

Conflict Resolution Strategies In The School Environment, From Teacher And Student Perspectives

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ABSTRACT

Conflict resolution is an important aspect of making change and developing students' positive behaviour in the school environment. Therefore, the objective of this research is to understand teachers' perspectives on conflict resolution strategies and teachers' ways of solving problems in the school environment. This scientific study was conducted with a qualitative approach by interviewing respondents such as 1 coordinator, 2 teachers and 2 students. The researcher used thematic analysis to organize the themes that appear frequently in the data. The research results showed that teachers face challenges in the conflict resolution process because teachers use traditional experience to resolve conflict in the school environment. Teachers do not communicate effectively, do not create a positive culture for conflict resolution, do not use problem-solving techniques well. From this result, it is necessary to promote integral and professional training for teachers on effective and efficient conflict resolution strategies. Conflict resolution strategy is a conflict resolution model that involves steps such as open communication and empathy, effective mediation, negotiation and collaboration, using problem-solving techniques, a restorative justice approach, and monitoring results. The implementation of this resolution strategy stage promotes interpersonal relationships between teachers and students in the school environment. The implementation of conflict resolution strategies in the school environment can promote students' positive behaviourist.

Keyword : Teacher, Students', Resolution Strategies, Conflict, Thematic Analysis

1. Introduction

Education is the opportunity for every citizen to experience educational learning. Educational learning is a learning process that helps and guides citizens to qualify the values and virtues of life so that the citizen becomes a proactive and creative citizen in society. Education is a lifelong learning process where one acquires knowledge, skills, values, and attitudes to optimally develop potential.

Character education is an educational process that offers integrated and holistic learning. Learning is a learning process that helps and facilitates students to develop cognitive, affective, and psychomotor aspects. Students develop each aspect well that will form positive behaviour in the school environment, in the family, and also in society. The purpose of character education is to shape and develop moral, ethical, and character values in an individual. Education not only shapes intellectual intelligence but also shapes attitudes, behaviour, and personality. On the other hand, it forms an individual's noble character and installs values such as honesty,

responsibility, discipline, tolerance, hard work, and mutual cooperation.

The role of education is to educate citizens' capacity and behaviour to become citizens who are wise in thought and attitude to contribute knowledge to various sectors in Timor-Leste. Education also prepares people to be wise to solve the various life situations and conflicts that occur in this millennium era. People have the capacity and potential to resolve various conflicts that occur in the community and also in learning environments.

Conflict is an antagonistic interaction between two groups that causes misunderstanding of a situation in the community and also in the school environment. Conflict occurs in the family, in society, and in the school environment. This conflict occurs because of differences of opinion or private interest and bullying. Conflict is a natural part of our lives. This is the result of a staff's different individual and group desires, interests, and perspectives. Many people think that conflict is always destructive or harmful. When someone mentions the word conflict, many people think of negative

circumstances or uncomfortable situations. Conflict is an opportunity that can improve positive behaviour (Ministry of Education, Youth and Sports, 2021).

Conflict resolution strategies are ways of providing solutions to various conflicts that occur in the community. The way of resolution is the strategy of resolving in which each person can be satisfied and happy with the decisions. The ways to resolve conflict in school are, first, each person avoids each conflict in his life and concentrates on various activities to develop friendship. Second, accommodative in that the way of conflict resolution here each person expresses ideas to resolve the conflict. Third, compromise is a way for those involved in the conflict to reconcile themselves. In some situations, it is accepted to resolve conflict and, in some situations, it is appropriate with a solution determined and complied with. Fourth is collaboration, which is a collaborative conflict resolution method that involves working with other parties to find an acceptable solution to the problem (Ajudeonu & Ossai, 2022; MEJD, 2018).

The National Pre-School and Basic Education Curriculum emphasizes promoting peace and rejecting violence inside and outside school through lesson content and new classroom management strategies. Through units of study and lessons throughout the curriculum, teachers teach tolerance, inclusion, conflict resolution, and how to be peacemakers. Teachers learn new strategies on how to create a safe and respectful classroom environment for all (National Curriculum for Pre-School Education in Timor-Leste, 2014). Many studies have shown that physical violence as a way does not help students learn well and can also impact their willingness to come to school (KNBEPE-TL, 2014).

