Bridging the Generation Gap: Managing Conflict between Teachers and Students with the Wisdom of QS An-Nahl:125

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Abstract

This study aims to explore the management of conflicts between teachers and students at SMK Sahid Surakarta by highlighting generational differences, expectations, values, and communication problems as the leading causes of conflict. This study integrates the wisdom principles of QS An-Nahl verse 125 and Carl Rogers' empathic approach to propose effective conflict resolution strategies. The strategy includes mediation, emotional education, counseling, and group discussions, expected to increase positive interactions between teachers and students. The method used in this study was qualitative, which included observation, interviews, and document analysis to understand the dynamics of conflict and improve the learning environment. The study results show that applying wisdom principles and restorative approaches can improve interpersonal relationships and create an inclusive school culture. This contributes to student well-being and more effective conflict resolution in the educational environment. This research is expected to provide insights for educators and school managers in creating a positive and supportive learning atmosphere and improving the overall quality of education.

INTRODUCTION

In any educational environment, the relationship between teachers and students is one of the most important aspects of creating a harmonious learning environment (Salminawat, 2019). However, it is not uncommon for conflicts between these two parties to occur that can interfere with the learning process. At SMK Sahid Surakarta, as in many other educational institutions, conflict between teachers and students is one of the main challenges that needs to be overcome (Runnisah, 2019).

Intergenerational conflict between teachers and students in vocational high schools (SMK) is an important concern in the current educational context. "Conflict between teachers and students" in vocational high schools (SMK) refers to disputes or disagreements between two parties, which can be caused by differences in understanding, perspective, and approach methods in the teaching-learning process. This conflict can hinder the learning process, affect the school climate, and potentially damage teacher-student relationships. Identifying the causes of conflict and developing effective

resolution strategies is key to improving the quality of education in vocational schools (Ihda & Agustang, 2023). Many teachers feel that their authority should be respected as part of the education norms. They consider student compliance an important aspect of maintaining discipline and the effectiveness of the learning process (Rusman, 2017). Generation Z students, many in vocational schools today, are more likely to value collaborative authority. They may perceive authority not as absolute obedience but as a mutual agreement that allows them to voice their opinions in the learning process (Zahrianis et al., 2024).

The principles of wisdom in the *Qur'an*, as stated in verse 125 of *Surah An-Nahl*, offer an in-depth view of conflict resolution and the development of harmonious relations (Ihda & Agustang, 2023). Similarly, Carl Rogers' theory, which focuses on empathy, positive acceptance, and understanding, has great relevance in conflict management in educational institutions (Harahap, 2020).

In this study, the author formulates the problem by exploring the dynamics of conflicts between teachers and students at SMK Sahid Surakarta and the factors that trigger or cause them (Alfatih, 2020). In addition, the focus is also given to managing conflicts wisely and effectively by applying the wisdom principles contained in verse 125 of the *QS An-Nahl* and Carl Rogers theory. The question of effective strategies becomes important to answer to provide concrete insights into resolving conflicts. Thus, this research will comprehensively investigate not only the aspect of the conflict itself but also the concrete steps that can be taken to achieve a harmonious solution in the educational environment of SMK Sahid Surakarta (Harahap, 2020).

By exploring the wisdom of this verse and Carl Rogers' theory, this research aims to create strategies and approaches to help manage conflicts between teachers and students at SMK Sahid Surakarta harmoniously and wisely (Nasrudin et al., 2021). It is hoped that by building a better understanding between the two parties and applying the principles in verse, the learning environment at SMK Sahid Surakarta can become more harmonious and productive for all parties involved.

By understanding the background of intergenerational conflicts at vocational schools and the potential application of principles of wisdom and psychological theory in managing it, it is hoped that this research can provide valuable insights for the development of more effective and sustainable conflict resolution strategies in the educational environment (Tanur & Razita, 2023).

Previous research has highlighted several factors that cause intergenerational conflict in the educational environment, including differences in values, expectations, and preferences between teachers and students (Tanur & Razita, 2023). However, few studies have explored the potential application of the wisdom principles of *QS An-Nahl* verse 125 and Carl Rogers' theory in managing these conflicts in vocational schools.

