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Integrating Conflict Resolution into Learning: Teachers as Agents of Peace Education in Vocational School

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Abstract

Keywords:

Conflict resolution;
peace agent;
teacher;
vocational school.

Peace education can equip students with various skills to participate meaningfully in a democratic society. One of the skills that can be developed is peaceful conflict resolution. This research examines the role of teachers in developing a culture of peace through conflict resolution practices in the environment of Vocational High School. The method used is qualitative with a phenomenological model, involving 5 teachers who have received training in peace education implementation. The research results show that the values of peace have been integrated into various subjects through the teachers' concrete actions, especially in the form of self-regulation, interpersonal skills, and communication skills. The teachers demonstrated the ability to manage emotions, avoid and resolve conflicts, and create a peaceful and harmonious school environment. This research emphasizes the importance of conflict resolution education in the school curriculum to improve the quality of student interactions and reduce conflicts in schools. The findings of this study encourage the need to evaluate teaching materials so that peace values are clearly emphasized in the learning process, enabling schools to become strategic spaces for building a sustainable culture of peace.

Abstrak:

Kata Kunci:

Resolusi Konflik;
Agen Kedamaian;
Guru;
Sekolah Kejuruan.

Pendidikan kedamaian dapat membekali siswa dengan berbagai keterampilan untuk berpartisipasi secara bermakna dalam masyarakat demokratis. Salah satu keterampilan yang dapat dikembangkan adalah resolusi konflik secara damai. Penelitian ini mengkaji peran guru dalam mengembangkan budaya damai melalui praktik resolusi konflik di lingkungan Sekolah Menengah Kejuruan. Metode yang digunakan adalah kualitatif dengan model fenomenologi, melibatkan 5 guru yang telah mendapatkan pelatihan implementasi pendidikan kedamaian. Hasil penelitian menunjukkan bahwa nilai-nilai kedamaian telah terintegrasi ke dalam berbagai mata pelajaran melalui tindakan nyata guru, terutama berupa pengaturan diri, keterampilan interpersonal, dan keterampilan komunikasi. Guru menunjukkan kemampuan mengelola emosi, menghindari dan menyelesaikan konflik, serta menciptakan lingkungan sekolah yang damai dan harmonis. Penelitian ini menekankan pentingnya pendidikan resolusi konflik dalam kurikulum sekolah untuk meningkatkan kualitas interaksi siswa dan mengurangi konflik di sekolah. Temuan penelitian ini mendorong perlunya mengevaluasi bahan ajar agar

nilai-nilai kedamaian ditekankan secara jelas dalam proses pembelajaran, sehingga sekolah dapat menjadi ruang strategis untuk membangun budaya damai yang berkelanjutan.

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Introduction

Human life cannot be separated from challenges, changes and crises in the spiritual, moral and ethical dimensions (Syaputra et al., 2024). Unmanageable challenges and changes will trigger conflict. Accordingly, conflict is an inherent aspect of human existence that is unavoidable (Putri, 2022); (Castro L.N and Galace, 2011; John, 2018). Conflict is intricately linked to human emotions; these feelings can occasionally incite rage, which directly influences an individual's actions and may indirectly diminish the productivity of an educational institution by leading to many purposeful or inadvertent errors (Putri, 2022). Conflicts often arise from misinterpretations, disagreements, or clashes of values held by different parties (de Graaf, 2021). Nevertheless, if disagreements are effectively managed and resolved constructively, the affected parties might discover possibilities to enhance their relationships and gain insights from the experience (Castro & Galace, 2019). Moreover, Souza & Castro (2025) demonstrated that the ability to resolve disagreements constructively is a talent that can be both taught and acquired. Conflict resolution abilities are intrinsically linked to conflict resolution competencies within the framework of peace education.

