

## LEGAL CHALLENGES IN MANAGING SOCIAL CONFLICTS IN THE EDUCATIONAL ENVIRONMENT

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### Article History

Received: 11-03-2024

Revision: 14-03-2024

Accepted: 15-03-2024

Published: 17-03-2024

**Abstract.** Education plays a crucial role in shaping a just and civilized society. However, the educational environment is not always free from social conflicts. This research aims to analyze the legal challenges in managing social conflicts in the community environment through the perspective of Law Number 20 Year 2003 concerning the National Education System. The research method employed is a literature review using data from Google Scholar from 2020 to 2024. Search keywords include law, social conflict, and the educational environment. The data analysis technique used in this research is qualitative data analysis. The qualitative data analysis process involves several steps, such as organising the data, forming themes or patterns, and interpreting the findings from the scientific articles used. The study findings indicate that managing social conflicts in the educational environment, in accordance with Law Number 20 Year 2003 concerning the National Education System, poses a complex challenge that requires a deep understanding of the legal principles contained within it. These conflicts often stem from differences of opinion or perspectives among various parties involved in the educational environment and can affect the stability and quality of education. To address these challenges, an integrated approach and concrete steps involving various relevant parties such as capacity-building are necessary.

**Keywords:** Law, Social Conflict, Educational Environment

**Abstrak** Pendidikan adalah salah satu bidang yang memegang peran krusial dalam pembentukan masyarakat yang adil dan beradab. Namun, lingkungan pendidikan tidak selalu terbebas dari konflik sosial. Penelitian ini bertujuan untuk menganalisa tantangan hukum dalam pengelolaan konflik sosial di lingkungan Masyarakat melalui Perspektif Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Metode penelitian ini adalah tinjauan pustaka yang menggunakan data dari Google Scholar dari tahun 2003 hingga 2024. Kata kunci pencarian antara lain hukum, konflik sosial, dan lingkungan Pendidikan. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif. Proses analisis data kualitatif melibatkan beberapa langkah, seperti mengorganisir data, membentuk tema atau pola, dan menginterpretasikan temuan dari artikel ilmiah yang digunakan. Hasil studi menunjukkan bahwa pengelolaan konflik sosial dalam lingkungan pendidikan, sesuai dengan Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, merupakan sebuah tantangan kompleks yang memerlukan pemahaman mendalam terhadap prinsip-prinsip hukum yang terkandung di dalamnya. Konflik tersebut sering kali muncul dari perbedaan pendapat atau perspektif di antara berbagai pihak yang terlibat dalam lingkungan pendidikan, dan dapat mempengaruhi stabilitas serta kualitas pendidikan. Untuk mengatasi tantangan ini, diperlukan pendekatan yang terpadu dan langkah-langkah konkret yang melibatkan berbagai pihak terkait seperti penguatan kapasitas.

**Kata Kunci:** Hukum, Konflik Sosial, Lingkungan Pendidikan

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**How to Cite:** Elpina. (2024). Legal Challenges in Managing Social Conflicts in the Educational Environment. *Indo-MathEdu Intellectuals Journal*, 5 (2), 1523-1533. <http://doi.org/10.54373/imeij.v5i2.920>

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## INTRODUCTION

Education plays a vital role in shaping a cultured and just society (Bagea et al., 2023). However, educational environments are often tainted by social conflicts stemming from various factors such as cultural differences, values, or political views among education stakeholders. Such conflicts can hinder the educational process and create tension among members of the educational community, which in turn can impede the achievement of inclusive and sustainable educational goals. Educational institutions and the government need to acknowledge the existence of these conflicts and take proactive steps to facilitate constructive dialogue and problem-solving to promote a harmonious and supportive educational environment for all individuals involved (Ajudeonu & Ossai, 2022).

