

HOLISTIC SOLUTIONS FOR CONFLICT MANAGEMENT IN ISLAMIC EDUCATION: BUILDING SUSTAINABLE DIVERSITY

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ABSTRACT

This research aims to identify and develop holistic solutions in conflict management in the context of Islamic education, with a focus on efforts to build sustainable diversity. Conflicts in Islamic educational institutions often arise due to differences in views, culture and various religious practices. Using qualitative methods with a case study approach, this research explores the dynamics of conflict in several Islamic educational institutions in Indonesia. Data was collected through in-depth interviews with educators, students, education practitioners and managers and other stakeholders, as well as participant observation and analysis of institutional documents. The research results reveal that conflict in the Islamic education environment can be minimized through a holistic approach that takes into account various aspects: social, cultural, psychological and structural. An integrative approach that involves all stakeholders in the conflict resolution process has proven effective in creating better understanding and tolerance. Research also finds that conflict management training programs for educators, which include mediation techniques and intercultural dialogue facilitation, are helpful in creating a harmonious learning environment. Institutional policies that support intercultural dialogue and development of diversity-sensitive curricula are also recommended to ensure the sustainability of diversity in Islamic educational institutions. Thus, this research suggests that a holistic solution in Islamic education conflict management must include an integrative, participatory and contextual approach. This not only reduces the intensity of conflict but also strengthens internal diversity, creating a more inclusive, tolerant and harmonious educational environment. This research makes an important contribution to the development of educational policies that support diversity and offers a practical framework for conflict management in Islamic educational institutions.

Keywords: *Holistic Solutions, Conflict Management, Islamic Education, Diversity*

A. Introduction

In Indonesia, Islamic education plays a vital role not only in the transfer of religious knowledge but also in the formation of students' character and morals. However, in a context of high diversity, Islamic education is often faced with complex challenges. For example, differences in interpretations of Islamic teachings between traditionalist and modernist groups can trigger conflicts that affect classroom dynamics and relationships between students (Muhaemin et al., 2023). In addition, social and political pressures can also exacerbate the situation, where Islamic schools may face pressure to follow certain curricula that do not reflect local cultural and religious diversity. These facts show the importance of a more inclusive and sensitive approach to diversity in conflict management in Islamic education

As the country with the largest Muslim population in the world, Indonesia is not only known for its cultural diversity, but also diversity in understanding and practice of Islam (Syafieh & Anzhaikan, 2023). Islamic education in Indonesia includes various types of institutions, such as madrasas, Islamic boarding schools, and this diversity is often a source of conflict, especially when there are differences in interpretations of religious teachings. This conflict not only impacts the learning environment but also the relationships between students and between students and teachers (Lajoie et al., 2022). A study by the Research and Development and Training Agency of the Ministry of Religion (2020) shows that conflicts related to religious understanding contribute significantly to the instability of the educational environment. Therefore, there is a need for a holistic solution that can accommodate diversity and promote sustainability in conflict management in Islamic education.

Conflict in Islamic education has a broad impact, ranging from a

decline in academic performance to disruption in students' social-emotional development (Hadikusumo, 2024). This problem is exacerbated by the lack of training for teachers in diversity and inclusion-based conflict management. Many teachers may not yet have the skills to identify and resolve conflict in a way that promotes understanding and appreciation of differences. This research aims to develop solutions that are not only reactive to conflict but also proactive in preventing it through comprehensive education and training.

In the world of education, conflicts often arise between teachers, students and structural officials in the organizational structure. Having additional tasks that are not in accordance with your responsibilities as a teacher can cause conflict and even stress (Anita et al., 2022). In addition, data from the Ministry of Education and Culture (2021) shows that schools that implement an inclusive and participatory approach to conflict management have a higher level of success in creating a harmonious and productive learning environment. This evidence confirms that there is an urgent need for more inclusive and holistic conflict management solutions.

This research was conducted because of the need to find effective and sustainable solutions in conflict management in Islamic education. Education is one of the main pillars in forming the character and values of the younger generation. Poor conflict management can have a negative impact on student development and social stability (Ashraf et al., 2023). Therefore, this research aims to develop a holistic solution model that can be implemented in various Islamic education contexts to create an inclusive and harmonious environment. In addition, it is hoped that this research can provide theoretical and practical contributions to the fields of Islamic education and conflict management. Theoretically, this research will enrich existing literature by providing a new perspective on

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holistic solutions in conflict management in Islamic education. Practically, it is hoped that the results of this research can be used by Islamic educational institutions, policy makers and other stakeholders to improve conflict management and support sustainable diversity.

