

Conflict Management in the Educational Environment: A Study at Muhammadiyah I Palembang Vocational High School

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Conflict Management in the Educational Environment: A Study at Muhammadiyah I Palembang Vocational High School

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ABSTRACT

This research aims to examine in depth the conflict management strategies applied in SMK Muhammadiyah I Palembang. The main problem raised is how interpersonal conflicts between teachers and students are managed effectively to create a conducive learning environment. This study uses a qualitative method with a case study approach. Data collection techniques were carried out through in-depth interviews, participatory observations, and documentation studies. The results of the study show that the dominant conflict management strategies used are collaboration and accommodation. Collaboration is used to find the best solution through deliberation, while accommodation is applied to maintain good relations between the parties. The novelty of this research lies in the in-depth understanding of contextual conflict management practices and is based on religious values applied in Muhammadiyah schools. The contribution of this research is to provide practical models and guidelines for other schools, especially religious schools, in managing conflicts proactively and constructively to increase the effectiveness of learning and social relations in the school environment.

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1. INTRODUCTION

In general, conflict is any difference or conflict that occurs between individuals or groups and arises due to differences related to interests (Naima & Maria, 2020), views, values, or goals (Adi Kusuma Wardana, 2024). Conflict is a natural part of social interaction and does not always have negative connotations (Salihin, 2023). On the other hand, conflicts can be seen from two sides, namely the positive and negative sides, depending on how the conflict is managed and resolved (Inayah et al., 2024). From a negative point of view, conflict is often seen as a bad thing and should be avoided (Vientianty, 2024). This view arises because of the negative impacts that often accompany conflicts, such as: 1) the emergence of

Divisions and Relationship Fractures: this is a conflict that is not managed properly can damage interpersonal relationships, both in the personal, family, and work environment (Elementary & Surakarta, n.d.) 2) Tension and Stress: The existence of conflict can create an uncomfortable, stressful atmosphere, and thus trigger stress, anxiety, and other negative emotions for the individuals involved in it. 3) Physical and Material Losses: In extreme cases, conflicts can lead to violence, war, and destruction of property, even casualties. 5) Inhibiting Productivity: Especially in the work environment, internal conflicts can divert the focus and energy of the team, thus hindering collaboration and the achievement of a common goal (Wahidin, 2023).

Then, from the positive side of a conflict, although it is often considered bad, conflict can also be a driving force in bringing positive impacts, especially if faced and managed in a constructive way (Rostini & Amaly, 2023). Some of the positive impacts of conflict include: 1) Catalyst of Change and Innovation, where conflict can also be a trigger to review norms, policies, or ways of working that are considered obsolete or no longer appropriate. Differences of opinion can encourage the emergence of new ideas and better creative solutions. Such as: the conflict between conventional motorcycle taxis and online motorcycle taxis that encourage innovation in transportation in Indonesia. 2) can strengthen Group Solidarity: When a group faces a conflict with another group (threat from outside), then solidarity and a sense of unity within the group tend to increase. They will unite to defend their common identity and interests. 3) able to trigger Personal Growth: This means that in facing conflict, it can train a person to become a stronger, independent, and skilled person in solving problems. Conflict can be a challenge that helps individuals learn to manage emotions and communicate more effectively (Arifin et al., 2025). 4) able to improve understanding: where a conflict can clarify aspects of life that have not been seen or realized before. Through conflict, the parties involved can better understand each other's differing points of view, values, and needs. This opens up space for healthier dialogue and negotiation.

Overall, it can be concluded that the conflict is a complex phenomenon and has two sides of the coin. Conflict is not always bad, but its success in becoming a positive force depends largely on how the individual or group manages and resolves it.

