Elementary School Students' Conflict: Fundamental Understanding, Forms, Post-Conflict Effect, and the Involvement of Teachers, Parents, and Friends

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Abstract. Elementary school age brings out many differences between students. It does not deny that it can lead to conflict, such as hitting, direct and indirect aggression manifested in the form of verbal abuse, gesture threats, and destruction of property. The impact of mishandling conflict in the school context can cause several negative consequences. This research aims to analyze the student conflict in elementary schools. It used a qualitative approach with a phenomenology method. The research subjects were 55 elementary school students (29 girls and 26 boys) in one city in West Java province. Obtaining further data through the help of research instruments, namely open-ended surveys and in-depth interviews. This research used the Miles and Huberman analysis technique. The result showed that (1) students' comprehension of conflict meaning lies to crime, dispute, problem or riot, argument, and enmity; (2) students found conflict words from the platform and other places they are used to; (3) students' conflict forms are psychic and verbal; (4) there are the 11 post-conflict effects; (5) other parties' involvement are students' friend, teacher, and parents. Students' fundamental method to understand a conflict is their experience and view relating to the level of conflict concept and handling method. External parties' involvement is significant in offering help to l students' conflict impact. The research result is expected as considered for the regulation or juridical matters directed at the knowledge of conflict and ways of handling it.

Keywords: Elementary School; Student; Conflict; Post-Conflict; Involvement.

1. Introduction

Various jurisdictions regulate the course of education. The Fourth Paragraph of the Preamble to the 1945 Constitution (1945) states that education aims to enlighten the life of the nation. Another regulation, Article 31 Section 3 of the 1945 Constitution (1945) states that the government seeks and implements a national education system to make the nation's life more intelligent as regulated by law. Number 20 of 2003 Concerning the National Education System Chapter II Article 3 (2003)declares that Indonesian education aims to develop the skills, character, and civilization of a dignified to educate nation's life, students potential to become human beings who have truth and are devoted to God Almighty, have a noble character, are physically healthy, knowledgeable, capable, creative, independent, and democratic, and take a role as responsible citizens. The government normatively has instructed the ideal implementation of education by the jurisdictions regulated. The variety of juridical bases means that education is an urgent matter. However, it is not only the insistence on providing education as the primary point but also a measure of the quality of education to produce graduates with character. The proportion of education and ideal results of educational implementation is by the applicable jurisdiction.

Elementary school age brings out many differences between students. It does not deny that it can lead to conflict, such as hitting, direct and indirect aggression manifested in the form of verbal abuse, gesture threats, and destruction of property (Crick & Grotpeter, 1995). Owens et al., (2000) and Smith (2004) also confirm that rumors, expulsion from play, name-calling, and putting down.

As the effort to achieve individual synergy with Indonesia's educational goals, harmonization in the educational process is required. The Indonesian nation is diverse, not built based on equality but built based on diversity. Indonesia's identity stems from its diversity of ethnicities, religions, and languages based on socio-culture, geography, and history. The same outlook on life is an instrument for unifying the Indonesian nation. It is implied in Bhinneka Tunggal Ika that means diversity (ethnicity, religion, and language), but still one as Indonesia. The pluralism of the Indonesian nation is observed from two views, namely vertical—based on the structure of layers of society and social strata—and horizontal—based on social unity originating from ethnicity, religion, customs, and regionalism (Wasino et al., 2019). This heterogeneity should be a strong foundation for forming a positive image and identity of the Indonesian nation. Article 29 Section 2 of the 1945 Constitution (1945) declares that the state guarantees the freedom of every resident to embrace their religion and to worship according to their religion and beliefs. In particular, the education institution is required to build equality education supporting diversity and inclusivity atmosphere. Elementary school age is a fundamental experience determining good character and knowledge establishment. Teachers and schools subject are involved in creating diversity and inclusivity in learning, the manifestation relating to zero bullying and high tolerance in students.

1.1. Problem Statement

Further examining current conditions, religion is turned into a reason for division. Social life disharmony in society is enable to give rise to ongoing problems and conflicts. A survey of 145 experts from 11 provinces in Indonesia found that the feeling of distrust between ethnic and religious groups was 67.60%, religiosity was 67.60%, feelings of threat from other people or groups was 71.70%, the spreading of fake news was 92.40%, and the spreading of hate speech was 90.40%(Politik Pusat Penelitian, 2018). Studies further found that differences are often an instrument or reason to start problems becomes conflict. On the other hand, the prestige of individuals who feel better than other individuals can trigger problems. Conflict begins with a process beginning when one party thinks the other party has a negative influence on something that the first party cares about(Robbins & Judge, 2009).

