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The Role of Teachers in Fostering Student Social Relationships to Mitigate Classroom Conflict

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Abstract

Harmonious social relationships are essential to an effective classroom environment; however, differences in students' personalities, backgrounds, and social competencies can generate interpersonal conflicts that disrupt academic engagement. This study examines teachers' roles in strengthening students' social relationships and reducing classroom conflict, identifies common forms of conflict, and analyzes the factors that facilitate or hinder these efforts. A qualitative descriptive literature-review design was employed. Data were systematically gathered from relevant books and peer-reviewed journal articles and analyzed using content analysis. The findings indicate that teachers serve as role models, mentors, facilitators, and mediators by instilling core values, developing students' social skills, and implementing peaceful conflict-resolution strategies. Effective implementation is supported by teacher competence, a positive school climate, parental involvement, and active student participation. Conversely, differences in student personalities, limited teacher time, insufficient parent–teacher communication, and inadequate conflict-management practices constrain these efforts. The study concludes that sustained teacher leadership, supported by coordinated institutional and parental involvement, is essential for

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fostering harmonious classroom relationships and minimizing interpersonal conflict. These findings contribute to understanding the multidimensional role of teachers in classroom conflict prevention and highlight the importance of integrated school-based strategies for strengthening students' social competence and creating supportive learning environments.

Keywords: Classroom Climate; Classroom Conflict; Conflict Resolution; Social Relationships; Teacher Roles

INTRODUCTION

Education is a holistic process that focuses not only on developing cognitive abilities but also on shaping students' character and social competence. Schools function as social microsystems that bring together students from diverse cultural backgrounds, personalities, and life experiences. Through daily interactions in the classroom, students learn to hone pro-social skills, such as empathy, tolerance, effective communication, and teamwork (Rahma et al., 2025). However, this diversity also carries the potential for ineffective interpersonal friction. When the dynamics of social interactions are not well managed, differences in perspectives and interests between students can easily escalate into social disruptions that hinder their emotional growth (Wentzel, 2017).

Empirically, conflict in the classroom manifests itself in various forms, ranging from minor disagreements and verbal misunderstandings to unhealthy competition and even physical and cyberbullying. The impact of this destructive conflict is not limited to the breakdown of interpersonal relationships but also directly impacts decreased learning motivation, academic anxiety, and decreased student achievement. A learning environment rife with unresolved conflict substantially creates an unfavorable classroom climate, which ultimately disrupts students' right to feel safe while learning (Hong et al., 2020).

In addressing these dynamics, teachers play a highly strategic role as pedagogical agents and facilitators of the classroom's social climate. Teachers' instructional tasks must be integrated with their nurturing role, where they act as guides, role models, and mediators in conflict resolution (N. Arifin & Ichsan, 2024; Miftahurrohman et al., 2021). Through the implementation of cooperative learning strategies, strengthening emotional literacy, and instilling core character values, teachers can facilitate the formation of a positive classroom climate. Inclusive and emotionally responsive learning has been shown to be effective in

minimizing social friction and developing constructive conflict resolution skills in students (Skinner & Pitzer, 2012).

However, the effectiveness of teachers' roles in reducing classroom conflict depends on various supporting and inhibiting factors, both internal and external. Teachers' socio-emotional competencies, adaptive classroom management, and a supportive school culture are key determinants of successful interventions (Ansi et al., 2026). Conversely, barriers such as high student-to-teacher ratios, excessive administrative burdens, limited conflict management skills, and minimal parental involvement often contribute to the failure of early conflict resolution. Without systemic support, teachers' efforts to build social harmony tend to be fragmented and less sustainable (Schonert-Reichl, 2017).

Therefore, collaborative, holistic synergy among teachers, school management, parents, and other educational stakeholders is needed to develop comprehensive conflict prevention and resolution mechanisms. An in-depth study of the dynamics of social interactions and the effectiveness of conflict intervention strategies in the classroom is crucial to fill this gap in the literature and provide a practical foundation for strengthening a safe school climate. This study aims to comprehensively analyze strategies for managing social relationships and handling conflict in the classroom to formulate a sustainable, collaboration-based intervention model for elementary and secondary schools (Epstein & Sanders, 2016).