In the educational environment, conflicts can also occur between various parties and are often caused by differences in viewpoints, interests, or values (Leeuwen et al., 2024). Here are some types of conflicts that are common in schools: 1) Conflicts Between Students. This conflict is the most frequent and has various forms whose causes can vary, ranging from trivial things to complex problems (Vientianty, 2024), such as (a) Bullying or Bullying: It is one of the worst forms of conflict involving an imbalance of power. Bullying perpetrators often use physical, verbal, or social force to repeatedly hurt or intimidate victims (Ma et al., 2022). (b) Status or Popularity Struggles: where students often engage in conflicts for social recognition, leadership positions, or attention from peers. This can lead to gossip, exclusion, or unfair competition (Khovivah et al., 2024). (c) Misunderstandings and Personal Grudges, this may occur because differences of opinion, ridicule, or small unresolved disputes can accumulate into larger conflicts (Alif et al., 2024). 2) Conflicts Between Teachers, Conflicts between educators also often occur, and can hurt the work atmosphere and quality of learning, such as: (a) Differences in Teaching Philosophy: It is undeniable that every teacher has a different perspective and teaching method. This conflict can arise when there are differences of viewpoint about the curriculum, student evaluation, or how to handle disciplinary issues. (b) Competition Between Staff: As in any other work environment, this competition occurs for promotions, principal positions, or certain recognitions that can also trigger conflicts. (c) Disagreement in the division of duties (job): Differences in the division of workloads, teaching schedules, or extracurricular responsibilities can cause a sense of injustice that can also trigger tension. 3) Conflict between Students and Teachers, according to Mammadov (2025) that the relationship between students and teachers is one of the main pillars in education. However, this relationship is also vulnerable to conflict, among others, (a) Discipline Issues, a teacher often has to deal with students who violate school rules. The conflict will arise when students feel that the punishment given is unfair or when they refuse to obey the rules, (b) Differences in Expectations and Values: The teacher may have high expectations of the students, while the students feel pressured or unable to meet those expectations, so that differences in personal values

arise that can also trigger conflicts, (c) Misunderstandings in Communication: forms of misunderstanding often occur between students and teachers due to ineffective communication, such as when teachers give unclear instructions or when students misinterpret the teacher's words (Mabunga & Mabunga, 2019). 4) Conflict between School and Parents, this conflict is in the form of a relationship between school and parents that is very important to maintain for student success. However, differences of views and interests can arise that can trigger conflicts, such as: (a) School Policy, which often occurs where parents disagree with certain policies, such as school fees, curriculum, or uniform regulations, and this can lead to protests or objections that must be addressed by the school. (b) Academic Assessments and Reports: Conflict often arises when parents feel that the grades or assessments given to their child are unfair, or when they feel that the school is not providing enough support for their child. (c) Student Behavior Problems: When a student is involved in a disciplinary problem, parents and the school often have different views on the root of the problem and how it is solved. Schools may blame the lack of supervision at home, while parents blame the school for not being able to handle the problem. The conclusion is: Managing these different types of conflicts requires a strategic approach and empathy from all parties.

The negative impact of conflict that is not managed properly or when conflict is ignored, suppressed, or handled in the wrong way, when left unchecked, can be very damaging and spread widely to various aspects (Naima & Maria, 2020). Especially in the educational environment, these negative consequences affect not only the individuals involved, but also the entire school ecosystem, such as: 1) Decreased Productivity and Performance. When the conflict that occurs protracts, it diverts focus and energy. Students who are involved in conflicts or are victims of bullying will find it difficult to concentrate on learning, so their academic grades decrease. The same goes for teachers and staff. Conflicts between teachers can interfere with collaboration in curriculum development activities or other school projects, thus hindering innovation and making them focus more on personal problems than on teaching tasks (Veen et al., 2020). 2) Stress, Anxiety, and Mental Health, Unresolved conflicts can be a source of stress and anxiety, big ones. Students who experience conflict, whether as victims or witnesses, can experience psychological trauma that affects their mental health (Ma et al., 2022). This can trigger depression, low self-esteem, and even a desire not to come to school. On the other hand, teachers who are in a conflict-filled work environment can also experience emotional burnout and stress, which has the potential to greatly affect the quality of their teaching. 3) Unconducive Learning Environment, Conflict can create a negative atmosphere that is not safe and comfortable. Students will feel reluctant to interact or participate in class for fear of being ridiculed or ostracized. An environment filled with tension makes students not dare to ask questions or express opinions. As a result, the learning process becomes ineffective and unpleasant for all parties. 4) Violence and Destructive Actions, Conflicts that are not resolved peacefully can escalate into physical or verbal violence. Bullying that is allowed can lead to fights. Conflicts between student gangs can cause riots inside or outside the school. In more extreme cases, the inability to manage anger due to conflict can trigger acts of vandalism, destruction of school facilities, or other criminal acts. This not only harms individuals but also damages the reputation and safety of the entire educational institution. 5) Damage to School Reputation and Public Trust. When major conflicts or violence occur and are not handled properly, the school's reputation will be damaged in the eyes of the public and parents. This can lower public trust in school management and the quality of education provided. Parents may transfer their children to other schools, and the school will have difficulty attracting new students or retaining qualified staff. So managing conflict effectively is a must; in fact, the key to preventing these negative impacts and creating a safe and supportive learning environment for all.

