

Social conflict management in Elementary Schools and its implications for character building: A case study of SDN 2 Kalipuro

Nur Ali Yasin

Universitas Islam Ibrahimy Banyuwangi, Jl. KH. Hasyim Asy'ari No.01, Dusun Krajan, Kembiritan,
Kec. Genteng, Kabupaten Banyuwangi, East Java 68465, Indonesia
e-mail: nuraliyasin17@gmail.com

Received 6 June 2025

Revised 25 July 2025

Accepted 11 August 2025

ABSTRACT

Conflict between students is an inseparable part of the dynamics of social interactions in elementary school environments. If properly managed, conflict can be an effective means of character education. This study aims to describe the forms and causes of conflict that occurred at SDN 2 Kalipuro, identify conflict management strategies implemented by the school, and analyze their implications for strengthening students' character. This study used a qualitative approach with a case study type. Data collection techniques included observations, interviews, and documentation. The results of the study indicate that student conflicts in elementary schools are generally mild and caused by differences in interests, momentary emotions, and lack of social communication skills. Schools implement various conflict management strategies such as collaborative approaches, mediation, counseling, and strengthening value-based regulations. These strategies have a positive impact on the formation of student characters, especially in terms of tolerance, responsibility, empathy, honesty, and self-control. Thus, conflict management carried out in an educational and sustainable manner can be an integral part of character education in elementary schools.

Keywords: Conflict Management, Elementary School, Student Character, SDN 2 Kalipuro, Case Study

priviet lab.
RESEARCH & PUBLISHING



1. INTRODUCTION

Elementary school is the initial stage in the formal education process and plays an important role in shaping children's character and personality. At this age, students are in a very dynamic period of social-emotional development, where they begin to learn to interact, socialize, and understand the values of living together. However, in this process, it is not uncommon for various behavioral problems to arise that lead to conflicts between students, such as fighting, teasing, unhealthy competition, and other aggressive actions. Conflicts that occur in the school environment can originate from substantive or emotional factors, such as differences in opinions, policies, or personal issues (Arifin, 2025). Problems such as these are normal, but they should not be left without proper handling.

More specifically, conflicts between students, especially at the elementary school level, are often triggered by simple factors, such as fighting over seats, disagreements in playing, or misunderstandings in communication. Although it seems trivial, conflicts that are not managed properly can lead to bigger problems, impacting a non-conducive learning atmosphere and reducing students' comfort and enthusiasm for learning. Conflict is basically any interaction of opposition or antagonism between two or more parties (Na'im, 2021), which in the context of education, means between fellow students. Therefore, handling conflicts early with the right management strategies is necessary as part of efforts to create a safe, comfortable, and supportive school climate for the learning process.

Conflict management in schools is not only the responsibility of Guidance and Counseling (BK) teachers but also an integral part of the role of the principal, class teachers, and all school residents. The principal, as a school manager and leader in education, should be able to consider various strategies to manage conflicts (Suncaka, 2023). The principal, as the leader of an educational institution, plays a strategic role in creating policies and approaches that can facilitate conflict resolution in an educational way. On the other hand, teachers need to have a strong understanding of various styles of conflict management, communication skills, and mediation techniques to be able to recognize and handle conflicts well while creating a classroom atmosphere that supports constructive conflict resolution (Rinjani et al., 2024).

SDN 2 Kalipuro, a public elementary school in Banyuwangi, was not free from these dynamics. Various small incidents involving fights between students often occur in daily activities, both in class and during breaks, and when playing outdoors. This school has heterogeneous student characteristics in terms of social, economic, and cultural backgrounds. This condition is certainly a challenge for fostering a harmonious and conflict-free school atmosphere.

Through initial observations, it appears that teachers at SDN 2 Kalipuro have made various efforts to resolve conflicts between students, ranging from individual approaches and mediation in class to parental involvement in certain cases. However, the effectiveness of these strategies has not been systematically studied, especially from the perspective of institutional conflict management. Thus, it is important to conduct in-depth research to evaluate the conflict management strategies implemented in this school, especially when handling cases of student quarrels as a representation of social problems at the elementary level.

Research on conflict management in educational environments has been widely conducted, with a focus on strategies for preventing violence in schools (Zohriah et al., 2024), handling conflicts in madrasah organizations (Fauzi, 2022), and the relationship between conflict management and stress in school principal leadership (Fathorrahman, 2021). These three studies generally use a literature study approach and emphasize the importance of conflict management from an institutional or structural perspective, such as the role of the principal, administrative strategies, and resolution techniques to create a safe and

orderly school atmosphere. However, these studies have not specifically addressed the context of conflict between students at the elementary school level or how this conflict can be a gateway to direct character development for students. The novelty of this study lies in its empirical and in-depth review of the forms of conflict that occurred at SDN 2 Kalipuro and conflict management strategies that not only function as problem solving but also as a means to strengthen character values such as empathy, responsibility, and tolerance. This study fills a gap that has not been explored in depth, namely, the direct relationship between student conflict management and character education in the context of elementary schools through a qualitative approach based on case studies.