Survey results revealed the complaints were around 369 related to bullying from 2011 to 2014, around 25% of the total complaints in the education sector of 1,480 cases (KPAI, 2014). The latest report notes in a period of 9 years (2011-2019), there were 37,381 complaints of violence against children and forms of bullying, both in educational environments and on social media, the figure reached 2,437 reports and continues to increase (KPAI, 2020). Conflict among children is a serious issue. Several of 46 countries in 2011 showed that 55% of Indonesian children aged 11 to 15 years had been victims of bullying at school (United Nations, 2016). Cases of violence against children occur widely and do not recognize boundaries in developed and developing countries (da Silva et al., 2017). Other data comes from the United States, 7,182 students showed that 20.8% experienced physical bullying (being hit), 53.6% experienced verbal bullying (being teased), and 51.4% experienced psychological bullying (ostracized) (Wang et al., 2009). Ironically, the perpetrators of violence have relationships and emotional closeness toward children (Davies et al., 2013). Violence is most often perpetrated by classmates (42%), teachers (29.9%), and other friends in class (28%) (KPAI, 2015).

The manifestation of education as mentioned in the regulation in the introduction is not supported by the data on bullying reality. There is a massive gap between expectation and reality. One way is to improve through the education process. Classroom learning should provide students with a solid foundation of knowledge. It is related to the concept of problems and conflicts and how to handle them. It requires other school parties who have been a role model, mandatory, and a close bond between students. This condition is closely related to teachers as a determining factor in the quality of education tied to all government policies (Aeni, 2015). Bullying is proof that there is decreasing morale and zero support for each student. Teachers take the role of the main facilitators to educate, teach, provide direction and guidance, train, assess, evaluate, and provide moral and mental support to students (Churiyah et al., 2020). The core knowledge shared at least relates to the concept of conflict. It enables students to recognize the form of conflict they have suffered, and how the assistance offered by other parties, such as teachers, parents, and friends in their conflict experience.

1.2. Related Research

A study of student conflict was conducted by Atıcı (2007). Taking turns in conflict situation conditions before training, students in the experimental treatment and control manage conflict by asking for help from others or using physical force. Further research found that the most implemented are three main groups (problem-solving, avoidance, and aggressive) in conflict resolution. Second, students often used problem-solving strategies. Third, there are significant gender differences in using conflict resolution strategies. Girls tend to use more problem-solving strategies than boys. Most students tend not to ask teachers for help in resolving conflicts. Fourth, low socioeconomic status students tend to ask teachers for help more than students from schools with middle and upper economic status. Fifth, students stated that teachers usually use two main strategies in helping them resolve conflicts (problem-solving and aggressive strategies) (Atıcı, 2007).

Subsequent research was conducted by Mariani & Silvestro (2020), and they obtained at least six findings. First, a fundamental survey of students' capability in understanding the possibility of conflict resolution strategies. Second, the teacher's assessment manifested improvement from the pretest and post-test periods. Third, in line with the delivery of the Kelso's Choice (KC) program, some teachers showed that the increase was in students' skills to identify differences in problems. Fourth, increased use of the Kelso's Choice (KC) strategies in playground classes and increased students' ability to identify their trust in adult problem solvers. Fifth, survey results show that students now refrain from complaining behavior. Sixth, the Kelso's Choice (KC) program evaluation revealed that counselors teach students effectively to differentiate between big and small problems by using (Mariani & Silvestro, 2020).

The Turkey conflict study was carried out by Güneri & Çoban (2004). This study aims to identify the conflict resolution training's effect on its strategies for Turkish elementary school students. The method used was a quasi-experimental pretest, post-test, and follow-up group. The population and sample involved were 54 fourth-grade students, with details of two of the three classes selected because they met the requirements based on a written measure of conflict scenarios and were randomly assigned as control and experimental groups. The researcher used a test instrument to gain more data and findings. The research results showed that the treatment was effective in changing the conflict resolution strategies used by the experimental group subjects in three different hypothetical situations and the impact persisted for six months after the treatment.

The study of conflict was conducted by Powers & Kirkpatrick (2013). It focused on the development of the Playing with Conflict design. This design is a weekly training for undergraduate and graduate students in all study programs at Portland State University as a conflict resolution learning program. Students participate in simulations, games, and experiential exercises to learn and practice conflict resolution skills. This research encourages students to create guided conflict games. Apart from oral briefing, students also write a briefing report following the Description, Interpretation, Evaluation (DIE) model. Written debriefing reports provide an opportunity for all students to reflect, analyze, and evaluate their experiences in depth. This research contributed to two facilitators, one facilitator takes a role of facilitator while the other observes, provides two points of view for debriefing, and offers a model for resolving minor disputes between students. The results showed that trust among students increased over the weekend as evidenced by an increase in cooperative choices and estimates of the probability of other students cooperating in the take-a-chance game. Some students reported having fun while learning about themselves, interpersonal conflicts, and some large-scale social conflicts.

