



Implementation of Multipolar Education for Conflict Resolution

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Abstrak

Pendidikan multikultural merupakan suatu pendekatan yang penting dalam menangani konflik antarbudaya dan mempromosikan pemahaman lintas budaya yang lebih dalam. Dalam konteks implementasi pendidikan multikultural untuk resolusi konflik, penting untuk memahami bahwa konflik antarbudaya sering kali muncul karena perbedaan-perbedaan dalam keyakinan, nilai, dan praktik budaya. Melalui pendidikan multikultural, upaya dapat dilakukan untuk mengatasi mispersepsi, prasangka, dan diskriminasi yang mungkin menjadi pemicu konflik. Metode yang digunakan dalam penelitian ini ialah kualitatif deskriptif dalam bentuk kajian pustaka, yang memusatkan perhatian pada mencari data yang diperlukan dari literatur. Sumber data yang digunakan dalam penelitian ini terdapat dua bagian. Pertama data primer, yaitu sumber-sumber langsung yang menjadi fokus utama yakni buku perdamaian dan konflik pembangunan dan peradaban. terjemahan Asnawi dan Safrudin. Kedua, terdapat sumber sekunder yang akan memberikan dukungan tambahan dalam penelitian ini yang meliputi pada buku, jurnal dan lain-lainnya. Hasil penelitian ini menunjukkan, bahwa implementasi pendidikan multikultural untuk resolusi konflik dapat ditempuh dengan beberapa cara antara lain, konsiliasi, mediasi, dan arbitrase. Beberapa langkah tersebut perlu ditempuh dan disesuaikan dengan permasalahan yang ingin diselesaikan.

Kata kunci: Pendidikan, Multikutura, Resolusi Konflik

Abstract

Multicultural education is an important approach in dealing with intercultural conflict and promoting deeper cross-cultural understanding. In the context of implementing multicultural education for conflict resolution, it is important to understand that intercultural conflicts often arise due to differences in cultural beliefs, values and practices. Through multicultural education, efforts can be made to overcome misperceptions, prejudice and discrimination that may trigger conflict. The method used in this research is descriptive qualitative in the form of a literature review, which focuses on finding the necessary data from the literature. There are two data sources used in this research. First, primary data, namely direct sources which are the main focus, namely books on peace and conflict, development and civilization. Asnawi and Safrudin's translation. Second, there are secondary sources that will provide additional support for this research, including books, journals and others. The results of this research show that the implementation of multicultural education for conflict

resolution can be achieved in several ways, including conciliation, mediation and arbitration. Several steps need to be taken and adapted to the problem you want to solve.

Keywords: *Education, Multicultural, Conflict Resolution*

Introduction

Multicultural education is an approach that promotes respect for the diversity of cultures, values, and beliefs in a society.(Azzahra et al., 2023) This concept recognizes diversity as a source of wealth that must be maintained and valued in the context of learning.(Raranta, 2021) In the midst of complex social dynamics and often colored by intercultural conflicts, the implementation of multicultural education is becoming increasingly relevant as a means to resolve conflicts and build social harmony.(Nasri & Tabibuddin, 2023) This study aims to explore the implementation of multicultural education as a strategy to resolve conflicts in the context of education and society. By focusing attention on education as a forum for character and attitude building, this study will investigate how multicultural approaches can influence individual perceptions, attitudes, and behaviors in dealing with intercultural conflicts.

The presence of intercultural conflicts not only creates social tensions, but also hinders the process of development and progress of society.(Primary et al., 2022) Therefore, it is important to explore various strategies that can overcome and resolve such conflicts. Multicultural education offers an inclusive and progressive approach in responding to cultural diversity and emerging conflicts.(Pala et al., 2019) In the context of this study, we will examine various aspects of multicultural education implementation,

including curriculum, teaching methods, and teacher capacity building. In addition, the impact of multicultural education will also be studied on the formation of tolerance, intercultural understanding, and the ability to resolve conflicts peacefully.

Through this research, it is hoped that a deeper understanding of the effectiveness of multicultural education in resolving intercultural conflicts will be obtained. The findings of this study can be a foundation for the development of more inclusive and peace-oriented educational policies and practices, as well as make a positive contribution in building a harmonious and empowered society.