Related to the Timor-Leste context, teachers approach conflict resolution in a way that is not adequate to each type of conflict that occurs in the school environment. That teachers and school leaders do not use a variety of techniques to resolve conflict. Communication is not open to those who cause conflict, resolving students' problems does not follow the internal regulations established, does not create positive relationships with students before resolving conflict, there is no counselling team for students, and there is less collaboration between parents and teachers' associations in schools.

With the problem identified above, the researcher formulated the research question: What is the teacher's perspective on conflict resolution strategies in the school environment? How to teach conflict resolution

Definition of Conflict Resolution

The approach guides the process of communication between victims and perpetrators of conflict, thus creating mediators who are committed to providing accurate information about the conflict situation

(Pernama & Setiawan, 2023). Conflict resolution is the process of solving problems in a competitive and effective manner. Conflict resolution is a competitive process for both parties in conflict to resolve through effective communication to determine which party is right and which party is wrong (Deutsch, Coleman & Marcus, 2018). The results of conflict resolution from both parties are good because of the cooperative and constructive process of the mediator and both parties to make a good and satisfactory conflict resolution (Deutsch, Coleman & Marcus, 2018; Widiyastari, Zahro & Agus, 2024).

Conflict resolution is the intellectual framework that understands the conflict situation to intervene. Specific conflict intervention actions are to normalize social conflict and achieve aspirations for resolution guidance based on legal norms (Paramitha, 2017). To make a good intervention in a conflict is to give good guidance to the parties to the conflict to facilitate a constructive resolution. Constructive conflict resolution is a resolution in which each other is accepted with peace, love, and forgiveness (Deutsch, Coleman & Marcus, 2018).

The objective of conflict resolution is to help and facilitate the parties to the conflict to find a good and satisfactory solution. A good and satisfactory solution is a solution that both parties accept well, does not hurt, does not benefit any party, and gives constructive sanctions. Constructive sanctions are any sanctions given to the wrong party to reflect on the wrong behaviour to change thoughts and attitudes and recultivate a good self-concept in the mind and heart not to repeat bad behaviour to cause conflict (Deutsch, Coleman & Marcus, 2018).

Therefore, conflict resolution is important in the community because it creates a peaceful and reconciling situation for those involved in conflict, reduces conflicts that occur in the community, helps individuals create peace in the community and school, creates good relationships between people in the community and school, creates good relationships with teachers, creates healthy relationships in the community, eliminates people's hatred and resentment towards each other, creates fair resolution strategies, and makes people more obedient to the norms established in the community. From all these things, create a harmonious society, a peaceful society, a friendly society, and a loving society (Khoerunisa, 2023; Deutsch, Coleman & Marcus, 2018).

Types of Conflict in the School Setting

Conflict is an important issue that needs to be considered in the school environment. In the school environment, there are many conflicts between teachers and students and students and other students. It is therefore necessary to define each conflict that occurs in the school environment (Rojuli, 2019).

1. Bullying and Harassment

Bullying and harassment are types of conflict that occur in the school environment. This conflict started from bullying among students. From the action of enjoying each other, too much from one student to another student. This leads to violence, threats, and physical violence against each other. With this, students begin to form small groups and create conflict in the school environment (Deutsch, Coleman & Marcus, 2018).

2. Disputes between Students

In the school environment, students act to dispute each other because they are not satisfied with the ideas of their colleagues. This causes disputes between one person and another. Dispute actions usually occur in the school environment where students take a classmate's belongings and the classmate does not accept the action, thus causing a dispute between one person and another in school (Jones, 2000).

3. Teacher-Learner Conflict

Conflict occurs between teachers and students in the school environment because students misunderstand something that the teacher explains or instructs an activity. This disagreement can lead to conflict because the teacher defends his own reasons and the student defends his own arguments. This misunderstanding leads to conflict between teachers and students at school. Another action that causes conflict is differences of opinion and not accepting different ideas, thus causing conflict in the school environment (Rojuli, 2019; Rosenberg, 2024).

4. Academic Performance Competition

Performance competition is a positive issue in the school environment. In school practices, there are fraudulent actions where some students are upset and dissatisfied with learning performance. This action pushes students who have good results to do bad things to their classmates at school (Jones, 2000).