This study is expected to provide an overview of the forms of conflict that arise in the SDN 2 Kalipuro environment, the strategies used by the school to resolve them, and the extent to which these strategies are effective in creating a conducive learning climate. In addition, this study is expected to contribute to the development of a conflict management model that is contextual, educational, and in accordance with the psychological development of elementary school children.

2. METHOD

This study used a qualitative approach with a case study type. Case studies allow researchers to observe a phenomenon in depth and to understand various aspects that are often overlooked by other research methods (Poltak & Widjaja, 2024). This approach was chosen because it is appropriate to reveal in depth the conflict management process that occurs in elementary school environments as well as its implications for strengthening student character. The research was conducted at SDN 2 in Kalipuro, Kalipuro District, and Banyuwangi Regency. This school was chosen because it has diverse student social interaction dynamics and active conflict management practices conducted by teachers and principals. The subjects in this study included the principal, class teachers, and students who had been involved in or had witnessed social conflicts at school.

Data were collected through observations, in-depth interviews, and documentation. Observations were conducted inside and outside the classroom to observe student interactions and teacher responses to conflicts. In-depth interviews were conducted with the principal, several teachers, and several students to obtain information about the form of conflict, resolution strategies, and the impact of handling it on student characteristics. Documentation was used to trace supporting data such as school regulations, disciplinary reports, and student coaching records. Data analysis was conducted inductively through the stages of data reduction, data presentation, and drawing conclusions and verification, as described by Miles and Huberman (Yusuf, 2017). To maintain the validity of the data, researchers used triangulation of sources and methods, namely, by comparing the results of interviews, observations, and documentation, and confirming data between different informants.

3. RESULT AND DISCUSSION

3.1. Forms and Causes of Inter-Student Conflict in Elementary Schools

Conflict is an inseparable part of human social life, even throughout human life (Anwar, 2018), including the elementary school environment. At the age of children, especially at the elementary school level, they are in a phase of emotional and social development that is not yet stable. Children at that age still want to show themselves and find their identity to get attention from their friends and the environment (Ernawati & Yulianti, 2018). They are still in the process of learning to recognize their own emotions,

understand other people's points of view, and appropriately regulate social behavior. Therefore, it is not surprising that conflicts or quarrels often arise during daily interactions between students.

In SDN 2 Kalipuro, this phenomenon is evident from various small incidents that often occur in the school environment. Some examples of conflicts that often occur include factors of nosy friends, fighting because they lose a game, teasing each other, and misunderstandings in group work or when interacting outside the classroom. Although they seem minor, conflicts such as these, if not immediately managed properly, can develop into problems that disrupt the learning process, even affecting long-term social relationships between students.

In general, forms of conflict are the same as forms of bullying that often occur between elementary school students and can be classified into three main types: verbal, physical, and relational (Aini & Thohir, 2023). Verbal conflict includes quarrels due to teasing each other, using harsh words, and arguing in a high tone. Physical conflict includes actions, such as pushing, hitting, or fighting directly, usually as an outburst of uncontrolled emotions. Meanwhile, relational conflict occurs when there is an attempt to exclude friends, form exclusive groups, or spread information that causes misunderstanding. In accordance with its characteristics, elementary school-aged children are often said to be at the group age stage because they begin to show interest in activities with friends and have a strong desire to be accepted in a group (Anisah et al., 2021). The main causes of conflict among elementary school students are diverse. Some dominant factors that are often found in elementary school students include the following:

a. Differences in Characteristics and Emotions among the Students.

Children have different temperaments and backgrounds; therefore, the way they respond to a situation is also different. Including responding to it in the classroom when learning, teachers carry out their learning based on *student-oriented* emphasis on students' learning needs, individual differences, and student personalities (Sitanggang & Saragih, 2013). Students who are more aggressive or dominant tend to be more likely to trigger conflict when they feel disturbed, whereas students who are more sensitive may feel offended by small things.

b. Lack of Effective Communication Skills.

At elementary school age, many students are not yet able to express their feelings or desires correctly. In this situation, students are generally only able to communicate with their close friends and with people who are familiar with them (Tambunan, 2018). They use emotions more often than logic, which makes them easily provoked and difficult to control when there is a disagreement.

c. Social and Cultural Environments.