Effective conflict management is crucial in the educational environment; if conflicts are not managed properly, they can have wide-ranging negative impacts (Leeuwen et al., 2024). Instead, do it with the right approach in handling conflicts so that they are able to create a harmonious, productive, and supportive learning environment for all parties (Wahidin, 2023). The importance of doing conflict management by taking the following approaches: 1) Creating a Safe and Positive Environment, Good conflict management focuses on resolving problems peacefully and constructively. This helps prevent conflict from escalating into physical or verbal violence, ultimately creating a safe learning space for students and staff. With a

sense of security, students will be more courageous to participate, interact, and experiment in the learning process without fear of being ridiculed or punished (Mabunga & Mabunga, 2019), 2) Improve Academic Performance and Productivity. When conflicts are successfully resolved, the energy and focus of students and teachers will not be wasted on personal problems or disputes. Students can concentrate fully on the lesson, while teachers can focus on innovative teaching methods. Collaboration between teachers will also be more effective, allowing them to design better curricula and provide maximum support for students. 3) Developing Important Life Skills. Conflict resolution is an important skill that will be useful throughout life. By being trained to negotiate, actively listen, and seek peaceful solutions in school, students will learn how to manage disagreements in the future. They will become more emotionally and socially mature individuals, who are ready to face challenges in the world of work and social life (Wiryatmo et al., 2022). 4) Strengthening Relationships Between Individuals. Conflicts that are resolved healthily can actually strengthen relationships. When the parties to the conflict manage to find common ground and understand each other, they will have a stronger sense of mutual trust. This applies to the relationship between students and teachers, teachers and parents, and fellow students. Open communication and the respect that grows from this process will be the foundation for better collaboration in the future. 5) Maintaining Public Reputation and Trust. Schools that are known to have strong conflict management mechanisms will gain the trust of parents and the community. Parents will feel confident that their child is in a safe and supportive place. This positive reputation will help the school attract quality students and staff, as well as strengthen its position as a leading educational institution. Overall, effective conflict management is a long-term investment for the future of the school. It's not just about solving problems, but also about building a culture that values communication, empathy, and collaboration (Fatimatul Hasanah, 2024).

In general, vocational high schools (SMK) have unique characteristics and are different from public schools, and these characteristics directly affect the type and intensity of conflicts that may occur (Suncaka, 2023). This is influenced by the main focus of vocational schools is to prepare students for the world of work, thereby creating a unique dynamic in the relationship between students, teachers, curriculum, and the university. These differences are: 1) The focus on Practical Skills (Theory vs. Practice) in vocational schools emphasizes the mastery of practical skills through work practice in laboratories or workshops. This often triggers conflicts related to differences in expectations between theory and practice. The differences are (a) Between Teachers: Teachers of theoretical subjects may complain about the lack of time given to their material due to the large number of hours of practice. Conversely, practical teachers may feel that the theoretical curriculum is too dense and irrelevant to the needs of the industry. (b) Between Students and Teachers: Students may feel that the theoretical material taught in the classroom has no direct application in the world of work, so they lose motivation. Conflict can arise when theoretical teachers demand in-depth understanding, while students focus more on practical skills that they consider more important. 2) Readiness for the World of Work (School Expectations vs. Industrial Realities). Vocational schools have great pressure to ensure that their graduates are ready to work. This often triggers conflicts arising from interactions with the industrial world through field work practice programs (PKL) or internships. Conflicts can arise, including: (a) Between School and Industry: Schools may have expectations for students to have a structured learning experience, but the industry may see street vendor students as just cheap labor. Conflict arises when there is a difference in perception about the purpose of the internship, the assignment given, or the treatment of students. (b) Between Students and the Work Environment: Students may be shocked by a harsh work culture, demanding work hours, or assignments that don't match what they learned in school. This can lead to stress, anxiety, and interpersonal conflict with employees at the internship site. 3) Diversity of Student Backgrounds and Goals. Where Vocational School Students come from various backgrounds with different goals. There are those who are interested in certain areas of expertise, but there are also those who enter vocational schools because they are not accepted at other schools, so conflicts can arise in the form of conflicts Between Students. This difference in interests and motivations can be a source of conflict. Students who are very dedicated to their area of expertise may find themselves distracted by other students who are less serious or do not have the same interests. Competition for best practice grades or good internships can also fuel unfair competition. 4)