Uswatun Hasanah in her research: "Conflict Management in Improving the Quality of Work in Educational Institutions identified that conflict in the Islamic institutional environment not only originates from natural differences in views, goals, backgrounds, personalities and other environmental factors, but can also be engineered for other purposes. (Hasanah, 2020). This study focuses on the application of Uswah Hasanah (prophetic guidance) in conflict resolution techniques, especially through negotiation, clarification (tabayyun), deliberation (musyawarah), and arbitration (tahkim). which is broader than holistic conflict management which includes prevention, mitigation and reconciliation. A holistic approach will address the root causes of conflict, increase understanding and empathy between various groups, and encourage healing and reconciliation mechanisms.

Zaedun Na'im in the research title: Conflict management from an Islamic perspective found that poor communication between individuals and lack of mutual understanding, lack of clarity in the division of tasks, differences in reward systems and the scope of work carried out can create conflict. In conclusion, conflict from a conflict management perspective is that not all conflict is synonymous with something bad because if an organization is managed properly, the results will also be constructive (Na'im, 2021). These conflicts usually arise from different interpretations of religious

teachings, teaching methods, and daily practices. The resolution strategies used by madrasas tend to be reactive and unsystematic, often

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only solving problems that have already occurred without effective prevention efforts. A reactive approach and lack of systematicity in conflict management exacerbates the situation. This research has not integrated a comprehensive holistic approach and has not focused on conflict prevention through multicultural strategies.

Research on Conflict Management in Islamic Education in 2024 aims to identify effective strategies and approaches in handling conflict in the Islamic education environment and develop a framework that can be applied for conflict management in Islamic education. The results of research conducted by Nurul Hafshotus Shofirah are that effective conflict management strategies have been successfully implemented, such as open dialogue, mediation, and strengthening the values of tolerance. Educational leaders have a crucial role in creating an environment conducive to conflict resolution. In conclusion, it is important for education managers to implement appropriate conflict management theory, so that the educational environment becomes more harmonious and productive (Shofirah et al., 2024).

The main problem in this research is how to find and implement holistic solutions for conflict management in Islamic education that can accommodate diversity and support sustainability. The conflicts that occur are not only interpersonal but also structural, including aspects of curriculum, teaching methods, and educational policies regarding how holistic solutions can be applied in conflict management in Islamic education to build sustainable diversity. This question is important considering the complexity and multi-dimensionality of the conflict, which requires an interdisciplinary and comprehensive approach. This research proposes a new theory that integrates a holistic approach in conflict management in Islamic education with an emphasis on sustainable diversity. This sustainable, diversity-based conflict

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management theory enriches the literature on conflict management by emphasizing the importance of integration between multicultural education, participatory approaches, and holistic strategies in the context of Islamic education (Alessi, 2023). This model offers practical solutions that can be implemented by Islamic educational institutions to improve conflict management and support diversity.

The conclusion is that a holistic approach that includes academic, social, emotional and spiritual aspects is more effective in conflict management in Islamic education than

conventional approaches (Hamami & Nuryana, 2022). This approach emphasizes collaboration and active participation from all stakeholders to create an inclusive and harmonious educational environment. It is hoped that this research can provide theoretical and practical contributions to the fields of Islamic education and conflict management, as well as supporting sustainable diversity in Indonesia. Thus, this research does not only focus on conflict resolution but also on prevention and sustainable management, which is expected to improve the quality of education and social harmony in Islamic educational institutions..

B. Method

The research approach used in this study is a qualitative approach. This approach was chosen because the research aims to understand social phenomena related to conflict management in Islamic education in depth and contextually. Qualitative research allows researchers to explore the views, experiences, and perceptions of various stakeholders in the Islamic education environment, which is important for developing holistic solutions that are relevant and applicable.