A literature review on the role of teachers in fostering student social relationships to minimize classroom conflict shows mutually reinforcing results. Mahzumi et al. (2024) highlighted that teachers acting as mediators, facilitators, and role models through empathy-based conflict resolution strategies successfully improved communication skills, cooperation, and a positive interaction climate among students. This was confirmed by Mahfuzah et al. (2025) who found that facilitating group activities and the teacher's active role as a neutral mediator significantly strengthened students' personal relationships while reducing the potential for social friction in the classroom. Furthermore, Rizal (2025) emphasized the importance of direct intervention and fostering mutual respect by classroom teachers to prevent the formation of social crises and restore harmony among students. Complementing these findings, Hasibuan (2024) emphasized that a mediation approach based on character values (such as deliberation, empathy, and justice) has proven effective in strengthening students' interpersonal tolerance, allowing conflicts to be resolved peacefully and maintaining classroom conduciveness.

Based on the description, this study aims to analyze the role of teachers in fostering social relationships between students to reduce conflict in the classroom, identify the forms of conflict that often occur, explain the strategies implemented by teachers in resolving them, and examine the factors that support and hinder the implementation of these roles. The results of this study are expected to contribute to the development of more conducive learning practices, strengthen social relationships between students, and serve as a reference for teachers and researchers in developing strategies for character building and conflict resolution in the school environment.

METHODS

The researcher in this study used a qualitative approach with a descriptive research design to in-depth describe the role of teachers in fostering student social relationships to minimize the potential for conflict in the classroom. The method employed was library research, where the analysis focused on conceptual, theoretical, and empirical exploration of various scientific literature. This study did not collect direct field data, but rather reviewed reputable documents—such as academic textbooks, indexed journal articles, and previous research reports—relevant to the dynamics of student social interactions and conflict management strategies in the school environment (Amini & Desiningrum, 2016; Anggito & Setiawan, 2018).

Data collection was conducted using a structured documentation study technique. The data search and identification process utilized various reputable academic databases with specific keywords covering the facilitative role of teachers, the formation of student social relationships, and the dynamics of classroom conflict resolution. To ensure data quality and validity, the selection of reference sources was based on inclusion criteria, such as the relevance of the topic's substance, the novelty of the publication, and the publisher's academic credibility. All literature that met the criteria was then systematically grouped, sorted, and mapped to form a robust analytical framework (Saefullah, 2024).

The collected qualitative data were analyzed using content analysis techniques integrated with the qualitative data analysis flow. The analysis stage began with data reduction through coding and categorization of key themes related to indicators of social relations and conflict reduction strategies. The filtered data were then presented narratively and systematically to identify patterns, interrelationships between variables, and supporting

conceptual frameworks. The final stage involved drawing and verifying conclusions critically, reinforced by theoretical triangulation techniques to ensure the validity, objectivity, and credibility of the research findings as a whole (Sugiyono, 2017).

RESULTS

Overview of Elementary School Social Studies Textbooks

Social conflict in the classroom is a common phenomenon in interactions between students. Each student has a different family background, character, mindset, abilities, and experiences, so these differences have the potential to lead to conflict if not managed properly. Conflict is not always negative; under certain circumstances, it can be a means of social learning for individuals (Muhtarom & Ichsan, 2025). However, if conflict persists without proper resolution, it will disrupt the learning environment, decrease learning motivation, and damage relationships between students. Therefore, understanding the forms of social conflict that occur in the classroom is the first step in determining effective strategies for fostering social relationships (I. Arifin et al., 2025).

One of the most common forms of social conflict found in the classroom is disagreements arising from differences of opinion. This situation typically arises when students are working in groups, discussing, or completing assignments together. Each student strives to defend their opinion, and if this is not accompanied by mutual respect, these differences can escalate into arguments. Disputes can also be triggered by misunderstandings, teasing between peers, or a refusal to accept others' opinions. This situation demonstrates that communication and collaboration skills still need to be developed to ensure harmonious social interactions among students (Rambe & Wijaya, 2025).

In addition to disputes, social conflict in the classroom can also take the form of bullying, whether verbal, physical, or social. Verbal bullying, such as name-calling, insulting physical appearance, using derogatory nicknames, and spreading rumors, is still common in elementary and secondary schools. This behavior can have serious psychological impacts on victims, such as decreased self-confidence, anxiety, and even reduced interest in learning. If not addressed promptly, bullying can escalate into larger conflicts and disrupt the classroom learning climate (Andini, 2019; Sutinah et al., 2025).

