

The Study of Multicultural Conflict Resolution Education for Students with a Design Thinking Models Based on Project Based Learning

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ABSTRACT

This research is based on a literature analysis of 30 (thirty) relevant journals on the topic of conflict resolution education as part of multicultural education in application and is associated with the development of a project-based learning-based learning design thinking learning model to foster students in civics learning by improving the ability to solve everyday critical-critical problem-based problems in the surrounding environment. The analysis of the journal resulted in two main concepts studied, namely multicultural learning and educational models. development of a design thinking learning model as a way to foster students' critical thinking in learning activities analysing multicultural conflict issues in civic education learning. The analysis method uses systematic literature review by sorting out the selected journals to be discussed and producing the stages of application of the design thinking model to make ideas and reprise the selected work through presentations and independent assessments by teachers as facilitators and developers of learning models. This model aims to prevent the occurrence of potential negative conflicts among students in the future due to increasingly complex social issues.

Keyword: Conflict, Design Thinking, Multicultural.

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1. INTRODUCTION

The development of the times and technology affects the events and issues that occur at this time, especially in overcoming conflicts that occur every day. The advancement of information flow causes every news item, event, and pattern of behavioral interaction to be conveyed at a fast pace every day. (Anggung & Prasetyo, 2020) This has an impact on societal conflicts and events, which progressively develop in complexity.

Conflict is a natural aspect of social dynamics that can happen either positively or negatively at any time. It takes the shape of interaction patterns and outcomes that result in a vibrant social environment. Horizontal and internal disputes are common in Indonesia, a nation made up of many different tribes and nations, and they happen frequently. (Smidt, 2020).

Multicultural conflicts that had occurred on a large scale at that time were racial and horizontal conflicts between communities in Ambon, Poso and other regions that involved many parties and became headlines in various national and international media every day (Rachmadtullah et al., 2020). after which awareness for conflict resolution for harmony between parties became an important need in realizing the progress of the nation towards a positive direction.

In essence, conflict resolution is a form of way to break the problem and the wider spread of a problem becomes more complicated, especially if the conflict leads to negative conflict and breaks the unity of the nation's integrity, it is important to have education as one of the ways to overcome the conflict towards a positive and good direction for the integrity and security of the social-community community in various levels both in the smallest areas such as families, to large areas, namely internal nations and between countries.

Education is one way that can be done as a "vanguard" in overcoming and providing understanding to students to understand conflict problems (Rahmad Hidayat et al., 2020) that occur and educate students to have problem solving skills in understanding daily problems in schools and communities (Nurdyansyah et al., 2022).

The method used to teach about conflict can be carried out through the study of civic education, which is a transdisciplinary field of study from various sciences, such as law, politics, the constitution, social policy, and public administration, in order to realize good justice, security, and constitutionality and in accordance with the vision and mission of civic education, namely (to be good and smart citizens).

The development of civic education learning for education of conflict resolution education facilities can be done by providing an understanding of conflict resolution by fostering three-main aspects of learning understanding, namely cognitive, affective and psychomotor students (Wiranataputra, 2000) in developing it are introduced a project-based learning approach (work learning) with syntax and problems current issues of students to increase understanding of conflicts that occurs at this time.

2. RESEARCH METHOD

This research is part of systematic literature review-based research as part of narrative review by providing views on the analysis of theoretical studies or research results found using a relevant and systematic approach according to contextual issues that occur at this time (Walsh, 2020).

There are 30 (thirty) journal articles that are used as references in studying topics on this subject and are reviewed to find syntax and synthesis of problems and find new understandings in understanding conflict resolution issues and how to resolve them using learning models and methods relevant to the field of Civic Education studies.

The 30 journals studied consisted of accredited national and international journals and indexed Q1-Q3 (International Journals) and SINTA 1 to SINTA 3 (National Journals) from various relevant sources and well-known journal provider sites such as Elsevier portals, and the Garuda journal portal of the Ministry of Higher Education Research for the study of National journals from Social, Educational and Humanities sciences of various universities.

There are 2 (two) main variables that are used as research boundaries in this narrative review, namely Multicultural Conflict and Development of a Learning Model based on Design Thinking so that the relevant journal or article sought is related to the proposed title.

From the entire journal studied in this study, it is divided into two main methods that are often used as research, namely qualitative in analyzing multicultural conflicts and applied research on classroom action (Slater et al., 2020) in assessing how project-based learning models are carried out by educators.

The qualitative method examines how to apply multicultural conflict resolution education applicatively both from science and cases that occur, for example discussing cases in Ambon or Pela (Hasudungan, 2020) kinship as a way, while in applied research discusses the application of project-based learning models in providing understanding to students about relevant teaching skills and works.