Students who come from a family environment with a harsh or minimally affectionate communication model tend to imitate these interaction patterns. Parents who are accustomed to interacting in less than ideal environments tend to carry these impacts into their families. Children who are still in the early stages of development will easily imitate and absorb things around them (Talibandang & Langi, 2021). In addition, differences in culture and habits within the family can cause misunderstandings when interacting with friends from different backgrounds. Similar to the conflict between students at SDN 2 Kalipuro, it is inseparable from the influence of the environment outside the school. The majority of students come from families with lower-middle socioeconomic backgrounds, where parents are busy working, mostly as farmers and laborers, so they give less attention and guidance in terms of character formation. In addition, the Madurese cultural background, which, in social stereotypes, is known to have a firm, spontaneous, and sometimes verbally expressive character (although these traits and characters are not all true) (Dartiningsih, 2015). This interaction pattern, if not directed properly, can trigger misunderstandings or tension in the relationships between students. Therefore, conflict management strategies in schools need to consider the sociocultural conditions of

students so that the approach applied is more relevant and effective in forming positive behavior and character.

d. Lack of Intensive Character Building.

Intensive coaching for students can foster superior character (Tang et al., 2024). If character education is not instilled consistently, students will have difficulty developing attitudes, such as tolerance, empathy, and compassion, which are essential for preventing or reducing social conflict in the school environment.

e. Competition in School Activities.

Students' competitive spirit must be fostered so that their spirit of achievement automatically emerges and becomes competitive (Wildaniyati et al., 2023). However, competition in games, group assignments, or competitions often triggers conflict, especially if students feel that they are not being treated fairly or that there is dominance from other friends that is unacceptable.

Conflict in elementary schools is part of the social learning process for children. In nature, humans are social beings who cannot live alone and will definitely interact with others. In the process of meeting and interacting, various problems often arise, which are referred to as conflicts (Tanur et al., 2023). However, conflicts that are not handled properly can cause psychological wounds, damage trust between students, and create an unhealthy classroom atmosphere. Therefore, it is important for schools, especially class teachers and principals, to understand the characteristics of conflicts that arise and recognize the root causes as a basis for designing appropriate conflict management strategies.

Conflict management in elementary school environments must be understood within the framework of the social-emotional development of children aged 7–12 years. At this age, children begin to experience improvements in their ability to socialize, understand other people's perspectives, and develop better self-control but remain vulnerable to conflict because they are not yet fully able to manage emotions and differences of opinion. Therefore, handling conflict in elementary school students is not only aimed at solving problems but also to educate and instill character values such as responsibility, empathy, and cooperation.

According to Erikson (1993), school-age children are in the psychosocial development stage of industry versus inferiority, which is the phase when they begin to compare themselves with their peers and try to demonstrate social competence. When experiencing conflict, children learn to form a social identity and recognize shared rules. If properly managed, conflicts can be a constructive learning tool. Bandura and Walters (1977) also emphasized the importance of social learning, namely that children learn from observing and imitating the behavior of others, including in terms of resolving conflicts. The role of teachers as models in resolving conflicts in a peaceful and dialogical manner is important in this context. In educational practice, conflict management approaches often refer to the Thomas-Kilmann Conflict Mode Instrument (TKI) model, which identifies five basic conflict resolution styles: avoiding, accommodating, compromising, competing, and collaborating (Thomas, 2008). Of these five styles, the collaborative approach is the most appropriate for application in elementary schools because it encourages students to dialogue, listen to each other, and seek solutions together, while simultaneously instilling character values in concrete ways.

Thus, conflict management strategies in elementary schools need to be adjusted to the characteristics of child development and directed toward the process of character formation. Teachers not only act as mediators in conflicts but also as educators of social values that are embedded through the conflict resolution process itself. By understanding the forms and causes of conflict early, schools can be more proactive in preventing conflict and fostering students' social skills. The habit of tolerant attitudes,

strengthening effective communication, and learning character values needs to be part of students' daily lives so that the potential for conflict can be minimized and social life in schools can be harmonious.