The previous research generally talked about solutions to conflict, such as learning design and models implemented in elementary school. However, the core problem is not explained in depth. In this research, the topic of bullying in elementary school is the core problem. The novelty of this research involves the elementary school students' understanding of conflict, forms of conflict, post-conflict effect, and the involvement of teachers, friends, and parents in student conflict. This research is an analysis to gain preliminary study in establishing the learning design for problem-solving skills of bullying.

1.3. Research Objectives

Based on this explanation, this research aims to analyze student conflict in elementary schools.

2. Theoretical Framework

2.1 The Essential Concept of Conflict

Conflict is an integral part of human life in a multifaceted way. As seen as unavoidable, individuals are required to recognize the sources of conflict. There is the constructive and destructive potential of conflict, such as ways to take preventive and treatment measures (Omisore & Abiodun, 2014). There is no prior consensus based on the opposition of class interests that may give rise to social change where the system is not always integrated, harmonious, and mutually fulfilling, yet other ramifications show conflict and change (Johnson, 1986). The complex phenomenon, for example, social conflict and its relationship to change, at least, change produces or assists in the development of settlements or solutions named conflict resolution or transformation (Mitchell, 2011). An individual's interpretations of a conflict concept are diverse, especially in the context of elementary school students as the subjects of this research. The utilization of simple language makes it possible to emerge as material for interpreting students' understanding of the conflict. However, basic understanding is the main knowledge for students to identify things they should not receive or do to others, such as bullying.

2.2 The Forms of Conflict

This research emphasizes the conflict of bullying among students in elementary schools. The following are indicators of bullying in this research. (1) Sexual harassment. This type of bullying includes sexual and unwanted behaviors, such as verbal harassment, physical harassment, or non-physical harassment, and negative comments (American Psychological Association, 2017). (2) Verbal bullying involves the use of harsh words, threats, taunts, or verbal abuse that can harm the victim mentally and emotionally (Olweus, 1993). Its examples are name-calling, slander, cruel criticism, slander, insults (personal or racial), terror, intimidation, gossip, and so on (Jan & Husain, 2015). (3) Physical bullying involves the use of physical violence or threats of violence to harm or intimidate the victim (Espelage & Swearer, 2003). (4) Mental (emotional) abuse involves attacks on the victim's psychology, such as insulting, isolating, or lowering self-esteem (Cassidy, 2009). (5) Abandonment refers to neglect or neglect of the victim's needs, such as being socially ignored or not being given adequate attention (UNICEF, 2006). For example, alienating or rejecting friends, even destroying friendships. This type of bullying involves systematically weakening the victim's self-esteem through neglect.

Drafke (2009) states that the negative impact is that one or more of the parties involved is dissatisfied with the method taken when the conflict ends. More details, first, the mentality of bringing down a conflict that ends up harming one of the parties. Meanwhile, the aggrieved party will try to bring down the other parties to get something they want or fulfill their goals. Second, towards division, each party involved in the conflict tries to get what they want, there is no word of compromise in getting that desire. This is a method that must be carried out even if you lose the parties who are considered the best. Individuals who suffer conflict will have feelings of discomfort, stress, and pressure, but this situation will encourage a person to resolve conflict (Saodah et al., 2023). This research attempts to identify the types of conflict and post-conflict from the perspective of elementary school students. Is it a simple conflict or a complex conflict? The handling of these two types of conflict is different, as are the after-effects revealed in this research.

2.4 The Differences in The Involvement of Parents, Teachers, and Friends in Bullying and Child Abuse

The concepts of conflict, bullying, and child abuse are two different concepts, although both involve negative actions against children. It is utilized as a substitute for bullying, by a situation of subject as cognitive and motivational opposite trends (Larousse, 2006). The bullying term was introduced in the specialty literature in the 70's by Norwegian Dan Olweus (IRIMESCU, 2016).

The concept of abuse was introduced into Romanian legislation in Law 272 Art 89 of 2004 year that the intentional action of an individual in the relationship of responsibility, trust, or authority, which the life, physical, mental, spiritual, moral or social integrity, physical, mental or physical health of the child are jeopardized (IRIMESCU, 2016). The assailant is popular with good skills, charismatic, and with good organizational skills, whereas the unpopular abuser is usually neglected in the group, ignored, and isolated (Curelaru et al., 2009). Various questions arise after the conflict occurs, such as how does a student experience conflict? Why was this allowed to happen? What are the roles of parties in the student environment, in the form of assistance they provide? Environmental roles are crucial for students to help restore the impact of conflict and prevent conflict from occurring.

3. Method

3.1. Research Design

This research used a qualitative approach with a phenomenology method. The method of research consideration is in line with the research objective, to analyze student conflict in elementary schools and the involvement of other parties around the students. The qualitative method enables to gain data more comprehensively. The researcher may gain a deep understanding with a qualitative approach.

