CONFLICT MANAGEMENT STRATEGIES IN MULTICULTURAL EDUCATION SUBJECTS FOR CLASS V STUDENTS MI MUHAMMADIYAH 02 MARIYAI

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Abstract

Introducing multicultural education early to familiarize students with social and cultural diversity is essential. Schools have a significant role in teaching and organizing multicultural education to form students with high social spirit and tolerance in viewing diversity and differences. However, in practice, some conflicts occur in multicultural education carried out by schools. So, it demands that schools have strategies to overcome these conflicts. This study aims to know and examine more deeply how management strategies become solutions to resolve multicultural disputes in schools. This type of research is descriptive qualitative. The data in the study were obtained from observations made by researchers at the location, the results of direct interviews conducted between researchers and informants related to the problems studied, and archival documentation related to the issues explored. Based on the data that has been obtained, the results of the study are known that one of the conflict management strategies in schools in multicultural education is to approach students and find out the causes of conflicts/problems, assist students in resolving multicultural conflicts that occur communicating or providing explanations and understanding related to multicultural education, and integrating multicultural education into subjects.

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INTRODUCTION

Indonesia, known as the Archipelago, is the largest multicultural country in the world. It has various ethnic, linguistic, religious, and cultural diversity.

The diversity of this nation can be a potential and a risk. There is potential for sovereignty over diversity and the risk of problems resulting from diversity itself (Nugraha et al., 2020). This nation is "*Bhinneka Tunggal Ika*". This motto has the meaning that the Indonesian nation is a nation that is rich in diversity in various ways but can live in harmony with differences (Ningsih, 2022). Multiculturalism is the ability to understand other cultures well and be able to communicate and interact with other cultures in one environment. Citizens must understand their culture well because each culture has different cultural norms, and they can understand and know the differences between cultures. However, this could change because there is a collaboration with other cultures among family, friends, and local people (Riyanti and Novitasi, 2021). School is an institution that manages education and teaches students to interact with other cultures, as expected in achieving human resources who respect and appreciate each other and have good intelligence from cognitive aspects, effectiveness, and skills in dealing with social life (Datunsolang, 2022). Etymologically, the term multicultural means cultural or cultural diversity, namely complexity such as knowledge, beliefs, arts, morals, laws, and customs obtained in the community environment (Ristiliana, 2021). Meanwhile, from the terminology understanding, multiculturalism is our willingness to accept other groups as one unit as equals without distinguishing between culture, ethnicity, gender, language, and religion.

Multicultural education in previous research (Kholik, 2017) explains that an educational strategy is implemented in each subject by using cultural differences found in students, such as race, gender, language, religion, and social characteristics, to create a practical and effective learning process. Multicultural education is an educational concept that provides every student with the opportunity to obtain an education at school regardless of their race, gender, ethnic group, social class, or cultural characteristics.

Multicultural education has the function of creating anti-racist education, taking into account the skills of all global citizens and their basic knowledge, what is essential for students, which influences all views of the education system, development of ethics, knowledge, and skills that enable students to act in social justice; which is a change where teachers and students learn together about the importance of cultural groupings for academic success; and applying critical educational knowledge and paying attention to patterns of social expertise and helping students develop skills in making decisions and social actions (Wulandari, 2020).

The environment in an educational institution can be seen as a harmonious family, and family harmony can be created if there is no conflict between members at school. However, conflict is something that cannot be avoided in life. Conflict is something normal, and within a specific time limit, it can provide good benefits for the development of the school. Still, it must be managed well and carefully because it can have fatal consequences if it exceeds the limit. Thus, conflict management is a series of actions or reactions between the perpetrator and outside parties (Suncaka, 2023).

Conflict cannot be avoided because each individual or group has different characters and perceptions. This can, of course, be the cause of conflict. Competition occurs because of differences between individuals, starting from gender, ethnicity, culture, race, age, opinion, education, beliefs, etc., and the variety of interests between people due to cultural differences, roles, social status, and hierarchical levels in life. Conflict is widespread. As long as humans are alive, battle is almost impossible to disappear. Creative conflict resolution is an effective conflict management strategy (Kristan et al., 2020).

Strategic management combines two syllables, namely management and strategy, which have different meanings, both linguistically and in terms (Tardian, 2019). Strategic management is a process that needs to be understood rather than a discipline that can be taught (Fadhli, 2020). Strategic management is used to achieve goals according to targets. It uses actions to complete these goals in the correct period and in environmental conditions that have changed from before. Apart from that, strategic management can be used to provide solutions to overcome existing problems. Problems related to differences in schools, including differences in religion, culture, race, and ethnicity, can be resolved by carrying out strategic management by the school. Strategic management must be designed beforehand to prevent various kinds of conflicts, especially in multicultural education in schools.