Conflicts often arise from competition between students, both in academic and non-academic areas. The desire to be the best sometimes gives rise to feelings of envy, jealousy,

and social jealousy toward friends who achieve higher levels. Unhealthy competition can lead to attitudes of putting each other down, unwillingness to cooperate, and even ostracizing certain friends. The learning environment should, however, be a place for students to support each other and grow together. Therefore, teachers need to instill the values of sportsmanship, cooperation, and appreciation for the success of others so that competition can transform into positive motivation (Ahsin & Ilahiyah, 2025).

Another form of conflict is misunderstanding in friendships caused by ineffective communication. Misunderstanding someone's words, actions, or intentions often gives rise to negative prejudice, straining relationships between students. At school age, the ability to control emotions is still developing, so students tend to react spontaneously without considering the impact of their behavior. In situations like this, the presence of teachers as mediators is essential to help students express their opinions, listen to others' perspectives, and find mutually acceptable solutions so that conflicts do not escalate into prolonged hostilities (Rinjani et al., 2024).

Based on this description, it can be concluded that forms of social conflict in the classroom include disputes resulting from differences of opinion, bullying, unhealthy competition, and misunderstandings in communication between students. These conflicts arise as a consequence of the diversity of characters and social interactions in the school environment. If not handled appropriately, conflict can hinder students' learning and social development. Therefore, teachers play a crucial role in recognizing various forms of conflict early on as a foundation for building harmonious social relationships and creating a conducive classroom atmosphere.

Analysis of Content Suitability with Learning Outcomes

Harmonious social relationships in the classroom environment do not develop spontaneously but require a continuous development process. Within this process, teachers play a crucial role, as they are the individuals who interact most frequently with students during learning activities. Teachers are not only responsible for delivering subject matter but also for guiding students' social development, enabling them to communicate, collaborate, respect differences, and resolve conflicts peacefully. This role becomes even more crucial given that the school environment is where students learn to live in society through various interactions with peers and other members of the school community. Therefore, teachers

are required to be able to fulfill various roles in a balanced manner to create a classroom climate that is safe, comfortable, and conducive to students' social development.

1. Teachers as Role Models in Social Relations

Teachers are role models for students in terms of attitude and behavior. The way teachers speak, respect others, show empathy, and resolve problems will become models that students observe and emulate in their daily lives. When teachers demonstrate politeness, tolerance, honesty, and respect for each student without discrimination, students will be encouraged to apply these values in their social relationships. Conversely, if teachers exhibit behavior that does not reflect positive attitudes, students are also likely to imitate such behavior, which can affect the quality of social interactions in the classroom (Mahfuzah et al., 2025).

The teacher's role as a role model is also evident in their ability to build polite and respectful communication with each student. Teachers should provide opportunities for all students to express their opinions, respect differing views, and demonstrate fairness in decision-making. This kind of role model will foster mutual trust between teachers and students and foster a culture of mutual respect in the classroom (N. Arifin & Ichsan, 2024; Ichsan, 2019). Thus, social relationships among students develop positively because they receive real-life examples of how to interact effectively.

2. Teachers as Guides in Developing Social Skills

In addition to being role models, teachers also act as mentors, helping students develop social skills. This mentoring is carried out through providing direction, advice, and fostering positive behaviors in various learning activities. Teachers can train students to work together in groups, help each other when facing difficulties, and build good communication with both peers and teachers (Kwartie et al., 2024; Nazila, 2025). These activities provide students with direct experience in the importance of cooperation and mutual respect in social life.

During the mentoring process, teachers also need to reinforce character values such as responsibility, discipline, tolerance, caring, and respect for others. These values form the foundation for healthy social relationships, as students not only understand the rules but also recognize the importance of maintaining good relationships with their surroundings. Consistent mentoring will help students develop positive habits that carry over beyond the school environment (Anggriana, 2020).

3. Teachers as Facilitators of Social Interaction

Teachers play the role of facilitators, creating opportunities for students to interact positively. It can be achieved through the use of cooperative learning models, group discussions, educational games, and joint project activities that require communication and cooperation. Through these activities, students learn to understand their peers' personalities, share tasks, respect others' opinions, and resolve differences through deliberation.

In addition to providing activities that encourage social interaction, teachers also need to create an open and inclusive classroom atmosphere so that every student feels accepted without discrimination. Such a learning environment will reduce feelings of fear, inferiority, and the tendency to isolate certain peers. When all students have equal opportunities to participate, social relationships in the classroom become stronger and the potential for conflict is minimized.

