



Urgency and Strategy for Multicultural Education Transformation in Conflict Resolution: A Narrative Literature Review

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Abstract

This study examines the evolution of multicultural education in the context of conflict resolution. This study is guided by two central concerns: 1) the urgency of transforming multicultural education in conflict resolution, and 2) the strategy for transforming multicultural education in conflict resolution. This article is the result of a qualitative investigation employing a narrative literature study design. Google Scholar, an academic database, was used to compile all the literature. The authors used several document search keywords, namely “urgency, multicultural, education, resolution, conflict” and “strategy, multicultural, education, resolution, conflict”. This study clarified, first, that there are several imperatives for transforming multicultural education in conflict resolution: 1) understanding mutual respect; 2) increasing multicultural awareness; 3) developing dialogue skills; 4) encouraging social inclusion; 5) improving historical and contextual understanding; 6) developing conflict resolution skills; and 7) developing a pluralistic identity; Second, there are several strategies for transforming multicultural education in conflict resolution, such as 1) integration of multicultural principles into the educational curriculum; 2) training in conflict resolution skills; 3) dialogue education; 4) establishment of an inclusive learning environment; and 5) collaboration between communities. This research contributes conceptually to mapping educational institutions’ urgency and strategy to transform multicultural education into conflict resolution. This study contributes conceptually to the mapping of educational institutions’ urgency and strategy to transition multicultural education into conflict resolution.

Keywords: *Education, Multicultural, Resolution, Conflict, Urgency, Strategy*

A. Introduction

Multiculturalism is a global issue involving the recognition, appreciation, and administration of cultural diversity within the context of an increasingly interconnected and global society. The cultural diversity encountered by individuals in various nations is becoming increasingly complex. Major concerns within the context of multiculturalism include social integration, equal rights, discrimination, tolerance, and the preservation of cultural identity. Consequently, multicultural education is provided so that individuals can manage diversity prudently.

Conflicts are highly probable despite the fact that multicultural education has been a topic of academic discussion in Indonesia since the early 2000s (Nurchayono, 2018). Indonesia is an

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ethnically, religiously, and racially diverse country. Therefore, the spirit of preserving harmony through multicultural education must be maintained at all times.

Studying the transformation of multicultural education in conflict resolution is one method to sustain the peace that has been achieved. Multicultural education makes it easier to prevent community problems. Multicultural education emphasises the cultivation of a respectful, genuine, and tolerant way of life for the cultural diversity in which people reside (Suneki & Haryono, 2021; Zulkifli et al. 2020). Thus, multicultural education is one approach to the transformation of multicultural values so that individuals can be tolerant of and appreciate cultural diversity.

Moreover, the transformation of multicultural education in conflict resolution is anticipated to be able to tackle the challenges of the globalisation era. Diversity has consequences for disparities and conflicts. In any event, however, differences are not always the root of conflict. Diversity of beliefs, cultures, and worldviews is important from a religious standpoint, and multicultural education must be bolstered and promoted because adherents of religions in Indonesia are still considered to be laymen, making the country highly susceptible to conflict and violence.

The urgency and strategy for transforming multicultural education into a thorough process of conflict resolution are the main topics of the current study. Cultural, religious, and ethnic distinctions are frequently at the heart of social disputes, and multicultural education is seen as a vital and relevant strategy for addressing these differences. A comprehensive strategy that incorporates essential elements like comprehending differences, growing empathy, advancing equality, communicating across cultures, and fostering cultural identity and pride is required to achieve lasting conflict resolution.

This study was governed by two research questions for a more focused discussion: first, what is the urgency of transforming multicultural education in conflict resolution? Second, what is the strategy for transforming multicultural education within the context of conflict resolution? This research contributes conceptually to the mapping of the urgency and strategy of educational institutions to transform multicultural education into conflict resolution.

B. Methods

The authors conducted a literature review using online resources in this current study. Methods for collecting data from online libraries, perusing and taking notes, and managing research materials are all included in the literature study procedure. A narrative literature study is the form of research being conducted. A narrative literature study is a comprehensive, critical, and objective analysis of current knowledge about a topic (Libguides.csu.edu.au, 2023). Google Scholar, an academic database, was employed to compile all the literature.

Google Scholar was chosen as the research database by the authors because it allows them to select relevant, intriguing articles. In addition, authors can determine the number of times their article was cited and who cited it. Furthermore, Google Scholar provides citations for articles in numerous formats (Library, 2023). These benefits can facilitate the process of gathering literature and conveying the results of literature reviews.