Peace education may provide students with skills that enable meaningful participation in a democratic society and facilitate peaceful conflict resolution (Pandjaitan et al., 2023; Wulandari, 2015). This indicates that conflict resolution is a crucial element of peace education. Conflict resolution education equips students with skills for managing interpersonal disputes; nevertheless, it does not expressly address the diverse forms of civic, cultural, environmental, and global violence that transpire beyond the classroom setting (Bredlid, 2019; Ndiku, 2020). Peace education and conflict resolution in educational institutions are essential for fostering a happy learning atmosphere. The incorporation of peace education into school curricula can aid in conflict prevention, reduce conflict incidence, and improve social skills, conflict resolution abilities, and foster collaboration and solidarity in group problem-solving (Tetep & Dahlena, 2024). Peace education highlights that conflict resolution skills are essential for preparing students to participate meaningfully in a democratic society. Although conflict resolution programs mainly address interpersonal disputes and do not fully cover broader civic, cultural, environmental, or global forms of violence, peace education still offers clear benefits. Integrating peace education into school curricula helps prevent conflicts, reduces their occurrence, and strengthens students' social skills, cooperation, and collective problem-solving abilities.

Initial observations at State Vocational High School 3 Yogyakarta indicate that teachers frequently encounter minor friction in their interactions with students during the learning process. Differences in students' understanding of instructions, lack of preparedness for practical activities, or responses deemed inappropriate to class norms often create mild tension for teachers. While not extreme, these situations can trigger conflict if not managed appropriately. This reality emphasizes the strategic role teachers play in maintaining a peaceful learning climate, while also requiring conflict resolution skills to handle the interpersonal dynamics that arise in the classroom.

The conflict between instructors and students is a complicated phenomenon that can influence the learning climate in educational settings; therefore, the interaction between teachers

and students is crucial in fostering a conducive learning environment (Widiasari & Zahro, 2024). Consistent with the aforementioned perspective, educators play a crucial role in regulating and resolving conflicts inside educational institutions. The incorporation of peace ideals into educational materials by guidance counselors and subject instructors is crucial for fostering a peaceful and harmonious school environment (Cunliffe, 2017). Peace education may positively influence children by enhancing social skills, fostering an awareness of peace, and equipping them with the ability to manage disputes constructively (Castro Genes, 2024). Johnson and Johnson assert that educators must impart the abilities and attitudes essential for students to establish and sustain peace grounded on specific consensus or agreements (Arató & Bodnár, 2024). This shows that the role of teachers in instilling peaceful values and conflict resolution skills is the main foundation for creating a healthy and harmonious school climate.

Conflict resolution education can be incorporated into peace education curricula through diverse methodologies, including storytelling, digital media, conflict simulations, group discussions, and mediation exercises (Van Slyck, 2019). The pragmatic conflict resolution paradigm aimed at establishing peace by enhancing skills in conflict analysis, employing effective communication strategies in conflict response, and managing conflict resolution. This method can assist students in recognizing origins of conflict, regulating emotions, and pursuing constructive resolutions (Breidlid, 2019; Ilfiandra et al., 2023). Conflict resolution education — whether through restorative approaches or training in conflict resolution strategies in the classroom — contributes to strengthening students' social skills and reflective abilities, which form the basis for the development of critical thinking skills in dealing with social situations in the school environment (González et al., 2019; Valente & Lourenço, 2020). Conflict resolution education ultimately aids persons in maintaining harmonious relationships by comprehending conflict dynamics and employing communication and interpersonal abilities (Swain & Das, 2020). In conclusion, conflict resolution education is an important provision for students to understand conflict more maturely and resolve it in a healthy and constructive manner.

Studies on peace education and conflict resolution have been widely discussed in the context of curriculum, learning strategies, and student skill development. However, studies that specifically examine the role of teachers as key actors in applying conflict resolution skills in the classroom are still very limited. Furthermore, research examining teacher conflict resolution usually focuses on teacher-student conflicts or school organizational factors, rather than on teachers' pedagogical competence in instilling peace values through their instructional practices. Thus, this study offers novelty in the form of an in-depth exploration of teachers' conflict resolution skills as an integral part of the learning process, as well as how these skills are reflected in the integration of peace education in the classroom.

Research on peace education has mostly focused on program effectiveness, changes in student behavior, and curriculum evaluation, resulting in a gap in understanding how teachers, as the main implementers of learning, actually apply conflict resolution skills in the classroom context. Theoretically, this research makes an important contribution by expanding the study of peace education through a pedagogical perspective and the professional competence of teachers. Practically, the results of this study are useful for schools, policymakers, and school counselors in designing more relevant program, developing more responsive curricula, and strengthening teacher-counselor collaboration in building a safe, inclusive, and violence-free school climate. Thus, this research not only fills a gap in knowledge that has not been widely discussed, but also has the potential to have a significant impact on the development of education policy and the strengthening of the professional competencies of teachers and counselors in the future.