3.2. Conflict Management Strategies Implemented at SDN 2 Kalipuro

In an elementary school environment, conflicts that occur between students need to be handled appropriately and proportionally to avoid interfering with the learning process or the child's social-emotional development. Handling conflict is not just about solving momentary problems, but also about educating students to learn to manage emotions, resolve differences peacefully, and build an attitude of mutual respect. The existence of conflict is indeed natural, but there needs to be good, planned, and systematic conflict management so that conflict does not become a trigger for the destruction of an educational institution (Fangestu, 2023). Therefore, conflict management in elementary schools must be conducted using an approach that is appropriate for the age and psychological development of children. In SDN 2 Kalipuro, various conflict management strategies have been implemented by teachers and principals to handle quarrels and social friction among students. These strategies are adaptive, depending on the form of the conflict, its intensity, and the character of the students involved. Based on the results of observations and interviews with several class teachers and principals, several strategic approaches are most often used along with cases that have occurred, as shown in Table 1. below:

Table 1. Cases and Handling Management Strategies

No.	Conflict Management Strategy	Case and Handling
1	Collaborating Strategy	Two fourth-grade male students got into a fight over taking turns playing football during recess. The teacher brought both students into the classroom, facilitated an open dialogue, and asked each to express their feelings and version of the event. The teacher emphasized the importance of taking turns and respecting shared agreements. Eventually, they agreed to create a turn schedule and shook hands as a sign of reconciliation.
2	Individual and Classroom Counseling Approach	A fourth-grade student was repeatedly involved in verbal conflicts with classmates. The homeroom teacher held a short counseling session with the student, inquiring about the causes of his behavior, and discovered that he often felt neglected at home. The teacher coordinated with the parents to provide better emotional support at home. In class, the teacher also addressed themes such as empathy and positive communication through group discussions.
3	Enforcing School Rules with a Humanistic Approach	A third-grade student hit his friend after feeling insulted by a joke. The teacher responded by reminding him of the school's code of conduct. Instead of giving immediate punishment, the teacher asked the student to apologize and shake hands. Afterwards, they discussed each other's feelings and the importance of emotional control.
4	Peer or Teacher Mediation	Two sixth-grade female students were ignoring each other and in conflict due to a misunderstanding in their study group. The teacher facilitated a light mediation session involving a mutual friend as a neutral mediator. In a relaxed yet structured setting, both students shared their feelings with the help of the peer mediator. The teacher supervised the process and encouraged reconciliation, leading to an agreement on healthy communication going forward.
5	Parental Involvement and Coordination with the Principal	A second-grade and a first-grade student frequently provoked classmates and were involved in weekly conflicts. The teacher and school principal invited the parents for a joint discussion. Although initially defensive, the parents agreed to participate in

No.	Conflict Management Strategy	Case and Handling
		character-building efforts at home after being presented with patterns of behavior and their impacts.

a. Collaborative Strategy

Collaborative strategies are considered the best way to resolve conflict because they focus equally on the aspects of relationships and shared goals (Purwoko et al., 2016). This strategy is the main approach for conflict resolution in SDN 2 Kalipuro. In practice, teachers bring together students involved in the conflict, facilitate open dialogue, and provide opportunities for each party to express their feelings. The teacher acts as a neutral mediator, does not immediately blame, but digs into the root of the problem and helps students find a solution.

b. Individual and Class Counseling Approaches

The teacher or homeroom teacher will call students who are often involved in conflict to have personal dialogue. In this approach, the teacher explores the background of the conflict that occurs and the emotional condition of the students, and encourages students to reflect on their attitudes and behavior. If necessary, the teacher coordinated with the parents or guardians to provide understanding and support from the home. Guidance and Counseling in schools as part of the education component play a very important role in fulfilling students' rights to receive educational services (Ridwan, 2018). In addition to individual counseling, the class approach is carried out in the form of group discussions or character learning activities with themes of empathy, cooperation, and tolerance. The goal is to build the collective awareness of students so that conflict is not considered a common thing that is allowed to repeat itself.

c. Enforcement of School Rules with a Humanistic Approach

SDN 2 Kalipuro has rules and regulations for student behavior that have been socialized since the beginning of the school year. When a violation that causes conflict occurs, the teacher will refer to these rules. However, discipline is enforced through an educational approach, not just punishment. Student discipline refers to an attitude of obedience and compliance with the various rules and regulations that apply to the school environment. Meanwhile, all forms of regulations and provisions that govern student behavior are referred to as school disciplines (Maela et al., 2023).

d. Mediation by Teacher or Peer

In some cases, teachers involve other students as mediators or friends trusted by both parties to help resolve problems. This strategy educates students to become individuals capable of being agents of peace while developing social and communication skills. The most important thing in mediating is the approach to both parties in conflict, both the perpetrator and victim (Agustin, 2023). This type of mediation is usually used in minor conflicts and is conducted in a relaxed but focused atmosphere with teacher supervision. This strategy reflects a *peer mediation approach* that can shape democratic and participatory school culture.

e. Parent Involvement and Coordination with the Principal

In cases of repeated conflicts or involving students with aggressive behavior, the school involves parents in a three-way dialogue. This is because principals and parents play a very large role in shaping character in schools (Evananda et al., 2018). including conflict resolution, as in this context. The principal plays a role in providing general direction, maintaining policy consistency, and ensuring that conflict management is carried out using a restorative justice approach *that* encourages the restoration of relationships, and not just the imposition of punishment.