3. RESULTS AND DISCUSSION

A. Application in Conflict Resolution with Multicultural Education

The understanding of multiculturalism can be applied as a *trans-disciplinary* scientific approach (Kinnebrew et al., 2021) because multicultural education does not only speak as its position as a human being but there is a human position as a being who has cultural attachment to the surrounding environment.

The above understanding can be used as a basis in understanding its position because it has an attitude of culture, so humans should have the nature of diversity because culture is a collection of values (Yani et al., 2023) that have a major role in everyday life to create a human environment that grows and develops towards the direction of truth at all times.

This diversity is in accordance with the interaction and symbolic social patterns in humans which places that culture and the consequences of diversity will be divided into two main aspects (Ismail et al., 2019), namely negative and positive. Conflict is the result of interaction patterns caused by these cultural activities (Bashori, 2020), so by its nature this culture will produce positive or negative conflicts at any time.

Conflict towards the negative both vertically and horizontally is something that is avoided from the implementation of these consequences, so multicultural education is applied as a way to provide an applicative view to students in overcoming social conflicts that occur in the surrounding environment (Dewi et al., 2019).

Multicultural education is one of the materials that contains multicultural education in his position as a human being who has moral ethics and cultivation in himself (Santoso, 2019) at this time intercultural education and also which contains multicultural educational material contained in the learning of Civic Education both textually and contextually (Rasolonaivo, 2019).

Civic Education Learning contains multicultural education both conceptually and contextually (Swalwell & Payne, 2019) implemented in educational units from basic education to higher education the material taught in multicultural education to overcome conflicts, one of which is a reflection on how the Indonesian state can overcome horizontal conflicts and prevent them from occurring in the future (Obiukwu, 2019) so that this conflict does not make a dark history for the progress and identity of the nation which is being built for a better future for Indonesia.

This multicultural education application is carried out starting from the planning aspect (Acar-Ciftci, 2019), namely in the 2013 curriculum material in civics learning and in its learning activities the teacher as an educator or student facilitator in the activity prepares students to understand their position that humans have cultural diversity and prevent intolerance activities from occurring among students to overcome conflicts that occur in the surrounding environment even though (Hassanpour et al., 2022) The conflict is small but if you do things that are accustomed and also not tolerant, the conflict will become bigger and also threaten the security and peace of the nation.

B. Development of a Design Thinking Learning Model based on Project Based Learning in Multicultural Education Learning

Civic Education contains material on the prevention of conflict resolution which is a small part of multicultural education and the peace education sub-material (Satianingsih et al., 2020). It makes the application of a comprehensive learning model approach and also builds students' critical thinking in understanding surrounding issues, especially issues related to cultural diversity and also the threat of national integration because the conflicts that occur at this time also include conflicts that threatens culture and also threatens the national integration of the nation, a model approach that builds critical thinking is needed and prepares students to have citizen skills in the future.

Civic Education must certainly have innovation and also prepare for these learning activities to take place pleasantly (Maftuh & Malihah, 2020), at this time accompanied by the development of globalization technology and also the four-point O industrial revolution (Hamidah, 2019), there is a development of learning methods that produce innovative learning models and prepare students to have skills in overcoming more complex problems because in the future (Defitrika & Mahmudah, 2021). The problem will be more complicated so that intercultural education and multicultural education can apply an innovative and fun learning model but build the critical thinking of participants (Aslan & Aybek, 2020) in the younger siblings with steps that are in accordance with the curriculum applicable at this time.

Design thinking as one of the learning models is an approach popularized by the Stamford research institute in examining social and business issues (Li et al., 2019). Initially, this model was introduced in business learning to examine students in designing a product and applying it according to market needs (von Thienen et al., 2018). However, at the moment the model can be applied in all subjects especially in the social sciences. Learning Design Thinking is a learning model that tests a concept tested on issues that occur.

The five main concepts in design thinking learning are 1) empathy 2) testing 3) designing 4) evaluating (Lu et al., 2021) and at the end of the assessment that can be used by teachers to test these issues in multicultural education to overcome horizontal conflicts that occur in society (McLaughlan & Lodge, 2019), the use of this design thinking learning model can be applied in studying an issue and tried to find creative ideas and solutions that can be done in overcoming conflicts that given by the teacher as a learning facilitator (Wallisch & Paetzold, 2022).

4. CONCLUSION

The development of a project-based learning-based design thinking learning model can be carried out in civics learning optimally, especially specifically for students at the junior high or high school level. This learning model is a combination of two main concepts, namely design thinking as a process to get ideas and problems to be studied from the given case and project-based learning or work learning which is a special aspect given in the procedures for compiling and displaying the results given. The special aspect developed in this learning is to overcome the diversity and multicultural conflicts of students so that multicultural education can be carried out as one of the material approaches given in overcoming conflicts that occur applicatively through the development of project-based learning-based design thinking learning models.

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