4. Teachers as Facilitators of Social Life in Schools and Society

The role of teachers in fostering social relationships is not limited to classroom learning activities but also encompasses students' lives within the school and community. Teachers need to instill an awareness that values such as mutual respect, mutual cooperation, caring, and social responsibility must be applied in various life situations. Therefore, teachers can involve students in social activities, community service, community service, and extracurricular activities that foster a spirit of togetherness and concern for the environment (Rosalinda & Kurniawan, 2026).

Through involvement in these various activities, students gain real-life experience regarding the importance of living alongside others and understand that good social relationships are a key asset in community life. Continuous development will help students develop strong social character, enabling them to establish harmonious relationships both at school and in their neighborhoods.

Based on the above description, it can be concluded that the role of teachers in fostering students' social relationships encompasses various aspects, including serving as role models, mentors, facilitators, and social life coaches. These four roles complement each other in developing students' abilities to interact positively, respect differences, cooperate, and resolve conflicts peacefully. By consistently implementing these roles, teachers can create a harmonious learning environment, fostering positive social relationships among students and minimizing the potential for classroom conflict (Nofeliu & Nikmati, 2025).

Analysis of the Suitability of Presentation with the Principles of the Independent Curriculum

Conflict in the classroom is an unavoidable part of the dynamics of social interaction. Differences in character, background, way of thinking, and abilities among students often give rise to disputes that, if not handled effectively, can disrupt the learning process. Therefore, teachers need to implement various strategies that are not only oriented towards conflict resolution but also focus on preventing and establishing positive social relationships. The strategies implemented must be able to develop students' abilities to communicate, collaborate, control emotions, and respect differences, thus creating a safe, comfortable, and conducive classroom atmosphere for learning activities.

1. Implementing a Preventive Approach through the Inculcation of Social Values

The first step teachers can take is to implement a preventative approach by instilling social values in everyday classroom life. Teachers need to build a culture of mutual respect, mutual assistance, responsibility, and appreciation for diversity from the beginning of the learning process. It can be achieved by developing classroom rules with students, modeling good behavior, and rewarding positive attitudes.

A preventative approach aims to reduce the potential for conflict before disputes escalate into larger problems. When students are accustomed to respecting others' opinions, managing their emotions, and understanding the importance of cooperation, the chances of arguments and bullying are reduced (Al-Furqan, 2025). This strategy also helps build a more harmonious classroom climate, allowing students to feel safe interacting with their peers.

2. Conducting Fair Mediation and Conflict Resolution

When a conflict occurs, teachers need to act as mediators, helping students resolve the issue fairly. Teachers should provide an opportunity for each party to express their opinions without pressure or bias. Through the mediation process, students are encouraged to understand the causes of the conflict, listen to their peers' perspectives, and find mutually acceptable solutions.

In the conflict resolution process, teachers should not only focus on imposing sanctions but also guide students in repairing disrupted social relationships. Teachers can engage students in dialogue, ask them to apologize to each other, and provide opportunities to rebuild cooperation in learning activities (Wibowo & Salfadilah, 2025). This approach will

provide meaningful learning experiences because students understand that every conflict can be resolved through good communication and mutual respect.

3. Developing Empathy and Social Skills through Learning

Another strategy that can be implemented is developing empathy and social skills through various learning activities. Teachers can use group discussions, cooperative learning, educational games, simulations, and problem-solving activities that involve interaction between students. Through these activities, students learn to understand others' feelings, appreciate differences, cooperate, and solve problems collectively.

Developing empathy is a crucial aspect in reducing conflict because empathetic students tend to be better able to control aggressive behavior and understand the impact of their actions on their peers. Furthermore, strong social skills will help students build effective communication, thereby minimizing misunderstandings. Thus, learning not only improves academic abilities but also serves as a means of developing students' social character (Parawansah, 2026).

4. Involving Guidance and Counseling Teachers and Parents

Conflict management strategies will be more effective when implemented through collaboration between class teachers, guidance and counseling teachers, and parents. Guidance and counseling teachers are competent in providing counseling services to students experiencing difficulties in social relationships and emotional management. Through these services, students receive support to identify the causes of conflict, develop problem-solving skills, and improve their social behavior.

Furthermore, parental involvement is also essential so that the guidance provided at school can be continued within the family environment. Good communication between teachers and parents allows for a shared approach to student guidance, ensuring sustainable behavioral changes (Marwiyah et al., 2026). Synergy between schools and families will provide stronger support for students' social development while reducing the likelihood of similar conflicts recurring in the future.