The primary legal framework for managing the education system in Indonesia is Law Number 20 of 2003 concerning the National Education System (Pusdiklat Perpusnas, 2003). This regulation summarizes various aspects related to rights and obligations in the context of education and establishes principles of quality education governance. Through this law, the structure and processes of education, the right to access education for all citizens, and the responsibilities of the government and stakeholders in ensuring the provision of equitable, inclusive, and quality education are detailed. The law also regulates curriculum standards, evaluation, and accreditation of educational institutions, and provides guidance on the involvement of society in advancing the national education system. In essence, Law Number 20 of 2003 serves as an important foundation for government and societal efforts to improve the quality and relevance of education in achieving sustainable national development goals.

Although Law Number 20 of 2003 provides a clearly structured legal framework for education management, there are challenges in bridging the gap between the legal principles outlined in the law and the social dynamics occurring within the educational environment in practice. This inconsistency often results in situations where the implementation of education policies and the direct needs of the community are not fully aligned, leading to tension and conflicts that require specific interventions (Eko Sudarmanto, 2021). The importance of addressing this misalignment cannot be overlooked, as it can hinder the achievement of inclusive and sustainable educational goals (Juntak et al., 2023). Thus, there is a need for joint efforts from the government, educational institutions, and society to align the implementation of education policies with the existing social realities and promote inclusive dialogue and collaboration in addressing arising conflicts to create a harmonious and supportive educational environment for all involved parties.

The role of law in addressing social conflicts in the educational context is crucial. By deeply understanding the legal principles regulated in Law Number 20 of 2003, stakeholders involved in conflicts can have a solid foundation to find solutions that comply with the applicable legal framework. This includes a comprehensive understanding of the rights and obligations stipulated by the law, as well as the ability to apply these principles in resolving conflicts effectively and fairly. Law also provides clear structures and procedures for dispute resolution, including alternative mechanisms such as mediation or arbitration, which can help facilitate dialogue and negotiation between conflicting parties (Korah, 2013). Thus, a robust understanding of the legal aspects of education is a crucial foundation in efforts to resolve conflicts peacefully and constructively, ultimately supporting the creation of an inclusive and harmonious educational environment.

Despite the clear and structured legal framework provided by Law Number 20 of 2003, its implementation often faces various challenges that affect its effectiveness. Some of these challenges include resource limitations, both in terms of finances and educational infrastructure, which can hinder the government and related institutions' ability to comprehensively implement education policies. Additionally, a lack of comprehensive understanding of the legal aspects regulated by the law can pose a barrier to its implementation, as it requires specialized expertise in interpreting and applying legal provisions accurately and fairly (Riskiyono, 2015). Furthermore, the inability to effectively manage social conflicts is also a serious challenge often encountered, as it can disrupt the smooth running of the education process and create tension within the educational environment (Amalia, 2015). Therefore, to enhance the effectiveness of the implementation of Law Number 20 of 2003, comprehensive efforts are needed to address these challenges through improving access to resources, enhancing legal understanding among stakeholders, and strengthening capacity in managing and resolving social conflicts in a constructive and sustainable manner.

With a deep understanding of the complexity of legal challenges in managing social conflicts in the realm of education, significant opportunities arise to improve the implementation of Law Number 20 of 2003. The aim of this research is to conduct a comprehensive analysis of these challenges, considering various aspects ranging from resource limitations to the lack of comprehensive legal understanding, and to develop solutions that align with the principles of the law. In this regard, a holistic and in-depth approach is needed to identify the root causes of the various challenges faced and to develop effective and sustainable resolution strategies. Moreover, the importance of considering multidisciplinary perspectives is acknowledged, as social conflicts in the educational environment often involve

complex aspects such as culture, politics, and economics. Thus, this research is expected to make a valuable contribution to the efforts to achieve inclusive and sustainable educational goals through the application of appropriate and relevant legal principles.

