direct, structural and cultural violence is seen as the basic component of a peaceful society (Capistrano, Sloan, Symonds, Samonova, Sugrue, & Devine, 2022).

The concept of peace was associated with the concepts of peace and happiness. This expression is also closely related to the concepts of goodness, friendship and friendship. It can be said that these concepts are very valuable in terms of ensuring social welfare. Because peace, which is seen as a way out of inequality and violence, is a fundamental dimension of welfare (Voukelatou, Miliou, & Giannotti, 2022). Considering that prosperity is a resource created by people together (Maruo & Casais, 2021), where personal and collective

relationships and environments are placed at the center of development, it is inevitable that an environment of peace and happiness is needed to ensure this prosperity.

When the concepts of letting go of resentments and reaching an agreement are considered together, it is seen that these concepts are more related to the concepts of "reconciliation" and "reconciliation" aimed at solving the problems at hand. Since reconciliation can be a window of hope for conflict resolution and reconciliation in societies subjected to suffering and doomed to misery (Bar-Tal, Rosen, & Zehngu, 2009), the association of the concept of peace with reconciliation can be seen as an expected situation.

One of the participants associated the concept of peace with the Social Studies course. It is a good result to establish a connection between peace, which is one of the values to be gained in the social studies curriculum (MoNE, 2018), and this course. However, as a result of the teacher interviews in Özdemir and Çelik's (2017) study, the conclusion that the concept of peace is given superficially in the Social Studies curriculum can be seen as a rather surprising result. This is because the value of peace should be included in Social Studies textbooks and taught in lessons more than other lessons due to its structure and curriculum.

In order to better reveal the perceptions towards the concept of peace, it was found that the answers given by the participants to the question "If you were to draw a peace-themed picture, which figures would be?" were closely related to each other. These are as follows; people standing side by side together, people joining hands, happy children. The fact that the number of participants who drew M. Kemal Atatürk was five is important in terms of their ability to establish a connection between Atatürk and peace. The answers of dove and olive branch symbolizing peace are similar to Aktaş's (2015) study in which students significantly used dove and olive branch figures as symbols of peace. Akyol (2015) presented the metaphors developed by the students about the concept of peace in his master's thesis prepared to determine the peace perceptions of 8th grade students. In his study, students' metaphors related to the concept of peace included water, flower, Atatürk, hand in hand, friendship, flag, olive branch and dove. It can be said that the participants who preferred to draw the world and nature gave a different quality of answer compared to the other answers because they established a connection between peace and the natural environment. It is possible to say that the participant who said that he could draw the flag established a relationship between peace and independence. It was observed that the answers given by the participants to the figures they could see when they watched peace-themed videos were similar to the drawing question. These are as follows: Happy and peaceful life, people

helping, unity and solidarity, men shaking hands, friendship, free children, no one being excluded, a beautiful world and nature.

In order to reveal the participants' perceptions of the concept of "peace at home" in the proverb, they were asked what peace at home means. When the answers given were analyzed, it was inferred that they mostly meant peace at home with the concept of peace as they gave similar answers to the answers they gave for the concept of peace asked before. Among the answers related to peace at home, the expression "happy and peaceful environment" ranked first. While the general purpose of peace-building is to ensure that communities are happy (Özerdem, 2019), domestic peace is the condition of existence of every society (Ardizzone, 2001). It is seen that the expressions of ending conflicts, people loving each other, living freely in unity, ensuring security and democracy in society are closely related to ensuring peace in the country. It is necessary to look at the concept of peace as a whole with values including peace, prosperity and justice (Aktaş & Safran, 2013). The fact that five participants responded as "Ensuring the principle of "Peace at Home, Peace in the World" for peace at home is another remarkable result in the participants' perceptions of this maxim.

In the participants' perceptions of the concept of war, it is noteworthy that they first mentioned the tools of war; guns, bombs and swords. Aktaş (2015) also found that 5th and 6th grade students drew airplanes, bombs, and weapons related to war and drew people being harmed and even many of them dying. From this point of view, it can be said that the first thing that comes to the minds of the majority of middle school students when they think of war are tools such as bombs, guns and swords. The concept of sadness, which was mentioned in second place, is one of the effects of war. In this context, the concepts of death, chaos, destruction, martyrs, migration, explosions, loss, blood, hatred and hatred can also be considered within the scope of the effects of war. When it comes to war, it is clear that the participants who mentioned the Ukraine-Russia war, which is still going on today, are affected by this war and follow today's developments.