3.2. Participant

The research subjects were 55 elementary school students (29 girls and 26 boys) in elementary school in West Java Province. The consideration of the subject based on Komisi Perlindungan Anak Indonesia (KPAI) (2023) revealed that West Java Province is a vital zone of casualties spreading, reaching 22.8% as the highest spreading of casualties zone in Indonesia. It assumed that students in this research location have the same viewpoint as the data explained.

3.3. Data Collection

In qualitative research, the researcher took part as an instrument. The qualitative researcher is fully aware of the method their ontological and epistemological position underpins the research (Xu & Storr, 2012). This research focuses on researchers who have mandatory roles, such as determining research focus, selecting data sources, collecting data, assessing data quality, analyzing data, interpreting data, and drawing conclusions about findings. Researchers are also responsible for the research process and data. Obtaining further data through the help of research instruments, this research used an open-ended survey and an in-depth interview. Researchers distributed surveys on paper sheets to students. A survey contains open statements to obtain findings based on students' diverse experiences, feelings, and understanding. The answers of the open-ended survey are not limited to yes or no results. Furthermore, to obtain broader data, researchers utilized in-depth interview techniques to obtain answers that were not included in the survey.

3.4. Data Analysis

This research used the Miles and Huberman model. The data analysis stages in this research consist of the codification stage, data presentation, and drawing conclusions or verification (Miles & Huberman, 1992). Generally, there are four stages of data analysis, as follows.
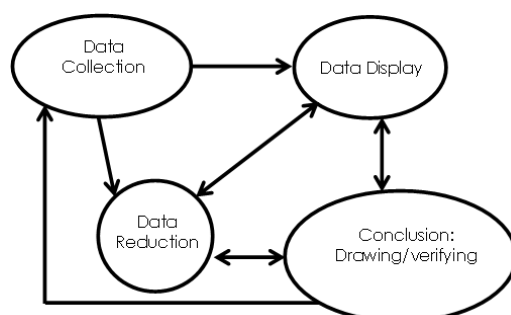
Figure 1. Steps' Data Analysis Technique

Source: Miles & Huberman (1992)

The researcher did the codification stage after obtaining the conflict of elementary school student data. This stage is known as the stage of coding field findings. After obtaining field data. The results of collecting data were in written form (verbatim technique). Then, a process of classifying information is coded as a piece of substantial information and less substantial information. Information substance in this research is relevant to the student's basic understanding of conflict, forms of conflict, and the involvement of parents, teachers, and friends. Next, the researcher interpreted substantial data to find out the information to be conveyed. When the categories are sufficiently established, they can proceed to the data presentation stage. However, if the categories still need to be improved, data reduction can be carried out. In the second stage, the coded data is displayed in tabular form, not in descriptive to gain well-visualized data. The table presented theme findings or illustrations. The conclusion-drawing stage is predominantly filled with the results of the interpretation of the instruments. Conclusions are drawn by translating the findings of the previous stage.

3.5. Validity and Reliability

Before concluding the findings, the data will be through validation techniques, such as credibility, confirmability, and transferability. In the credibility step, the researcher guarantees the validity of data by confirming it was obtained with the research subject. To prove the subject as the experience of surveyed corresponds. The confirmability step is carried out by the agreement test over the research conclusion, by looking further at the stability between data, information, and interpretation. The transferability step is the generalization concept theoretically and analytically. It manifests research's result is applicable in other settings and contexts. In this research, the research used themes in more detail, systematic method, and believable to create readable and understandable data.
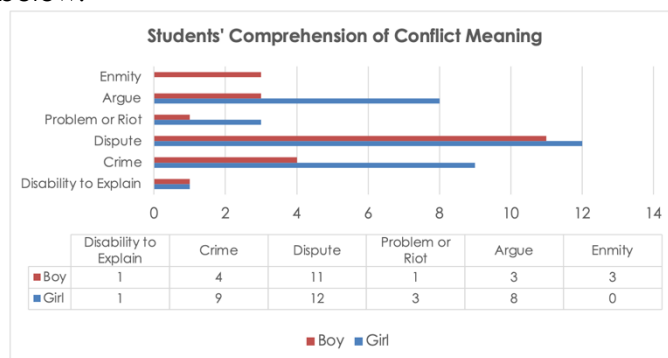
4. Findings