The authors have restricted search articles on Google Scholar by keyword and publication period. The authors used several document search keywords, namely “urgency, multicultural, education, resolution, conflict” and “strategy, multicultural, education, resolution, conflict”.

Meanwhile, the articles used are articles published in the last seven years (2017-2023). Restrictions are made to get the most relevant and updated articles.

The downloaded articles were subsequently added to Mandeley's software. The authors modified article titles, author identities, journals, and publication dates using the Mandeley software. This was to guarantee the accuracy of the meta-data for each article under study. After confirming the validity of the meta-data of all articles on Mandeley, the articles were imported into the Nvivo software for review and analysis, ultimately leading to a conclusion regarding the answer to the research question posed.

C. Findings and Discussion

Before discussing the urgency and strategy for transforming multicultural education in conflict resolution, the authors discuss multicultural education and conflict. This approach is intended to make it simpler for readers to comprehend this study holistically.

The Concept of Multicultural Education

To comprehend the essence of multicultural education, the author must distinguish between the meanings of "education" and "multicultural." This strategy seeks a comprehensive grasp. In addition, authors can perform constructive redefinition by deciphering each word's meaning.

Multicultural is derived from two separate words, namely multi and cultural. Multi means diverse, while cultural denotes culture. Multicultural refers to the condition of a nation in which there are numerous cultures, traditions, tribes, languages, and ethnicities. There are terms that conceptually resemble multicultural terms, such as diversity, pluralism, heterogeneity, and plural society.

A plural society contrasts with cultural diversity and multiculturalism. A pluralistic society places greater emphasis on ethnicity, which can give birth to the ethnocentrism and ethnonationalism movements. It has a very ascriptional and primitive nature (Supriadi, 2015). In the meantime, multiculturalism refers to a set of concepts concerning methods, approaches, and strategies for managing cultural diversity within a single nation. Through multiculturalism, society is expected to be able to comprehend and appreciate differences in order to foster peace and reduce conflict in the lives of the nation, state, and society.

Historically, the term multiculturalism referred to multiculturalism within the context of Canada. This term first gained widespread usage in the 1950s (Supriadi, 2015). In its evolution, multiculturalism has become a universal perspective that is believed to reduce national and state conflicts. Schools frequently present multiculturalism as an integral component of education. In light of the fact that multiculturalism is a necessity, it must be introduced through education at an early age.

Due to the necessity of cultural diversity, a multicultural society is an unavoidable social condition. All nations possess diverse forms of culture that must be preserved as the nation's wealth. Multiculturalism represents the grandeur and singularity of a nation or state. Consequently, a multicultural society must be managed effectively, including through education.

There are three sub-values of education in a multicultural context. Lawrence introduced this idea, and Ibrahim (2008) adopted it. First, the significance of cultural identity. The goal of multicultural education is to strengthen individuals cultural identities. Cultural identity is a fundamental aspect of a person's existence that distinguishes him from outsiders. Second, respect and a desire to comprehend and learn about cultures other than their own. As an essential aspect of a pluralistic society, multicultural education seeks to foster an appreciation for the cultures of others. Outside of oneself and the group, the culture of other people should be utilised as a dialogue partner. It seeks to discover the merits and veracity of the foreign culture. The benefits and truths provided by outside culture can help a person or group develop their own internal culture. Third, experiencing cultural diversity with happiness. Multicultural education is a method for fostering a greater appreciation for diversity. Cultural differences should not lead to hostility and conflict between individuals, because God has endowed humans with a variety of characteristics.

From the authors' explanations, it is clear that multicultural education is an educational process that includes learning, teaching, and training students to recognise the concepts and values of multiculturalism so that they can be applied in everyday life. Indeed, there have been numerous definitions formulated by scholars, but there has not been a singular definition that can serve as the sole reference point until now. Therefore, multicultural education appears to be defined according to its context and purpose.

Supriadi (2015) compiled a number of scholarly definitions. First, according to Amir Rusdi, multicultural education is an educational activity that aims to instill shared values in students from diverse backgrounds, regardless of race, ethnicity, religion, culture, or ideology. The purpose of multicultural education is to equip students with the knowledge and skills to coexist peacefully in a diverse society. Second, multicultural education is a substitute for intercultural education, according to Azyumardi Azra. According to Azra, the purpose of multicultural education is to foster a caring disposition and a desire to comprehend or acknowledge the culture of individuals or other groups. Azra also argues that multiculturalism is the willingness of individuals or groups to embrace other individuals or groups equally as an inseparable unit, regardless of cultural, ethnic, linguistic, or religious differences. Thirdly, Dede Rosyada defined multicultural education as the study of cultural diversity in society. It is sometimes interpreted as education designed to cultivate students' attitudes so they can appreciate cultural diversity. In essence, multicultural education seeks to encourage students to embrace the cultural differences around them in order to foster peace.