Verse *QS An-Nahl*:125

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ ۖ وَجَٰدِلْهُم بِٱلَّتِى هِىَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ

بِمَن ضَلَّ عَن سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِٱلْمُهْتَدِينَ

Means:

"Invite (people) to the way of your Lord with wisdom and good lessons and argue with them in a good way. Indeed, your Lord knows better who has strayed from His ways, and He is most knowing of who is (rightly) guided." (*QS An-Nahl*:125)

QS An-Nahl:125 and Carl Rogers' theory were chosen as the cornerstone of intergenerational conflict resolution because they offer a thoughtful and humane approach to dealing with differences and conflicts. According to Latipah (2016) *QS An-Nahl*:125 teaches to invite people to the path of God with wisdom, good advice, and discussion in the best way. This approach emphasizes the importance of wisdom, kindness, and constructive dialogue, especially in managing intergenerational conflicts in an educational environment.

In the context of Carl Rogers' theory, the principle of *QS An-Nahl*:125 aligns with empathy, unconditional acceptance, and constructive communication. Rogers teaches that approaching others with understanding and a willingness to listen openly allows for more positive and productive relationships, which aligns with this verse's teachings.

Combining the principles of *QS An-Nahl*:125 and Carl Rogers' theory, schools can create an environment where conflicts can be resolved wisely and empathetically, strengthen intergenerational relationships, and support positive development for all parties (Masdudi, 2015). The theoretical framework of intergenerational conflict focuses on understanding how differences between different generations can lead to conflict and how these conflicts can be managed and resolved.

Intergenerational conflict refers to tensions and differences between individuals or groups of different generations. This often happens in the workplace, educational environment, family, and community. It also explains the causes of this intergenerational conflict, including differences in values and beliefs, where each generation has different values, beliefs, and norms based on their historical and cultural experiences (Urick et al., 2017). In addition, differences in communication styles are also a factor, where the older generation may prefer face-to-face communication, while the younger generation is more accustomed to digital communication. Differences in expectations and priorities also play a role; for example, the younger generation may prefer work-life balance, while the older generation is more focused on career stability. Technology is also a source of conflict, with rapid technological developments often creating gaps in understanding and using technology between generations.

Theories related to intergenerational conflict include the theory of generational differences and the theory of social conflicts. The theory of generational difference

explains that the differences in social, political, and economic experiences experienced by different generations affect their worldviews, attitudes, and behaviors (Putra, 2017). Meanwhile, social conflict theory highlights how differences in power and resources between social groups can lead to conflict (Irwandi & Chotim, 2017).

The approach to managing intergenerational conflict includes several strategies. In the research conducted by Ariyanto et al. (2023), open communication, which encourages honest and open dialogue between generations to understand each other's perspectives, is one of them. Other strategies include education and training on generational differences and practical communication skills. Compromise and flexibility, finding a middle ground or solution acceptable to all parties, acceptance and empathy, and building mutual respect and understanding through empathy and acceptance of differences are also practical approaches.

Inclusive school policies are critical in applying these policies in the educational environment. Designing policies considering all generations' needs and preferences can help in managing intergenerational conflicts (Naufal et al., 2022). Teacher training is also important, as it teaches teachers to understand generational differences and develop their skills in conflict management. Empowering students with communication and conflict resolution skills to deal with differences constructively is also important in creating a harmonious educational environment (Nasir et al., 2023).

One example of conflict about technology mastery in classroom cases in a School is that Generation Z students are familiar with technology and seek information using the internet and digital devices. When senior teachers continue to use traditional teaching methods and are reluctant to use technology. Students often find these methods less effective and boring. Teachers may feel that the attitude of students who use digital devices too often is a form of non-compliance or lack of respect for their conventional teaching methods.

The other case is the differences in how tasks and work are completed between teachers and students. Senior teachers prefer written assignments or formal presentations, while Generation Z students prefer interactive and collaborative digital formats, such as apps or social media. When teachers disapprove of using digital tools or students' preferences for working in groups, students can feel their creativity and learning style are restricted.

The solution to those cases is to implement mentoring programs where teachers and students can learn from each other, conduct technology training sessions for teachers, and support collaborative projects involving traditional and digital teaching methods (Nasir et al., 2023). By understanding the theoretical framework of intergenerational conflict, educational institutions can develop effective strategies for managing intergenerational differences, creating a harmonious learning environment, and maximizing the potential of each individual (Usman, 2011).

Several previous studies relevant to intergenerational conflict and its solutions

provide a theoretical and practical foundation for understanding and managing intergenerational conflict, both in the workplace and educational settings, such as schools.

Irhamahayati et al. (2018) conducted research titled "Generational Conflict in the Indonesian Public Sector Workplace from a Millennial Perspective." The research highlights the differences in values, expectations, and communication styles between different generations and how this can create tension in the workplace. The proposed solution includes cross-generational training and mentoring programs to facilitate understanding and cooperation.