4.1. Theme 1 Students' Comprehension of the Conflict Concept

Based on the open-ended survey result, students' understanding of the conflict concept obtained three findings. First, good understanding in explaining the meaning of conflict is demonstrated by 39 students, less understanding in explaining the meaning of conflict is demonstrated by two students, and poor understanding in explaining the meaning of conflict is demonstrated by 14 students.
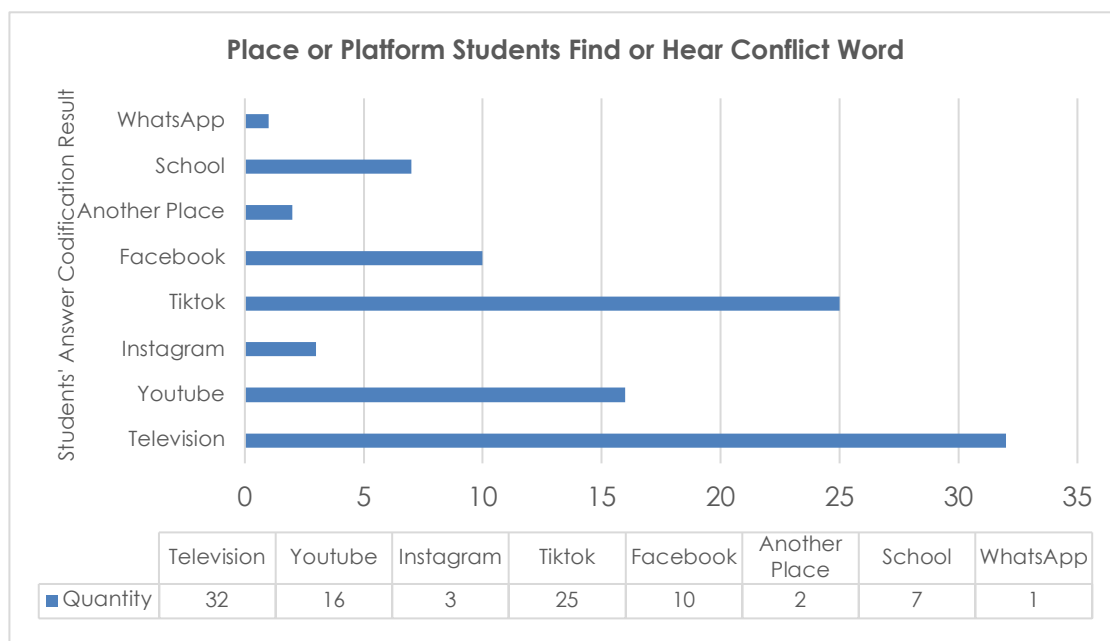
Further questions regarding their views on conflict, 12 of the 14 students said they did not understand the meaning of conflict. On the contrary, 12 students were able to mention the concept of conflict according to their understanding. The grouping of meanings they explain includes conflict as an argument, dispute, and riot. Two of the 14 students were unable to explain the concept of conflict.

The findings of the meaning of conflict for 39 students answered they understood included argument, crime, dispute, problem, riot, debate, and enmity. Two students answered they had less understanding and found that conflict was an argument. In more detail, the findings are visualized in figure 2 below.

Students' Comprehension of Conflict Meaning

	Disability to Explain	Crime	Dispute	Problem or Riot	Argue	Enmity
Boy	1	4	11	1	3	3
Girl	1	9	12	3	8	0

Boy ■ Girl

Figure 2. The result of students' comprehension of conflict meaning
Source: Processed in 2023

Further data mining produced findings on the kinds of places or platforms students heard and knew the word conflict. This open-ended survey allows students to answer according to their references. Students are able to answer one to six types of platforms or places. The results are obtained in figure 3 below.

Place or Platform Students Find or Hear Conflict Word

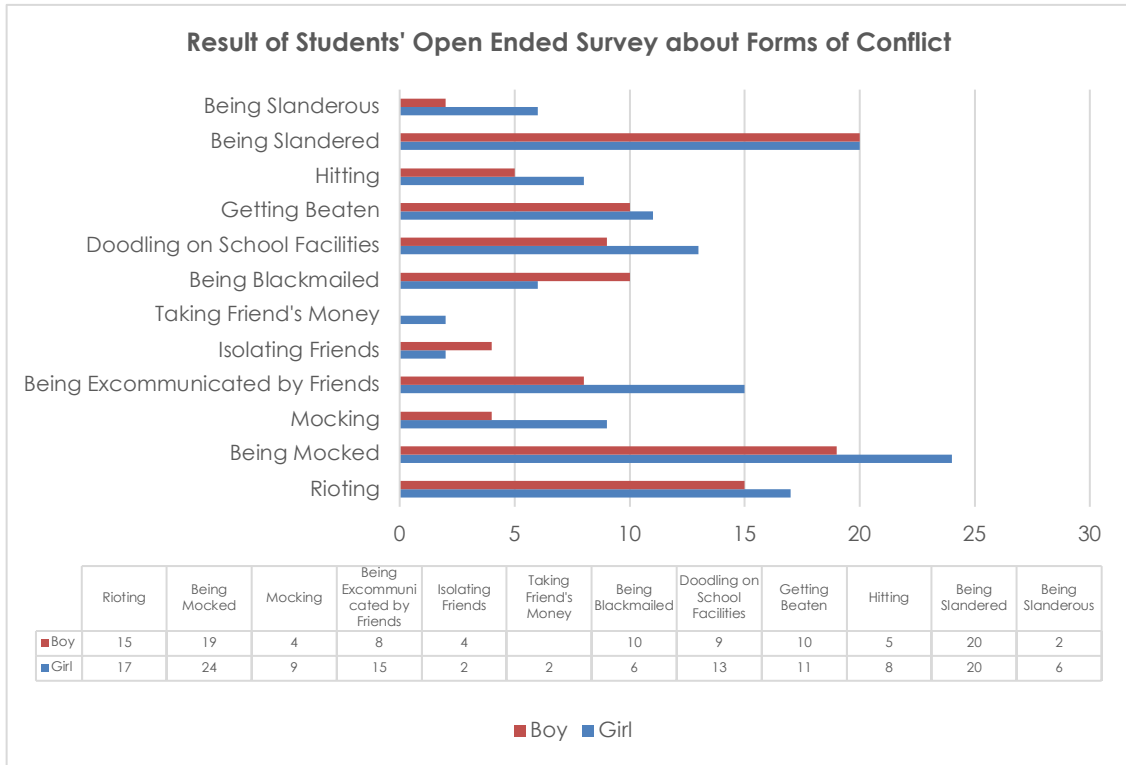|	Television	Youtube	Instagram	Tiktok	Facebook	Another Place	School	WhatsApp
■ Quantity	32	16	3	25	10	2	7	1

