

# Restitution Triangle-Based Pedagogical Approach in Fostering Responsibility Character among Elementary School Students through Conflict Mediation

<sup>1)</sup> Hanafi Nurhuda Saragih, <sup>2)</sup> Tumin

<sup>1) 2)</sup> Department of Islamic Education, Faculty of Islamic Studies, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia

Email: [nafinurhudasaragih@gmail.com](mailto:nafinurhudasaragih@gmail.com), [tumin@umy.ac.id](mailto:tumin@umy.ac.id)

## Article Info

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## ABSTRACT

This study aims to describe teachers' pedagogical approaches in fostering responsibility character among elementary school students through conflict mediation at SDN Kasihan, Bantul, Yogyakarta. The study employed a qualitative method with a descriptive approach. The research participants consisted of one Islamic Religious Education (IRE) teacher and two teachers involved in conflict mediation and character development activities at the school. Data were collected through in-depth interviews and observations and analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The findings revealed that the most common conflicts among students were minor verbal bullying incidents influenced by family environments and peer interactions. To address these conflicts, teachers implemented the restitution triangle approach, emphasizing self-reflection, moral awareness, and students' intrinsic responsibility. Teachers acted as mediators and facilitators who guided students to recognize their mistakes, understand the consequences of their actions, and independently determine appropriate corrective actions. This approach was found to promote responsibility, self-control, and positive behavior among students. The study concludes that conflict mediation based on the restitution triangle can serve as an effective pedagogical strategy for strengthening responsibility character in elementary school students.

## Informasi Artikel

### Kata Kunci:

pendekatan pedagogis;  
karakter tanggung jawab;  
mediasi konflik;  
segitiga restitusi;  
sekolah dasar.

## ABSTRAK

Penelitian ini bertujuan mendeskripsikan pendekatan pedagogis guru dalam pembentukan karakter tanggung jawab siswa sekolah dasar melalui mediasi konflik di SDN Kasihan, Bantul, Yogyakarta. Penelitian menggunakan metode kualitatif dengan pendekatan deskriptif. Informan penelitian terdiri atas seorang guru Pendidikan Agama Islam (PAI) dan dua guru yang terlibat dalam proses mediasi konflik serta pembinaan karakter peserta didik. Data dikumpulkan melalui wawancara mendalam dan observasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa konflik yang sering terjadi berupa perundungan verbal ringan yang dipengaruhi oleh lingkungan keluarga dan pergaulan siswa. Dalam menyelesaikan konflik, guru menerapkan pendekatan segitiga restitusi yang menekankan refleksi diri, kesadaran moral, dan tanggung jawab intrinsik peserta didik. Guru berperan sebagai mediator dan pembimbing yang membantu peserta didik memahami kesalahan, menyadari dampak perilakunya, serta menentukan langkah perbaikan secara mandiri. Pendekatan tersebut terbukti mampu menumbuhkan sikap tanggung jawab, kontrol diri, dan perilaku positif peserta didik. Penelitian ini menunjukkan bahwa mediasi konflik berbasis segitiga restitusi dapat menjadi strategi pedagogis yang efektif dalam mendukung pembentukan karakter tanggung jawab siswa sekolah dasar.

## Article History

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✉ **Corresponding Author:** (1) Hanafi Nurhuda Saragih, (2) Department of Islamic Education, (3) Universitas Muhammadiyah Yogyakarta, (4) Yogyakarta, Indonesia, (5) Email: [nafinurhudasaragih@gmail.com](mailto:nafinurhudasaragih@gmail.com)

## 1. Introduction

Education is a process that is not only oriented toward the achievement of students' cognitive competencies but also aims to develop character as the foundation of behavior in everyday life. One of the essential character traits that should be cultivated at the elementary school level is responsibility. Responsibility helps students understand their obligations, accept the consequences of their actions, and demonstrate disciplined and independent behavior in various situations. Therefore, schools play a strategic role in instilling responsibility through learning activities and social interactions within the educational environment (Hasibuan, 2026).

In the educational process, teachers play an important role as facilitators and agents of character development. The pedagogical approaches implemented by teachers significantly influence the success of learning and students' character growth. Teachers who employ varied, creative, and student-centered instructional strategies can create a more active, enjoyable, and meaningful learning environment. Appropriate pedagogical approaches not only enhance learning motivation but also help students internalize moral and social values needed for social life (Hanifah et al., 2024).