Based on the description above, the purpose of this study is to determine the description of the application of conflict resolution skills of teachers in integrating peace values during classroom learning. Respondents in this study had received training on the cultivation of peace education in schools and mentoring on the integration of peace education in classroom learning.

Method

The method used in this research is qualitative research and uses a phenomenological model that seeks to understand the deeper meaning of an individual's experience by systematically and reflectively describing the consciousness, perceptions, and meanings that arise from that experience (van Manen & van Manen, 2021). Conceptually, phenomenology does not mean that researchers 'import' their own meanings into the participants' experiences, but rather allow space for the subjects' meanings to emerge on their own (Larsen & Adu, 2021). Researchers try to enter into the conceptual world of research subjects in such a way that they understand how meaning is formed by the subjects through their experiences and daily events. This approach is appropriate for exploring teachers' lived experiences in applying peace education values in the classroom, because it allows the researcher to capture how teachers interpret, internalize, and practice those values in real situations.

Data collection in this study was conducted through structured observation, in-depth interviews, and supported by observation instruments and interview guidelines. Structured observation was used to document the concrete behaviour of students and teachers in relation to the conflict resolution process and the implementation of peace education in the classroom. The observation instrument was compiled in the form of a list of operational indicators, such as: types of social interaction, student responses when conflicts arose, teacher strategies in responding to tensions, and forms of mediation that emerged. Meanwhile, in-depth interviews were conducted using semi-structured question guidelines that explored respondents' experiences, reasons, and perceptions regarding conflict resolution practices at school. This approach allowed for more reflective and in-depth data collection from each informant.

The research procedure began with the preparation of instruments, field data collection, and data verification. In the preparation stage, the researchers compiled observation indicators, and developed interview guidelines. The data collection stage was carried out through direct observation in the classroom and interviews with teachers and students. After that, the researchers verified the data using member checking and triangulation techniques to ensure the credibility of the findings.

Data analysis was conducted using the Miles et al. (2019) model, which includes three operational stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher selected, simplified, and organised raw data based on relevant categories, such as the form of conflict, teacher responses, and resolution strategies. In the data presentation stage, the findings were organised into matrices, charts, and main themes to facilitate pattern identification. In the conclusion drawing stage, the researchers interpreted the relationships between categories, examined the suitability of patterns through repeated verification, and formulated substantive meanings related to conflict resolution skills and conflict resolution aspect in teachers.

The participants in this study amounted to 5 respondents. They were selected using a purposive sampling technique, in which participants were intentionally chosen based on specific criteria relevant to the focus of the study. The selected teachers had previously received training on the implementation of peace education and had applied peace-related values in their classroom practices. This approach ensured that the participants possessed adequate experience and could provide rich and meaningful insights into the phenomena being examined. Table 1 provides an overview of the demographic characteristics of the respondents who participated in this study.

Regarding ethical considerations, the study followed appropriate research ethics procedures. All participants were provided with written informed consent, which outlined the purpose of the research, voluntary participation, confidentiality, and the right to withdraw at any time. Ethical approval was granted through participants' signed consent forms, and all respondents agreed to participate willingly.

Table 1 Respondents Profile

Initial	Gender	Position	Teaching Experience
R1	Male	Islamic Teacher	15 Years
R2	Female	Indonesian Language Teacher	10 Years
R3	Female	Guidance and Counseling Teacher	15 Years
R4	Female	Math Teacher	20 Years
R5	Male	History Teacher	15 Years

Result

The distribution of teachers' conflict resolution skills (figure 1) shows that peace values have been integrated in various subjects through teachers' concrete actions, especially in the form of self-regulation. Self-regulation is a behavior that appears in all respondents, this shows that teachers from various disciplines are able to manage emotions and control themselves to prevent and resolve conflicts in the classroom.