The type of research used is a case study. Case studies were chosen

because this method allows researchers to carry out in-depth analysis of the implementation of conflict management solutions in several different Islamic schools (Alam, 2020). By using case studies, researchers can collect rich and detailed data about multicultural approaches in curriculum, dialogue between stakeholders, inclusive school policies, and the use of technology. This case study will provide insight into best practices and challenges faced in efforts to build sustainable diversity.

The data sources for this research consist of primary data and secondary data. Primary data was obtained through in-depth interviews with school principals, teachers, students, parents, committee members, guidance and counseling teachers, lecturers and religious community leaders. Apart from that, researchers also conducted participant observations in the schools selected as case studies to see directly the implementation of conflict management policies and practices. Secondary data was obtained from school documents, annual reports, education policies, and relevant literature. Data collection techniques used include semi-structured interviews, participant observation, and document analysis.

To ensure the validity of the data, researchers used triangulation of sources and methods. Source triangulation involves comparing data from multiple sources, such as interviews, observations, and documents, to identify the consistency and validity of information. Method triangulation involves the use of various data collection techniques to ensure that research findings are unbiased and reliable (Santos et al., 2020). The data analysis technique used is thematic analysis, where the data that has been collected is coded and categorized into main themes according to the research focus. Thematic analysis allows researchers to identify patterns and relationships between various aspects of conflict management and

diversity in Islamic schools, which can then be used to formulate holistic and applicable policy recommendations.

C. Results And Discussion

The informants in this research consisted of various parties involved in Islamic education, such as school principals, teachers, religious leaders and educational practitioners. From the results of interviews with informants, researchers obtained various points of view regarding the causes, impacts and solutions to conflicts in Islamic education.

The Importance of a Multicultural Approach in the Curriculum

A multicultural approach not only enriches students' learning experiences but also plays a crucial role in conflict management and sustainable development of diversity in the educational environment. A multicultural approach in the curriculum aims to introduce students to various cultures, traditions and perspectives that exist in society. By understanding and appreciating this diversity, students are expected to develop an attitude of tolerance and appreciation for differences. This is very important in the context of Islamic education, where the values of inclusivity and respect for others are an integral part of the teachings.

Implementing a multicultural approach can be done in several ways. First, developing teaching materials that include case studies and examples from various cultures and traditions. This material must be designed in such a way that it is relevant to students' daily lives and capable of sparking in-depth discussions about diversity issues. For example, historical material that highlights the contributions of various ethnic and religious groups in the development of society can provide students with a broader perspective. Second, teacher training is a very important aspect. Teachers need to be equipped with the knowledge and

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skills to teach multicultural education effectively. These training programs may include teaching techniques that can accommodate students from various backgrounds, as well as strategies for confronting and managing conflicts that may arise due to cultural or religious differences. Third, student evaluation methods also need to be adapted to measure their understanding of cultural diversity. Evaluation does not only focus on cognitive aspects but also includes assessing students' attitudes and behavior towards differences. Group projects, presentations, and class discussions can be effective evaluation tools in this context.

A multicultural approach in the curriculum can also be strengthened through collaboration with local communities. Inviting community leaders, cultural practitioners, and religious leaders to share their experiences and knowledge in class can provide a lively and real perspective for students. This not only enriches the curriculum but also builds stronger bridges between schools and communities.

Overall, these findings emphasize that a multicultural approach in the Islamic education curriculum is an important step to create a harmonious and inclusive learning environment. By teaching students to appreciate and celebrate diversity, schools can play a key role in building a more tolerant and just society.

In order to dig deeper into the importance of multicultural education in the curriculum, I conducted an interview with Mr. Ahmad Fauzan Ihsan, S.Pd.I, M.Pd as head of Madrasah Aliyah and Mrs. Muthmainnah, S.Sos.I as Multicultural education coordinator at the RMI Putri organization Banyuwangi as well as students at Ibnu Sina Middle School

Question: Why do you consider it important to integrate a multicultural approach in the madrasa curriculum?

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Mr Ahmad Fauzan: "The integration of a multicultural approach in the curriculum is very important because we live in an increasingly diverse society. By introducing students to

various cultures and religions from an early age, we can instill values of tolerance and respect for differences. This is not only about understanding other cultures, but also about building important social skills, such as empathy and cross-cultural communication." (KMA-ST)

Question: What do you think about lessons that contain multicultural elements? Kayyisna: "I really like lessons that tell me about other cultures and religions. This makes me feel closer to friends from different backgrounds. I also feel that I appreciate

differences more and am not quick to judge others. This makes the atmosphere in the class is more peaceful and respectful." (SMT)

Question: What do you think about the importance of a multicultural approach in your child's education?