5. Unfair Teacher Evaluation of Students

Unfair teacher evaluation of each student will tend to cause social conflict in school. Teacher-student conflict and student-student conflict in the school environment. This conflict arises because of discrimination against values and differences in the classroom. Some teachers give good grades to children who like them and interact better with teachers, and they also give good grades because they have family relationships. From these decisions, students cause misunderstandings and conflict actions against teachers and other students in the school environment (Jones, 2000).

6. Adequate and Effective Conflict Resolution Strategies

According to Deutsch, Coleman & Marcus (2018), effective and constructive conflict resolution in the school environment is to create a positive culture in the school environment, open communication and empathy, mediator negotiation and collaboration processes, effective problem-solving techniques, restorative justice approaches, and monitoring results.

1. Create a positive culture in the school environment

The school creates a positive culture through extracurricular activities so as to educate students' character to develop values such as tolerance, empathy, and collaboration and resolve conflicts peacefully. School regulations should be clear and reflect student behaviours so that it is easy to regulate negative behaviours (Pernama & Setiawan, 2023; Widiyari, Zahro & Agus, 2024).

2. Open Communication and Empathy

The teacher actively helps students listen carefully to each other in a resolution process. This can help both parties to communicate well and openly with each other to find a solution to the conflict. Teachers use constructive language to communicate with each other and good words or voice and are not aggressive when speaking. You need to use good words to show respect for each other. Do not use accusatory language (Pernama & Setiawan, 2023).

Conflict resolution with empathy for each other, that is, the resolution that the teacher makes for students to know and feel the other party in conflict. This can help to soften tensions and create a better discussion atmosphere (Pernama & Setiawan, 2023).

Mediator

The teacher becomes a mediator, and the teacher becomes a neutral and impartial person. A neutral and impartial mediator takes a neutral party in resolving a problem or conflict and treats all parties involved in the conflict fairly and equally (Rojuli, 2019). Therefore, good and constructive mediation is:

1) Active listener. The mediator becomes an active listener during conflict resolution. An active listener is one who listens carefully and understands each party's perspective and emotions about the conflict action they commit.

2) Empathy. A mediator shows the ability to understand and feel what the other person is feeling. Help build good relations between all parties to the conflict.

3) Good communicator. The mediator must provide clear and effective information to facilitate good communication with all parties involved in the conflict.

4) Patience. The mediation process takes a long time. Therefore, the mediator must be patient and calm and focus on helping all parties to find a solution.

5) Creatively find solutions. A good mediator explores a variety of resolutions, helping to give options to all parties involved in the conflict (Anabilla et al. (2024).

6) Respect confidentiality. Mediator Maintain confidentiality of information from each party shared during the mediation process (Annet, 2025).

Negotiation and Collaboration Process

Effective negotiation and collaboration for conflict resolution is finding solutions together with the parties involved in the conflict. Also collaborate with the parties to welcome each other. This involves compromise or seeking truth and justice for both parties. The focus on the problem should not be indicative of personal interest. This can help to depersonalize the conflict and move towards problem-solving (Çeting, 2019).

The teacher shows polite and respectful behaviour to all parties involved in the conflict. Although they agree, some disagree. Use applicable and fair standards and rules to be the choice of solutions. Avoid impressions and tendencies towards subjective partiality. Through this, we will build trust in teachers and mediators to make solutions that satisfy all parties (Çeting, 2019).

Utilize good problem-solving techniques.

The technique of resolving problems effectively for the parties involved in the conflict is that the teacher mediator needs to follow the following steps:

1) Identify the Problem Clearly, the mediator identifies and understands the problem that occurs to all parties. This makes effective and open communication to all parties to find good solutions and accept each other well.

2) State Objectives: Establish clear objectives for the conflict resolution process. Thus, the parties can engage in peaceful action, mutual understanding, and mutual respect to find a solution to the conflict or problem that has occurred.

3) Conduct a thorough investigation of all parties. The mediator teacher uses open-ended questions to investigate the parties involved in the conflict. The parties thus present a clear and detailed chronology.

4) Satisfied resolution. The mediator provides good options and is satisfied by the parties. This solution does not hurt, the solution is accepted with love and peace by

the parties. The solution is to show a clean heart to each other in the form of forgiveness and create peace (Widiasari et al. (2024)).