Research Methods

The author uses descriptive qualitative research methods in the form of literature review, which focuses on finding the necessary data from relevant literature.(Anam & Lessy, 2022) In this analysis, there are two types of reference sources to be used. First, there are primary sources, that is, direct sources that are the main focus. Second, there are secondary sources that will provide additional support in this article. Primary sources considered include the book *Peace Studies: peace and conflict development and civilization*. translations of Asnawi and Safrudin.

Researchers obtain data through documentation methods, which involve collecting qualitative data by observing and analyzing documents produced by the subject or other parties related to the subject. This process allows facts and

information to be stored in the form of documentation that becomes an important resource for researchers. According to Sugiono, documentation refers to events that have passed but are still immortalized in various forms, such as writing, drawings, or monumental works, created by each individual.(Aeni et al., 2017) The final step in this process is content analysis, which involves evaluating data from various reference sources, both primary and secondary, to produce findings from the research conducted by the researcher. This method is used to explore the implementation of multipolar education for conflict resolution

Results and Discussion

A. Definition of Conflict Resolution

Conflict resolution is any effort aimed at resolving conflicts or disputes in various lines of human life.(Altaftazani et al., 2018) As Miall argues, conflict resolution is a comprehensive term that implies that the source of a deep, deep-rooted conflict will be noticed and resolved. In essence, conflict resolution is seen as an effort to deal with the causes of conflict and try to resolve it by building new relationships that can be long-lasting and positive among groups or hostile parties.(Tualeka, 2017)

Meanwhile, Askandar stated that this conflict resolution was carried out to provide a solution that was acceptable to all parties even though in the final mechanism there were parties who had to give in or be defeated.(Akbar & Muallidin, 2019) The conflict resolution method aims to provide a settlement that is acceptable

to all parties. This will make them have an interest in providing a solution that is acceptable to all parties, and that is achieved by themselves. To make the parties to the conflict accept the settlement, they must be made aware that they need to be present in the discussion about the conflict and more actively in the negotiation process to reach a settlement. This is so that they get a clearer picture of the conflict, from their perspective or the opponent's perspective. In addition, they are also expected to see more clearly the choices that exist, and truly appreciate the final choice they will later receive.(Aeni et al., 2017)

From the presentation of the theory according to these experts, it can be concluded that what is meant by conflict resolution is a way for parties to conflict with or without outside help to resolve conflicts. Conflict resolution also suggests the use of more democratic and constructive ways to resolve conflicts by giving conflict parties the opportunity to solve their problems on their own or by engaging wise, neutral and fair third parties to bridge and assist conflict parties in solving their problems by prioritizing peaceful means.

B. Forms of Conflict Resolution

Dahrendorf in Putra (2009: 16) mentions three forms of conflict management commonly used as conflict resolution, namely. (K, 2002) First Conciliation, in which all parties discuss and debate openly to reach an agreement without either party monopolizing the talks or imposing their own will. Second,

mediation, when both parties agree to seek advice from a third party (in the form of certain figures, experts or institutions that are considered to have deep knowledge and expertise about the problems faced in the conflict), the advice given by the mediator is not binding on both parties to the conflict in the conflict, only as advice. Third Arbitration, both parties agree to obtain a final legal decision from the arbitrator as a solution to resolve conflict.⁴ The parties shall carry out the decision made by the arbitrator.

Furthermore, according to Galtung (1976: 21) there are several ways of conflict resolution used in the conflict resolution process. Conflict can be prevented or regulated if the parties to the conflict can find a way or method of negotiating differences of interest and agree on rules of the game to govern the conflict between them. Johan Galtung then offers several models that can be used as conflict resolution processes, including peacemaking, peacekeeping, and peacebuilding. The three sets of conflict resolution models proposed by Galtung have their own dimensions and targets and objectives, but the series of models will boil down to the same ultimate goal of realizing long-term peace in an effort to create conflict resolution.(J, 1996)

C. Cultural Conflicts That Have Occurred in Indonesia

Based on a report from Tempo (2016) there are at least several major cases that occur in Indonesia related to cultural conflicts, including the following.(Zulkifli et al., 2020)