Several previous studies have conducted research based on facts about multicultural education conflicts in schools. Still, this research differs significantly from previous studies that comprehensively discussed conflict management strategies in schools with subjects taught directly in the classroom. Researchers need to conduct research regarding conflicts in multicultural education in schools and what conflict management strategies are related to multicultural education carried out by schools.

METHOD

This research is included in the descriptive qualitative research category. The data in this research were obtained from observations, direct interviews conducted between informants and researchers, and archival documentation related to the investigation. In other words, data collection was obtained from direct observations of researchers in the field, namely at MI Muhammadiyah 02 Mariyai. Interviews were conducted directly between the researcher and the data source, namely the class V homeroom teacher and class V students at MI Muhammadiyah 02 Mariyai. As for documentation techniques, data is obtained by searching for archives or documents that can support this research. This data is the data needed and is, of course, related to the problem being studied.

RESULT

Overview of MI Muhammadiyah 02 Mariyai

MI Muhammadiyah 02 Mariyai is one of the many private schools in Sorong, Southwest Papua. This school is located at Jl. Sakura Kel. Mariyai District. Mariat, Kab. Sorong, Southwest Papua has been accredited B. It has several classrooms, a principal's room, a teacher's room, a library, a canteen, a bathroom, and a field, and it is currently building new classrooms. Apart from that, some facilities support the learning process, namely electricity and internet/wifi sources. The school community also consists of various ethnic groups. Thirty-nine class V students are divided into VA and B classes. There are multiple ethnicities dominated by the Javanese and Bugis, as well as other tribes, namely Papua and Maluku, as well as differences in skin color. Of course, in this class, sometimes there are still conflicts related to multiculturalism, such as bullying, gangs, etc.

School and Teacher Strategies in Resolving Multicultural Conflicts

Schools and teachers play a role in overcoming problems in the school environment. Of course, before solving a problem, you must know what is causing the conflict. Fellow students still bully, tease, and call each other using their parents' names. So apart from playing a role as a teacher, teachers also play a role as parents of students in the school environment. Therefore, in dealing with student matters, the teacher's action is to reprimand and advise students if problems occur at school for students and then ask students to forgive each other. Then, give them an understanding so they don't insult each other.

> "We make fun of each other, call each other using the names of fathers (parents). There are still gangs, so they choose gang friends if there is a group assignment (Ramadhani, 2023).

Some students still choose their friends by forming gangs or groups of children who are compatible with each other, resulting in the teaching and learning process choosing friends from the team as study partners and ignoring the others. As a result, the goals of multicultural learning are not optimal. So, the teacher must, of course, be able to take over in group division so that there are no feelings of envy and jealousy among the students.

> "They form gangs because they feel comfortable with their gang friends. Now, if we make a group assignment, we will share it ourselves so that there is no envy and so on." (Saroh, 2023)

Based on this statement, it can be concluded that the multicultural conflict that occurred in class V was bullying (mutual sarcasm) and the existence of gangs. Meanwhile, the strategy used by the teacher is to give advice and provide understanding, as well as determine the group distribution reasonably.

Multicultural conflict management carried out by schools and teachers

After knowing about multicultural conflicts that occur and resolving these conflicts, of course, schools and teachers must find ways to prevent these conflicts from happening again.

> "Usually what teachers do is give advice, we tell them to forgive, and give them as much understanding as possible so they don't insult each other." (Ramadhani, 2023).

Based on this statement, it can be concluded that multicultural conflict management is carried out to prevent conflicts from recurring, namely that teachers provide insight and understanding regarding the importance of mutual respect and love for each other, or in other words, teachers try to foster an attitude of tolerance towards students. If someone insults each other to joke, the teacher will advise them not to insult each other, even if it's just a joke. Only joke in a positive direction, not insult each other.

Application of multicultural education in subjects

Multicultural education is not implemented directly but is included in several subjects at school, namely civic education and Islamic Education. Citizenship education is one of the subjects relevant to multicultural education. It includes various materials regarding the state, Pancasila, the 1945 Constitution, politics, etc. These materials provide students with an understanding of diversity in life. The knowledge that is embedded in fifth-grade students can minimize the emergence of problems.

> "Now, the source of books we study are theme books. The theme book covers all general subject matter, including citizenship education. In PKN lessons, we learn history, so by checking all that, a feeling of being a fellow countryman and a comrade in arms will emerge over time. So that an attitude of tolerance appears, and people learn how to respect each other despite differences. (Rasyid, 2023)

Apart from citizenship education, Islamic religious education is also related to multiculturalism. MI Muhammadiyah 02 Mariyai is a madrasa with only one religion in the school, namely Islam. So, the problems that arise are not related to religious differences. Islam itself teaches us how to be tolerant of differences, race, ethnicity, and others.