Ibu Muthmainnah: "I really support a multicultural approach in education. My children learn to appreciate differences and become more tolerant. This is important because they will grow up in an increasingly global and diverse world. I also see that my children are becoming more critical and think more broadly about social and cultural issues."(KPPM-RMIP)

From the results of interviews with various stakeholders, it can be concluded that a multicultural approach in the curriculum is considered very important for building an inclusive and tolerant educational environment (Aslan & Aybek, 2020). Principals, teachers, students, parents, and religious community leaders agree that the integration of a

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multicultural approach not only increases understanding and respect for diversity, but also strengthens students' social skills and creates a harmonious learning atmosphere (Khalfaoui et al., 2021). Challenges in implementation exist, but the long-term benefits are very significant in forming a more open and tolerant generation.

The Role of Interreligious Dialogue and Stakeholders in Reducing Conflict

Interfaith dialogue and stakeholders play a crucial role in reducing conflict in the Islamic education environment. Through constructive and inclusive dialogue with Mr. Sholihin, S.Pd. as an Islamic religious education teacher at Minhajututhullab Middle School, Mr. Bashori, S.Pd as a guidance and counseling teacher at MI Miftahul Qulub and the head of the Sunan Ampel Banyuwangi Islamic boarding school, Kyai Habib Imroni, can build a better understanding and respect for diversity. This dialogue not only helps overcome prejudice and stereotypes, but also creates space for collaboration and cooperation across cultures and religions.

Question: How can interfaith and stakeholder dialogue help reduce conflict in this school?

Mr Bashori, S.Pd: "Interreligious dialogue is very helpful in creating understanding and respecting differences between students. We often hold open discussions involving students, teachers and religious leaders from various backgrounds. This helps reduce tension because each party feels heard and appreciated. In addition, we also involve parents and communities in this dialogue to ensure broader support."(GBK-MIQL)

Question: What is your experience with interreligious dialogue in classroom and teaching contexts?

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Mr. Sholihin, S.Pd: "Interfaith dialogue has had a positive impact in the classroom. Students are more open and willing to discuss their differences in a healthy way. I see an increase in their ability to empathize and understand other people's perspectives. This is very important in creating an inclusive and peaceful learning environment. We also often involve other stakeholders such as parents and communities in these activities to strengthen the message of tolerance."

Question: What benefits do you see from interfaith dialogue in an educational context? Kyai Habib Imroni: "Interfaith dialogue is very important for building social cohesion. In schools, this helps eliminate prejudice and stereotypes which are often the source of

conflict. By dialogue, students and communities learn to see similarities amidst their differences, which ultimately creates a more peaceful and harmonious environment." (PP- SA)

The results of the interviews and diagrams show that interreligious dialogue and stakeholders play a significant role in reducing conflict in the Islamic education environment. Subject teachers or guidance and counseling teachers and religious community leaders agree that this dialogue increases understanding, tolerance and respect for diversity (Heinze & Soderstrom, 2024). This dialogue also helps develop communication and conflict resolution skills, and shapes more inclusive policies and practices. Interfaith dialogue is not just a means of communication, but also an important tool in building a harmonious and inclusive school community. Dialogue between religions and stakeholders allows various parties to share perspectives and experiences, which in turn strengthens social ties and reduces tensions (Sorenson & Milbrandt, 2023). Dialogue involving all stakeholders creates an environment where each individual feels valued and heard (Ledwith & Springett, 2022). This

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not only reduces conflict but also promotes the values of cooperation and mutual respect, which are essential for sustainable diversity.

Interfaith and stakeholder dialogue helps develop effective communication skills and conflict resolution techniques among students and staff (Bowling, 2022). The indicators are an increase in the ability of students and staff to handle conflict through mediation and negotiation, a decrease in the number of unresolved conflicts, and survey results showing an increase in communication skills among dialogue participants. Formation of Inclusive Policies and Practices is used to form school policies that are more inclusive and responsive to cultural and religious diversity. Due to the adoption of new policies that support inclusivity, changes in school codes of conduct that reflect multicultural values, and increased satisfaction from the school community about existing policies and practices.