In a meeting, teachers, principals, and parents discussed long-term solutions, including character building for students, both at home and at school. This collaboration is essential for creating sustainability in changing student behavior.

However, although the five strategies implemented (collaborative, individual, and class counseling; humanistic rule enforcement; mediation by teachers or peers; and parental involvement and coordination with the principal) are generally able to create an educational conflict resolution climate at SDN 2 Kalipuro, each still has weaknesses that need to be considered. Collaborative strategies, for example, often require time, and students' emotional maturity is not yet fully developed, so the dialogue process can be less effective without intensive guidance. Despite providing space for personal coaching, the individual and class counseling approach tends to ignore the social dimension of conflict involving more than one party. Rule enforcement wrapped in a humanistic approach can be weakened if it is not followed by consistent assertiveness, so that students do not get clear boundaries. Mediation, both by teachers and peers, risks creating dependency and cannot always deeply touch the roots of the conflict, especially if not followed up with joint reflection. Meanwhile, parental involvement and coordination with the principal often face communication obstacles or uneven responses; therefore, handling efforts can be hampered if not built with a continuous joint commitment.

The conflict management strategy in schools is different from the educational context in Islamic boarding schools, which tend to use takzir in its application with the aim of disciplining students to behave according to the provisions set by the Islamic boarding school environment (Farah, 2022). Takzir in Islamic boarding schools is a form of educational punishment given to students to violate the rules, but it is carried out while still considering moral and spiritual aspects. Punishment is not physical or embarrassing but aims to build awareness and responsibility, such as reading books, cleaning the environment, or writing reflections. This pattern prioritizes role models, the internalization of religious values, and respect for authority.

Compared to the approach at SDN 2 Kalipuro, which emphasizes dialogue between students and parental involvement, the Takzir method in Islamic boarding schools is more structured in terms of hierarchy and supervision, and places the mentor as a central figure. However, both have similarities in their efforts to build character, not just punishing behavior. This comparison shows that conflict management strategies can be adapted to each cultural and institutional context as long as they have educational goals and build student awareness to change positively. Therefore, even though these strategies are important and relevant, their implementation still requires periodic evaluation so that their effectiveness in forming characters and resolving conflicts is truly optimal. Through these strategies, it is not only aimed at solving momentary problems but also equipping students with social and emotional skills that are very much needed in everyday life. The success of this strategy is also determined by the sensitivity of teachers in reading class situations, the openness of communication between school residents, and parental involvement in the process of children's social education.

3.3. Implications of Conflict Management on Strengthening Student Character

Conflict management that is carried out appropriately not only serves to resolve momentary problems among students but also provides an important contribution in forming and strengthening the character of students. In an elementary school environment, such as SDN 2 Kalipuro, where students are still in the early stages of forming their identity, every social interaction becomes part of the character education process, including when they experience and resolve conflicts.

The implementation of humanistic and educational conflict management strategies in SDN 2 Kalipuro has a positive impact on the development of students' character values. In addition, a humanistic policy enforcement approach that respects human rights (HAM) is also the main goal, with the intention of overcoming conflicts and providing long-term solutions (Hibrizi et al., 2024). In its implementation, conflict resolution is always directed not at who is wrong and right alone, but rather at how students learn to be responsible for their actions and improve social relationships constructively. This creates opportunities to instill important values into their social lives.

1. Cultivating an Attitude of Tolerance and Empathy

Conflicts often occur because of differences in opinions, attitudes, or backgrounds. Through the process of mediation and open discussion facilitated by teachers, students are trained to listen to others' points of view and realize that not everyone has the same views. This process fosters a sense of empathy, namely the ability to understand the feelings of others, as well as an attitude of tolerance towards differences. This is because tolerance itself is harmonious (Yuliani et al., 2021). For example, in the case of a fight due to teasing, the teacher guides the students to realize the impact of their words on their friends' feelings. After that, students are invited to apologize and explain their own feelings so that emotional awareness is built that strengthens empathy.

2. Developing Self-Control Skills

Each individual, whether a child or an adult, has different levels of ability to manage their own emotions (Yulia & Suhaili, 2023). In the context of education, good conflict management requires students to learn to recognize and manage their emotions. At SDN 2 Kalipuro, when students look angry, disappointed, or upset because of a conflict, the teacher guides them to calm before solving the problem. This process indirectly trains students not to react impulsively but takes time to think before acting. This kind of habit is helpful in forming a patient, calm, and not easily provoked. Children learn that not all problems must be solved with anger or violence but with communication and understanding.