Research by Mulyati and Suherman (2021) examines the conflict between teachers and students from the perspective of different generations. Open communication and teacher training in conflict management skills effectively reduced tensions and improved relationships between teachers and students. The study also highlights the importance of school principals' support in creating policies that support inclusivity and intergenerational cooperation.

This study shows that education, open communication, conflict management skills training, and policies supporting inclusivity can help manage and resolve intergenerational conflicts effectively in Indonesia. These findings are relevant to be applied in school environments such as SMK Sahid Surakarta to create a harmonious and productive learning environment.

METHOD

This study used a qualitative approach to deeply understand the dynamics of intergenerational conflict between teachers and students at SMK Sahid Surakarta. This approach was chosen because it allows for the exploration of the factors that affect conflict holistically and contextually (Fadli, 2021).

Data was collected through three main methods: observation, interviews, and document analysis. In Rifa'i (2023) research, observations were made directly in the learning environment to identify behaviors and interactions that trigger conflicts. Interviews were conducted with teachers and students to explore their views on the causes and solutions of conflicts. The analysis of the document included relevant school policies and behavioral records.

The research subjects consisted of teachers and students at SMK Sahid Surakarta. The selection of subjects was carried out purposively to ensure that they had direct experience with the conflict being researched (Lenaini, 2021). The selected teachers covered various subjects and grade levels, while students were selected from various grade levels and backgrounds (Lenaini, 2021).

This research involves several strategically selected subjects to understand and manage intergenerational conflicts between teachers and students at SMK Sahid Surakarta. The research covers a total of five subjects. Selecting five subjects allows for a broad enough scope to obtain representative data without sacrificing depth of analysis.

This number is also sufficient to observe the conflicts and their resolution in various academic contexts.

The chosen subjects cover divers range of disciplines, including science, language, technical skills, arts, and religion to capture conflict dynamics across various interactions and teaching methods. Subjects with different difficulty levels, such as core subjects (e.g., Mathematics and English) and elective subjects (e.g., Engineering Skills) were selected to see the potential difficulty level on the intensity and type of conflict (Kristiawan, 2019). Moreover, subjects with varying sizes (both large and small) were chosen to evaluate the potential impact of class size on intergenerational interactions and conflicts that arise. Subjects requiring active participation (discussions, group projects) were compared to more theoretical subjects (lectures, exams) to observe differences in the type and frequency of conflicts. The relevance of religion was also a consideration, so religious subjects were included to see how religious and moral values affect interaction and conflict resolution (Didik & Supriyadi, 2022).

The selection process began with an initial survey of school principals, teachers, and students to identify subjects frequently identified as sources of conflict. Furthermore, consultations were carried out with teachers and administrative staff to select subjects based on the above criteria and their experience of conflict. A school curriculum review was carried out to ensure that the chosen subjects cover various aspects relevant to the research.

Some selected subjects include Mathematics, which represents core subjects with high levels of difficulty and large classes. English, which involves high interaction through discussion and presentation, was also included. Information and Communication Technology (ICT), which focuses on technical skills and often involves technology, was chosen due to its potential to influence intergenerational dynamics. Engineering Skills, a practical course with hands-on activities that require cooperation and coordination, was another selected subject. Finally, Religious Education was included, as this subject is under investigation, as per the research of Didik and Supriyadi's (2022). In teaching religious and moral values, it is important to understand how religious perspectives affect interaction and conflict resolution.

With this approach, the research is expected to provide comprehensive insights into intergenerational conflicts in various academic contexts and provide relevant and practical recommendations for managing such conflicts in the school environment.

Research instruments included interview guides, observation sheets, and document analysis instruments (Rifa'i, 2023). Interview guides were designed to explore an in-depth view of conflicts and their resolution strategies, while observation sheets were used to record classroom interactions and behaviors. Document analysis instruments assessed school policies and behavioral records that might contribute to conflict (Rifa'i, 2023).

The research procedure began with initial observations to get an overview of the

classroom dynamics. After that, in-depth interviews were conducted with selected teachers and students. The relevant documents were analyzed to complement the data obtained from observations and interviews. The collected data was then analyzed thematically to identify key emerging patterns and themes (Nursanjaya, 2021).

This research was designed to provide in-depth insight into the conflict between teachers and students at SMK Sahid Surakarta and to develop an effective resolution strategy based on the principles of the wisdom of *QS An-Nahl* verse 125 and Carl Rogers' theory. The qualitative approach allows for in-depth and holistic exploration, while careful data collection and analysis methods ensure the validity and reliability of the research findings (Nursanjaya, 2021).