Figure 3. The result of place or platform students' find conflict word
Source: Processed in 2023

The figure 3 above shows eight places where students found or at least have heard the word conflict. Television was the most dominant place stated by 32 students. YouTube was stated by 16 students. The social media Instagram was stated by three students. Then, social media TikTok was stated by 25 students. Facebook was stated by ten students. The place where students study, school, was mentioned by seven students. At least one student mention WhatsApp. Two students implicitly mentioned another place.
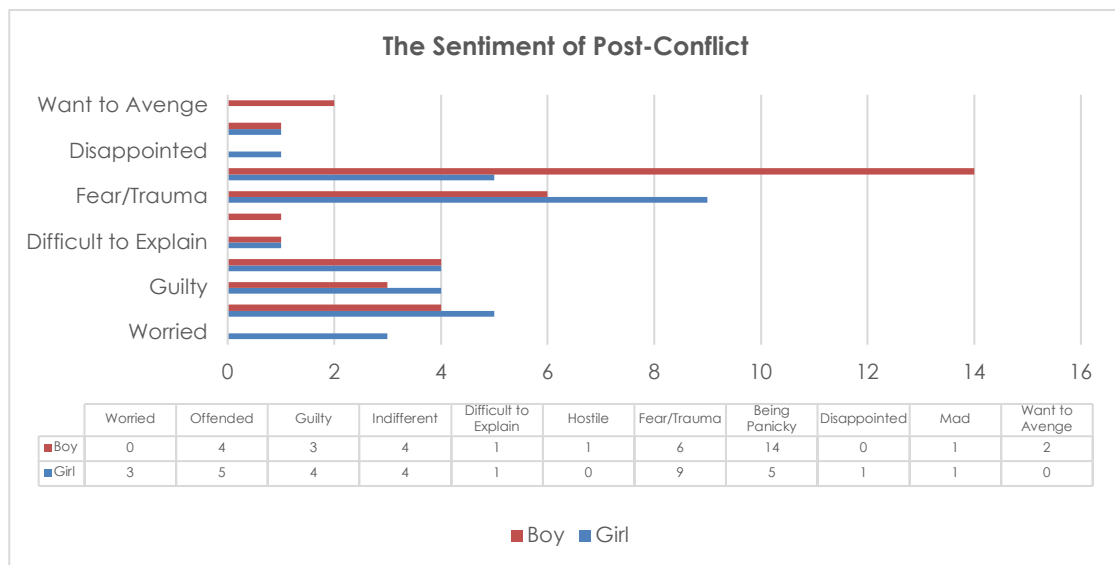
4.2. Theme 2 Students' Forms of Conflict

The findings in the following subheadings were obtained through an open-ended survey, therefore allowing students to answer more than one answer according to their respective experiences. This section finds 12 forms of student conflict, the result of grouping the same data, according to their answers. To make it easier to read the data, the findings are divided according to gender. A commotion or physical conflict occurred in 32 students (15 boys and 17 girls). Meanwhile, 43 students (19 boys and 24 girls) experienced verbal conflict as victims of teasing. Verbal conflicts such as teasing were committed by 13 students (four boys and nine girls). 23 students had been excluded (8 boys and 15 girls). On the contrary, isolating friends was committed by six students (four boys and two girls). Two female students were admitted to being blackmailers, meanwhile, 16 students (10 boys and 6 girls) are victims of blackmail. Doodling on school facilities was committed by 22 students (nine boys and 13 girls). 21 students (10 boys and 11 girls) experienced beating conflicts. The beatings were committed by 13 students (five boys and eight girls). Forty students (20 boys and 20 girls) felt that they were victims of slander. In sequence, eight students (two boys and six girls) committed slander. More concretely, the findings are visualized in the following figure 4.