In addition, interpersonal skills and communication skills are also very prominent. This shows the respondents' ability to conduct social interactions and convey the values of peace through conflict resolution. The ability to avoid and overcome conflict is also a behavior that appears a lot, but with a different distribution. This indicates that some respondents use direct strategies in dealing with conflict, while others prefer a preventive approach or seek to avoid conflict in the classroom.

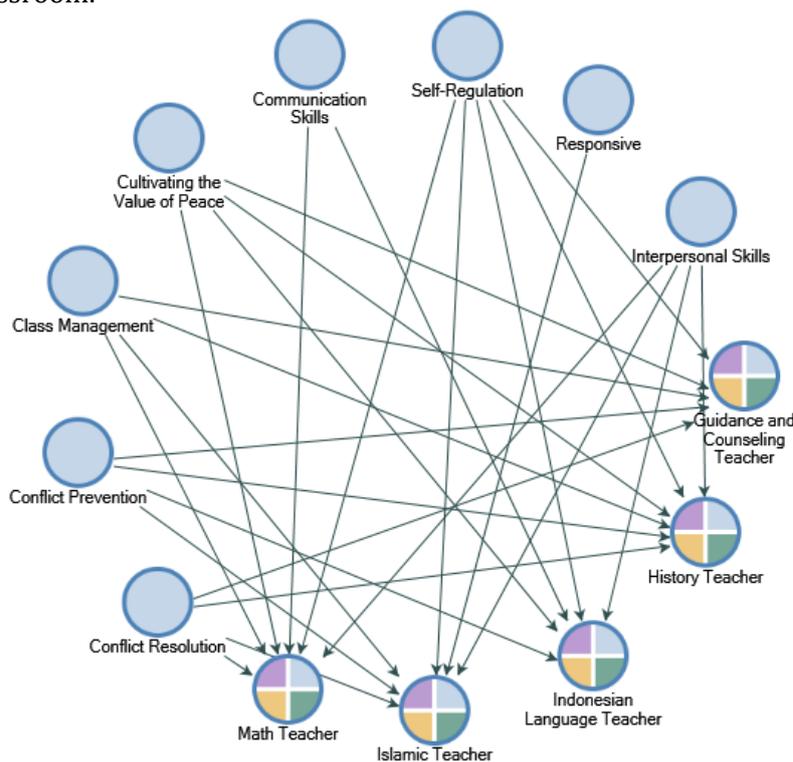


Figure 1 Distribution of Conflict Resolution Aspect in Teachers

The diagram also highlights that each teacher demonstrates a unique combination of conflict resolution behaviors. For example, Islamic, Indonesian Language, and Math teachers show a strong link with communication skills, class management, and conflict prevention, suggesting that these subjects naturally open space for structured interaction and discipline. Meanwhile, guidance and counseling teachers show broader engagement across almost all behaviors, reflecting the core nature of their role in emotional support and conflict handling. History teachers also display strong

interpersonal and peace-cultivating behaviors, aligned with the reflective and value-based discussions in their subject.

Overall, figure 1 illustrates that conflict resolution skills are not isolated to certain teaching fields but distributed across disciplines, with each teacher contributing peace-related values through different behavioral pathways. This reinforces that peace education can be embedded across the curriculum through everyday teaching practices.

Conflict resolution offers a very pragmatic approach to peace through the development and refinement of skills to analyze conflicts with communication strategies, awareness of attitudes towards conflicts, and habits in conflict management (Carter, 2017). Based on that opinion, the data in this study are grouped into 3 aspects, namely communication strategies, attitudes towards conflict, and conflict management. Here is an overview of the distribution of behavioral data observed in teachers based on the aspect of conflict resolution:

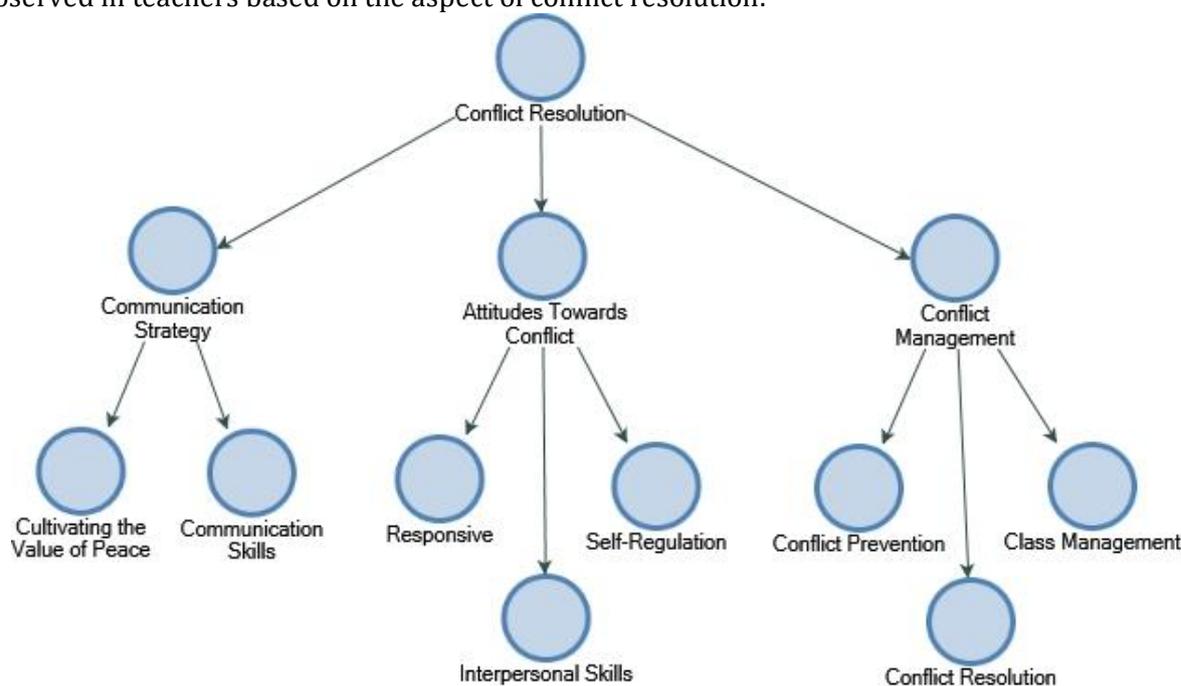


Figure 2 Distribution of Conflict Resolution Skills

Figure 2 shows that teachers' conflict-resolution behavior in the classroom falls into three core areas: communication strategy, attitudes toward conflict, and conflict management. Each area appears in concrete actions that the teachers demonstrated during observations. In the communication strategy, teachers were seen using two main behaviors: building peace-oriented communication (like calming the class, using non-threatening language, and guiding students to talk things out) and applying basic communication skills to handle tense moments

For attitudes toward conflict, the data point to three observable traits: teachers responding quickly when conflict starts to escalate, showing self-regulation so they don't react emotionally, and using interpersonal skills to de-escalate students. These behaviors reflect how they view conflict and how ready they are to deal with it. In conflict management, teachers made efforts to prevent conflicts before they start, to run the class with clear rules and structure, and to step in to resolve disputes directly when needed. This area reflects the practical steps teachers take to keep the learning environment safe and productive. Overall, Figure 2 illustrates that teachers manage conflict through a mix of communication habits, personal attitudes, and concrete classroom

strategies. Together, these three components form the set of behaviors that support effective conflict resolution in daily teaching practice.

Discussion

Communication Strategies in Conflict Resolution

Communication skills can facilitate the management of harmonious relationships (Swain and Das 2020). The communication skills developed through Indonesian language instruction enable pupils to articulate their thoughts clearly and to acknowledge others' perspectives. R2 inquired, "Is it essential to employ emotions?" Engaging in negotiations with composure, eschewing conflict, and exercising patience are crucial for achieving a favorable outcome. Students are urged to employ suitable emotions and engage in measured deliberation to achieve a favorable agreement without conflict, exercising patience. Subsequently, statement R2 asserted: "Negotiation efforts to avert conflict must be conducted with composure to facilitate a favorable agreement for both parties." Students understand that successful communication requires empathy and appreciation, which form the basis for balanced relationships and conflict prevention. Structured communication exercises enable pupils to listen to and value the perspectives of others (Sudaryanto, 2022). This diminishes disputes as students enhance their awareness of effective communication that avoids harming others (Rofiqi et al., 2023). The data shows that teachers view clear, patient, and empathetic communication as essential for preventing conflict and maintaining balanced, harmonious relationships in the classroom.