The data in this study was analyzed using thematic analysis methods to identify the main patterns from various data sources (interviews, observations, and documents). The steps included data transcription, organizing by initial categories (such as conflict causes, interaction patterns, and solutions), coding, and grouping relevant themes (Rifa'i, 2023). Data from various sources were compared through triangulation to ensure validity. The perspectives of teachers and students were compared to understand the differences in views, while the data was fed into a thematic matrix that maps out the main themes, subthemes, and supporting evidence (Nursanjaya, 2021).

The analysis results were then interpreted using Carl Rogers' theory and the principles of *QS An-Nahl* verse 125 to provide practical and contextual recommendations for conflict resolution. This procedure resulted in a thorough conclusion about the dynamics of intergenerational conflict at SMK Sahid Surakarta and evidence-based conflict management strategies that can be applied in the educational environment (Rifa'i, 2023).

RESULT
Analysis of Intergenerational Conflicts

Analyzing intergenerational conflicts between teachers and students in vocational schools is an important step in understanding relationships in the educational environment. Seeing the origins of conflict and the factors that influence it can provide in-depth insights into the complexity of interaction in schools (Zahrianis et al., 2024).

The following Table 1 compares Islamic and conventional psychological approaches, especially in understanding intergenerational conflicts between teachers and students in vocational schools.

Table 1
Islamic and Conventional Psychological Approaches

Aspects	Islamic Psychological Approach	Conventional Psychological Approach
Basic View	Emphasizing the spiritual aspect, referring to the teachings of the Qur'an and Hadith to resolve	Based on scientific principles that are objective and neutral to spiritual aspects. Understanding humans

	conflicts and understand humans as spiritual beings connected to God.	through theory and experiments focusing on behavior, cognition, and emotions.
Main Purpose	Producing inner peace, closeness to God, and behavior based on religious values and good morals.	Achieving psychological and social balance, reducing stress, and improving quality of life based on measurable results.
Conflict Management	Prioritizing patience, sincerity, and a wise approach, as well as using the principles of *QS An-Nahl* verse 125 to communicate wisely.	More rational and objective approaches include mediation, counseling, and cognitive-behavioral therapy.
Basic Principles	The principles of wisdom, empathy, and compassion in interacting and respect for all parties are based on moral values.	This refers to psychological theories based on observation, such as the Carl Rogers approach, which emphasizes empathy, acceptance, and open communication.
Approach to Emotions	Controlling emotions through patience and zikr (remembering God) to achieve peace and overcome conflicts.	Control emotions through cognitive-behavioral techniques such as relaxation, distraction, and stress management techniques.
Character Development	Focus on moral and ethical development based on religious teachings encouraging individuals to do good and avoid evil.	Focuses on developing aspects such as resilience, self-esteem, and motivation based on psychological theory.

Islamic and conventional psychological approaches in dealing with intergenerational conflicts in vocational schools can be combined to achieve more effective results. The Islamic approach provides an ethical and spiritual foundation that can reinforce positive interactions, while the conventional approach provides practical, evidence-based methods that can be applied in everyday educational situations.

Generation differences between teachers and students are often a source of conflict. Teachers from the older generation may have different views, values, and approaches to education than students from the younger generation. These differences can include teaching styles, student expectations, and understanding of technology.

Different Expectations

Teachers and students may have different expectations regarding the learning process and experience at school. Teachers expect students to demonstrate discipline, dedication, and compliance with school rules, while students expect a learning environment that is more inclusive, interactive, and relevant to their daily lives.

One main factor that leads to conflict is ineffective communication between teachers and students. For example, misunderstandings, stereotypes, and incorrect assumptions can hinder productive communication and lead to unnecessary conflict. By understanding these factors in depth, schools can take steps to address intergenerational conflicts more effectively. This can include training teachers on communicating with students of different generations, developing inclusive school policies, and creating

spaces for dialogue and collaboration between teachers and students. Thus, an in-depth analysis of intergenerational conflicts in vocational schools can help create a more harmonious and productive learning environment for all parties involved.

Application of the Principles of Wisdom of *QS An-Nahl*:125

Discuss the principles in the verse and how these principles can be applied in managing conflicts between teachers and students in vocational schools wisely and wisely.