5. Restorative Justice Approaches

The restorative justice approach is the process of restorative dialogue. This process involves the parties involved in the conflict or problem talking together and finding and providing solutions based on the code of conduct. The solution offered by the mediator to the parties must reflect the internal law established by the institution. Justice based on internal law is not to blame any party but to hold them accountable for wrongdoing. The justice process also provides an opportunity to repair bad behaviour and reflect on making good behaviour acceptable to society and in accordance with its norms (Pernama & Setiawan, 2023).

Monitor Results

Outcome monitoring is the process of controlling the evolution of the relationship between the parties involved in the conflict and has been resolved. This is important to ensure a positive relationship between one party and the other. Agents and teachers in the school environment continue to monitor by reviewing and evaluating the parties that have been resolved. Agents assess good relationships between the parties through intra-curricular and extra-curricular activities. Teachers also involve parties to work together in groups. Through this, positive relationships will be created to support each other, help each other and prevent conflict in the school environment. Thus, from Skinner's point of view, Skinner describes that negative consequences will build positive behaviour when agents continue to provide support in an educational manner (Pernama & Setiawan, 2023; MEJD, 2018; MEJD, 2021).

2. Research Methods

The scientific research methodology for this research is a qualitative approach. Qualitative research is a method of scientific investigation of social phenomena such as case studies, historical analysis, and ethnography with its flexible descriptive narrative approach to data interpretation (Gonçalves & Marques, 2021). Qualitative research is important because it can help researchers gain in-depth information for the study of a phenomenon (Fiantrika et. al, 2022; Ugwu & Eze, 2023; Gonçalves et. al, 2021).

Research Location

The research site is the determined place to elaborate the data (Sugiyono, 2022; Murdiyanto, 2020). The research is important because this place will be identified data that relating with conflict resolution in the environment school. In this research, the researcher will conduct research in CAFÉ Baucau School, Grade 9, Class A.

Research Subject

The subject of research is an individual as an informant to provide information related to the research problem (Creswell, 2014). In qualitative research there are three subjects, namely teacher, student, and coordinator. The technique of selecting subjects for this research is the technique of "purposive sampling." This technique means that the researcher selects representative subjects who have the capacity and good self-confidence to convey accurate data (Creswell, 2014). The subjects in this research are 2 teachers, 2 students, and 1 coordinator.

3.4. Data Collection Techniques

The data collection technique is the way of collecting data from the subjects (Abdussamad, 2021). The techniques for elaborating data are interviews, observations and documentation. In this research, the researcher used two techniques, namely the interview technique and the documentation technique.

Interview

An interview is a conversation process conducted by the interviewer and the interviewee to obtain data/information (Alijoyo et. al, 2022). This research uses a semi-structured interview type. The type of semi-structured interview is a structured and unstructured interview process that is an interview process with open questions in which new answers are generated, and continue to ask questions to the next answer to obtain detailed information. (Alijoyo et. al, 2022). The researcher will interview the student teacher and the school coordinator.

Documentation

Documentation is important research evidence for phenomena that occur at the research site. This research evidence reinforces the research information and serves as evidence for the research. Documentation in qualitative research is primary documentation and secondary documentation. Primary documentation is academic evidence related to academic performance. Secondary documentation is evidence such as recordings and photographs. In this research, the researcher will use secondary documentation. The researcher will take photographs and make recordings as evidence for the research (Abdussamad, 2021). In this research, the researcher used primary documents. The researcher will collect the school's code of conduct and internal rules to enforce the data.

Data Analysis Techniques

In this research, the analysis is based on thematic analysis. Thematic analysis is the process of collecting data to identify themes according to standards and themes accurately. Thematic data analysis steps include familiarization with data, identifying initial themes, and constructing themes (Rozali cited in Adelliani et al., 2023).

Data Validation

Data validation is the process of justifying data from various sources and the process of interviewing and documenting. Data validation is important because it confirms accurate data from sources. The validation process is the researcher taking data from one source and verifying it from another source to ensure that the data is accurate. You can ask questions related to existing data (Murdianto, 2020).