3. Instilling the Values of Responsibility and Honesty

In the conflict-resolution process, students are encouraged to admit mistakes and take responsibility for their actions. Teachers do not immediately blame but rather give students space to explain the chronology of events and acknowledge their respective roles. This attitude strengthens the values of honesty and personal responsibility of students. Daring to admit mistakes and taking responsibility for what has been done can make someone try to form a better personality (Rahmi et al., 2020). For example, when students damage a friend's belongings due to conflict, the teacher will ask them to take responsibility, not with harsh punishment, but by sincerely repairing, replacing, or apologizing. This process teaches that every action has consequences, and that responsibility must be taken honestly.

4. Encouraging Respectful and Cooperative Behavior

After the conflict was resolved, teachers at SDN 2 Kalipuro encouraged students to rebuild positive relationships, including involving them in joint activities. This was done because, as parents at school, teachers must be able to resolve conflicts between students, both in class and outside class, and in the school environment peacefully so that students involved in the conflict can re-establish good relationships with friends and other school residents (Yunanto, 2022). For example, students who had previously fought were asked to work in the same group on a small project or cooperative game. This strategy aims to make students realize the importance of cooperation, not being vindictive, respecting each other's roles, and repairing strained social relationships. These activities significantly strengthen mutual cooperation, sportsmanship, and respect for others, which are very important in forming individuals who are morally and socially responsible.

5. Cultivating a Positive School Culture

Conflict management implemented consistently and educationally creates a positive school culture. An effective school culture can have a positive influence on the formation of student character so that good habits are created in the school environment, which then become superior values for the school (Anjarrini & Rindaningsih, 2022). Later, the students felt safe, appreciated, and encouraged to become better individuals. This culture not only shapes individual students but also strengthens collective values, such as discipline, peace, and openness. Teachers and principals play an important role in ensuring that conflict-resolution approaches are always directed toward character building. When all members of the school community consistently apply these values, the school environment becomes an effective place to instill character, not just a place for academic learning.

Thus, it can be concluded that conflict management is not merely an administrative task or controlling the situation in schools. Conflict management is a strategic tool in character education. At SDN 2 Kalipuro, various approaches applied in resolving conflicts between students directly contribute to forming students with strong characters and empathy and are ready to live amidst diversity. Therefore, it is important for schools to continue to strengthen the capacity of teachers in terms of conflict management, as well as make it an integral part of character education in elementary schools.

4. CONCLUSION

Research at SDN 2 Kalipuro shows that conflict between students is a natural part of the social dynamics of elementary school children, especially those who are minor in nature, such as fighting over items, teasing, or misunderstandings in play. If not managed properly, this type of conflict can disrupt the learning process and character formation. Schools have adopted various conflict management strategies that include a collaborative approach, individual and class counseling, humanistic rule enforcement, teacher and peer mediation, and the involvement of parents and principals. These strategies not only solve problems, but also function as effective and contextual character education media. The application of appropriate conflict management has positive implications for strengthening students' character values such as tolerance, empathy, responsibility, and self-control. Thus, conflict management in elementary schools is not only a tool for solving problems but also an important part of the process of forming students' personalities as a whole.

Schools are advised to continue to strengthen their capacity to handle conflicts through empathetic communication training and restorative approaches. The preparation of practical guidelines for handling conflicts integrated with character values can be a common reference. In addition, parents' active involvement in the process of fostering children's behavior is very important in creating continuity of values between the home and school environments. Using a comprehensive approach, conflict can be a strategic opportunity for early character education.

Ethical approval

Ethical approval was not required for the study.

Informed consent statement

This research did not require informed consent

Authors' contribution

Not applicable

Disclosure statement

No potential conflict of interest was reported by the author(s).

Data availability statement

The data presented in this study are available on request from the corresponding author due to privacy reasons,

Funding

This research received no external funding.

Notes on Contributions

Nur Ali Yasin

Nur Ali Yasin is an alumnus of the Master's Program at the Ibrahimy Islamic Institute, which has now transformed into the Ibrahimy Islamic University Banyuwangi. To date, he has remained affiliated with the institution in carrying out various research activities. In addition to his academic role, he is also active as an educator at SD Negeri 2 Kalipuro and as an adjunct lecturer at the Banyuwangi branch of PGRI Argopuro Jember University. Nur Ali Yasin consistently pursues research in various aspects of education, including social education, community, character, and religious education. Outside of academic activities, he also plays an active role in various social and community organizations such as ICMI, ISNU, Karang Taruna, and others, as a tangible manifestation of academic contribution and participation in the social life of the community.

