

Multicultural Design Based on Interpersonal Conflict Resolution Capability

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ABSTRACT

Indonesia is a country that has a society with very diverse cultures and ethnicities and this is often referred to as a homogeneous society. The diversity of ethnicities and cultures creates a diversity of views and treatment in every activity and ritual of life which creates a different color in every cultural celebration. However, recently this ethnic diversity has not had an impact on mutual respect but rather there has been conflict between culture and ethnicity or also known as interpersonal conflict. Where this research will develop and design multicultural learning based on cultural literacy to develop students' abilities in resolving interpersonal conflicts. The specific target to be achieved is the production of a learning design which is realized in the form of a multicultural learning textbook based on cultural literacy which can be used as a common reference for Pancasila and Citizenship Education Departments throughout North Sumatra who are members of the AP3Knl association for the North Sumatra Region. The research method used is the R&D method following the Borg & Gall procedure. The instrument used was an expert validation questionnaire which was analyzed using the Percentage Average Score (PRS), while data analysis related to students' abilities in interpersonal conflict resolution was carried out using qualitative descriptive analysis techniques on the results of observations during observations when the learning process was going well in the classroom. class or outside class. The results of the research show that the textbook design is declared valid and suitable for use as a guide for students in multicultural learning in Citizenship Education courses. The research results also show that the material design in textbooks can develop students' abilities in practicing interpersonal conflict resolution.

KEYWORDS

multicultural education; cultural literacy; interpersonal conflict resolution

INTRODUCTION

The Indonesian nation has cultural diversity which is usually called a multicultural society. In this condition, people are needed who are able to communicate between cultures and have knowledge about comparing cultural patterns, as well as cross-cultural communication. This is because the diversity of society has the potential to give rise to group segmentation, divided structures, weak consensus, frequent conflicts, forced integration, and group domination, which in the end can weaken the movement of social life itself.

The diversity of Indonesian society itself comes from various tribes, religions, races and customs which are often faced with various problems of misunderstanding and conflict between tribes such as clashes between students, conflicts between groups with different

ethnic backgrounds, acts of terrorism and religious blasphemy (Budimansyah, D.,2008). This shows that there are still many people who do not fully understand and appreciate the multicultural concept. What feels increasingly disturbing are attitudes or actions that do not respect the important values held by our nation, namely mutual respect, tolerance and the spirit of unity in diversity. Therefore, multicultural education in Indonesia is considered a way to manage differences in this country without problems and help advance the Indonesian nation (Dharma, S., Hodriani, H., Halking, H., & Nababan, R, 2022).

In the above problems, educational institutions are also responsible and participate in finding solutions to minimize conflicts between nations. Where the educational revolution issued a variety of learning designs based on multiculturalism in resolving the issue of cultural and ethnic conflict. The idea of multiculturalism has been in Indonesia's mind since the beginning of independence.

However, after the 1998 reformation, this nation was shocked by various horizontal and vertical conflicts that threatened to lead to the disintegration of the nation, such as conflicts between self-proclaimed indigenous people and citizens of Chinese descent, conflicts in Aceh, Poso, Kalimantan, Maluku, and other conflicts. This fact shows that Indonesia's unity, which has long been considered strong, is vulnerable to conflict.

Learning from this historical experience, it is deemed necessary for Indonesian unity to continue to be built through multicultural awareness within the framework of unity in diversity. This historical experience underlies the importance of multicultural education in Indonesia through the revitalization of the nation's cultural values, especially in the current global era which is full of change and uncertainty. The revitalization of cultural values as the core of multicultural education is considered very important in the global era as an effort to build cultural resilience and national unity. In this case, Bennett (Tilaar, 2003) stated that the nation's cultural values need to be strengthened to achieve the goals of multicultural education in order to: develop diverse historical perspectives (ethnohistoricity) from social groups; strengthening awareness of living culture in society; accept and respect differences in diversity; eliminate racism, sexism, discrimination and various types of prejudice (prejudice); as well as strengthening the intercultural competence of the cultures living in society.