When the participants were asked why states go to war, economic reasons were mentioned as the first reason for wars. Özdemir (2016) also argues in his study that the first reason for wars is economic. Economic-based wars aim to achieve economic interests such as capturing raw materials and energy resources (Varlık, 2013). It is seen that there is a close relationship between economic motive and the expressions of expansionist policy, armament, gaining interest and power. According to Safran & Aktaş (2012), who argue that imperialist ambitions and the highly profitable arms industry fuel wars, the most important reason for

today's wars is the possession of energy resources. With regard to the expression of power acquisition, the biggest reason associated with wars in modern international relations literature is the disruption of the balance of power between countries and the transformation of the bipolar balance in the global system into a multipolar one (Hatipoğlu, 2019). In his doctoral dissertation, Özkan-Demir (2022) concluded that war is mostly explained by arguments related to power in focus group discussions conducted by female university students on the concepts of peace and war. In her study, she stated that most of the participants thought that the existence of relations based on power and interest in the current world order posed difficulties in ensuring a peaceful environment.

The participants were asked whether there are still ongoing wars today, and all of them answered as the Russia-Ukraine war, and one participant stated that the civil war in Afghanistan continues. When the participants were asked how they follow the developments related to the agenda, the most common answers were received through television, followed by conversations with friends and, to a lesser extent, through social media. Based on the fact that mass media contribute positively to children with their news and information functions (Dilber, 2014), it can be said that the participants closely follow the agenda.

The participants were asked how they would feel if they were in an environment where war was taking place, and among the answers received, the participants stated that they would feel fear the most, followed by sadness. It is known that children who witness the negative effects of war and conflicts complain of psychological distress such as intense fear and helplessness (Erden & Gürdil, 2009). Among the emotions that the participants may feel are hatred, anxiety, unhappiness, hopelessness, loneliness and pessimism. Post-traumatic stress disorder is primarily experienced after the trauma due to war experience and the symptoms of this disorder include anxiety, tension, restlessness, anger outbursts and aggressive behaviors (Erden & Gürdil, 2009). From this point of view, the fact that the participants were able to put themselves in the shoes of people or children who were actually affected by the war shows that they were able to empathize.

Participants were asked what could be done for people in countries at war, and most of the participants responded that they could send aid to those people. Among these answers, it is noteworthy that one of the participants advocated the need to help children psychologically. In addition to meeting the needs of children such as nutrition, health and shelter, some of the organizations established to help children victims of war also take psycho-social initiatives to alleviate the traumatic traces of war (Erden & Gürdil, 2009). Some of the participants stated

that those people could be evacuated to other countries that are not at war, while others stated that efforts should be made to end the war.

The participants were asked what kind of contribution they would make to peace if they served as a peace envoy at the United Nations (UN), and the most common response was that they would prefer "seeking common solutions". The phrases "seeking a common solution" and "meeting with statesmen" and "setting a peace table" can be considered as interrelated. In this regard, the coming together of the critical lines of different disciplines and the common consent of everyone to rebuild the world is seen as a prerequisite for peace (Richmond, 2008), while the joint mobilization of the masses, leaders, mass media and elites to support the peace process is also required (Bar-Tal, Rosen, & Zehngu, 2009). In the second place, the participants stated that they could engage in "activities to prevent war". The fact that human beings strive for peace as a being capable of action (Ardizzone, 2001) shows a strong desire to live in peace. Three participants stated that they would impose heavy sanctions on countries that might attempt to do so in order to prevent the occurrence of wars, while one participant stated that they would put the maxim "Peace at Home, Peace in the World" into practice.

In order to reveal their opinions on world peace, which is the second part of the maxim "Peace at Home, Peace in the World", the participants were asked whether world peace has been achieved or not. All of the participants stated that world peace has not yet been achieved and listed several reasons for this. Almost all of the participants expressed a common opinion close to the sentence "if peace had been achieved, wars would not have continued". It is not easy to talk about peace in societies where there is war and conflict (Aktaş & Safran, 2013).