Result of Students' Open Ended Survey about Forms of Conflict

	Rioting	Being Mocked	Mocking	Being Excommuni cated by Friends	Isolating Friends	Taking Friend's Money	Being Blackmailed	Doodling on School Facilities	Getting Beaten	Hitting	Being Slandered	Being Slanderous
Boy	15	19	4	8	4		10	9	10	5	20	2
Girl	17	24	9	15	2	2	6	13	11	8	20	6

■ Boy ■ Girl

Figure 4. The result of Students' Open-Ended Survey about Form of Conflict
Source: Processed in 2023

Verbal conflict and their role as victims, such as being mocked was most dominantly experienced by 43 students. The second position was occupied by verbal conflict and their role as victims of slander was experienced by 40 students. Meanwhile, conflicts involving bullying or taking friends' money by force (blackmailing) occurred at a minimum. Based on the various conflicts found above, further questions were asked regarding students' feelings after experiencing these conflicts. Open-ended questions allow students to answer more than one type of answer. Based on the results of the open-ended survey, 11 broad findings were obtained. As visualized in figure 5 below.

The Sentiment of Post-Conflict

	Worried	Offended	Guilty	Indifferent	Difficult to Explain	Hostile	Fear/Trauma	Being Panicky	Disappointed	Mad	Want to Avenge
Boy	0	4	3	4	1	1	6	14	0	1	2
Girl	3	5	4	4	1	0	9	5	1	1	0

■ Boy ■ Girl

Figure 5. The result of Students' Post-Conflict Sentiment
Source: Processed in 2023

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The picture shows that three students (girls) felt worried after experiencing conflict. Nine students (four boys and five girls) expressed feelings of offense after it. The emergence of feelings of guilt was experienced by seven students (three boys and four girls). Eight students (4 boys and 4 girls) expressed indifferent feelings. It was difficult for two students (one boy and one girl) to express their feelings after a conflict. One student (boy) experienced the loss of relationships and became an enemy. Conditions of fear and trauma were experienced by 15 students (six boys and nine girls). Feelings of panic were experienced by 19 students (14 boys and five girls). One student (female) experienced feelings of disappointment. Feelings of anger emerged after a conflict was experienced by two students (one boy and one girl). The desire to retaliate appeared in two students (boys).

4.3. Theme 3 The Involvement of Teachers, Parents, and Friends in Students' Conflict

Based on the interview results, it shows that other parties were involved in the conflicts. Students' answers are dominated by parties such as peers, younger classmates, or upperclassmen at their school. Other findings showed that conflicts with other parties occurred due to misunderstandings (unintentionally), maintaining self-esteem, mocking each other, arguments that ended in fights, incidents of bullying, and fighting over things. The following describes forms of assistance from friends, teachers, and parents. As visualized below.

Table 1. Form of Assistance from Other Parties

Friend	Teacher	Parent
Defending	Separating fights	Ask students to apologize
Encouraging	Guiding and directing the right path	Advise not to repeat the same action
	Advising students	
	Relax students	
	Ask for forgiveness from the parties involved in the conflict	
	Bringing together parties in conflict	
	Conduct mediation	

Source: Processed in 2023

This table is the result of grouping the assistance provided by friends, teachers, and parents for the continuation of student conflicts at school. Before asking questions about other parties' involvement, subjects were asked questions first regarding whether parents knew if the student was experiencing a conflict at school or not. Based on the interview results, the groups of students' answers were divided into two, such students who told their parents and students who chose not to tell their parents about conflicts at school. The answer to this form of assistance from parents emerged from students who chose to share their experiences of conflict at school.

5. Discussion

Definitively, the students' interpretation of conflict lies in various points of view. Other situations illustrating conflict are possibly to occur when one party disagrees over a substantive issue or an emotional conflict that creates friction between two or more parties involved (Schermerhorn et al., 2011). This research found three classifications of students' conflict understanding, such as good understanding, less understanding, and poor understanding. This is a further provision for how students understand that they are experiencing conflict, recognize the type of conflict, and how to handle conflict. This research found various forms of students' conflict. It relates to Elliot (2008) classifying it into (1) corporal punishment, (2) extortion, (3) bluffing, (4) fighting, and (5) verbal form (children afraid to go to the break room, afraid to leave the schoolyard, decreases learning achievement, disrupts class hours, and makes parents worry about their child's safety). There are five to 10 categories as types of conflict within students, including gossip, poverty, harassment, arguments, and fighting being several

different categories indicated (Carruthers & Others, 1996). Meanwhile, Johnson et al. (1994) reported that student conflicts took the form of aggression or physical fighting, playground disputes, access or ownership conflicts, fighting over disputes, insults, and academic work conflicts. In line with the research's result that swearing and fighting are among the most frequently observed conflicts among elementary school students (Türnüklü & Şahin, 2004). Wang et al. (2009) stated the results of their research that in the United States students showed that they experienced physical bullying (being hit), verbal bullying (being teased), and psychological bullying (ostracized).