> "We certainly know that, in essence, the Islamic religion never teaches us to insult each other, ridicule each other, curse each other, and things like that. This is contained in the Islamic religious education taught in schools, especially in the subject of Aqidah Akhlak. "It contains teachings about morals. There is also about how we get along with older people, get along with people of the same age, or get along with younger people." (Rasyid, 2023)

Based on the statement that has been presented, it can be concluded that the implementation of multicultural education in schools is outlined in subjects, which are citizenship education and Islamic religious education (PAI). Apart from providing advice, implementing multicultural education into school subjects is also a means for students to understand the meaning of multiculturalism.

DISCUSSION

Multicultural Education Strategy in Schools

In education, strategy can be described as a plan for a set of activities designed to achieve a goal in education. Based on this explanation, it can be seen that 1) Strategy is an action plan (a set of activities) designed in the form of a method for utilizing all resources or strengths. In other words, the new strategy is a plan without taking action; 2) Strategy is designed to achieve specific goals, meaning that the direction of all decisions in the strategy is to achieve the goal (Sodiq and Anang, 2019). Thus, strategy in education is planning a set of activities in the learning process by utilizing all available resources at school to achieve specific educational goals.

According to Shaw, multicultural education bridges racial differences and eliminates inequalities in social status in society. Multicultural education fosters students' social attitudes with learning activities that use diversity in relationships regardless of cultural, racial, physical, gender, and social status differences. Meanwhile, according to Mahiri, multicultural education is understanding issues surrounding students and finding more appropriate ways to serve their learning and social needs (Latifah et al., 2021). Multicultural education is intended for students and the entire school community to implement what is meant by "*Bhinneka Tugal Ika*" namely, diversity but still unity can be achieved as expected so that things that are contrary to the goals of multicultural education can be achieved. Avoided, everything hoped for can be realized and implemented in schools and the broader community.

So, it can be concluded that a multicultural education strategy in schools is a planning of activities designed by schools to achieve educational goals by utilizing all resources regardless of differences in a person's social status, gender, race, culture, ethnicity, religion, and language and providing equal opportunities—the same for every student in receiving an education. The multicultural education strategy designed by the school must be implemented by all school members, including the principal, teachers, staff, and students, to achieve the expected educational goals.

Multicultural Education Conflict Management in Schools

According to Ross, quoted by Arizona, states that conflict management is the steps chosen by the perpetrators or third parties in directing the conflict (dispute), with specific results which can be in the form of resolving the conflict and producing calm, positive, creative, consensual, or aggressive. Conflict

management can involve self-help or cooperation in solving problems or decision-making from third parties using an approach that is oriented towards conflict management and refers to the communication patterns of the actors and how they influence the interests and interpretation of the conflict (Arizona et al., 2021).

According to William Hendricks, there are several types and processes for resolving conflict, namely (Noor, 2020):

1) Avoiding is a form of problem-solving by ignoring conflict or running away from competition.
2) Competition, or authoritative command, is a solution through dominating a situation of losing or winning and forcing everything by using power.
3) Accommodation, or leveling, is resolving a conflict cooperatively but not assertively. It means allowing other people's desires to level differences to maintain artificially created harmony.
4) Compromise is resolving conflict through a bargaining system to find common ground on a problem.
5) Collaboration is resolving conflict through a cooperative attitude to satisfy each party involved through existing differences and to find and solve problems so that loyal people can experience the results.

Johnson explained that five basic strategies are usually used in resolving interpersonal conflicts, namely:

1) *The Turtle (avoidance strategy)*. Using this strategy, if someone faces conflict, he will overcome it by avoiding the source of the competition.
2) *The Shark (pressing strategy)*. With this strategy, someone will enforce their goals at any cost when facing conflict. They will use pressure to try to achieve their goals.
3) *The Teddy Bear (defeat strategy)*. With this strategy, when facing a conflict, a person will tend to give in and blame themselves for the competition. Someone with this type will care to give in to people who have power and can apply pressure.
4) *The Fox (compromise strategy)*. In this strategy, in dealing with conflict, someone will seek an agreement on the problem at hand. This strategy tries to be at the middle point so that it doesn't take anyone's side.
5) *The Owl (negotiation strategy)*. Using this strategy, when faced with conflict, someone will negotiate in the hope that it will bring satisfaction to both parties. Through this strategy, you will find a way out of the competition you are facing so that it will have a positive impact on the existing relationship.