The fact that most of the participants responded to the question about what kind of activities our country has carried out to ensure peace in domestic and foreign policy as M. Kemal Atatürk's "Peace at home, peace in the world" shows that the participants were able to reconcile peace policies with this maxim at a good level. Participants then gave information about aid organizations, especially the Red Crescent. Especially in foreign policy, it is seen that the participants expressed the foreign policy developments of Atatürk's period with the statements of signing the Balkan Treaty and Sadabat Pact and becoming a member of the League of Nations. It can be said that the participants who stated that our country made efforts for the Russia-Ukraine war and also made efforts for countries such as Afghanistan and Palestine, which are in civil war, closely followed the agenda. Apart from these, some

participants gave examples of our country organizing peace conferences, participating in the Olympics, and making efforts for unity and solidarity.

The results obtained from this research are as follows;

Based on the meaning attributed to M. Kemal Atatürk's motto "Peace at home, peace in the world", some results have been reached to answer the main and sub-research problems of this study, which aims to reveal the perceptions of 8th grade students towards the value of peace. The motto "Peace at home, peace in the world", which is the main starting point of the research, was not directly asked to the participants, but their perceptions on this subject were revealed based on the answers given about this motto within the framework of the answers received. The following conclusion was reached regarding the main problem of the research: With the concept of peace, the participants made inferences about the meaning of the maxim "Peace at Home, Peace in the World", and even the fact that this maxim was predominant in the answers given to the interview questions, and at the same time, they were able to comment on the place of this maxim in the activities aimed at ensuring peace at home and peace in the world, The fact that they stated that the maxim has an important place in Turkish foreign policy and that it is necessary to apply this principle to prevent wars shows that they were able to establish a good connection between their perceptions of the concept of war and peace and the maxim.

As a result of the answers given by the participants, it was revealed that they mostly understood peace at home with the meaning of the value of peace. Because it was determined that their answers to the perceptions of peace and peace at home, which were asked in different questions, were largely similar. The fact that they stated the need for a happy and peaceful environment, the need for an end to fights and disagreements, the need for people to live in harmony, the emphasis on unity and solidarity, and the fact that these elements were predominant in the picture they would draw and the video they could watch revealed that they meant peace at home more by the concept of peace. The fact that most of the participants' perceptions about peace were similar to the ideas and studies on peace in the literature led to the conclusion that they were able to comment on this subject at a good level.

Within the scope of peace in the world, the participants, who perceived that there should be no wars and people should be able to hold hands in the world, associated the foreign policy developments of our country mostly with Atatürk's period and mentioned the ongoing Russia-Ukraine war, as well as declaring what kind of contributions our country has

made to ensure peace, are the findings that reveal their perceptions of the concept of "peace in the world" mentioned in the maxim.

In the study, the relationship between the participants' perceptions of the concept of war, the causes of war and solution suggestions with the maxim was revealed. It was observed that a relationship was established in terms of the implementation of the maxim "Peace at Home, Peace in the World" among the solution suggestions developed by the participants for the prevention of war. In addition, with the concept of war, the participants emphasized more on the effects of war (such as destruction, loss, sadness) as well as the tools of war (such as bombs, guns, swords), and also stated that they could feel these effects as a child. From this point of view, the fact that they expressed what the people living in the warring states might feel and especially that they responded to these feelings by putting themselves in the place of a child living there shows that they can empathize with them. It was also observed that the participants gave answers close to the information in the literature about the reasons why states go to war, such as the balance of power, armament and conflicts of interest, and that wars are mostly economically based. Likewise, the fact that they were able to comment on the causes of the ongoing Russia-Ukraine war and express opinions on what can be done for these states is among the results that show that they closely follow the agenda and can produce solutions to problem

Recommendations

Considering today's developments, it is quite clear that the importance given to the value of peace needs to increase even more. According to the results of the research, in order for 8th grade students to better associate the value of peace with Atatürk's maxim "Peace at Home, Peace in the World", activities and visuals should be designed for the maxim in the Turkish Revolution History and Kemalism textbook.

It was observed that students mostly meant peace at home by the concept of peace. In this respect, the number of activities that emphasize peace in the world should be increased in textbooks and achievements.

Visual materials, reading passages and activities related to this value should be included in Social Studies and Turkish Revolution History and Kemalism courses, which are the courses where the value of peace is the most common.

Conducting more academic research on the concepts of war and peace can contribute to increasing the importance of the value of peace and meeting the need in the literature on this subject.

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