Implementation of Inclusive School Policies

Implementation of inclusive school policies relies heavily on the awareness and commitment of all stakeholders, including school principals, teachers, staff, students, parents and the surrounding community. Awareness of the benefits of inclusive education and commitment to making it happen is the basis for creating a friendly and inclusive school environment for all students (Helmer et al., 2023). Curriculum and learning in inclusive schools must be designed to accommodate the diverse learning needs of all students. This can be done by implementing various student-centered learning strategies, using teaching materials that suit individual needs, and providing pedagogical support for students who need it. Inclusive school teachers and staff need to have sufficient competence to understand and meet the diverse learning needs of all students (Holmqvist & Lelinge, 2021). This can be

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achieved through ongoing training and professional development, which focuses on inclusive learning strategies, effective classroom management, and early identification and intervention for students with special needs. An inclusive school culture must be built on mutual respect, respect for differences, and acceptance of all students (Eden et al., 2024). This can be achieved by creating a safe and supportive school environment, encouraging positive interactions between students, and celebrating the diversity of students' cultures and backgrounds. Regarding the implementation of inclusive school policies, the author has conducted interviews with the school committee, the principal of Ibnu Sina Islamic Middle School and studies at the largest Islamic boarding school institution in Banyuwangi.

Question: What are the hopes and challenges of implementing the Inclusive School Policy from the perspective of the committee chair?

Committee Chair: "I fully support the implementation of inclusive school policies in schools because I see the many benefits of inclusive schools, such as increasing feelings of tolerance and mutual respect between students. "Even though there are several challenges, such as a lack of understanding about inclusion and limited resources, cooperation from all parties is expected to overcome the challenges and create an ideal inclusive school." (KK-MAN 4).

Question: How is the implementation of the inclusive school policy at Ibnu Sina Middle School?

Principal of Ibnu Sina Middle School: "Ibnu Sina Middle School has implemented several strategies, such as teacher training, inclusive curriculum development, and providing mentoring services for students,

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we also make clear and measurable learning goals, vary learning methods, provide choice and flexibility and use technology to help students learn and reach their full potential." (KS-IS)

Question: How do you see the role of diversity in education at Islamic boarding schools and institutional schools?

Secretary of Education and Teaching at the Islamic Boarding School: "Darussalam Islamic Boarding School Blokagung ensures that every student has equal access to education, policies have been implemented well, although adjustments are needed in the curriculum to accommodate various learning needs. Although there are challenges such as a lack of resources and training for teachers on inclusive teaching methods. "But institutions

always try to find solutions by holding regular training for teachers and strengthening collaboration with other educational institutions to share resources." (SBP- DARUSSALAM)

The results of the interviews showed that all parties agreed on the importance of inclusive school policies as a step to create sustainable diversity in education. Despite significant challenges such as limited resources and social stigma, each institution has tried to find solutions through training, collaboration and scholarship programs. The implementation of inclusive policies is not yet fully optimal, but there are positive steps taken to support diversity in education. Commitment from all parties from Islamic boarding schools, schools, to committees is needed to create a truly inclusive environment. Inclusive education policies are not just about providing facilities, but also involve changes in society's attitudes and understanding. Support from all stakeholders is very important in overcoming existing challenges (Rapp & Corral-Granados, 2024), thereby creating synergies that benefit all students,

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especially in the context of Islamic education.

Use of Technology to Improve Communication and Understanding

The use of technology significantly improves communication and understanding in Islamic education environments, which contributes to conflict management and sustainable diversity development. Technologies, such as e-learning platforms,

communication applications, and online collaborative tools, enable faster and more efficient exchange of information, as well as providing space for inclusive and interactive dialogue (Haleem et al., 2022). This helps overcome traditional communication barriers and creates a more connected and harmonious learning environment

The use of technology will increase communication efficiency, frequency and speed of response in digital communication, the number and diversity of digital learning materials available and used by students as well as increasing digital skills scores in student evaluations and teacher training which can reduce incidents of misunderstanding-based conflict. In this case I conducted interviews with various stakeholders such as Drs. Saeroji M.Pd as Head of MAN 2 Banyuwangi, Mrs Dr Siti Aimmah as Dean of the MPI UIMSAYA Faculty, Mr Rudi as Deputy Head of Student Affairs MTsN3 Banyuwangi regarding the Use of Technology to Improve Communication and Understanding.