## **METHOD**

This research method employs a literature review utilizing data from Google Scholar spanning from 2003 to 2024. The study leverages the Google Scholar search engine to identify relevant articles pertaining to the topic "Legal Challenges in Managing Social Conflicts in the Educational Environment (Perspective of Law Number 20 Year 2003 concerning the National Education System)". Relevant keywords related to the research subject were used for the search. Following the initial search, a stringent filtering process was conducted on the retrieved articles. Filtering was based on relevance to the research topic, publication year (2003-2024), and the quality and reputation of the authors and journals publishing the articles. Articles that did not meet these criteria were eliminated from the list. After the filtering process, data from 50 articles meeting the criteria were collected. Subsequently, these articles were analyzed in depth to extract relevant information for the research. Information obtained from these articles was then organized and analyzed to support the arguments and findings of this study. From the 50 collected articles, further selection was made to choose the 23 most relevant and high-quality articles. These articles were then used as a basis for discussing the research topic, analyzing findings, and drawing conclusions. By employing a literature review approach and gathering data from Google Scholar, this research aims to provide a comprehensive and in-depth overview of the legal challenges in managing social conflicts in the educational environment. The data analysis technique used in this research is qualitative data analysis. The qualitative data analysis process involves several steps, such as organising the data, forming themes or patterns, and interpreting the findings from the scientific articles used.

## **RESULTS**

Law is a system of norms that regulates the behavior of individuals and society within a particular country or region (Weisberg, 2003). This legal system encompasses rules established by authorized authorities, both in the form of written regulations and widely recognized customs. The primary purpose of law is to maintain order, justice, and security in a society, as well as to regulate relationships between individuals, groups, and the government (Gostin et al., 2019). Law plays a crucial role in upholding moral values and ethics considered important by society, and it provides a framework for resolving conflicts and disputes that arise. Thus,

law serves as a primary instrument in building and maintaining a stable social order that functions fairly for all members of society.

Social conflict refers to tension or disagreement that arises between individuals, groups, or classes within society with differing interests, values, or goals (De Dreu, 2010). Social conflicts can take various forms, such as conflicts between workers and employers regarding labor rights, conflicts between different ethnic or religious groups, or conflicts between generations with different views and interests. The nature of social conflict can be open and destructive, such as in the form of demonstrations or riots, but it can also be hidden and constructive, such as in the form of debates or negotiations between involved parties (Eichenauer & Gailing, 2022). Social conflicts can arise in response to injustice, social inequality, or inevitable differences in interests within society. In the context of education, social conflicts may arise due to cultural differences, teaching approaches, or differences in views regarding educational policies. Addressing social conflicts is important to maintain social stability and promote equality, justice, and harmony within society.

The educational environment refers to the entire physical, social, and cultural context in which the process of education takes place (Atrup et al., 2023). This includes classrooms, school facilities, as well as interactions between students, teachers, school staff, parents, and the surrounding community. The educational environment is not limited to physical environments such as school buildings and libraries but also includes norms, values, and cultures that shape students' educational experiences (Sunarso et al., 2024). This includes educational policies, school curricula, teaching methods, and values emphasized in the learning process. The educational environment also encompasses non-formal and informal aspects of education, such as extracurricular learning activities, and the influence of the home and community environment on students' learning processes (Tuhuteru et al., 2023). By considering an inclusive, safe, and stimulating educational environment, it is hoped that conditions supporting the growth, development, academic, and social achievements of students can be created.

## **DISCUSSION**

The legal challenges related to the management of social conflicts in the educational environment, especially within the scope of Law Number 20 of 2003 concerning the National Education System, are a complex issue that demands deep understanding and a holistic approach. Education is considered a crucial foundation in the nation-building process, yet it often faces difficulties in maintaining the stability of the educational environment due to the

emergence of social conflicts stemming from various diverse factors (Septianti et al., 2023). One of the main challenges faced in managing social conflicts in the educational environment is the diversity of opinions or perspectives that arise among various stakeholders involved, such as students, parents, educators, and other relevant entities (Somantrie, 2011). These conflicts may arise from various diverse issues, including cultural differences, religious disparities, and differences in views regarding educational policies. This dynamic creates complexity in the conflict resolution process and underscores the importance of adopting inclusive and deep understanding-based approaches to diversity in the educational context.

Managing social conflict within the framework of Law Number 20 of 2003 requires a deep understanding of the legal principles it encompasses. One crucial principle is the principle of inclusivity, which emphasizes the importance of involving various stakeholders in decision-making processes related to the field of education (Efendi & Ibnu Sholeh, 2023). In this context, the government, educational institutions, society, and other relevant entities are expected to collaborate to achieve the best solutions in handling conflicts. This necessitates the implementation of holistic and sustainable approaches that allow active participation from all stakeholders, thus promoting justice, diversity, and sustainability in the educational environment.