Verse QS An-Nahl:125 reads:

ٱدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ ۖ وَجَـٰدِلْهُم بِٱلَّتِى هِىَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِٱلْمُهْتَدِينَ

Means:

"Invite (people) to the way of your Lord with wisdom and good lessons and argue with them in a good way. Indeed, your Lord knows better who has strayed from His ways, and He is most knowing of who is (rightly) guided." (*QS An-Nahl*:125)

Imam Ibn Katsir, a well-known scholar of interpretation from the Islamic world, gave a profound interpretation of the verses of the *Qur'an*, including *QS An-Nahl*:125. In the context of conflict management between teachers and students, according to (Maliki, 2018), Ibn Kathir may have emphasized some important points:

Calling on the Way of God with Wisdom, Ibn Katsir emphasized the importance of teachers calling students to goodness and truth in a wise, thoughtful, and gentle way. Teachers must be able to communicate the teachings of Islam effectively without imposing opinions or being authoritarian (Rachman, 2018). Suitable Lessons, Ibn Katsir highlighted the need for teachers to provide suitable lessons to students regarding academic and moral knowledge. Teachers should set a good example and provide teaching that is beneficial to the overall development of students.

In dealing with conflicts between teachers and students, Ibn Katsir emphasized the importance of using strong arguments and speaking kindly and politely. The rebuttal must be done with understanding, without provoking more significant opposition (Somantri, 2016).

In Imam Ibn Kahsir's interpretation, this verse emphasizes the importance of effective communication, a thoughtful approach to handling conflicts, and respect for God's authority and wisdom in directing people to the truth. This is an in-depth and valuable view of conflict management between teachers and students in an educational setting.

Applying the wisdom principles in *QS An-Nahl* verse 125 in managing conflicts between teachers and students in vocational schools is an important step in creating a harmonious and productive learning environment (Fitriana, 2017). The principles contained in the verse can guide resolving conflicts wisely and thoughtfully and encourage constructive dialogue (Fajrin, 2017).

Communicate wisely

The first principle in verse 125 of QS An-Nahl is communicating wisely (Fajrin, 2017). Managing conflict between teachers and students in vocational schools includes using carefully chosen words, emphasizing empathy and understanding, and awareness of the impact of each word or action. Teachers can ensure that every interaction with students is based on respect, courtesy, and consideration of students' feelings and perspectives (Nadya, 2020).

The following principle concerns using good words to convey a message (Fajrin, 2017). In conflict between teachers and students, teachers must avoid using derogatory or offensive language and, conversely, use mutually respectful and constructive language. It involves expressing disagreements or concerns constructively and non-judgmentally (Nadya, 2020).

Resolving Conflicts with Wisdom

The last principle is about resolving conflicts with wisdom. This emphasizes the importance of finding a fair and beneficial solution for all parties involved in the conflict (Sa'odah et al., 2021). In the context of vocational schools, this can mean finding a middle ground that meets the needs and interests of teachers and students and avoiding conflict resolution based on the power or dominance of one party over the other (Ritiauw, 2020).

By applying these principles, teachers can build more positive and productive relationships with students, reduce potential conflicts, and create a learning environment conducive to learning (Ritiauw, 2020). In addition, applying the principles of wisdom from *QS An-Nahl* verse 125 can also help develop better interpersonal communication skills, increase students' confidence, and strengthen the bond between teachers and students in achieving common education goals (Fajrin, 2017).

The Relationship of Carl Rogers' Theory with Q.S An-Nahl Verse 125

The relationship between Carl Rogers' psychological theory and verse 125 of *An-Nahl* can be seen from the perspective of thoughtful and empathetic communication. Carl Rogers was a humanist psychologist famous for his "client-centered therapy" approach. His theory emphasizes the importance of individual empathy, acceptance, and understanding in counseling or therapeutic relationships. These principles can be linked to the principles contained in verse 125 of *QS An-Nahl*, which emphasizes the importance of communicating wisely, using good words, and resolving conflicts with wisdom.

Carl Rogers' Theory is Based on The Following Key Concepts. Rogers argued that each individual has his concept of what is referred to as the "self." This self consists of self-image and self-esteem. According to Rogers, individuals tend to act according to their self-image (Harahap, 2020).

First is unconditional positive respect. Rogers points out the importance of unconditional acceptance to the client from the therapist's side. This means accepting clients wholeheartedly without judging or criticizing them. Unconditional acceptance

creates a safe and supportive environment for clients to express themselves freely (Darwin Harahap, 2020).