Limited resources. Practical equipment and facilities in vocational schools are often limited or obsolete. This can trigger conflicts in various forms, so that they can trigger conflicts, including: (a) Between Students: Fighting over practice tools, limited materials, or damage to tools can trigger quarrels between students. (b) Between Schools and Committees/Parents: Schools may struggle to meet industry-required equipment standards, leading to complaints from parents who feel their children are not getting adequate facilities to learn. By understanding these unique characteristics, conflict management in vocational schools can be adjusted to address the specific root of the problem, thereby creating an environment that is more conducive to skill development and preparation for students to face the world of work.

SMK Muhammadiyah I Palembang was chosen as the location for the research for several very relevant and specific reasons. The unique characteristics of these schools offer a rich context for observing and analyzing the dynamics of conflict in the vocational education environment. The relevance of the Research Location at SMK Muhammadiyah I Palembang includes) Religious Values and Work Ethics, SMK Muhammadiyah I Palembang, is part of the Muhammadiyah education network, which places great emphasis on religious values and Islamic ethics. These characteristics can influence the way conflicts arise and are resolved in schools. The research can observe how values such as tolerance, deliberation (consensus), and honesty are applied in conflict resolution between students, teachers, and staff. Whether these values serve as a conflict reducer or are the source of the conflict itself, especially if there are differences in interpretation or practice. 2) School Size and Student Diversity. As one of the vocational schools that is most likely to have a significant number of students, this school offers a sizable and diverse sample. This diversity is not only in terms of social background, but also in the expertise programs offered. The large size of the school can increase the potential for different types of conflicts due to more complex social interactions. Research can compare patterns of conflict between different skill programs, for example, conflicts in engineering majors that may involve practical issues more often than business majors that may focus more on interpersonal issues. 3) Linkage with the Industrial World. As a vocational school, this school has an industry-oriented expertise program. Interaction with the industrial world, both through internship programs and other collaborations, is one of the sources of conflict that is worth researching. Research at SMK Muhammadiyah I Palembang can explore how schools manage conflicts arising from differences in expectations between schools and industry partners, or how students face challenges and conflicts in internships.

By analyzing the conflict at SMK Muhammadiyah I Palembang, we not only understand the dynamics of conflict in the vocational education environment more generally, but also gain insight into how unique factors, such as religious values and school size, affect conflict management. It provides richer and more specific data compared to research conducted in public schools or vocational schools without strong religious affiliations.

2. METHODS

The research methodology used in this study is a qualitative approach with the type of case study research (Amelia, 2025). The emphasis used is as follows: Qualitative Approach. In the qualitative approach was chosen because this research aims to understand phenomena in depth and comprehensively, not just to quantitatively measure data (Amelia, 2025). The objective is to describe and analyze how conflict management is applied in SMK Muhammadiyah I Palembang, as well as to understand the perceptions, experiences, and views of the parties involved (students, teachers, staff, etc.). Qualitative research allows researchers to dig into rich data from the perspective of participants. Type of Research: Case Study (Rostini & Amaly, 2023). This study uses a case study type because the focus is on one specific location, namely SMK Muhammadiyah I Palembang. Case studies allow researchers to conduct an in-depth investigation of the phenomenon (conflict management) in a real and unique context to the school. Through case studies, researchers can collect data from a variety of sources to get a comprehensive picture of how conflicts are managed in those environments. The subjects of this research are individuals who have a key role in the dynamics of conflict at SMK Muhammadiyah I Palembang.

including: Students, as parties who experience conflict most often. Teacher: As a mediator and conflict manager in the classroom. Principal/Management: As a policymaker and determinant of the direction of conflict management in schools. Guidance and Counseling Staff (BK): As a party specifically responsible for handling student problems. Parents: As an external party involved in some type of conflict.

To collect relevant data, the study used the In-Depth Interview method: The researcher conducted face-to-face interviews with the research subjects to gain an in-depth understanding of their experiences, views, and strategies in dealing with conflict. Participant Observation: Researchers directly observed interactions in the school environment, including how teachers manage conflicts in the classroom, interactions between students outside of class hours, or meetings between schools and parents. Then, with the Documentation Study method, the researcher collects and analyzes relevant documents, such as school regulations, student handbooks, Guidance and Counseling case records, or internal reports related to problem handling (Ma et al., 2022).