Pedagogical approaches are not only applied in formal classroom learning but also in various social situations that occur within the school environment, including student conflicts. Conflict is an inseparable part of students' social lives because they are still learning to understand emotions, build social relationships, and resolve differences. If not properly addressed, conflicts may lead to bullying, hostility, and disruption of a conducive learning climate. Conversely, conflicts managed through educational approaches can become effective learning opportunities for developing social skills, empathy, and responsibility. One approach that can be used in resolving school conflicts is conflict mediation. In this process, teachers act as mediators who help students understand the root causes of conflicts, manage emotions, consider different perspectives, and identify mutually acceptable solutions. Conflict mediation serves not only as a conflict resolution strategy but also as a character education tool that encourages students to reflect on their behavior, understand the consequences of their actions, and take responsibility for their decisions (Rizal, 2025).

Responsibility is one of the primary objectives of character education in elementary schools. The development of responsibility can be achieved through various activities, such as classroom duties, assignments, religious activities, and daily social interactions within the school environment. The success of responsibility character development depends not only on teachers but also on parental support and the broader social environment. Through consistent habituation, students are expected to demonstrate discipline, independence, and responsibility toward themselves and others (ROHMI, 2018).

Previous studies have examined teachers' pedagogical approaches, responsibility character education, and conflict

mediation in schools. However, most studies have investigated these aspects separately. Although research on character education, conflict mediation, and pedagogical approaches has grown considerably, studies specifically exploring how teachers utilize conflict mediation as a means of fostering responsibility among elementary school students remain limited. In fact, conflicts occurring within schools can serve as effective character education opportunities when managed through appropriate pedagogical approaches. This gap highlights the need for research that explains the relationship between teachers' pedagogical approaches, conflict mediation, and the development of responsibility character in elementary education.

Based on this context, the novelty of this study lies in its analysis of teachers' conflict mediation-based pedagogical approaches in fostering responsibility character among elementary school students. This study focuses on how teachers utilize conflict mediation not merely as a strategy for resolving disputes among students but also as a means of promoting moral awareness, self-reflection, and responsibility. Therefore, this study is expected to contribute to the development of character education practices in elementary schools through educational and reflective conflict mediation approaches. Accordingly, this study aims to describe teachers' pedagogical approaches in fostering responsibility character among elementary school students through conflict mediation at SDN Kasihan, Bantul, Yogyakarta.

## 2. Method

This study employed a qualitative method with a descriptive approach. The qualitative approach was selected because the study aimed to gain an in-depth understanding of teachers' pedagogical approaches in fostering responsibility character among elementary school students through conflict mediation (Creswell, 2014). Meanwhile, the descriptive approach was used to systematically and factually describe phenomena based on actual conditions found in the field (Moleong, 2017).

The research was conducted at SDN Kasihan, Bantul Regency, Special Region of Yogyakarta. The site was selected because the school implements conflict mediation as one of its strategies for character development. The participants consisted of one Islamic Religious Education (IRE) teacher who teaches Grades IV, V, and VI, as well as two teachers who were directly involved in conflict mediation and character development activities at the school. Informants were selected purposively based on their experience in handling student conflicts and fostering responsibility character through instructional and mentoring activities.

Data were collected through in-depth interviews and observations. Interviews were conducted to obtain information regarding the types of conflicts occurring at school, the factors contributing to conflicts, the pedagogical strategies employed by teachers during mediation, and efforts to instill responsibility

among students. Observations were carried out to examine teacher–student interactions during conflict mediation and the implementation of pedagogical approaches in fostering students’ responsibility character.

Data were analyzed using the interactive analysis model consisting of data condensation, data display, and conclusion drawing (Miles et al., 2014). During the data condensation stage, the researcher selected, simplified, and organized data obtained from interviews and observations. The data were then presented in narrative form to facilitate interpretation. The final stage involved drawing and verifying conclusions continuously until credible and consistent findings were obtained.

The trustworthiness of the data was established through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the Islamic Religious Education teacher and other teachers involved as research informants, while technique triangulation was performed by comparing interview and observation data. These procedures were employed to enhance the credibility and trustworthiness of the findings. Through these methods, the study sought to provide a comprehensive understanding of teachers’ pedagogical approaches in fostering responsibility character among elementary school students through conflict mediation.