Mathematics instruction, particularly on problem-solving and teamwork, illustrates how educators may serve as mediators in student conflicts. When students in a group hold divergent viewpoints about the use of algebraic symbols in contextual issues, the instructor serves as a mediator, allowing them to articulate their views in accordance with established guidelines. This project teaches students that successful communication requires empathy and respect, which are essential for balanced relationships and conflict prevention.

Promoting peace principles helps foster appreciation for diversity, effectively handle disputes, and cultivate a more harmonious school atmosphere (Rahat et al., 2020). During its implementation, R2 stated, "*Is it essential to employ emotions?*" and subsequently remarked, "We must engage in deliberation with composure, avoid conflict, and exercise patience to achieve a favourable agreement." R2 promotes the cultivation of suitable emotional responses and the practice of calm deliberation to achieve favourable agreements without conflict and with patience. This session instructs students on effectively managing differing opinions and emotions constructively and peacefully, resulting in gratifying solutions for all individuals concerned.

R3 instructs students on the potential conflicts stemming from digital and social media usage, asserting that "digital can be a source of information and a source of conflict." It also emphasizes that these platforms can serve as harmonious environments if ethical standards are upheld, stating, "social media can be a peaceful place as long as there is no provocation and one knows how to be ethical when using social media." R3 instructs students on responsible and ethical conduct in social media interactions, promoting non-provocation and fostering a calm and open environment. Consequently, it is essential to help students cultivate robust, ethical communication skills, which are vital in this digital age for upholding the principles of peace.

In Mathematics class, R4 serves a crucial function in reconciling differing viewpoints among students during problem-solving by allowing them to articulate the rationale behind their conclusions or computations. This is an advantageous chance for students to acquire skills in conflict management and collaboration within a controlled setting. R4 instructs pupils on how to honor differing viewpoints, articulate their thoughts with clarity, and identify solutions that accommodate all parties' requirements.

R5 presents a historical instance of how Prophet Muhammad successfully unified diverse factions in Medina, fostering an environment characterized by non-violence and tolerance. Students examine this prophet's narrative and evaluate the various methods through which the saints disseminated Islam without inciting violence. R5 wrote, "*Prior to Prophet Muhammad's arrival in Medina, numerous factions frequently clashed; however, following his arrival, the city experienced*

increased tranquility as the conflicting groups reconciled, fostering an environment devoid of violence and characterized by tolerance." This instructs pupils on the significance of tolerance and the respect of societal differences. Students are urged to recognize that problems may be amicably addressed and that diversity should be valued and embraced.

These sessions provide students the chance to cultivate robust communication and conflict resolution skills, which are essential in daily life. Through peace education emphasizing communication tactics, teaching principles of peace, and enhancing communication skills, students cultivate an appreciation for diversity, effectively manage disputes, and foster a more harmonious educational atmosphere. Peace education must be an essential component of the educational curriculum to improve the quality of student interactions and mitigate conflicts in schools (Widiasari & Zahro, 2024).

Attitudes Towards Conflict in Conflict Resolution

Attitudes toward conflict denote the inclination or predisposition of individuals or groups to react to conflict in a specific manner, shaped by several variables including cultural values, prior experiences, and personality traits. Attitudes towards conflict may vary from avoidance and denial to openness and acceptance, with each attitude potentially resulting in distinct results in conflict resolution. A constructive perspective on conflict, perceiving it as a chance for development and education, can motivate individuals to participate in transparent communication and cooperation, resulting in advantageous resolutions for all parties involved (Dayuk Feqomara Dewi et al., 2024). A negative attitude towards conflict, perceiving it as a threat or a failure, may result in avoidance, hostility, or other uncooperative actions that obstruct conflict resolution. In the realm of peace education, fostering a constructive disposition towards conflict resolution among students can cultivate a more supportive and collaborative learning atmosphere, wherein students feel at ease articulating their differences and collaborating to address challenges (Asia and the Pacific & Balasooriya, 2001; Eliasa et al., 2019; Shankar Misra, 2020). An individual's attitude toward conflict strongly influences the outcome—constructive attitudes encourage open dialogue and collaboration, while negative attitudes tend to escalate problems and hinder effective resolution.