In reality, the application of these legal principles often faces various challenges. One of the hurdles is the lack of understanding regarding the rights and obligations stipulated in Law Number 20 of 2003, both among the general public and educational stakeholders themselves. This lack of understanding can trigger disagreement or even resistance to policies implemented by relevant parties, ultimately potentially leading to social conflicts (Kusworo, 2019). Therefore, it is important for stakeholders to increase their awareness and understanding of the law, and prioritize educational efforts aimed at addressing misunderstanding and enhancing participation in decision-making processes related to education. This way, it is hoped that the potential for conflict can be reduced and a more harmonious and inclusive educational environment can be created.

Furthermore, there are other challenges that need to be overcome regarding law enforcement and effective and fair conflict resolution. Weaknesses in the slow judicial system, complex bureaucracy, and limited resources can hinder the efficient resolution of conflicts. Successfully handling conflicts also requires specific competencies and skills in mediation, negotiation, and dispute resolution (Reskiani et al., 2016). Overcoming these challenges requires collaborative efforts from various stakeholders, including the government, judicial institutions, civil society organizations, and other relevant parties, to develop comprehensive

and sustainable strategies to improve the effectiveness of law enforcement and conflict resolution systems in the educational environment.

Managing social conflicts in the educational environment not only requires responsive handling of emerging situations but also necessitates proactive preventive approaches. One effective strategy in this regard is through capacity building, training, and education on peaceful conflict resolution (Astri, 2011). Additionally, promoting dialogue and tolerance among various stakeholders involved in the educational environment is also a key factor in preventing conflict escalation (Mazid & Istianah, 2023). By increasing understanding of constructive conflict resolution strategies and encouraging attitudes of mutual respect and understanding of differences, it is hoped that a more harmonious and inclusive educational environment can be created. The importance of this approach is to foster a culture that supports peaceful conflict resolution, which in turn will strengthen the resilience of the educational community against potential conflicts that may arise.

Therefore, managing social conflicts in the educational environment, in line with the perspectives outlined in Law Number 20 of 2003 regarding the National Education System, marks a complex challenge that requires integrated and comprehensive approaches from various relevant parties. In responding to this challenge, firm commitment is required to ensure that the rights of all parties involved in the educational environment are respected and protected. This involves strengthening policies and practices that support the creation of a safe, inclusive, and supportive educational environment for all learners. Collaborative efforts from the government, educational institutions, society, and other stakeholders are crucial to implementing effective strategies in handling conflicts and fostering a culture of dialogue, tolerance, and mutual understanding in the educational environment. Thus, these efforts are expected to create a conducive learning environment for the personal, academic, and social development of all individuals involved in the national education system.

Not only that, it must be acknowledged that social conflicts occurring within the educational environment often reflect inherent inequalities and injustices within the education system itself. For example, inequalities in access to quality education, discrimination against minority groups, or lack of representation and recognition of local cultures may serve as triggers for conflict. This phenomenon indicates deep-seated structural challenges in efforts to create an equitable and inclusive educational environment for all individuals. Resolving social conflicts in the educational environment must also involve efforts to address the root causes of inequality and injustice underlying them. This requires strong commitment from all relevant parties, including the government, educational institutions, and civil society, to undertake

substantial reforms and promote systemic changes to support justice and equality in education (Sedarmayanti & Nurliawati, 2012).