### 3. Results

The findings were obtained through in-depth interviews with an Islamic Religious Education (IRE) teacher and observations of conflict mediation practices conducted within the school environment. Based on the data analysis, six major themes emerged, namely teachers’ understanding of student conflicts, pedagogical strategies in conflict mediation, teachers’ roles as mediators, the cultivation of responsibility through conflict, student behavioral changes, and the evaluation of teachers’ approaches.

#### 3.1. Teachers’ Understanding of Student Conflicts

The findings indicate that teachers perceive conflicts among elementary school students as social phenomena influenced by family background, daily peer interactions, and the dynamics of friendship relationships. The most common form of conflict identified was verbal bullying, particularly teasing related to students’ parents. “The conflicts that most frequently occur in class involve students teasing one another, especially regarding their parents’ names.” (M, interview, 2026).

The teacher further explained that such behaviors are often influenced by habits developed within the family and peer environment. “Children’s social relationships are constantly changing, which can also trigger bullying behaviors.” (M, interview, 2026). These findings suggest that teachers do not view conflicts merely as misbehavior but rather as part of students’ social and emotional development that requires educational guidance.

#### 3.2. Pedagogical Strategies in Conflict Mediation

The study found that teachers primarily employ the restitution triangle approach in resolving student conflicts. This approach places students at the center of the conflict resolution process through self-reflection and responsible decision-making. “In handling bullying cases, the school applies the restitution triangle method.” (M, interview, 2026).

Through this approach, students are encouraged to recognize their mistakes, understand the consequences of their actions, and formulate strategies for behavioral improvement independently. “Students are encouraged to develop their own solutions and improvement strategies that align with agreed school values and rules.” (M, interview, 2026).

Rather than emphasizing punishment, this approach focuses on developing moral awareness and intrinsic responsibility among students. Consequently, conflict mediation serves not only as a conflict-resolution strategy but also as a character-building process.

#### 3.3. Teachers’ Roles as Mediators

Teachers play a crucial role as mediators by adapting their position according to students’ needs during the conflict resolution process. Depending on the situation, teachers may act either as neutral mediators or as guides who assist students in understanding and resolving conflicts. “During conflict mediation, teachers position themselves either as mediators or mentors depending on the situation.” (M, interview, 2026).

In addition, teachers maintain neutrality through professionalism and integrity. “Every student receives equal treatment, guidance, and support regardless of external factors.” (M, interview, 2026).

Such objectivity enables students to feel respected and fairly treated throughout the mediation process. Therefore, teachers function not only as conflict resolvers but also as educators who foster a culture of mutual respect and responsibility.

#### 3.4. Cultivating Responsibility through Conflict

Responsibility is cultivated through reflective processes integrated into conflict mediation activities. Teachers encourage students to recognize their mistakes, understand the impact of their behavior on others, and determine appropriate corrective actions. “Students are encouraged to acknowledge their mistakes independently and determine the steps needed to improve their behavior.” (M, interview, 2026)

Through the restitution triangle approach, students are provided with opportunities to develop moral awareness and intrinsic responsibility rather than complying due to fear of punishment. “This approach focuses on developing self-awareness and personal responsibility rather than merely imposing sanctions.” (M, interview, 2026)

These findings demonstrate that conflicts can be transformed into valuable opportunities for character education and personal

growth.

### 3.5. Student Behavioral Changes

The findings reveal that the implementation of the restitution approach contributes positively to students' behavioral development. Most students become more aware of their mistakes and make efforts to improve their conduct, reducing the likelihood of repeated offenses. "Students tend to recognize their mistakes independently, making similar behaviors less likely to occur again." (M, interview, 2026).

However, behavioral improvement is also influenced by family conditions and parenting practices. "Such situations are often influenced by family environments and long-established habits." (M, interview, 2026).

Furthermore, teachers' willingness to restore trust after students demonstrate commitment to change contributes to increased responsibility, motivation, and self-confidence.

### 3.6. Evaluation of the Teachers' Approach

The findings indicate that the restitution triangle approach is effective in helping students understand the consequences of their actions and develop a willingness to correct their mistakes independently. "This approach helps students understand the consequences of their behavior and encourages them to take responsibility for making improvements." (M, interview, 2026). Nevertheless, the effectiveness of the approach is influenced by family environments and parenting styles. "Students from certain family backgrounds generally require more intensive and continuous guidance." (M, interview, 2026).