Perspectives on conflict are essential for fostering reconciliation and establishing enduring peace in populations susceptible to violence (Madiyono & Haq, 2023). Individuals with a positive disposition tend to consider other viewpoints, pursue shared interests, and negotiate to attain mutually beneficial resolutions in conflict situations (Ghinaya Aulia et al., 2023). This disposition may be attained through several techniques, employing a culturally attuned methodology to conflict resolution that acknowledges the distinct dynamics of each culture. This study associates attitudes towards conflict with responsiveness, self-regulation, and interpersonal abilities.

Educators with a proactive stance on conflict will be attentive to the potential for conflict emergence and initiatives to address it. Responsive denotes the readiness to interact with others in dispute to identify shared interests (Kuntoro & Fajrie, 2023). Teachers must exhibit responsiveness to effectively handle issues that arise in the classroom (Akhyaruddin, 2022). R1 stated that a receptive demeanor might be exemplified by *"educators who can intervene when the classroom environment is unproductive"*. Teachers frequently encounter issues in classroom management due to student noncompliance, interruptions, and confrontations among peers (Winarno & Mujahid, 2024). Responsive educators may tackle these challenges by employing effective classroom management techniques, establishing clear expectations and regulations, and constantly enforcing them (Budy, 2018). Teachers who adopt a proactive and responsive attitude toward conflict are better equipped to recognize early signs of disruption and address them effectively. Their ability to intervene, set clear expectations, and manage the classroom consistently helps prevent conflicts from escalating and supports a more orderly learning environment.

Moreover, an adaptive educator seeks to comprehend the underlying factors of student behavior and modifies their instructional methods to accommodate individual requirements (Manurung & Listiani, 2020). Furthermore, R1 indicated that responsiveness is exemplified by the teacher's conduct when *"some students are fighting; they will intervene rather than cheer or shout."*

This demonstrates a proactive approach to conflict (Zulfarina & Junaidi, 2020). Adaptive teachers handle conflict by understanding student behavior and stepping in calmly, showing a proactive effort to keep the classroom safe.

Teachers with a positive disposition prefer to consider other viewpoints, pursue commonality, and negotiate to attain mutually agreeable resolutions in conflict situations (Haryanti, 2017). This aligns with R2's assertion that *"when a teacher encounters a conflict with a student, the teacher should engage in a calm discussion, refrain from confrontation, and exercise patience to achieve a satisfactory resolution"*. Furthermore, during the learning process, R3 stated, *"when the environment prior to the lesson commences is tumultuous and loud, the educator can effectively manage the students"*. This illustrates how educators must regulate their behavior and emotions to avoid being influenced by the environment, since it will affect students' psychological well-being (Amatan & Han, 2019). R1 stated that *"educators must regulate their emotions effectively; when experiencing anger, they should refrain from erupting or exhibiting aggressive conduct"*. Educators with self-regulation may effectively regulate their emotions, maintain composure, and address issues constructively in high-pressure contexts. Self-regulation is essential for educators to sustain a constructive and efficient classroom atmosphere.

Alongside being sensitive and self-regulating, educators must possess strong interpersonal skills to effectively manage disagreements. Interpersonal skills encompass the capacity for effective communication, empathy, and the cultivation of good relationships with others (Suendarti & Lestari, 2020). These competencies empower educators to convey information efficiently, cooperate with peers, and address problems constructively. This is seen in R1's assertion that *"teachers must communicate messages of peace to students and demonstrate mutual respect"*. Educators with robust interpersonal skills can establish mutually trusted and respectful connections with their pupils (Marlina, 2018). Furthermore, R4 stated, *"when discrepancies arise among students, teachers can serve as mediators, allowing each student to articulate their viewpoints in accordance with the established guideline"*. This underscores the need of interpersonal skills for educators in fostering constructive connections with students, colleagues, and parents (Permatasari, 2020). Educators with robust interpersonal skills can effectively settle disagreements (Egistian et al., 2023). They may consider diverse viewpoints, identify shared interests, and negotiate equitable and advantageous resolutions.