Based on this thinking, it is time for the Indonesian people to reformulate multicultural education based on cultural values. This is a consequence of the fact that almost every region has various tribes, arts, religions, customs and local wisdom, so they need to be addressed carefully in responding to the changing trends of the 21st century. Upholding the nation's noble values and social life needs to be instilled as an identity and stronghold of the nation's culture (Nudiati, 2020; Christiyoda, et al., 2016).

Therefore, multicultural education based on cultural literacy is very important for the nation's children as a prerequisite for fostering a sense of responsibility, tolerance towards others, and love of the homeland (Helaluddin, 2018). Cultural literacy is an important thing that needs to be mastered in the 21st century. Through cultural literacy it encourages the realization of an Indonesian society that adheres to a complete understanding of multiculturalism, namely a society based on respect and appreciation for differences (Marlina & Halidatunnisa, 2022; Muniroh et al., 2020). The results of other studies state that literacy skills are important for recognizing culture and national identity, thereby fostering caring attitudes towards others, mutual respect for each other, and tolerance between religious communities (Ahsani & Azizah, 2021; Iswatiningsih, 2019), including minimizing the occurrence of conflict (Deutsch, M., & Coleman, P., 2000). Various conflicts in the country occur not only on the national and state scale, but currently also occur on the scale of social life, due to the low level of multicultural awareness, such as intolerance,

ethnocentrism, radicalism, discrimination, and various other attitudes and behavior that do not reflect a diverse life. single ika. For this reason, multicultural education based on cultural literacy can be used as a vehicle for the nation's children to learn about differences in diversity and learn to resolve the conflicts they face.

From the results of his research, (Ramadhani, 2016) revealed the importance of interpersonal conflict resolution skills to be provided in learning. Interpersonal conflict resolution is a form of skill that is characterized by the best resolution of the problems faced and solved together.

LITERATURE REVIEW

Interpersonal Conflict Resolution

As explained above, multicultural learning as a program to strengthen civic competence is also used as a practical vehicle for developing student competence, one of which is through skills in resolving problems or conflicts related to their lives in society, nation and state (Banks, J.A.,1994). Problem solving abilities in the learning process need to be designed, considering that problem solving is the first step for students to develop ideas in building new knowledge and a number of other skills. Even problem-solving skills are a form of 21st century life skills (Kurniati, 2016), which Maryani (Umami & Musyarofah. 2020) groups into four parts, namely: basic interaction skills; communication skills; team/group building skills; and problem or conflict resolution skills. Skills in resolving problems or conflicts are very important, because through this program students learn and are trained to find the root of the problem and assess information carefully so that the problem they face can be resolved properly. Snyder and Snyder, as quoted by Christiyoda (2016), stated that aspects of problem-solving abilities include: identifying, defining, enumerating, analyzing, making lists, and self-correcting.

Developing problem solving skills is important for students to be able to continue to hone their critical thinking skills and develop their ideas through problem solving. Thus, problem solving skills in the learning process can be the first step for students to develop ideas in building new knowledge and develop other skills, such as interaction skills and communication skills. Thus interaction and communication can be the key to resolving problems or conflicts. Even conflicts that occur, if they can be resolved with good interaction and communication, can be something constructive. Conflict resolution is an effort to overcome conflict and direct conflict into something with positive meaning (Maftuh, 2008; Setiadi & Kolip, 2011). Conflict resolution is also an effort to reduce violence. In this case, Johnson & Johnson (1995) states, conflicts can become destructive when they are denied, suppressed, or avoided. If students do not have conflict management training, they will use their own techniques, which are often inadequate. They may get angry, fight, and harass or abuse each other verbally. Such actions do not usually resolve problems and often result in alienating students from their peers and faculty.

Conflict resolution skills are very useful for equipping students to overcome problems that arise when they enter society. Conflict resolution skills are 21st century skills that students need to have. Through conflict resolution skills, students' abilities are honed on how to manage conflict through a series of behaviors from various parties so that they can influence each other positively. Apart from that, the implementation of multicultural education values through the practice of interpersonal conflict resolution can support the realization of humanist character education (Tualeka, 2017). This is as stated by Said (2001), that interpersonal conflict resolution is not just problem solving, but problem solving that prioritizes mutual concern to create harmonious social relationships.