Ethical Considerations

Ethical considerations in research are important to ensure the safety and rights of participants and the integrity of the research. The essential ethical consideration for the researcher to follow is the informed consent letter. The research participant must be fully informed about the research including the purpose, procedures, risks, and benefits during the research. Consent must be given freely, not by coercion or imposition. Participants should have the right to withdraw from the research at any time, as they do not have to face negative consequences. Respect the informant's dignity. All participants should be treated with dignity and respect (Putra et. al, 2023). Pay special attention to informants to ensure fair data. In this research, the researcher ensures the respondent's right to freedom and respect and considers privacy..

3. Results and Discussions

3.1 Results

Teacher Interview Results

Bullying

Intimidation is the act of intimidating people in a threatening manner. Bullying is repeated behaviour with the intent to hurt or intimidate to exert power over another person. The action is physical, verbal, emotional, or digital (such as cyberbullying). The bully has more power, status, or influence than the target. According to MAA, in the school environment, cases of intimidation and bullying often occur. Students tease each other, threaten each other, and make fun of each other through WA status and tease each other from WA, too. MFS affirms that the conflicts that occurred during the school were students abusing each other, enjoying each other's play, threatening each other, and saying bad words to each other. Intimidating and bullying actions to cause conflict in the school environment.

Disputes/contentions

A dispute is a disagreement or dispute between two or more parties, usually caused by differences of opinion, interest, and disagreement over an idea or opinion. MAA said students showed differences of opinion in the classroom, and from this did not accept each other's ideas, causing them to bully each other, finally making them nervous and fight each other. MFS also added that in this school students do not make big conflicts, but they fight each other for things from one student to another

student after threatening each other and beating each other. Bullying and bullying occurred in the school environment.

Open Communication and Empathy

Open communication and empathy are ways of communicating with a positive attitude, expressing ideas openly to adjust to healthy and harmonious personal feelings. MAA said communication done to solve students' problems is to call them together and give advice so that it does not happen again in the future. In some classes, students disagree on different ideas in the classroom. The teacher solves it through ineffective communication. Call students loudly and yell at them. MFS affirms that conflicts between students that occur at school are reported to parents to continue providing moral support so that they cannot be repeated. He added that when we solve problems, it depends on the type of conflict. When the case is serious, we show a serious face and sometimes a sick face. We show this face so that they feel that we do not like these bad behaviours. Teachers resolve conflict through ineffective and unempathetic communication.

Mediator

A mediator is a neutral person who helps mediate the resolution of problems or conflicts that occur in the environment. MAA presents the opinion that in the resolution process our mediation is the coordinator, the interim coordinator of the class teacher. They are important people to mediate and make decisions based on school rules but do not show good understanding skills to help both parties have a good relationship during the resolution. According to MFS, some coordinators and teachers are mediators for conflict resolution but do not show creativity in finding the right solution. The mediator resolution process does not play a good role in facilitating and mediating conflict resolution in the school environment.

Negotiation and Collaboration Process

The process of negotiation and collaboration is the process of approaching and working together to find solutions to conflict and help parties make commitments to a fair and just attitude. According to MAA, when we resolve conflict, we listen to the two people who caused the conflict. Teachers and mediators do not ask in detail the chronology of the problems of students who commit conflict actions. Encourage students to stop fighting in the school environment and anywhere else. The one who is the author, or he is on the wrong side. Ask the students to apologize and hug each other. Reconcile the two in this way. MFS states that the two students were asked by the teacher to apologize to each other and to become school friends again. Teachers make the process of negotiation and collaboration less deep in the chronology of conflict that occurs in the school environment. The teacher encourages the parties involved in the conflict to reconcile.

Use Good Problem-Solving Techniques

Problem-solving techniques are the process of clearly identifying the problem that occurs, analysing the problem, elaborating ideas for solutions, approaching in a friendly manner, and evaluating the progress of attitude. MAA & MFS say that when we resolve conflict, we listen to the two people who caused the conflict. Ask them to explain the chronology. Then they encouraged the two students to stop fighting in the school environment and anywhere else. Ask the students to apologize and hug each other. Reconcile the two in this way. In some serious cases, call parents to school and resolve together with parents. During this time, we resolved it internally only because there were no major problems or conflicts in our school. According to MFS, when we solve students' problems, we ask why the problem happened. The students explained everything. And ask one student who makes a mistake to apologize to the other. Teachers are encouraged to do this again. If you do it again, you will be expelled from school. The teacher's way of solving problems is through a friendly attitude and giving simple options to students to solve problems that occur.