The second is empathy. Rogers also emphasizes the importance of empathy in counseling relationships. Empathy is the ability to understand and feel the client's experiences and feelings from the client's perspective. By understanding the client's internal world, therapy can provide more effective support and assistance (Mahdi, 2023).

The third is conformity. Rogers highlights the importance of the fit between the therapeutic self and the therapeutic behavior. Conformity is the conformity between feelings, thoughts, and expressions. In the context of therapy, this means that the therapy is consistent and authentic in interaction with the client (Darwin Harahap, 2020). Conformity creates trust and authenticity in relationships, facilitating healing and personal growth. In everyday life, congruence also means acting according to one's values and beliefs without contradiction (Chandra et al., 2023).

By connecting Carl Rogers' theory with verse 125 of the *Qur'an An-Nahl*, we can see that principles such as unconditional acceptance, empathy, and conformity align with the principles contained in the verse. Both Rogers and *QS An-Nahl*, in verse 125, emphasize the importance of communicating wisely, using good words, and resolving conflicts with wisdom.

Both underscore the importance of empathy, understanding, and authentic presence in human interactions. Thus, Carl Rogers' theory can be seen as a suitable basis for interpreting and applying the wisdom principles of verse 125 of *QS An-Nahl* in the context of psychology and human relationships.

Conflict Management Strategies

Conflict management strategies between teachers and students in schools that include the principles of *QS An-Nahl* verse 125 and Carl Rogers' theory reflect efforts to create a harmonious learning environment filled with empathy, understanding, and thoughtful communication. Schools implement several strategies with guidance from the following principles:

Establishment of Mediation Committee

The school has established a mediation committee of staff trained in conflict mediation. This committee can be a neutral party that helps facilitate dialogue between teachers and students involved in the conflict. In the mediation process, the principles of QS An-Nahl verse 125 about communicating wisely and using good words can be upheld. Therapeutic mediation should be congruent and empathetic, creating a safe space for both parties to express their feelings openly.

Schools can integrate emotional and social education into their curriculum. This includes learning about emotional management, effective communication, and social skills that can help prevent conflicts from arising and healthily address conflicts. The principles of empathy, courtesy, and understanding advocated by verse 125 of the theory of *QS An-Nahl* and Carl Rogers can be an integral part of this learning.

The school develops counseling programs that include individual or group counseling sessions for teachers and students experiencing conflict. Counselors can apply Carl Rogers' unconditional acceptance and empathy principles in this counselling session. They can help teachers and students understand each other's perspectives, explore the root causes of conflict, and develop satisfying resolution strategies.

Formation of Discussion Groups

Open discussion groups or forums allows teachers and students to share experiences, perspectives, and ideas on managing conflict wisely. In this discussion group, the principles of open dialogue and good use of words, as emphasized by verse 125 of *QS An-Nahl*, can be applied. Discussion group facilitators should ensure the atmosphere is supportive, inclusive, and respectful.

Application of the Restorative Approach

The restorative approach emphasizes the importance of repairing relationships and recovering damage caused by conflict. SMK Sahid applies a restorative approach by adopting restorative conferences or environmental meetings involving all parties involved in the conflict. In this context, the principles of wisdom and wisdom in verse 125 of *QS An-Nahl* can guide ensuring that the restorative process runs smoothly and fairly.

By implementing these strategies, schools can create a learning environment that promotes fairness, empathy, and understanding between teachers and students. This is in line with the values of *QS An-Nahl* verse 125, which emphasizes the importance of communicating tactfully and resolving conflicts with wisdom, as well as the research of Carl Rogers' theoretical principles of unconditional acceptance and empathy in human relationships.

Benefits of a Harmonious Learning Environment

A harmonious learning environment in schools, such as those pursued at SMK Sahid Surakarta, provides various positive benefits reflected in field data. By using the principles of QS An-Nahl verse 125 and Carl Rogers' theory, schools can build a learning climate that supports the development of student's character, empathy, and social skills, as well as improve the quality of interaction between teachers and students.

Improves Emotional Well-Being

Based on field data, the harmonious atmosphere at SMK Sahid supports the emotional well-being of both students and teachers. Carl Rogers' theory's unconditional application of empathy allows each individual to feel valued and understood. The principle of *QS An-Nahl* verse 125 in wise mediation creates a safe space for students to express themselves without fear of judgment. Students can better deal with academic and social pressures with this emotional well-being.

Improves Social and Communication Skills

The data show that discussion and mediation programs implementing open dialogue and empathy help students and teachers develop strong social skills. The principle of wise communication from *QS An-Nahl* verse 125 is practiced in discussion

forums, teaching the importance of choosing good and wise words. In Carl Rogers' approach, empathy and openness are key for students to understand other perspectives, thus helping them become better communicators and reducing the tendency to conflict in the future.