RESEARCH METHODS

The aim of this research is to produce a multicultural learning design based on cultural literacy through interpersonal conflict resolution practices. This design will be used as a common reference in developing civic competence programs and research will also be carried out at Pancasila and Civic Education Department, Social Science Faculty, Universitas Negeri Medan and will also be used as a reference source which is part of the Indonesian Pancasila and Citizenship Education Professional Association (AP3KnI) North Sumatra Region.

This research will also involve several subjects, first a subject lecturer, secondly a trial group and finally four validation experts from the Department of Pancasila and Citizenship Education, including: experts in the field of sociology, experts in the field of anthropology, experts in the field of politics, and experts in the field of citizenship learning which will test, analyze and validate the feasibility of cultural literacy-based learning designs specifically through the practice of interpersonal conflict resolution.

This research applies the development research model from Borg & Gall. The R&D development model is research that is deliberately and systematically directed at finding findings, formulating, developing, producing, testing the effectiveness of certain products that are superior, new, effective, efficient, productive and meaningful (Sukmadinata, N S., 2016).

The procedure for developing a multicultural learning design based on cultural literacy to develop interpersonal conflict resolution skills is taken through 4 stages, namely: (1) conducting preliminary research, (2) creating a learning design, (3) reviewing, testing and revising the product, and (4) test product effectiveness.

It is hoped that the contribution of this research will provide benefits, namely: (1) assisting lecturers in implementing multicultural learning based on cultural literacy; (2) assist lecturers and students in implementing interpersonal conflict resolution practices; (3) increasing student competency to have the ability to solve problems/conflicts; (4) improving the quality of Department through collaboration with the Association of Indonesian Pancasila and Citizenship Education Professionals (AP3KnI) for the North Sumatra Region; and (5) accelerate the completion of studies for students involved in research activities.

RESULTS AND DISCUSSION

In the process of developing multiculturalism learning product designs based on cultural literacy in developing interpersonal conflict resolution practices through several stages as follows:

First stage is interviews with lecturers who teach citizenship education subject at Pancasila and Civic Education Department, Social Science Faculty, Universitas Negeri Medan, we know that this course is very important for forming graduate profiles. This course also helps students develop attitudes, knowledge, general skills and special skills. However, after careful consideration, Citizenship Education, which should be implemented as multicultural learning that focuses on cultural understanding to develop skills in resolving interpersonal problems, is felt to have not been implemented well. This happens because citizenship learning, which should include three components, namely citizenship knowledge, citizenship skills and citizenship tendencies, has not been implemented simultaneously. Based on research, the Pancasila and Civic Education Subject focuses more on knowledge about government and the state. Civics programs do not teach students how to solve problems, including dealing with conflicts between individuals. Therefore, it is necessary to develop Citizenship Education learning by teaching different cultures. This will help students improve their ability to resolve interpersonal conflicts. We need to take new action

by developing the Pancasila and Civic Education Subject through learning that respects various cultures as a program that improves students' ability to solve problems, including in this case their ability to solve interpersonal relationship problems.

The next stage is, product design is carried out by developing a formulation of learning outcomes or learning outcomes that have been designed, as presented in the following table;

Table 1. Learning Outcomes of Multicultural Learning in the Development of Interpersonal Conflict Resolution Practices

Materi	Learning Outcomes
Multicultural Learning Design Based on Cultural Literacy	Students can demonstrate the ability to analyze, determine attitudes and actions while studying Cultural Literacy Based Multicultural Learning Design material which includes the concepts of: 1. Multicultural Learning Design 2. Utilization of Cultural Literacy
Interpersonal Conflict Resolution Practices in Multicultural Learning	Students can demonstrate the ability to analyze, determine attitudes and actions while studying material on Interpersonal Conflict Resolution Practices in Multicultural Learning which includes the concepts of: 1. Concept of Interpersonal Conflict Resolution 2. Multicultural Learning Program Through Interpersonal Conflict Resolution Practices

The next stage is the evaluation and validation stage, where these four experts are able to assess the product produced, namely a multicultural learning design based on cultural literacy to develop interpersonal conflict resolution skills. Product testing with material and development experts is carried out through questionnaires.