Restorative Justice Approaches

Retroactive justice is the process of legal or moral judgment of past actions based on the new law, the standard by which personal actions are committed. MAA said the way to create peace between two people is to ask them to apologize to each other and hug each other in front of everyone. Ask them to make a commitment to themselves not to cause problems at school or anywhere else. MFS added that the two students and the teacher asked them to apologize to each other and hug each other again to be good friends at school. Teachers use a reconciliation approach to both parties involved in conflict in the school environment.

Results Monitor

Outcome monitoring is the process of observing the attitudes of victims and perpetrators of conflict. The process of observation is through the two parties' friendship, relationships, and actions. MAA says that we always see their relationship both in the learning process and in leisure time and also in extra activities. During our experience, we saw them become good friends with each other in the school environment. MFS states that we follow them when they are in class and also in extra activities. They are good to each other and have a good relationship. Teachers monitor students' attitudes with positive action.

Student Interview Results

Bullying

Intimidation is a legal offense that usually persuades people through threats and violence. It is both a crime and a civil wrong. Intimidation equals threats, coercion, terrorism, and assault in the traditional sense. Bullying is the act of using force, coercion, teasing, threatening, abusing, aggressively dominating, and intimidating. The behaviour is often repeated and habitual. K1 said, at

school we enjoy each other, and until colleagues get nervous, we fight each other, we get angry with each other, and also, we threaten each other. K2 added that in the school environment, we talked to each other after classmates got angry and there was a fight between us. The school environment shows intimidation and bullying behaviour.

Disputes/contentions

The dispute is that negative actions in terms of violence carried out simultaneously can harm others involved in the problem. K1 said, we argued with nervous emotions, so we fought. K2 affirms that the teacher does not give the same opportunity, so it can cause angry emotions from us making noise after colleagues answer us. Shut up, we are angry, and we fight each other. The school showed a dispute between one student and another student.

Open Communication and Empathy

Open communication and empathy are ways of communicating that are honest, clear, and understanding of other people's feelings and other people's perspectives during the delivery of information. According to K1, the teachers called us to the coordinator's building after we solved the problem. Teachers ask us to follow the process of problems in the school environment. K2 affirms that teachers call us and the coordinator then we go to the building after we solve it. Ask each of us to express our opinion. On the other hand, K1 & K2 agree with the attitude of teachers often not showing a smile during conflict resolution. Students receive good communication for conflict resolution in the school environment, and teachers resolve conflict with a serious facial expression.

Mediator

A mediator is a neutral person who helps mediate the conflict resolution process. This person facilitates open communication, identifies problems, controls and neutralizes them, and helps to mediate effective resolution. K1 said that when solving problems, teachers call coordinator teacher DF and teacher JG to solve our problem. K2 states that in school, teachers ask coordinators and other teachers to solve problems. In the conflict resolution process, the mediator is the coordinator and other teachers who solve problems that occur in the school environment.

Negotiation and Collaboration Process

The process of negotiation and collaboration is an effective communication process through active listening, clear expression, and good mutual respect during communication. K1 said that the teachers and the coordinator asked us one by one after we explained the process of events. After this, the teacher and coordinator gave us feedback and advice. Then decide for us who are right and for us who are wrong. The teacher and coordinator encouraged us not to cause more problems in the school environment. K2 stated that the teachers

asked us about our problems after we explained all our problems. The teacher asked us to apologize to each other. And it will not cause more problems in the school environment. Teachers have a good approach with us during problem solving in the school environment.

Use Problem-Solving Techniques

Problem-solving techniques are the way to solve problems that occur by identifying problems, analysing problems, and providing solutions to problems. According to K1, the teachers and the coordinator asked us one by one after we explained the process of events. After this, the teacher and coordinator gave us feedback and advice. Then decide for us who are right and for us who are wrong. The teacher and coordinator encouraged us not to cause more problems in the school environment. K2 stated that the teachers asked us about our problems after we explained all our problems. The teacher asked us to apologize to each other. And it will not cause more problems in the school environment. Teachers solve using these methods correctly and fairly based on problems that occur in school.