The data that has been collected is then analyzed using the following steps: Data Reduction: The researcher summarizes, selects, and focuses the raw data obtained from interviews, observations, and documents. Data Presentation: Data that has been reduced is presented in the form of narratives, tables, or charts for ease of understanding. Conclusion: The researcher summarizes the findings from the presented data, relates them to relevant theories, and provides an in-depth interpretation of how conflict management is implemented at SMK Muhammadiyah I Palembang. This methodology ensures that research can provide an accurate and comprehensive picture of the topic being researched in a specific context.

3. FINDINGS AND DISCUSSION

The results of this study are described based on the analysis of data that has been reduced, and then concluded according to the formulation of the problem that has been determined. Data were collected through in-depth interviews, participatory observations, and documentation studies with research instruments involving students, teachers, principals/management, counseling guidance staff (BK), and parents.

Conflict is a social phenomenon that cannot be avoided in the educational environment, including in vocational high schools (SMK). In the context of schools, conflicts can arise due to differences in perceptions, values, expectations, or interests between individuals and groups, especially between teachers and students. Although often viewed negatively, conflict can actually be a means to improve relationships, improve understanding, and strengthen a healthy communication culture if managed appropriately.

2.1. Conflict Forms and Resources Identification

The first step in understanding conflict management is to recognize its forms and causes.

Forms of Conflict

Based on the results of observations and interviews, several main forms of interpersonal conflicts occur between teachers and students at SMK Muhammadiyah I Palembang, namely: 1) Conflicts due to violations of school discipline. This form most often appears. For example, students arrive late, don't wear a full uniform, or don't do assignments. Teachers who reprimand students often get negative reactions, such as disrespectful answers or indifference. From there, a little interpersonal tension between teachers and students emerged. 2) Conflict due to differences in perception of learning methods. The results of the interview. Some students feel that the teacher's teaching method is too fast, uninteresting, or lacks the opportunity to discuss. On the other hand, teachers feel that students do not appreciate their efforts or lack the motivation to learn. This difference in perception can cause disappointment and even emotional distance. 3) Emotional and personal conflicts. Sometimes it arises

due to personal misunderstandings outside of learning activities. For example, the teacher reprimands the student in public so that the student feels humiliated, or the student thinks that the teacher is a favorite. This kind of conflict can affect long-term interpersonal relationships. 4) Conflicts due to ineffective communication. Misinterpretation of verbal and nonverbal messages often leads to misunderstandings. For example, a teacher's loud intonation is considered angry, or a cold student's facial expressions are considered disrespectful. Though both parties may not mean so. 5) Conflict of values and culture. At SMK Muhammadiyah I Palembang, there are students from diverse social and cultural backgrounds. The values they adopt are not always in line with the religious values or disciplines typical of Muhammadiyah schools. This inconsistency of values sometimes gives rise to conflicts in terms of adherence to the rules.

Major Sources of Conflict

The results of the study show that the source of interpersonal conflict between teachers and students can be categorized into several factors: 1) Communication Factors. The lack of the ability to communicate effectively is the main source of conflict. Teachers who use a slightly assertive or instructive communication style without opening a dialogue space often cause resistance from students. And vice versa, students who use disrespectful or defensive language trigger an emotional response from the teacher. 2) Personality and Emotional Factors. The factor of differences in individual characters also plays a big role. A teacher who tends to be assertive may be perceived as harsh by sensitive students. While expressive or critical students are sometimes considered to challenge the authority of teachers. This emotional imbalance, such as teacher stress due to the student's workload or academic pressure, can also trigger a conflict. 3) School System and Rules Factors. As a result of interviews with students, there are several school rules that are felt to be rigid or poorly socialized, causing misunderstandings. For example, rules of conduct that new students do not understand, or differences in perceptions in the application of sanctions. 4) Academic Factors. A high workload of assignments, exams, and academic expectations can often cause stress for students. Teachers who lack an understanding of students' psychological conditions have the potential to cause conflicts due to achievement pressure. 5) Social and Environmental Factors. Social support from peers or the home environment can also influence student behavior at school. Students with problematic family backgrounds tend to be more reactive to teachers' reprimands. Thus, it can be concluded that interpersonal conflicts between teachers and students at SMK Muhammadiyah I Palembang are not only caused by individual factors, but also influenced by the communication system, school culture, and psychological conditions of each party.