REFERENCES

- Agustin, E. (2023). Efektivitas Mediasi sebagai Upaya Menyelesaikan Interpersonal Conflict Siswa di Sekolah Menengah Pertama Negeri Satu Atap 1 Langkaplancar. *Lunggi Journal*, 1(1 SE-Articles), 14–23. <https://journal.iaisambas.ac.id/index.php/lunggi/article/view/1581>
- Aini, A. N., & Thohir, M. (2023). Indikator Bullying atas Tokoh Angel dalam Film Ayah, Mengapa Aku Berbeda? Karya Findo Purwono Hw (Kajian Struktural). *Wicara: Jurnal Sastra, Bahasa, Dan Budaya*, 2(1), 81–90. <https://doi.org/https://doi.org/10.14710/wjsbb.2023.17843>
- Anisah, A. S., Hakam, K. A., & Syaodih, E. (2021). Perkembangan sosial, emosi, moral anak dan implikasinya terhadap pembentukan sikap sosial siswa sekolah dasar. *Jurnal Ilmu Pendidikan Dasar Indonesia*, 1(1), 69–80. <https://doi.org/https://doi.org/10.51574/judikdas.v1i1.262>
- Anjarrini, K., & Rindaningsih, I. (2022). Peran kepala sekolah dalam membangun budaya sekolah sebagai unggulan sekolah Di MI Muhammadiyah 1 Jombang. *Manazhim*, 4(2), 452–474. <https://doi.org/https://doi.org/10.36088/manazhim.v4i2.1952>
- Anwar, K. (2018). Urgensi penerapan manajemen konflik dalam organisasi pendidikan. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 1(2), 31–38. <https://doi.org/http://dx.doi.org/10.30659/jspi.v1i2.3206>
- Arifin, Z. (2025). Manajemen Konflik dalam Pendidikan: Pendekatan Kolaboratif di Sekolah. *Mutiara: Jurnal Penelitian Dan Karya Ilmiah*, 3(1), 38–53. <https://doi.org/https://doi.org/10.59059/mutiara.v3i1.1960>
- Bandura, A., & Walters, R. H. (1977). *Social Learning Theory* (Vol. 1). Prentice hall Englewood Cliffs, NJ.
- Dartiningsih, B. E. (2015). Media dan Stereotip Terhadap Etnis Madura. *MADURA*, 17.
- Erikson, E. H. (1993). *Childhood and Society*. New York: W. W. Norton. <https://books.google.co.id/books?id=5JrjqzBMHa8C>