Conflict Management in Conflict Resolution

The conflict management strategies employed by educators in the classroom may serve as the preliminary phase in the conflict resolution process (Putri, 2022). The data shows that teachers manage conflict through avoidance, direct resolution, and classroom management, all aimed at creating a safe and effective learning environment. The primary aim of conflict management in educational institutions is to establish a secure, inclusive, and effective learning atmosphere for students (Zohriah, 2022).

Conflict Management, aimed at limiting and avoiding violence by encouraging positive behavioral change among the parties involved (Asiaah, 2017). Consistent with the aforementioned perspective, the participants in this study promote conflict avoidance by de-escalating situations. Conflict avoidance, as articulated by R2, is achieved by discussion and deliberation in resolving conflicts. R2 asserted that *"conflict avoidance can be accomplished through negotiation and deliberation with composure to attain a favorable agreement"*. R5 articulated that avoiding conflict is essential to avert additional complications, including the underlying causes of war. R5 said, *"...war is occasionally deemed essential to uphold peace, particularly when it aims to halt entities that disturb order, engage in aggression, or violate the law..."*. The aforementioned behavior corresponds with the perspective of Zohriah (2022) that conflict management solutions may be formulated to avert disruptions, foster respect for diversity, and facilitate collaboration. Conflict prevention in the classroom may be accomplished by a teacher's methodology that prioritizes tranquility, negotiation, discussion, and the establishment of a disturbance-free environment.

Teachers who incorporate conflict resolution into their lessons can foster a classroom environment that encourages conflict resolution and pro-social behavior (Zohriah et al., 2023) In

the student setting, conflict resolution pertains to the handling of disputes between the relevant parties. This endeavor is to identify solutions or agreements that can fulfill the needs of all parties engaged in the conflict (Widiasari & Zahro, 2024). During the educational process, participants associate instructional materials with elucidations of conflict resolution competencies to cultivate ideals of peace among pupils. R1 instructs on managing anger to maintain surrounding tranquility in accordance with Islamic principles, R3 promotes social media ethics to address conflicts judiciously on these platforms, R4 employs an analogy of algebraic symbols for conflict resolution, and R5 encourages students to examine how guardians addressed conflicts during the dissemination of Islam.

An essential factor in attaining optimal conflict management resolution is the establishment of good teacher-student interactions, which encompasses the use of conflict resolution methods and proactive measures to avert the onset of disputes (Zohriah, 2022). In classroom implementation, it is essential for educators to cultivate effective classroom management by exhibiting proficiency in fostering positive connections with students, preempting problems, and resolving disputes nonviolently. Observational findings indicate that various classroom scenarios may incite persistent conflicts if inadequately managed, including student disruptions during instructional periods, divergent opinions among peers, students dozing off, and noncompliance with the teacher's directives. Rather of reprimanding the pupils, the responders exhibited several strategies to maintain a conducive and tranquil classroom environment. R1 facilitated an ice-breaking activity to redirect the students' attention towards the learning process, R3 fostered a peaceful environment for the students, and R4 managed conflicts arising from divergent viewpoints among the students.

Conclusion

The findings of this study reveal that teachers demonstrate comprehensive conflict resolution skills encompassing communication strategies, positive attitudes toward conflict, and effective conflict management practices. Teachers guide students to negotiate calmly, listen actively, and regulate their emotions, while simultaneously modeling non-aggressive and constructive behaviors in the classroom. Conflict management is carried out not only reactively but also preventively through mediation, value reinforcement, class deliberation, and ethical digital behavior. These findings highlight that conflict resolution values naturally emerge across various subjects, suggesting that peace education can be integrated contextually into interdisciplinary learning rather than as a stand-alone program. This contributes to the field of Guidance and Counseling by strengthening the understanding that teachers serve as transformative agents who cultivate empathy, tolerance, and constructive problem-solving within the school environment.

Despite these meaningful insights, this study has several limitations. The research relied primarily on observations and teacher reports, which may not fully capture students' perspectives or the long-term impact of conflict resolution practices. The study was also limited to a specific school context, reducing its generalizability. Future research is recommended to involve broader samples, include student viewpoints, and examine measurable outcomes of integrated conflict-resolution learning over time. Experimental or longitudinal designs may further strengthen evidence on how peace-oriented pedagogical strategies influence students' social-emotional development and overall school climate.

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