Restorative Justice Approaches

Restorative justice is a way of resolving conflict based on the law and rules for conflict action by a person. According to K1 Teachers talked about our noisy behaviour in the classroom, provoking and beating our colleagues. The teacher says that this behaviour is not good and that this behaviour does not make good relationships. From the teacher's point of view, we admit that we are wrong. And the behaviour we did was bad. K2 states that the teacher talks about bad behaviours. This makes us feel that when we make problems, we make mistakes. Teachers implement restorative justice during conflict resolution in the school setting.

Results Monitor

The process of reviewing the attitude relationship based on the conflict action has been committed by the staff. K1 says to play together, play ball together, and walk together. K2 claims that we hang out together at recess. Students rebuild good friendships in extracurricular activities and play together during recreation.

School Coordinator Interview Results

Open Communication and Empathy

The dialogue process between one person and another in this way is fair, honest, understands the objectives of the dialogue process, and communicates in an attractive way. According to KWS, teachers resolve conflicts or problems in the school environment by calling the coordinator, and students involved in the conflict come to the building after resolving problems together. The coordinator communicates well with teachers and students during the conflict resolution process. He then affirmed that I always, always give tolerance to students. Because these students need moral support to improve

some of their attitudes. KWS added that, during the resolution process, we showed a smile. I am referring to myself. Why am I shy? Because I don't want the students to be afraid of me. When they are afraid, they will not tell the exact chronology of the problem they are doing. Teachers resolve conflict through effective communication and empathy with students during the conflict resolution process in the school environment.

Mediator

A mediator is a person who facilitates the process of resolving problems that occur. According to KWS, yes, teachers involve coordinators, and other teachers become mediators for student conflict resolution in the school environment. He further affirmed that during conflict resolution, I and other teachers resolved it in an open manner. Involve students involved in the problem, both victim and suspect. This way makes a fairer resolution. It did not cause any misunderstanding. In our experience, when we solve problems in school, we ask all students to participate, especially students involved in the problem. The coordinator and the teacher mediate the process of good resolution.

Negotiation and collaboration process

Negotiation and collaboration are the process of approaching another person to find ideas together to solve an issue. KWS said that, in our experience during conflict resolution, I and the teachers resolved it in an open manner. Involve students involved in the problem, both victim and suspect. This way makes conflict resolution fairer. It did not cause any misunderstanding. In our experience, when we solve problems in school, we ask all students to participate, especially students involved in the problem. Coordinators and teachers make the process of approach and working together work well during conflict resolution in the school environment where they teach.

Restorative Justice

Restorative justice is a formal trial process based on internal law. The conflict resolution process is based on legal decisions that come from collective decisions. According to KWS, we resolve problems/conflicts based on internal rules established by the school. The experience we have is that we take solutions based on rules. The decision does not come from the will of the teacher and the coordinator. Our experience in the past years of resolving problems and deciding solutions based on rules means victims and suspects very much accept this decision. The coordinator solves problems based on the internal law established in the school. Students are satisfied with the decision of the coordinator and teachers in the school.

Results Monitor

The process of observing the action that has been done. Review the relationship between one person and another who commits an act of misunderstanding. KWS says that coordinators and teachers create both inter-curricular

and extra-curricular activities to involve these students in activities. Experience shows that they make good friends in activities. He further affirmed that the students are put together in a group to play competitive games, so the learning group in the classroom. Coordinators and teachers implement activities that facilitate and help students become good friends in the learning environment.

Result Documentation

Internal Rule

Internal law is a legal rule that is agreed upon by people to become a law that can regulate individuals in institutions. KWS states that this internal law works for all employees and also for all students in the school environment. Employees and students who do not follow these rules are subject to their own sanctions. KWS further affirms that students who are absent from learning activities, make conflict or problems in the school environment, or are not punctual to learning activities, both intra-curricular and extra-curricular, are subject to resolution according to the law established in the school (Doc. Code of Conduct and Ethics of Students, 2024)..

3.2 Discussions

Conflict resolution strategy is an important aspect to facilitate teachers to resolve conflict professionally and effectively to improve students' positive behaviour in the school environment. Applicable conflict resolution approaches include open communication and empathy, effective and active mediation, negotiation and working together to find good solutions, using effective resolution methods, fair and just restorative justice approaches, and monitoring outcomes through human activities (Attah & Uman, 2019).