Question: How does the use of technology help improve communication and understanding in your faculty?

Dr. Siti Aimmah Dean of Faculty Dean of Faculty: "Technology has become a very important tool in our faculty. The e-learning platform allows us to provide diverse and easily accessible learning materials for

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all students. In addition, communication applications such as WhatsApp groups and online discussion forums helps students and lecturers stay connected and discuss outside of lecture hours. This facilitates more inclusive dialogue

and helps overcome communication barriers that may exist." (DK-UIMSYA)

Question: How is technology used in your school to improve communication and understanding?

Head of MAN 2 Banyuwangi: "In our school, technology has changed the way we communicate and share information. We use instant messaging applications and online learning platforms to ensure that all students can access learning materials and communicate with teachers at any time. This not only increases efficiency communication but also allows us to more quickly respond to the needs of students and parents. In

addition, technology helps us in organizing collaborative projects that involve students from various backgrounds, which enriches their understanding of diversity." (K-MAN 2)

Question: What benefits do you see from using technology in improving communication and understanding among students?

Deputy Principal for Student Affairs: "The use of technology is very helpful in managing student activities. Communication applications allow us to quickly disseminate information about school activities and programs to students and parents. In addition, online collaborative platforms allow students to work together on projects- projects without having to meet physically, which is very useful especially in a pandemic situation. Technology also helps reduce misunderstandings because

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information can be conveyed more clearly and in detail." (WKSS-MTsN 3)

The interview results show that the use of technology plays an important role in improving communication and understanding in educational environments. Faculty deans, principals, and vice principals for student affairs all agree that technology facilitates better access to learning materials, speeds up and clarifies communication, and supports more effective collaboration among students and staff. Technology also helps overcome communication barriers and reduces misunderstandings which are often a source of conflict (Daramola et al., 2024). From these interviews, it can be interpreted that technology not only functions as a communication tool, but also as a bridge to overcome gaps and increase inclusion (Ehimuan et al., 2024). With easier and faster access to information and opportunities for more inclusive dialogue, technology helps create a more connected and harmonious educational environment. This is especially important in the context of Islamic education, where diversity is often a challenge. The use of

technology allows all stakeholders to participate actively and effectively, ultimately supporting conflict management and sustainable diversity development (Martínez-Peláez et al., 2023).

Overall, interviews show that the integration of technology in education not only increases efficiency and connectedness, but also plays a crucial role in promoting tolerance, collaboration, and better understanding between various groups (Aimah, 2023). This emphasizes the importance of continuing to develop and adopt new technologies to support the goals of a more inclusive and harmonious education. This integration also strengthens the ability of educational institutions to create holistic solutions for conflict management and build more diverse

and sustainable communities.

D. Conclusion

Several important findings that can be applied to managing conflict and promoting diversity in Islamic education. First, this research emphasizes the importance of a multicultural approach in the educational curriculum. By integrating material that reflects cultural and religious diversity, students can develop a broader understanding and appreciation of differences. A multicultural curriculum not only helps reduce prejudice, but also prepares students to live in an increasingly global and pluralistic society. Second, this research finds that inter-religious and inter-stakeholder dialogue is very effective in reducing conflict. Open and constructive dialogue allows parties to understand each other's perspectives, build trust, and find joint solutions to the problems at hand. This shows that good and inclusive communication is key in resolving conflict and promoting peace.

In addition, this research emphasizes the importance of implementing inclusive school policies. This policy should cover all aspects from student admissions to teaching methods that respect and celebrate diversity. With inclusive policies, schools can create a safe and supportive environment for all students, regardless of their background. Finally, this research shows that technology can be a very effective tool in improving communication and understanding. The use of e-learning platforms, communication applications and online collaborative tools enables faster and more efficient exchange of information, as well as providing space for inclusive and interactive dialogue. Technology helps overcome traditional communication barriers and creates a more connected and harmonious learning environment. Overall, this research

suggests a holistic approach that combines multicultural curriculum, interfaith dialogue, inclusive policies, and technology to build sustainable diversity in Islamic education.

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