Mediation Strategy and the Role of Counseling Guidance (BK)

BK staff play a crucial role in managing interpersonal conflicts that teachers cannot resolve in the classroom. Based on an interview with the Chief of Staff of BK, Mrs. Nurhayati, M.Pd., the mediation process they carried out was guided by professional and Islamic counseling principles.

Mediation Process:

1. Problem Identification: The conflicting party, whether teachers or students, comes to the BK room.
2. Data Verification: BK staff conduct separate interviews to listen to each party's perspective.
3. Meeting Mediation: Both parties meet to find common ground. BK staff act as neutral mediators.

4. Conclusion Drawn: Together, they put together a favorable and fair deal.
5. Follow-Up: BK staff monitor the implementation of the agreement and provide follow-up guidance if needed. The role of parents is also very important in this mediation process. If the conflict is considered serious, the school will call the parents. Based on data from interviews, parental involvement often helps speed up the resolution process, as they can provide additional information and, together with the school, find the best solution for their child.

In conclusion, the interpersonal conflict management strategy between teachers and students at SMK Muhammadiyah I Palembang is managed effectively through a combination of collaboration and accommodation strategies, which is supported by the active mediation role of BK staff and a family approach based on Islamic values. The active involvement of parents is also an important factor in conflict resolution. This approach succeeds in creating a conducive learning environment because it focuses on problem-solving, not punishment, so that the relationship between teacher and student is maintained.

The results of this study show that conflict management at SMK Muhammadiyah I Palembang is quite effective because it focuses not only on problem-solving, but also on character development and interpersonal relationships. These findings are in line with some previous theories and research, but they also have significant differences.

These findings are very relevant to the theory of conflict management styles, according to Aisyah (2025), which categorizes five styles: competing, collaborating, compromising, avoiding, and accommodating. SMK Muhammadiyah I Palembang clearly adopts the collaborative and accommodating style as the main approach.

1. Collaborating: Seen in the practice of open deliberation and discussion aimed at finding win-win solutions. This is different from the competitive style that is oriented towards unilateral victory.
2. Accommodating: It appears in the attitude of teachers who are willing to give in to maintain good relationships with students, showing priority on relationships over personal interests.

Although in general collaboration and accommodation strategies are widely discussed in the literature, this study is unique because of its context. In support of Research, Dahari (2022) found that schools with high student satisfaction levels tend to implement strong collaboration strategies. The difference is that this study shows that collaboration at SMK Muhammadiyah I Palembang is not only based on professionalism, but also deep-rooted religious values, something that is not discussed in the journal. Scopus Journal - Support: Lee & Kim's (2022) study published in the Asia Pacific Journal of Education highlights the effectiveness of mediation by counseling staff in resolving student conflicts. The difference in this study is to highlight how BK staff at SMK Muhammadiyah I Palembang integrate modern counseling approaches with Islamic values, such as patience, sincerity, and deliberation, which gives a spiritual dimension to the mediation process. Then also supported by Chen (2020) in Educational Management, Administration & Leadership emphasizes the importance of transformational leadership of school principals in creating a supportive school culture. The difference is that it specifically describes how the leadership of the principal at SMK Muhammadiyah I Palembang is imbued with Muhammadiyah values, which form a collaborative and familial school culture, not just a professional culture. Conflicting Conflict: A study by Johnson & Williams (2023) in the International Journal of Conflict Management states that parental involvement in school conflict often complicates issues due to differences of view. The difference is that the results show that in SMK Muhammadiyah I Palembang, parental involvement is actually a supporting factor that accelerates conflict resolution,

because there is a common vision and mission between schools and parents in educating children. Mulyadi (2021) in the Journal of Islamic Education shows that the integration of Islamic values in the curriculum can increase tolerance and reduce conflict. The difference is that this research is deeper, not only in the curriculum, but in the practice of daily conflict management, where these values are the main guide, from deliberation to mutual forgiveness.

4. CONCLUSION

This research has original novelty because it provides a contextual and holistic model of conflict management, in which religious (Islamic) values are not only decorative but also practical foundations in each stage of conflict resolution. The main contribution of this research is to provide practical guidelines for schools, especially those based on religion, on how to integrate noble values in school management practices. This model proves that an approach centered on collaboration and accommodation, grounded in spiritual values, is much more effective in creating a conducive learning environment than an approach that focuses solely on rules and punishments.

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