Research results show that teachers communicate ineffectively during conflict resolution in the school environment. Teachers do not discuss in depth, show serious and angry expressions, or ask for chronology in detail. The results of the student data added that the teacher did not show a smile to communicate with the students and called us directly without personal communication with us. Author Pernama (2023) says that open communication and empathy create a good atmosphere and discussion and show a positive expression to resolve conflict in the school environment.

Mediator teachers mediate ineffective conflict resolution. During resolution, only teachers solve problems and involve mediators. The mediator teacher does not understand the chronology of the students' problems/conflicts. The results of data from students that teachers are asked not to use other teachers as mediators for conflict resolution. According to Anabilla et. al (2024), a mediator is a neutral person who helps mediate the two parties to the conflict. The mediator keeps communication open and finds solutions together.

The teacher and mediator involve the students in finding solutions together to problems that occur very rarely. Only teachers make decisions alone and do not give fairly during conflict resolution. According to the results of the students, the teacher mediator and coordinator asked us each after we explained the process of events. After this, the teacher and coordinator gave us feedback and advice. Then decide for us who are right and for us who are wrong. According to Çetin (2019), teachers seek solutions together and are involved in a true and fair commitment to all parties.

Based on the results of the research showed that the problem-solving technique used by teachers is that when we resolve these conflicts, we listen to the two people who make the conflict. Ask them to explain the chronology. Then they encouraged the two students to stop fighting in the school environment and anywhere else. The one who is the author, or he is on the wrong side. Ask the students to apologize and hug each other. Reconcile the two in this way. The data results showed that the teachers and the coordinator asked us one by one after we explained the process of events. After this, the teacher and coordinator stopped and gave us advice. Then decide for us what is right and wrong. The teacher and coordinator encouraged us not to cause more problems in the school environment. According to Widiyastari et al (2024), affirm that good problem-solving techniques are to identify problems clearly, state clear objectives, conduct thorough investigations, make decisions that do not hurt, make peace with each other, and forgive each other.

The research results showed that teachers in the school environment do not pay much attention to the relationship between one student and another student after the resolution. That teachers do not monitor students' friendships in the school environment. Good monitoring of friendship relationships is to monitor students' friendship relationships through intra-curricular and extracurricular activities. As the authors of Pernama & Setiawan, 2023, say, evaluate the conflict resolution methods used to see friendly relationships through activities.

4. Conclusion

Conflict resolution strategies are important in the school environment to help develop and change students' positive behaviour. Conflict resolution helps students understand and appreciate differences, promotes tolerance, and creates a friendly, safe, and productive environment to foster learning in the school environment. Resolution strategies can contribute to a positive school culture that fosters respect, empathy, responsibility, and peaceful conflict resolution to build positive relationships between students and teachers in the school environment.

Conflict resolution strategies in the school environment are essential to create a safe, comfortable, and conducive learning atmosphere. Effective approaches include open

communication, mediation by a neutral party (such as a teacher or counsellor), and the application of values such as empathy, tolerance, and mutual respect. Moreover, it requires active involvement of all parties, such as teachers, students, and parents, to prevent and handle conflicts constructively. With the right strategy, conflict can be an opportunity to learn, grow, and strengthen relationships between students and teachers in the school environment.

Research results show that teachers need to be more creative to make effective and efficient conflict resolution in the school environment. Creative teachers use conflict resolution strategies such as open communication and empathy, good mediation, collaboration and negotiation fairly, use effective resolution techniques, base resolution on internal law correctly, and monitor results through learning activities. This resolution strategy can support the development of positive behaviour in the school environment.

Recommendation

Through this scientific research, the researcher would like to recommend to teachers in Timor-Leste that seek to familiarize themselves with conflict resolution theory in order to make effective and efficient conflict resolution for students' problems that occur in the school environment. Teachers collaborate better with other teachers and school executive agents to resolve conflicts with open communication and empathy, use mediators to mediate, make good and effective collaboration and negotiation processes, use good problem-solving techniques, and resolve internal laws and regulations in the school. monitoring of positive student relationships through internal and extracurricular activities. The Ministry of Education, through NGOs, offers training and education to teachers in Timor-Leste on conflict resolution strategies in the school environment so that teachers can gain experience and knowledge to make good and effective conflict resolution of conflicts that occur in the school environment.

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