So, it can be concluded that conflict management in multicultural education at school is the steps the school takes to prevent and resolve conflicts due to diversity in schools, such as ethnicity, culture, gender, religion, and student abilities. This conflict management is carried out to prevent conflicts and overcome multicultural disputes that arise in the school.

Multicultural Education in Subjects

Multicultural education itself consists of several subjects that must be taught to students. Subjects that include multicultural education are citizenship education, history, arts and culture, and Islamic religious education.

1) Citizenship education as multicultural education

Maintaining the multiculturalism of the Indonesian nation plays an important role. Because, in society, morals are the most essential thing in the public interest, such as maintaining social solidity and not causing social division or discrimination. As a country with various cultures, such as races, religions, customs, and genders. As a multicultural education with values and morals, citizenship education has the advantage of instilling the values of Pancasila education in students learning. Apart from instilling Pancasila values, citizenship education also provides education related to moral improvement and a sense of nationalism (Nanggala, 2020). Citizenship education has the status of moral education, believing in the power of God Almighty, which can teach students to be human beings who think and are devoted to God Almighty, considering that various multiculturalities are one of the signs of the power of God Almighty. Citizenship education is multicultural and provides a theoretical basis and knowledge to students who understand philosophy, substance, and how vital multiculturalism is in this nation.

2) History education as multicultural education

History education is learning related to what happened in the past. Studying history subjects means learning about humans in all aspects, which can create awareness among students regarding cultural and human development and civilization. Studying history education aims to know the history of humans in the past (Sari and Khaidir, 2022). Multicultural education applied in history learning is a basis for different sociocultural backgrounds to build awareness among students of a sense of unity and diversity in the school environment. This aims to provide an understanding of each discussion. Studying history can change students' habits. Teachers are responsible for developing students' knowledge of cultural competence. History education can instill the values of multiculturalism by understanding "Unity in Diversity," which means "diverse but still one." Understanding the meaning of cultural diversity, I hope students can understand the importance of culturalism related to a person's behavior, attitudes, and thought patterns.

3) Arts and culture education as multicultural education

Learning arts and cultural subjects also plays an essential role in human development. To foster a balanced human awareness within himself, skills and cultural learning are some ways educators teach students. Arts and culture learning is one of the lessons that can make students reason to balance and maximize their thinking (Farid, 2023).

Learning is not just about making people bright, but learning must be in line with the goals that have been planned previously. Art learning is a form of learning to consciously develop the talents and potential of students and change their attitudes.

In Torres' opinion, multicultural education originates from the United States. Schooling is motivated by discrimination or rebellion among students in the United States. Multicultural education aims to equalize various ethnicities, skin colors, and genders in educational institutions in the United States. The benefit of multicultural education is that it provides knowledge regarding cultural equality between people regardless of ethnicity and background. Multicultural education aims to help students understand themselves and other people's cultures and provide knowledge related to various ethnicities, cultures, and so on. Multicultural education can also reduce discrimination between races, cultures, and skin color.

4) Islamic religious education as multicultural education

Islamic education is generally a scientific discipline based on the Al-Qur'an and the Hadith of the Prophet SAW. So, Islamic education is education for humanity related to the heart, mind, physical and spiritual behavior, and actions (Permana and Ahyani, 2020). This nation's diversity is a basic guideline for life and nationality, making it a great country with various ethnic, racial, and religious diversity. With this diversity, it can be believed that it is a power of Allah SWT that must be grateful for and enjoyed in life. Multicultural education in Islamic education must follow religious norms, especially in the Islamic religion. Implementing Islamic and multicultural education is very important nowadays in this era of globalization. Students are guided not only at school but also at home, where from childhood, they are given guidance regarding mutual respect and tolerance between each other so that peace is maintained. And carry out worship by Islamic law and respect fellow humans.

A multicultural education strategy in schools is a planning of activities designed by schools to achieve educational goals by utilizing all resources regardless of differences in social status, gender, race, culture, ethnicity, religion, and language and providing equal opportunities to every student in receiving education. The multicultural education strategy designed by the school must be implemented by all school members, including the principal, teachers, staff, and students, to achieve the expected educational goals. Multicultural education conflict management is the steps schools take to prevent and resolve conflicts due to diversity in schools, such as ethnicity, culture, gender, religion, and student abilities. This conflict management is carried out to prevent conflicts and overcome multicultural disputes that arise in the school. Several conflict management strategies can be used: avoidance, pressure, giving in, compromise, and negotiation. Multicultural education is integrated into several subjects that must be taught to students. The issues

that include multicultural education are citizenship education, history, arts and culture, and Islamic religious education. By integrating multicultural education into subjects, it is hoped that students can understand the meaning of multiculturalism and foster a sense of tolerance and mutual respect for the differences in the school environment, family, and broader society.

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