Encouraging Engagement and Motivation to Learn

A mutually supportive environment, as exemplified at SMK Sahid, increases students' motivation to learn. With a counseling approach that uses Rogers' empathy and acceptance, students feel safe to explore their interests and talents, which ultimately increases active participation in the classroom. *QS An-Nahl's* principle of communicating with wisdom also encourages teachers to respect different ways of learning students, creating an environment where students are more motivated to learn and grow.

Reducing Conflict and Building Emotional Closeness

The restorative approach implemented at SMK Sahid has been proven to help defuse conflicts and restore damaged relationships. Based on the field results, using the principle of the wisdom of *QS An-Nahl* verse 125 and Rogers' acceptance of this approach creates a deep understanding and reconciliation between the parties to the conflict. This emotional closeness builds trust between teachers and students, making them more comfortable working together and positively supporting the teaching and learning process.

Building an Ethical and Empathic Character

In the emotional and social education applied at SMK Sahid, students learn about values such as empathy, tolerance, and politeness per *QS An-Nahl* verse 125 and Rogers' theory. Field data shows that students involved in the program are better able to solve their problems independently and thoughtfully. They show development in attitudes and behaviors, which creates harmonious relationships at school and equips them with life skills that will be useful in the future.

Implementing strategies to create a harmonious learning environment, as previously explained, has a significant impact on various aspects of learning, social interaction, and psychological well-being in the school environment.

Improvement of Psychological Well-Being

A harmonious learning environment creates a sense of security, support, and appreciation for all school members, teachers and students. This can reduce the level of stress, anxiety, and tension that can arise as a result of interpersonal conflicts. Students and teachers who feel supported and accepted tend to have higher psychological well-being, increasing learning motivation and academic achievement.

Improving the Quality of Social Relationships

A harmonious learning environment encourages positive social relationships between teachers and students, as well as between students. By reducing conflict and increasing understanding and empathy between individuals, students can develop the social skills necessary to interact healthily and productively with others.

Encouraging Positive Self-Development

A harmonious learning environment allows students and teachers to develop themselves positively. By confronting and managing conflict constructively, they can hone their interpersonal, decision-making, and problem-solving skills, which are valuable for everyday life and the future.

A harmonious learning environment based on wisdom and empathy benefits the school community. SMK Sahid Surakarta has shown that applying Carl Rogers' theory and *QS An-Nahl* verse 125 in conflict management reduces conflict and increases a more positive and meaningful learning experience for all parties.

School Leadership Roles

The role of the principal is especially crucial in creating a school culture that supports conflict management with wisdom (Juahab, 2019). A school principal is responsible for creating an environment conducive to learning and teaching, which also includes the ability to manage conflicts wisely (Pramudya et al., 2023).

Inclusive School Policy Development

A principal is responsible for designing and implementing school policies that support conflict resolution with discretion. This policy must accommodate various school conflict situations, including conflicts between teachers and students. The policy should promote open dialogue, mutual understanding, and peaceful conflict resolution.

Teacher Training and Development

The principal can ensure that all staff, including teachers, receive adequate training in conflict management. This training can include the communication, negotiation, and mediation skills necessary to handle conflicts effectively and wisely. Principals may also organize regular seminars, workshops, or discussions on conflict management to facilitate the exchange of experiences and best practices among staff.

Fostering an Open and Inclusive Culture

A principal must build an open, inclusive school culture where every member feels heard, valued, and accepted. This culture creates an atmosphere more conducive to the peaceful resolution of conflicts, as all parties feel comfortable expressing their concerns and perspectives without fear of being ridiculed or dismissed.

Providing Support and Guidance

The principal also has a role to provide support and guidance to staff and students involved in the conflict. They should be available to listen to problems, provide thoughtful advice, and provide direction in resolving conflicts. The principal must be a good example in demonstrating constructive and empathetic conflict resolution.

A principal can create a school culture that supports conflict management with wisdom by performing this role effectively. This culture promotes collaboration, empathy, and peaceful conflict resolution, creating a more positive and productive learning environment for all school members (Muhammad Bahy Naufal et al., 2022).

Not only that, the principal pays attention to student empowerment. Because it is an important aspect of the role of the principal in creating a school environment that supports sound conflict management (Juahab, 2019). By providing training and opportunities for skill development, principals can help students respond to conflicts more effectively and productively (Muhammad Bahy Naufal et al., 2022).