1. Sampit Tragedy

This tragedy stems from the conflict between Dayak and Madurese ethnic groups that occurred in Sampit, Central Kalimantan. Tempo noted that the conflict began on February 18, 2001 when four members of the Madura family, Matayo, Haris, Kama and his wife, were killed. Madurese residents then went to a house belonging to a Dayak tribe named Timil who was considered to have hidden the murderer. The mob demanded that Timil hand over the perpetrators of the murder. Because their demands were not obeyed, the mob was angry and burned the house. The incident that night was stopped by the police. Unfortunately, the burning continues to spread to other houses.

Dayak residents on the outskirts of Sampit began to arrive, both by land and river. Ethnic Madurese were chased and killed. The natives seem to know where the pockets of Madurese are. Old-young, male-female were targeted for assassination. On some roads, the victim's headless body was visible. Most of the Madurese ethnic citizens had to be evacuated to East Java and Central Java. The casualties increased and it could not be counted how many houses and public facilities were burned. It is estimated that the death toll reached 469 people in the conflict that lasted for 10 days.

1. Moluccan conflict

This conflict is a violent conflict against the background of religious differences, namely between Islamic and Christian groups. The Maluku conflict is said to have claimed the most

victims, which is around 8-9 thousand people killed. In addition, more than 29 thousand houses were burned, as well as 45 mosques, 47 churches, 719 shops, 38 government buildings and 4 banks were destroyed. The range of conflicts that occur is also the longest, which is up to 4 years.

2. 1998 conflict

The economic crisis led to social conflict at the end of the New Order. The fall of Suharto was marked by the outbreak of riots in various regions in Indonesia. During the riots, many shops and establishments were destroyed by the raging mob. The main target was property owned by ethnic Chinese citizens. Women of Chinese descent were even victims of harassment and rape in the riots. Many were raped, abused, and then killed. Among ethnic Chinese, many left Indonesia in search of safety

D. The Role of Multicultural Education for Conflict Resolution

Responding to conflict is part of life skills as stated by Bartos (2002) that *handling conflict is simply one of the life skills we learn and practice. Some of us can do it much better than others do. The good news is that by resolving conflict successfully, we can solve many of the problems that it has brought to the surface, as well as getting benefits.* Handling conflict is one of the simplest life skills we learn and practice. Some of us can do better than others. The good news is that by resolving conflicts

successfully, we can resolve many of the problems that have brought to the fore.

Thus, conflict handling needs to be one of the most important studies in multicultural education. The role of multicultural education in dealing with conflict as stated by Bartos is: a) *Increased understanding: The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.* Increase understanding: discussion is needed to resolve conflicts by increasing people's awareness of the situation, giving them an insight into how they can achieve their own goals without compromising the confidence of others; b) *Increased group cohesion: When conflict is resolved effectively, team members can develop stronger mutual respect and a renewed faith in their ability to work together.* Increase group closeness:

When conflicts are resolved effectively, team members can develop a strong mutual appreciation and renewed confidence in their ability to work together; and c) *Improved self-knowledge: Conflict pushes individuals to examine their goals in closed detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.* Improve self-knowledge: conflict encourages individuals to examine their goals in final detail, helps them understand what is most important to them, sharpens their focus, and

improves their effectiveness.(Zulkifli et al., 2020)

In essence, multicultural education can play a role in increasing understanding of conflict situations and awareness to resolve them immediately, increasing the closeness of cultural groups so that if conflicts occur they can be resolved effectively based on mutual respect together, and refining one's own knowledge to study more deeply and closely in order to help provide understanding and sharpen focus on all problems which initiates the occurrence of conflict, and increases the effectiveness of overcoming a conflict.

Conclusion

Conflict resolution is considered as one of the ways that can be taken to resolve problems that have reached a fairly serious category. Conflict resolution can also be pursued in several ways, among others, conciliation, mediation, and arbitration. Some of these steps need to be taken and adjusted to the problem to be solved. With an understanding of the importance of multicultural education, at least we can become humans who have a much broader mind and see everything not only from one side, so as to indirectly minimize the emergence of problems that have the potential to become conflicts.

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