Therefore, the successful development of responsibility character depends not only on teachers' efforts at school but also on support from families as children's primary educational environment.

### Synthesis of Findings

The analysis identified six interrelated themes describing teachers' pedagogical approaches in fostering responsibility character through conflict mediation: teachers' understanding of student conflicts, pedagogical strategies in conflict mediation, teachers' roles as mediators, the cultivation of responsibility through conflict, student behavioral changes, and the evaluation of teachers' approaches. These themes indicate that the restitution triangle serves as the primary pedagogical framework for promoting moral awareness, intrinsic responsibility, and positive behavioral transformation among elementary school students through conflict mediation.

## 4. Discussion

### 4.1. Teachers' Pedagogical Approaches in Conflict Mediation

The findings revealed that the pedagogical approach employed by teachers in resolving student conflicts was primarily centered on the implementation of the restitution

triangle. This approach positions students as active participants in the conflict resolution process through self-reflection, acknowledgment of mistakes, and the development of corrective actions. Rather than emphasizing punishment, teachers encourage students to understand the consequences of their actions and take responsibility for their behavior. "In handling bullying cases, the school applies the restitution triangle method." (M, interview, 2026).

These findings indicate that teachers seek to develop students' moral awareness and intrinsic responsibility through reflective practices. This finding is consistent with (Ahmad et al., 2025), who argue that teachers play a crucial role as mediators in creating conflict resolution processes that are humane, educational, and character-oriented. Through restorative approaches, students are provided with opportunities to recognize their mistakes and restore social relationships that have been disrupted by conflict. Consequently, conflict resolution functions not only as a means of ending disputes but also as a medium for social and moral learning.

The findings also support the study conducted by (Rinjani et al., 2024), which emphasizes that conflict mediation constitutes an essential component of conflict management in educational settings. Teachers who employ effective communication, collaboration, and solution-oriented strategies can assist students in developing constructive conflict resolution skills. In the present study, the implementation of the restitution triangle demonstrates that teachers' pedagogical approaches extend beyond conflict management to fostering students' moral awareness and responsibility.

Furthermore, the findings reinforce (Pingge, 2020) argument that conflicts can serve as valuable opportunities for social learning by helping students develop empathy, communication skills, and emotional regulation. Therefore, pedagogical approaches based on conflict mediation can be viewed as effective character education strategies for creating safe, supportive, and socially responsive school environments.

### 4.2. Fostering Responsibility Character through Conflict Mediation

The findings indicate that responsibility character is developed through reflective processes integrated into conflict mediation activities. Teachers encourage students to understand their mistakes, recognize the impact of their actions on others, and determine appropriate corrective measures. Through this process, students are guided toward developing intrinsic responsibility, which emerges from self-awareness rather than external punishment or pressure.

"Students are encouraged to recognize their mistakes independently and determine the necessary steps for behavioral improvement." (M, interview, 2026)

These findings suggest that conflict mediation serves as a meaningful context for character education by providing students with direct experiences in taking responsibility for their

actions. This finding aligns with (Sapro'ah, 2025), who argues that character education is not limited to classroom instruction but is also developed through students' social experiences in everyday life. Conflicts occurring within the school environment can become effective learning opportunities for cultivating responsibility, discipline, and social awareness when managed appropriately by teachers.

The findings further support the work of (Wally & Nenabu, 2025), who emphasize the strategic role of teachers in character development through humanistic and value-based approaches. In the present study, teachers avoided labeling students negatively and instead provided opportunities for behavioral improvement. This approach demonstrates that responsibility character is more effectively fostered through guidance and mentoring rather than through punitive measures alone.

Moreover, the findings are consistent with (Dwiwana et al., 2026), who argue that responsibility character develops through habituation, role modeling, and continuous reinforcement of moral values. Therefore, conflict mediation can be positioned as an effective character education strategy that supports the development of moral awareness, discipline, and responsibility among students.

#### **4.3. Teachers' Pedagogical Reflection in Character Development**

The findings demonstrate that teachers continuously engage in reflective practices regarding the effectiveness of the approaches used to address student conflicts. Such reflection is evident in teachers' ability to evaluate both the strengths and limitations of the restitution triangle in fostering responsibility character. Teachers recognize that the success of character development efforts is influenced not only by school-based interventions but also by family environments and parenting practices.