- Ernawati, M., & Yuliati, A. (2018). Problematik Konflik Siswa Sekolah Dasar Di Kecamatan Kamal. *Seminar Ilmiah Nasional Teknologi, Sains, Dan Sosial Humaniora (Sintesa)*, 1.
- Evananda, F., Bafadal, I., & Sobri, A. Y. (2018). Studi kasus implementasi pendidikan karakter pada sekolah Dolan. *Jurnal Administrasi Dan Manajemen Pendidikan*, 1(3), 252–262. <https://doi.org/https://doi.org/10.17977/UM027V1I32018P252>
- Fangestu, I. W. F. (2023). Manajemen Konflik Dalam Mengatasi Konflik Pada Lembaga Pendidikan di Luar Negeri. *QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, 1(2), 30–42.
- Farah, N. A. (2022). *Pelaksanaan Bimbingan Islami dengan Metode Takzir untuk Mengatasi Ketidaksiplinan Santri Putri Pondok Pesantren Fathul Ulum Simbangkulon*. UIN KH Abdurrahman Wahid Pekalongan.
- Fathorrahman, F. (2021). Manajemen Konflik dan Stres di Sekolah. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 12(2), 183–200.
- Fauzi, R. (2022). Manajemen Konflik Dan Cara Penanganan Konflik Dalam Organisasi Sekolah Madrasah Aliyah Miftahul Ulum. *Tarbiya Islamica*, 10(1), 59–69.
- Hibrizi, A. R., Putri, A. D. E., Maharani, A. F., Rachmadhina, K. Z., & Supriyadi, T. (2024). Reorientasi Peran Polri dalam Penanganan Konflik Sosial dari Perspektif Penegakan Hukum. *HUMANITIS: Jurnal Homaniora, Sosial Dan Bisnis*, 2(6), 553–560. <https://humanisa.my.id/index.php/hms/article/view/143>
- Maela, E., Purnamasari, V., Purnamasari, I., & Khuluqul, S. (2023). Metode Pembiasaan Baik Untuk Meningkatkan Karakter Disiplin Peserta Didik Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 9(2), 931–937. <https://doi.org/https://doi.org/10.31949/educatio.v9i2.4820>
- Na'im, Z. (2021). Manajemen Konflik dalam Perspektif Islam. *Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam*, 2(2), 222–246. <https://doi.org/10.32478/leadership.v2i2.720>
- Poltak, H., & Widjaja, R. R. (2024). Pendekatan Metode Studi Kasus dalam Riset Kualitatif. *Local Engineering*, 2(1 SE-Articles-Architecture), 31–34. <https://doi.org/10.59810/lejlace.v2i1.89>
- Purwoko, B., Prawitasari, J. E., Atmoko, A., & Handarini, D. M. (2016). Keefektifan konseling resolusi konflik untuk mengatasi konflik interpersonal pada siswa sekolah menengah atas. *Jurnal Pendidikan Humaniora*, 4(1), 53–63.
- Rahmi, P., Ariska, M., & Hasballah, J. (2020). Analisis Nilai Moral Kerendahan Hati Dalam Buku Cerita Anak. *Jurnal Raudhah*, 8(2). <https://doi.org/http://dx.doi.org/10.30829/raudhah.v8i2.785>
- Ridwan, A. (2018). Peran Guru Agama dalam Bimbingan Konseling Siswa Sekolah Dasar. *Risalah, Jurnal Pendidikan Dan Studi Islam*, 4(1, March SE-Articles), 1–13. https://doi.org/10.31943/jurnal_risalah.v4i1.47
- Rinjani, A. Q., Sariasih, Y., & Haryanti, S. (2024). Manajemen Konflik dan Implementasinya dalam Proses Pembelajaran. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 6(3 SE-Articles). <https://doi.org/10.52005/belaindika.v6i3.214>
- Sitanggang, N., & Saragih, A. H. (2013). Studi Karakteristik Siswa SLTA di Kota Medan. *Jurnal Teknologi Pendidikan*, 6(2), 134–258. <https://digilib.unimed.ac.id/id/eprint/978>
- Suncaka, E. (2023). Manajemen konflik di sekolah. *Journal on Education*, 5(4), 15143–15153.
- Talibandang, F., & Langi, F. M. (2021). Pengaruh pola asuh orang tua terhadap pembentukan kepribadian anak. *Journal of Psychology Humanlight*, 2(1), 48–68. <https://doi.org/https://doi.org/10.51667/jph.v2i1.558>
- Tambunan, P. (2018). Pembelajaran keterampilan berbicara di sekolah dasar. *Jurnal Curere*, 2(1). <https://doi.org/http://dx.doi.org/10.36764/jc.v2i1.109>
- Tang, A., Aji, A. P., & Bachtiar, A. (2024). Membentuk Karakter Unggul dengan Sistem Boarding School di Muhammadiyah Boarding School (MBS) Sorong. *Journal of Education Research*, 5(4), 5711–5721. <https://doi.org/https://doi.org/10.37985/jer.v5i4.1808>
- Tanur, D., Razita, M. N., & Rangratu, O. (2023). Manajemen Konflik dan Upaya Penanganan Konflik dalam Organisasi Pendidikan di Sekolah. *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa*, 2(3), 225–237.
- Thomas, K. W. (2008). Thomas-kilmann conflict mode. *TKI Profile and Interpretive Report*, 1(11).
- Wildaniyati, A., Mutmainah, M., & Indartini, M. (2023). Pelatihan Pengembangan Kompetensi dan

- Competitiveness Siswa Di Bidang Ilmu Sosial. *Literasi Jurnal Pengabdian Masyarakat Dan Inovasi*, 3(1), 131–135. <https://doi.org/https://doi.org/10.58466/literasi.v3i1.1333>
- Yulia, R., & Suhaili, N. (2023). Perkembangan Emosi Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 3035–3046.
- Yuliani, D., Isnaini, P. N., Nafisah, S., Dewi, D. A., & Furnamasari, Y. (2021). Implementasi Nilai Karakter Toleransi dalam Pembelajaran PKn di SDN Baranangsiang. *Aulad: Journal on Early Childhood*, 4(3), 137–142.
- Yunanto, W. R. (2022). Analisis Konflik di Sekolah dan Peran Guru Dalam Mengatasi Konflik Antar Siswa di Sekolah. *Universitas Muhammadiyah Surabaya*.
- Yusuf, M. (2017). *Penelitian Kuantitatif, Kualitatif & Gabungan*. Jakarta: Prenada Media.
- Zohriah, A., Torismayanti, T., & Firdaos, R. (2024). Implementasi Strategi Manajemen Konflik untuk Mencegah Kekerasan di Sekolah. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 17–37.