There are three keywords that can be used as indicators to ensure that multicultural education activities have been implemented correctly. First, the development of favourable attitudes; Second, respect cultural differences and diversity; Third, respect for diverse cultures (Ibrahim, 2013). These three keywords can be used as a basis for formulating Islamic concepts regarding multicultural education. Further, Ibrahim explained that multicultural education necessitates a dialogical consensus comprised of at least three essential elements, namely negotiation, compromise, and agreement, in order to foster societal harmony, tolerance, and mutual respect for diversity. All three increase sentiments of empathy and sympathy for fellow humans, regardless of gender, religion, minority rights, or majority rights (Ibrahim, 2008).

Conflict Resolution Concept

According to (Merriam-Webster, 2021), resolution is an act or process of completion. The conflict entails battles, hostilities, and wars. Multiple definitions of conflict exist: 1) actions that are antagonistic or competitive: 3) mental struggle resulting from external or internal needs, drives, desires, or demands that are incompatible with or against the opposition of people or forces that gives rise to dramatic action in drama or fiction (Merriam-Webster, 2021). In essence, conflict resolution is an effort to resolve problems between two or more antagonistic parties.

Conflict resolution is the process of resolving a dispute between two or more parties (AMA, 2019). According to Inger (1991), conflict resolution is a constructive approach to interpersonal and intergroup conflict that enables people with opposing positions to work together to reach compromise solutions that are mutually acceptable. Fisher (2000) defines conflict as a mismatch of goals or values between two or more participants in a relationship, combined with attempts to exert control over one another and feelings of hostility towards one another. The disparity or difference may exist in actuality, or it may exist only in the minds of those involved. In spite of this, opposing actions and hostile emotions are extremely real aspects of human conflict.

Daniel Katz, as cited by Fisher (2000), categorises conflicts between humans into three categories. First, economic conflict is characterised by competing goals for obtaining scarce resources. Secondly, value conflicts are characterised by incompatibilities between modes of life and ideologies—preferences, principles, and practises that people hold dear. Thirdly, power conflicts arise when each party seeks to maintain or increase its influence in social relations and arrangements. However, according to Fisher, ineffective communication is also a significant source of conflict. Even if there is no fundamental disagreement, miscommunication and misunderstandings can lead to conflict. In addition, the parties may have different perceptions of the facts in a particular situation, and a settlement is unlikely until they share information and clarify their perceptions. Consequently, conflict resolution necessitates a number of pragmatic measures.

The American Management Association (AMA, 2019) suggests the following stages for conflict resolution:

Step 1, the mediator identifies the origin of the conflict. The more information mediator has about the problem's root cause, the simpler it will be to resolve.

Step 2, The mediator considers the perspectives of the disputing parties. Frequently, a situation's perspective becomes a source of contention and ultimately leads to vexing arguments. The source of the conflict may have been a minor incident that occurred a few months ago, but the stress level has risen to the point where both parties are now engaging in personal attacks rather than addressing the real issue. In this situation, the mediator must respond fairly to the problems of the disputing parties.

Step 3, the mediator requests a solution. After obtaining each party's perspective, the next phase is to determine how the situation can be altered. The mediator must solicit advice and opinions from the disputing parties regarding the optimal resolution strategy. Additionally, mediators should solicit solutions from influential parties, such as religious leaders, traditional leaders, and community leaders.

Step 4, the mediator identifies a solution that is acceptable to both disputing parties. The mediator should consider the solution with the highest level of acceptability. The

mediator must demonstrate the benefits of the numerous proposed ideas and solutions. The solution's benefits are considered not only from the perspective of each conflicting party but also from an organisational standpoint.

Step 5: The mediator reaches an accord.

The mediator must convince both parties to shake hands and embrace one of the options outlined in step 4. The objective is to negotiate an agreement. Some mediators go so far as to design a contract that specifies actions and timeframes.

There are actually no standard phases or stages in conflict resolution. Typically, the institution that serves as a mediator has its own phases for conflict resolution. However, according to the authors, the five stages of conflict resolution are commonly employed in reconciling conflicting parties.