Adolescents' self-concept and happiness are determined by peers in the context of interpersonal relationships (Cole & Cole, 2001). The reality always occurs in schools because this setting brings together many individuals and diverse perspectives ranging from age, gender, ethnicity, culture, and religious beliefs(Mariani & Silvestro, 2020). The differences in fundamental individual matters can cause conflict. Students come to school from different backgrounds, share different values, and have different world views (Koch & Miller, 1987).

Bullying has a negative influence on victims physically and psychologically (Nielsen et al., 2015). Students in schools feel unsafe, overt behavior, mistrust, and gang formation either formal or informal (Hoover & Olson, 2000). Some of the post-conflict sentiments in this research are in line with emotional and physical impacts and also impact educational institutions and communities. Victims experience difficulty socializing, are afraid to come to school, have high absenteeism, fall behind in lessons, and have difficulty learning(Rigby, 2007). It also affects children's sense of self-worth and has a serious impact on victims' development (Dombrowski & Gischlar, 2006) increases behavioral problems, and reduces pro-social behavior (Wolke et al., 2000). Lists of bullying victims are (1) a student on the block, (2) the smallest or youngest student in school, (3) they have been traumatized and are sensitive, and avoid peers, (4) a student is submissive, (5) student has behaviors that annoy other people, (6) student who is shy, reserved, and timid, (7) student who comes from a rich or poor home, (8) student whose ethnicity is viewed as inferior, (9) student whose is inferior in religion and gender or sexual orientation, (10) student who is bright, talented, or gifted, (11) student who is independent or concerned about social, (12) student whose physical attributes are different from the norm, (13) student with physical or mental disabilities, and)14) students in the wrong place at the wrong time (Olweus, 1993).

In particular, the impact of mishandling conflict in the school context can cause several negative consequences. First, teachers spend time and energy should use for teaching, but are used to dealing with conflict in the classroom (Lane & McWhirter, 1992). Second, it causes teacher fatigue (Burke et al., 1996). Third, it can lead to rejection and loss of status among peers (Dodge, 1983; D. W. Johnson & Johnson, 1996). These errors can lead to increased levels of violence in schools (Hart & Gunty, 1997). Development of children's basic potential needs to be implemented since children are young (Agustin et al., 2021). The negative impact is that one or more parties involved are dissatisfied with the method taken when the conflict ends (Drafke, 2009). On the other hand, conflict has a positive impact, namely that the parties involved have the mentality to solve problems and aim for mutual satisfaction (Drafke, 2009). Conflict is not always destructive, but can also be managed constructively (Weitzman & Weitzman, 2000).

The strength of this research lies in its structured findings, such as students' understanding of conflict in three classifications, forms of student conflict, and the involvement of other people in student conflict. The data comes directly from students as subjects who experience conflict and the role they take, either as victims or perpetrators. There is evidence that in the bullying cycle, a person plays more than one role, as a victim or perpetrator, which was revealed in this research. The research weakness is only involved a small number of elementary school students. If the research involved more students in numbers and a wider scope, it would be possible to obtain more diverse findings. Meanwhile, the data is limited to disclosure of student conflicts and the involvement of other people.

6. Conclusion

The fundamental method for students to understand a conflict is their experience and point of view. It relates to the level of conflict concept understanding and how students handle it. The various forms of student conflict in schools do not deny leaving scars for those involved. The involvement of external parties, such as friends, teachers, and parents, and their help is significant to heal the impact of conflict on students. Student conflicts in elementary schools predominantly lead to bullying. It cannot be tolerated, as a solution is required to break the chain of bullying. Neglect can allow students to start as victims and end up as perpetrators. Other roles may arise on the surface if something goes wrong in handling this behavior. Potential future research could explore how students solve bullying problems, whether they experience it directly or what they see from other people's experiences.

7. Limitation

This research is limited to the utilization of one type of data collection technique and research goal. Variations in conflict, the impact of conflict on students, and the involvement of other parties require further action, such as certain treatment or medication.

8. Recommendation

Recommendations for further research are treatment ideas to reduce student conflict in elementary schools, increase positive involvement of other parties as third parties, and treatment measures for students affected by conflict according to the results of this research.

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10. Conflict of Interest

The authors have no conflict of interest in doing research and article publication.

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