"Students from certain family backgrounds generally require more intensive and continuous guidance." (M, interview, 2026)

This finding suggests that teachers possess a strong awareness of the need to adapt their strategies according to students' individual circumstances and developmental needs. The finding is consistent with (Renata et al., 2025), who highlight pedagogical reflection as a crucial process for improving educational quality and student development. Through reflective practices, teachers can identify effective strategies and adjust their approaches to meet students' needs more effectively.

The findings also support (Krisnawati, 2025), who explains that pedagogical reflection contributes to the enhancement of teachers' professional competence and the quality of teacher-student interactions. In the present study, reflective practices enabled teachers to modify the form and intensity of support provided to students requiring additional attention due to family-related factors or deeply rooted behavioral habits.

Furthermore, the findings reinforce (Ofita, 2023) argument that pedagogical reflection encourages teachers to become more adaptive, creative, and responsive in addressing diverse student

challenges. Consequently, pedagogical reflection contributes not only to improving instructional quality but also to enhancing the effectiveness of responsibility character development through conflict mediation.

#### **Overall Discussion**

Overall, the findings indicate that the restitution triangle serves as an effective pedagogical framework for conflict mediation and responsibility character development in elementary schools. Through reflective dialogue, moral awareness, and guided behavioral improvement, students are encouraged to take ownership of their actions and develop intrinsic responsibility. The study highlights that conflict should not merely be viewed as a disciplinary issue but as a valuable educational opportunity for fostering character development. The effectiveness of this approach, however, depends on consistent collaboration between teachers, schools, and families in supporting students' social, emotional, and moral growth.

#### **5. Conclusion**

This study concludes that teachers' pedagogical approaches in conflict mediation play a significant role in fostering responsibility character among elementary school students. The findings indicate that conflicts commonly experienced by students, particularly mild verbal bullying, can be transformed into meaningful learning opportunities through the implementation of the restitution triangle approach. This approach encourages students to engage in self-reflection, recognize the consequences of their actions, and develop intrinsic responsibility for behavioral improvement.

The study also reveals that teachers function not only as mediators but also as mentors who guide students in understanding their mistakes, resolving conflicts constructively, and restoring positive social relationships. Through educational rather than punitive practices, the restitution triangle approach contributes to the development of responsibility, self-control, and positive behavior among students. Furthermore, teachers' professionalism and neutrality during the mediation process support the creation of a safe and conducive learning environment that promotes students' social and emotional growth.

However, the effectiveness of this approach is influenced by family environments and parenting practices. Therefore, successful responsibility character development requires collaboration among teachers, schools, and parents. This study contributes to the field of character education by demonstrating that conflict mediation can serve as an effective pedagogical strategy for fostering responsibility character in elementary schools. Future studies are recommended to involve a broader range of participants and educational settings to provide a more comprehensive understanding of conflict mediation practices in character development.

## 6. Closing

This study demonstrates that teachers' pedagogical approaches in conflict mediation play a significant role in fostering responsibility character among elementary school students. The findings reveal that the most common conflicts occurring at SDN Kasihan involve mild verbal bullying influenced by family environments, peer interactions, and the dynamics of student relationships. To address these conflicts, teachers implement the restitution triangle approach, which emphasizes self-reflection, moral awareness, and the development of students' intrinsic responsibility.

The findings further indicate that teachers function as both mediators and mentors who assist students in recognizing their mistakes, understanding the consequences of their actions, and determining appropriate corrective measures based on school values and regulations. This approach has proven effective in promoting responsibility, self-control, and positive behavior through educational guidance rather than punitive practices. In addition, teachers' professionalism and neutrality during the mediation process contribute to creating a supportive school climate that fosters students' social and emotional development.

Nevertheless, the effectiveness of the restitution triangle approach is influenced by family environments and parenting practices. Therefore, successful responsibility character development requires strong collaboration among teachers, schools, and parents. This study contributes to the literature by demonstrating that conflict mediation can serve as an effective pedagogical strategy for strengthening character education in elementary schools. Future research is recommended to involve a larger number of participants and different school contexts to gain a more comprehensive understanding of the implementation of conflict mediation in fostering students' character development.

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