1. The Urgency of Transforming Multicultural Education in Conflict Resolution

The conflict resolution aspect of Multicultural Education Transformation is urgent. Multiculturalism is extraordinarily important for maintaining the nation's and the world's integrity, fortitude, unity, and progress. Respect for individual rights and uniqueness is ensured by this concept. Individuals who are incapable of establishing harmony with others are produced by an education system that does not accommodate multiculturalism (Riyadi et al., 2022). A system of education that is indifferent to the issue of multiculturalism leads to the emergence of conflicts, thereby undermining world peace and unity.

Conflict resolution is a crucial aspect of multicultural education transformation. The significance of multiculturalism in maintaining the nation's and the world's integrity, fortitude, cohesion, and progress is extraordinary. This concept guarantees the protection of individual rights and the uniqueness of each person. A system of education that does not accommodate multiculturalism produces individuals incapable of establishing peace with others (Riyadi et al., 2022). A system of education that is indifferent to the issue of multiculturalism leads to the emergence of conflicts, which destroy peace and unity among nations and throughout the globe.

In this study, the authors highlight seven themes pertaining to the importance of transforming multicultural education in conflict resolution:

First, recognising mutual regard

The transformation of multicultural education allows individuals to recognise and respect cultural, religious, and ethnic differences. This is crucial for reducing prejudice, stereotyping, and discrimination between groups, which frequently spark conflict. In the context of formal education, Malihah et al. (2020) assert that multicultural learning must be incorporated in order to cultivate attitudes that promote togetherness, particularly tolerance. Multicultural learning, with its various inclusive approaches, has proven to be the most effective strategy for dealing with the diversity present in the classroom.

Multicultural education is an educational approach that emphasises the process of internalising life values such as mutual respect, sincerity, and tolerance towards diverse cultural diversity in a society with a high degree of plurality (Suharsono, 2017). By fostering the internalisation of these values, multicultural education contributes to the development of individuals who are able to interact positively and productively in an increasingly global and diverse society.

Multicultural education significantly improves students' comprehension and acceptance of the values of tolerance (Hadisaputra & Syah, 2020). The goal of multicultural

education is to empower students to cultivate a disposition of respect for people from diverse backgrounds, diverse cultures, as well as giving them opportunities to work directly with individuals or groups who have racial or ethnic differences (Sipuan et al., 2022).

Second, promoting multicultural sensitivity

Individuals could raise their awareness of the surrounding cultural diversity and the diversity of cultures through multicultural education. This contributes to the broadening of perspectives and the promotion of societal respect for diversity. The deployment of a multicultural learning approach is closely related to collaborative and cooperative learning models, which promote awareness of equality and cooperation during the learning process (Malihah et al., 2020).

Third, cultivating dialogue and communication abilities

Multicultural education encourages the development of effective dialogue and communication skills between individuals of diverse backgrounds. This skill is essential for fostering harmonious relationships and resolving conflicts through constructive dialogue. When there are barriers to communication in a plural society, there is a risk of instilling suspicion and mistrust of other individuals (Kelly, 2018). The dialogue process is conceived as an exchange of ideas that contributes to the enrichment of related cultures or civilizations, with the ultimate objective of attaining a prosperous, just, and prosperous society that respects and acknowledges existing differences (Suharsono, 2017).

Fourth, encouragement social inclusion

The multiculturalism paradigm in education seeks to create an inclusive environment that embraces individuals regardless of their backgrounds, thereby mitigating the conflict-inciting effects of segregation and social isolation. Multicultural education, which is rooted in democratic principles, employs an approach to learning and education that promotes the promotion and cultivation of inclusive cultural pluralism in all aspects of life (Ibaad et al., 2022). This paradigm is of great importance because it guides students in cultivating attitudes and perspectives that are tolerant and inclusive of the complexities of diverse societies, including culture, ethnicity, race, and religion (Alhaddad, 2020).

Fifth, strengthening historical and contextual comprehension

History, context, and the fundamental causes of conflict are better understood through multicultural education. By comprehending the historical context of the conflict, individuals can gain a better understanding of the perspectives and motivations of the groups involved, thereby reducing tensions and fostering the development of sustainable solutions.