In responding to the challenges faced, Law Number 20 of 2003 offers a strong foundation for efforts to enhance inclusion, justice, and equality within the education system. However, the implementation of these policies often encounters significant obstacles due to several factors. These include insufficient budget allocations to support the implementation of inclusive policies, as well as a lack of awareness of the importance of inclusion among stakeholders (Lukitasari et al., 2017). Additionally, resistance from parties who may be adversely affected by these changes often poses a serious challenge to realizing inclusive and equitable education reform. Therefore, collective and integrated efforts from the government, educational institutions, civil society, and other relevant parties are needed to overcome these barriers and ensure that every individual has equal access to quality and inclusive education. Therefore, concrete steps are needed to improve the implementation of Law Number 20 of 2003 in managing social conflicts in the educational environment. These steps include:

- **Capacity Building:** Through training and education for all relevant parties, including teachers, school staff, students, and parents, on human rights, inclusion, and peaceful conflict resolution.
- **Establishment of Dispute Resolution Mechanisms:** Encouraging the establishment of effective dispute resolution mechanisms accessible to all parties, such as educational mediators or dispute resolution groups in schools.
- **Strengthening the Role of Educational Supervisory Agencies:** Ensuring that educational supervisory agencies have sufficient capacity and authority to oversee and ensure the enforcement of laws related to education rights and conflict resolution in schools.
- **Promotion of Inclusive Policies:** Developing and promoting inclusive education policies that recognize and value cultural diversity, language, and student backgrounds.
- **Strengthening Partnerships with the Community:** Building strong partnerships between schools and the community, including local organizations, community leaders, and religious institutions, to support joint conflict resolution and promote peace in the educational environment.

By taking these steps, it is hoped that the management of social conflicts in the educational environment will become more effective, fair, and inclusive, in line with the spirit outlined in Law Number 20 of 2003 concerning the National Education System. The implementation of these measures is believed to have widespread positive impacts, not only on the stability and quality of education but also on social development and overall community building. Through

a holistic and integrated approach, communities will have greater opportunities to actively engage in the education process, creating an inclusive environment where every individual feels valued and supported in their efforts to reach their full potential. Thus, these efforts will strengthen the foundation for sustainable growth and progress in the context of education and society at large.

## **CONCLUSION**

Managing social conflicts within the educational environment, as stipulated by Law Number 20 of 2003 regarding the National Education System, presents a multifaceted obstacle that necessitates a comprehensive comprehension of its legal underpinnings. These conflicts frequently emerge from divergent viewpoints or perspectives among the diverse array of stakeholders engaged within the educational milieu, potentially undermining the stability and caliber of education. Consequently, overcoming this challenge mandates the implementation of a holistic strategy encompassing tangible actions and the active engagement of all stakeholders. This entails fostering an environment conducive to open dialogue, promoting mutual understanding, and fostering collaborative problem-solving mechanisms. Moreover, it necessitates the cultivation of a culture of inclusivity, where diverse voices are not only heard but also valued, thus fostering a harmonious and conducive learning atmosphere. Ultimately, by adopting such an approach, educational institutions can effectively mitigate social conflicts, thereby fostering a more equitable, resilient, and enriching educational experience for all stakeholders involved.

## **RECOMMENDATIONS**

Recommendations that can be given based on all the explanations above include: 1) Capacity Building: Training and education are needed for all relevant parties, including teachers, school staff, students, and parents, regarding human rights, inclusion, and peaceful conflict resolution. 2) Establishment of Dispute Resolution Mechanisms: Encourage the establishment of effective dispute resolution mechanisms accessible to all parties, such as educational mediators or dispute resolution groups within schools. 3) Strengthening the Role of Educational Supervisory Institutions: Educational supervisory institutions need to have sufficient capacity and authority to oversee and ensure the enforcement of laws related to educational rights and conflict resolution in schools. 4) Promotion of Inclusive Policies: Develop and promote inclusive educational policies that recognize and value cultural diversity, languages, and student backgrounds. 5) Strengthening Community Partnerships: Build strong

partnerships between schools and the community, including local organizations, community leaders, and religious institutions, to support joint conflict resolution and promote peace in the educational environment. By taking these steps, it is hoped that the management of social conflicts in the educational environment can become more effective, fair, and inclusive, in line with the spirit of Law Number 20 of 2003 concerning the National Education System. This will have a positive impact on the stability and quality of education, as well as the social development and overall community development.

## ACKNOWLEDGMENTS

We express our sincere gratitude to all individuals and organizations whose contributions have been instrumental in the completion of this research. Your support and guidance have been invaluable throughout this journey. Thank you for your unwavering commitment and dedication.

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