Communication Skills Training

The principal may organize communication skills training for vocational students. This training can include active listening techniques, how to express opinions clearly and politely, and strategies for resolving conflicts constructively. By strengthening communication skills, students will be better able to express themselves effectively and facilitate productive dialogue when facing conflicts.

Leadership Development Program

Principals can also support leadership development programs for vocational students. The program can include leadership training, conflict management, and problem-solving skills. By strengthening leadership skills, students will become better able to lead effectively in conflict situations, facilitate collaboration between students, and solve problems in a solution-oriented manner.

Discussion and Reflection Forum

The principal may organize regular discussion and reflection forums in schools to facilitate open discussions about conflicts and their resolution strategies. This forum can involve students and teachers in sharing experiences and reflections and learning how to manage conflicts wisely. By creating a space for exchanging ideas and experiences, principals can reinforce an open and inclusive school culture, which supports positive conflict management.

Through student and teacher empowerment in conflict management, principals help create a more harmonious and productive school environment and help prepare students to face real-world challenges with more confidence and empathy. By providing training, supporting skills development, and creating forums for sharing experiences, school principals can play a crucial role in building individual and collective capacity to manage conflict wisely.

DISCUSSION

This study identifies that conflicts between teachers and students at SMK Sahid Surakarta are triggered by several primary factors: generational differences, different expectations, different values, perception of authority, and ineffective communication. These findings are consistent with previous research that emphasizes that generational and value differences are common causes of conflict in education (Rusman, 2017; Zahrianis et al., 2024). For example, research by Rusman (2017) found that differences in grades between generations often lead to tension in schools, while research by Zahrianis et al. (2024) suggests that different expectations of roles and responsibilities

can also lead to conflict.

However, this study makes a unique contribution by exploring and applying the principles of wisdom from *QS An-Nahl*:125 and Carl Rogers's theory of empathy to resolve conflicts. This approach has not been widely discussed in the previous literature, so this study offers a new perspective on conflict management in the vocational education environment in Indonesia.

QS An-Nahl:125 teaches the importance of thoughtful communication and good words in resolving conflicts. This study applies these principles to the relationship between teachers and students. The results of the study show that the application of this principle of wisdom is effective in reducing the intensity of conflict and improving interpersonal relationships in schools. This aligns with Ibn Kathir's interpretation and research by Rachman (2018), which explains that religious values can play an important role in conflict resolution.

However, this research goes a step further by integrating this approach into the context of vocational education, providing additional insights into how religious principles can be applied in specific educational settings (Illahi, 2020). This shows that integrating religious values with a psychological approach can create a more comprehensive and effective method of conflict resolution (Somantri, 2016).

Carl Rogers' theory of empathy, unconditional acceptance, and conformity is very relevant to the principles of *QS An-Nahl*:125. Both approaches emphasize the importance of thoughtful communication, empathy, and understanding in managing conflict. The findings of this study are consistent with the results of research by Harahap (2020) and Mahdi (2023), which show that empathy and understanding can reduce conflict and improve interpersonal relationships.

For example, research by Harahap (2020) found that an empathic approach to education can improve teacher-student relationships and reduce conflict. Similarly, Mahdi (2023) found that unconditional acceptance and empathy from teachers can improve student well-being and reduce conflict incidences. This research adds a new dimension by showing that Rogers and *QS An-Nahl*:125 principles can be integrated to create more effective conflict management strategies in vocational education environments.

A harmonious learning environment positively impacts psychological well-being, motivation, engagement, and the quality of social relationships. The study confirms that a harmonious environment creates a sense of security, support, and appreciation for all school members, ultimately improving learning motivation, academic achievement, and overall well-being. These findings are consistent with research by Rohadatul (2020) which shows that a positive learning environment can improve students' academic outcomes and emotional well-being.

Social support and a positive learning environment can increase student motivation and engagement (Rohadatul, 2020). Similarly, an emotionally supportive

environment can improve students' academic performance and psychological well-being. This research adds to the growing evidence that creating a harmonious and supportive learning environment can benefit all school community members significantly.

CONCLUSION

Applying the wisdom principles in verse 125 of the *QS An-Nahl* and Carl Rogers theory, SMK Sahid Surakarta can effectively manage conflicts between teachers and students. The proposed strategy can create a more harmonious and productive learning environment that supports the academic development and psychological well-being of all parties involved. This research makes a significant contribution to the development of sustainable conflict resolution strategies in the educational environment

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