This is regarded as extremely significant for emphasising multicultural education as an innovative discourse in the Indonesian education system. The objective is for students to develop sensitivity in coping with phenomena and social challenges resulting from differences in ethnicity, race, religion, and values in their community environment (Sipuan et al., 2022). The importance of multicultural education in educating students about how differences in existing values frequently lead to conflicts between community groups (Novayani, 2017).

Sixth, developing skills in conflict resolution

Developing effective conflict resolution skills is essential to the transformation of multicultural education. Individuals are taught techniques and strategies that can be utilised to defuse conflict, promote negotiation, mediation, and long-term harmony. The primary objective of multicultural education is to produce a generation with the knowledge, skills, and abilities to implement collective life in society as outstanding members (Aprilianto & Arif, 2019).

Seventh, establishing a pluralistic identity

Education that is multicultural assists individuals in constructing a pluralistic identity that respects and reinforces cultural, religious, and ethnic diversity. This inclusive and pluralistic identity plays a vital role in reducing disparities and building solidarity between groups, thereby promoting peace and reconciliation. According to Adha & Perdana (2021), multicultural education serves as a link in the formation of ties of solidarity in a society characterised by a high degree of diversity (pluralistic). Multicultural education aims to strengthen individual identity, promote the convergence of ideas and solutions that are presently developing in society, and enhance the sustainability of peace, brotherhood, and solidarity (Fauzi, 2018).

In educational institutions, it is crucial to cultivate collective consciousness and sensitivity to the actuality of existing diversity. Educational institutions are comprised of individuals from diverse racial, religious, cultural, and political contexts. Therefore, educators and education personnel are prohibited from displaying discriminatory, degrading, or harassing attitudes or conduct towards ethnic, cultural, or religious groups in school life (Munadlir, 2016).

2. Strategy for Multicultural Education Transformation in Conflict Resolution

The transformation of multicultural education into conflict resolution is one strategy for bolstering peace. This transformation can be realised through the application of ideas and methods. The authors contend that multicultural education must be transformed so that it is not limited to cognitively-based knowledge but can also be applied to conflict resolution in the real world. According to Huda & Kusumawati (2019), everyone is expected to be able to translate insights and knowledge into practise and action in accordance with the principles of transformational education. Knowledge is not limited to hypotheses and formulas stored in the brain. However, knowledge must be translated into actions, roles, commitment, contributions to the greater good, and environmental benefits. Through transformative education, knowledge becomes more than just a subject for discussion. Nonetheless, transformative education causes knowledge to become more valuable and tangible through action and application in the real world.

In order to realise the transformation of multicultural education in conflict resolution, the following strategies can be implemented:

First, integrating multicultural principles into the educational curriculum

The initial strategy involves the integration of multicultural concepts within the educational curriculum, wherein emphasis is placed on cultural diversity, historical perspectives, and intergroup conflicts. This approach aims to augment understanding and appreciation of diversities while simultaneously fostering awareness regarding the importance of peaceful conflict resolution.

In such circumstances, it is imperative for the educator to construct and execute a curriculum or instructional resources that emphasise conflict resolution. The integration of multicultural educational principles into the formulation of lesson plans and conflict resolution materials is crucial for teachers. The curriculum pertaining to multicultural education may encompass a range of programmes and courses aimed at educating students about the origins of conflicts and imparting strategies for their effective management.

The development of a curriculum for multicultural education must adopt a multicultural approach founded on the following principles: 1) Cultural diversity is the basis for determining school concepts, theories, and models and their relationship to the local social and cultural environment. 2) Cultural diversity is the basis for developing various curriculum components such as objectives, content, process, and evaluation. 3) Culture in the educational unit environment is a source and object of learning that must be incorporated

into students' learning activities. 4) Curriculum as a means of cultivating regional and national culture (Mansur, 2016).

Second, providing education and training into conflict resolution

Education and training are methods for transforming multicultural education into conflict resolution (Supriani et al., 2022). To prepare instructors for the challenges and opportunities that arise in a multicultural context, comprehensive training and development should be provided to them. This includes an in-depth comprehension of culture, intercultural competence, strategies for conflict management, and the capacity to facilitate constructive dialogue.

This training includes imparting knowledge and understanding of cultural, religious, and racial diversity, as well as strategies and skills for addressing potential conflicts or discrimination that may arise in the school setting (Falakh, 2023). Teachers can instruct students in conflict management skills such as effective communication, problem-solving, and negotiation. Students can learn to deal with conflict constructively and pursue win-win solutions by acquiring skills in conflict resolution.