Based on the description above, it can be concluded that teachers' strategies for reducing conflict in the classroom need to be implemented comprehensively through prevention efforts, conflict resolution, social skills development, and collaboration with various parties. These strategies not only aim to stop ongoing conflicts but also to shape students' character so they can establish healthy social relationships, respect differences, and

resolve any problems peacefully. With consistent implementation of these strategies, the classroom atmosphere will become more conducive, allowing the learning process to proceed effectively and harmoniously.

DISCUSSION

Analysis of Strengthening the Pancasila Student Profile in Textbooks

A teacher's success in fostering social relationships with students and mitigating classroom conflict is not only determined by their ability to manage learning but is also influenced by various supporting factors within and outside the school environment. These factors play a role in creating conditions that enable teachers to carry out their duties optimally. Good support will facilitate teachers in building positive communication, instilling character values, and resolving conflicts effectively. Therefore, the presence of supporting factors is crucial in creating a harmonious learning environment conducive to students' social development.

1. Strong Teacher Competence and Professionalism

Teacher competence is a key factor in successfully managing social conflict in the classroom. Teachers who possess pedagogical, personality, social, and professional competence will be better able to understand student characteristics, identify the causes of conflict, and determine resolution strategies appropriate to their needs. Mastery of these competencies enables teachers to act objectively, fairly, and wisely when addressing various problems that arise in the classroom.

In addition to competence, a teacher's professional attitude is also a crucial factor in fostering positive social relationships. Teachers who demonstrate responsibility, discipline, patience, and concern for students are more likely to gain their trust. Relationships based on mutual trust facilitate teachers' guidance during disputes, enabling students to be more open in expressing their concerns (Tambak & Sukenti, 2020). This allows conflicts to be resolved more quickly and appropriately.

2. Conducive School Environment

A safe, orderly, and comfortable school environment is a significant contributing factor to teachers' success in reducing classroom conflict. Schools that foster a culture of mutual respect, discipline, and uphold the values of togetherness will set a positive example for students in building social relationships. A positive school culture also encourages all

members of the school community to share responsibility for maintaining a harmonious atmosphere.

In addition to school culture, clear rules regarding discipline and conflict resolution serve as guidelines for both teachers and students. These rules define acceptable and unacceptable behavior, fostering students' awareness of how to behave within the school environment (Aziz & Ana, 2022). When all members of the school community commit to consistently implementing these rules, the potential for conflict can be minimized and its resolution becomes more focused.

3. Collaboration between Teachers, Counseling Teachers, and Parents

The success of fostering students' social relationships is also influenced by strong collaboration between class teachers, guidance and counseling teachers, and parents. Class teachers have the opportunity to observe students' behavior daily, while guidance and counseling teachers are competent in providing counseling services to students experiencing difficulties in social relationships or emotional management. This collaboration between the two parties will result in more comprehensive conflict management because it considers various aspects of student development.

Conversely, parents play a crucial role in strengthening character development at school. Intensive communication between teachers and parents allows for a shared approach in guiding students, both at school and at home. If parents are aware of their child's behavioral development and provide appropriate support, behavioral changes in students will be more easily achieved. Sustainable collaboration between schools and families is a key factor in fostering healthy social relationships among students (Ichsan, 2020).

4. Active Student Participation in Building Social Relationships

Another supporting factor is active student participation in creating a harmonious classroom atmosphere. A teacher's success depends not only on the strategies implemented but also on students' willingness to follow directions, obey rules, respect their peers, and resolve differences through effective communication. When students are aware of the importance of maintaining positive social relationships, various development programs implemented by teachers will yield more optimal results.

Student participation can be seen through involvement in group activities, class discussions, school organizations, and other social activities that encourage cooperation among students. The experience of interacting in these activities helps students learn to

control their emotions, respect the opinions of others, and take responsibility for their actions. Thus, good social relationships are not only built by teachers but also grow from students' own awareness of creating a peaceful and respectful learning environment (Mahfuzah et al., 2025).

Based on this description, it can be concluded that teachers' success in reducing classroom conflict is supported by various factors, namely teacher competence and professionalism, a conducive school environment, cooperation between teachers, guidance and counseling teachers, and parents, and active student participation in building social relationships. All of these factors complement and strengthen teachers' efforts in creating a harmonious classroom climate. The better the support provided by each element, the greater the opportunity for creating positive social relationships, thereby minimizing classroom conflict and enabling effective learning.