Table 2. Material Content Expert Validation Results

No	Component	Indicator	Score	Category
1	Text	Correct font selection and font size for easy reading	4	Good
		Correct text color	4	Good
		easy to read	3	Pretty Good
		Language compatibility with EYD	5	Very Good
		Effective sentence	5	Very Good
Total			21	
Average			4,2	Good
2	Content	Material, tables and pictures are clearly visible	5	Very Good
		Material, tables and pictures are easy to understand	4	Good
		The material contains elements of multiculturalism substance	5	Very Good
		Rigid material in discussing multicultural values	5	Very Good
		Suitability of material to course learning outcomes	5	Very Good

		The material is presented clearly and sequentially	5	Very Good
		Material accuracy	4	Good
		Material update	3	Pretty Good
		Material depth	4	Good
		Material breadth	5	Very Good
		The accuracy of selecting case examples with material	5	Very Good
		The accuracy of the selection of supporting literature with material	3	Pretty Good
		The material encourages curiosity	5	Very Good
		Suitability of material to student character	4	Good
Total			62	
Average			4,4	Good
3	Supporting literature	Ease of accessing supporting literature	5	Very Good
		Composition of supporting literature	4	Good
Total			9	
Average			4,5	Good
4	User	Media according to user characteristics	4	Good
		flexibility	5	Very Good
Total			9	
Average			4,5	Good
Overall Total			101	
Overall Average			4,4	Good

Table 3. Observations on Interpersonal Conflict Resolution Practices

No	Problem solving	HO	Creative idea	HO	Information Literacy	HO	Interpersonal skills	HO
1	Critical	SN	Idea	SN	Listen	SN	Interactive	SN
2	Chronological	SN	Accuracy	SN	Identify	SN	Communicative	SN
3	Analytical	SN	Innovative	BN	Information/data collection	SN	Adaptive	SN
4	Systemic	BN	Accommodating	SN	Associate	SN	Introspection	SN
5	Comprehensive	SN	Adaptive	SN	Interpretation	BN	Humanist	SN
K	Good		Good		Good		Very Good	

The table above shows that the greatest interpersonal conflict resolution skills demonstrated by students are interpersonal skills which are in the "very good" category. This data is shown by the appearance of students' ability to interact, ability to communicate

effectively, ability to adapt, introspective and humanist attitudes. Meanwhile, three other interpersonal conflict resolution abilities, namely: problem solving, creative ideas, and information literacy, are in the "good" category. Problem solving abilities are demonstrated by students' ability to think critically, chronologically, analytically and comprehensively. The ability to have creative ideas is demonstrated by the ability to express ideas, accuracy in expressing opinions, accommodating and adaptive. Meanwhile, information literacy skills are demonstrated by the ability to listen, identify a variety of information, the ability to collect information and data, and the ability to associate.

The results of this research contribute to the importance of building tolerance in multicultural life which is full of differences in diversity. Interpersonal resolution skills in chapter 21 are very important to have, in connection with an individual's intense interactions with other individuals which are full of differences that can become the potential for conflict. Interpersonal conflict resolution skills are an effort to resolve conflicts. This skill becomes very important because of the frequent interactions of individuals with other individuals in all aspects of life in the global era. Interpersonal conflict resolution abilities are characterized by the best resolution of the problem through the steps taken (Hocker and William, 2001). Therefore, in an educational context, interpersonal conflict resolution skills need to be designed as a learning vehicle for students to solve problems constructively (Dean & Jeffrey, 2009). The theory of these two experts, also shown from the results of this research, is that the multicultural learning design based on cultural literacy that has been designed can be used as a learning vehicle for students in carrying out interpersonal conflict resolution practices, through constructive means, namely through the ability: problem solving, creative ideas, information literacy, and interpersonal skills.

CONCLUSION

Based on the results of data processing and discussion, the results of this research can be concluded: 1) a multicultural learning design based on cultural literacy which is realized in the form of a textbook is declared valid and suitable for use as a guide for students in multicultural learning in Citizenship Education courses; 2) The research results also show that material design in textbooks can develop students' abilities in practicing interpersonal conflict resolution, including aspects: problem solving, creative ideas, information literacy, and interpersonal skills.

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