In addition, training teachers to combine multicultural education with digital technologies is extremely important. Teachers with strong digital competencies are able to create inclusive and engaging learning environments for their students. Professional training and development that strengthens teachers' digital skills contributes to increased teaching effectiveness in recognising cultural differences, comprehending the needs of students from diverse cultural backgrounds, and maximising digital technology (Rudiyanto & Kasanova, 2023). Therefore, learning technology is also required by educators to teach conflict resolution skills.

Third, dialogic dialogue

Dialogic education is also a strategy that can be implemented in efforts to transform multicultural education in conflict resolution (Wahyudi & Elhefni, 2017). Dialogue assures the existence of similarities and differences between conflicting parties (Suharsono, 2017). This strategy entails fostering mutual appreciation, respect, and empathetic comprehension between individuals of diverse cultural backgrounds. Therefore, teachers must be able to convey an appreciation for the significance of dialogue and deliberation in resolving a variety of problems relating to cultural, ethnic, and religious diversity (Hoktaviandri & Mislaini, 2020).

Fourth, the establishment of an inclusive educational setting

In addition to an inclusive learning environment, educational transformation in conflict resolution is also possible (Sipuan et al., 2022). In the context of multicultural education, an inclusive approach emphasises the creation of a learning environment in which every student feels unconditionally embraced and valued. This approach not only limits the recognition of cultural differences to mere recognition and appreciation but also implements learning practises that pay attention to the requirements of students from various cultural backgrounds (Arfa & Lasaiba, 2022).

Developing a curriculum that emphasises respect for human rights can facilitate the establishment of an inclusive educational paradigm (Retnasari, 2018). Supporting the implementation of multicultural education in schools, this strategy should entail the proactive participation of parents and the community. It plays an essential role in fostering an inclusive and welcoming learning environment for all students (Falakh, 2023; Firdaus, 2019; Lonthor, 2020; Sadjim, 2017). Moreover, this strategy entails the development of norms and procedures that encourage active participation and mutual understanding among students from diverse backgrounds. Additionally, school facilities and activities should reflect cultural diversity and encourage positive interactions.

Fifth, intercommunity collaboration

Multicultural education transformation strategies in conflict resolution can also be accomplished through collaborative and coalition efforts with various parties, with a future emphasis on multiculturalism programmes (Rusmin et al., 2022). Collaboration between various institutions and communities can help to establish an inclusive and multicultural society (Harsyah, 2023). As a result, establishing partnerships with local communities can support the transformation of multicultural education. Researchers believe that one strategy for transforming multicultural education in conflict resolution should be to involve various community groups in the learning and decision-making process. In addition, practitioners and cultural experts should be involved in this transformation strategy to provide valuable insights and experience in conflict resolution. Consequently, this type of collaboration can enhance the community's contribution to establishing a tranquil and inclusive environment.

The condition of cultural diversity serves as social capital in the formation of multicultural collaborative networks and teams. In this instance, diversity does not lead to social conflicts based on ethnic or regional factors. Diversity is instead managed as a means of getting to know one another, caring for one another, and collaborating harmoniously between individuals to support the successful implementation of all aspects of education in the educational environment (Bata et al., 2022).

Overall, the transformation of multicultural education plays a crucial role in promoting peace, reconciliation, and harmony in societies that are complex and diverse. By employing these strategies effectively, education can become a potent force for resolving conflict, strengthening interpersonal relationships, and constructing inclusive and harmonious societies.

D. Conclusion

From the presented findings and discussion, the authors conclude that there are urgent need to transform multicultural education in conflict resolution, including first, an understanding of mutual respect; second, an increase in multicultural awareness; third, the development of dialogue skills; fourth, the encouragement of social inclusion; fifth, an increase in historical and contextual understanding; sixth, the development of conflict resolution skills; and seventh, the formation of a pluralistic identity. Second, several strategies for transforming multicultural education in conflict resolution, including first, the integration of multicultural principles into the education curriculum; second, training in conflict resolution skills; third, dialogic education; fourth, the establishment of an inclusive learning environment; and fifth, collaboration between communities.

The results of the current study can be used by teachers in primary and secondary schools. Even lecturers in universities. The results of this study have the potential to become a reference for teachers and lecturers in designing the transformation of multicultural education in conflict resolution. In addition, policymakers from the central level to the level of educational units can take advantage of this study as material for consideration in making policies related to multicultural education and conflict resolution. Also, the results of the current study recommend that future researchers examine the implementation of multicultural education transformation strategies in conflict resolution through field research.

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