Factors Inhibiting the Role of Teachers in Reducing Conflict in the Classroom

Teachers' efforts to foster social relationships with students and reduce classroom conflict do not always go as expected. In practice, various inhibiting factors can impact the effectiveness of the strategies teachers implement. These obstacles can originate from within the students, the teachers, the school environment, or even the families. If these factors are not identified and addressed effectively, the conflict resolution process will be less than optimal, potentially leading to recurrence. Therefore, understanding these inhibiting factors is crucial so teachers can determine the appropriate steps to create a harmonious learning environment.

1. Differences in Character and Social Abilities of Students

Each student has a unique personality, family background, maturity level, and social skills. These differences often lead to misunderstandings, disagreements, and conflicts between students. Some students adapt easily and are able to control their emotions, while others tend to be easily offended, have difficulty accepting criticism, or are less able to collaborate with peers. This situation presents a challenge for teachers because the approach used cannot be standardized for all students.

Furthermore, students' underdeveloped social and emotional skills can also hinder conflict resolution. Students who are unable to manage their emotions are often more prone to react impulsively when faced with differences of opinion or treatment they perceive as

unpleasant. As a result, small conflicts can escalate into larger fights if not addressed promptly. Therefore, teachers need time and a sustainable approach to develop students' social skills and emotional management (Widianingtyas, 2025).

2. Time Limitations and Teacher Workload

Teachers' responsibilities extend beyond teaching to developing learning materials, assessing student outcomes, managing school administration, developing character, and various additional tasks. These numerous responsibilities limit the amount of time teachers have to provide individual support to students. Conflict resolution often requires intensive communication to fully understand the root of the problem.

Time constraints also make it difficult for teachers to comprehensively monitor all student interactions, especially when there are a large number of students in a class. As a result, some conflicts are only discovered after they have developed into more serious problems. This situation demonstrates that teachers' role in fostering social relationships requires adequate time, effort, and systems to be effective (Muspiroh, 2015).

3. Lack of Communication between School and Parents

Ineffective communication between teachers and parents is one of the factors hindering the reduction of conflict in the classroom. Not all parents have the opportunity to monitor their children's behavior at school due to work commitments or other factors. As a result, various problems experienced by students at school are not adequately addressed when they are at home.

However, character development and social relationships require continuity between education at school and at home. If communication between teachers and parents is ineffective, the teacher's development efforts can be hampered by a lack of consistent support from the family. Therefore, open, regular, and mutually supportive communication is necessary so that any student problems can be resolved collaboratively (Sumayyah et al., 2024).

4. Lack of Consistency in Conflict Management in Schools

Another obstacle is the suboptimal implementation of conflict management in schools. In some situations, conflict resolution is still carried out incidentally without consistent procedures, resulting in students receiving different treatment for similar problems. This inconsistency can lead to the perception that conflict resolution is not being carried out fairly, thus eroding student trust in teachers and the school.

Furthermore, a lack of coordination between class teachers, subject teachers, guidance and counseling teachers, and the school can also hinder the effectiveness of conflict resolution. Handling issues separately without proper communication has the potential to result in less comprehensive solutions (Nurfauzan et al., 2025). Therefore, a planned, consistent, and all-party conflict management system is needed so that each conflict can be resolved objectively and sustainably.

Based on this description, it can be concluded that various factors hinder teachers' role in reducing conflict in the classroom, namely differences in student character and social abilities, limited time and teacher workload, lack of communication between schools and parents, and suboptimal conflict management within the school environment. These various obstacles need to be overcome through cooperation from all school members, family support, and improving teacher competence so that the development of students' social relationships can take place effectively and sustainably.

CONCLUSION

This study concludes that teachers play a multifaceted role—as role models, mentors, and facilitators—that is crucial in minimizing various forms of classroom conflict (such as disagreements, bullying, unhealthy competition, and communication misunderstandings) through the integration of preventive strategies, fair mediation, and the development of student empathy. The successful implementation of these roles is highly contingent upon teachers' socio-emotional competence, a conducive school climate, and collaborative synergy among classroom teachers, guidance counselors, parents, and active student participation; however, in practice, it remains constrained by heavy teacher workloads, diverse student character profiles, and inconsistent conflict management. Implicatively, these findings underscore the necessity of establishing a holistic, sustainable, and systemically collaborative social intervention model to cultivate a safe, inclusive, and conducive learning climate for student character development in primary and secondary educational institutions.

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