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The Effectiveness of Mediation Services in Resolving Students' Interpersonal Conflicts: A Systematic Literature Review

Syifa Rahma Isnaeni[1], Salsabina Aidy Fitriani[2], Nauroh Salimah Ritonga[3], Nathania Sevina Sutisna[4], Cindy Marisa[5]
Study Program of Guidance and Counseling, Faculty of Educational and Social Sciences, Indraprasta PGRI University, Indonesia

Email: Syifaisna354@gmail.com[1]

Abstrak

Konflik interpersonal yang terjadi pada siswa di dalam tingkat SMA/SMK/MAN dan SMP sulit dihindarkan. Guru BK dapat memanfaatkan layanan bimbingan konseling berupa layanan mediasi yang diharapkan siswa mampu menyelesaikan konflik interpersonal secara positif. Tujuan penelitian ini untuk mengetahui efektivitas layanan mediasi dalam menyelesaikan konflik interpersonal siswa melalui pendekatan systematic literature review (SLR). Data diperoleh dari 172 artikel menggunakan Google Scholar, DOAJ, dan sumber lain, dengan tahun terbit 2015-2025. Setelah melalui seleksi berbasis kriteria inklusi dan eksklusi diperoleh 10 artikel yang dianalisis menggunakan metode Prisma. Hasil analisis menunjukkan bahwa layanan mediasi dapat mengatasi permasalahan yang terjadi antar siswa secara efektif dengan menumbuhkan rasa empati, komunikasi yang efektif, dan kemampuan mencari solusi bersama. Temuan ini menunjukan bahwa layanan mediasi bisa menjadi strategi bimbingan yang penting bagi guru bimbingan dan konseling dalam membuat suasana sekolah yang harmonis, aman dan nyaman bagi perkembangan sosial-emosional siswa.

Kata Kunci: Efektivitas, Layanan Mediasi, Konflik

Abstract

Interpersonal conflicts that occur among students at the high school/vocational high school/Islamic junior high school (SMP) and junior high school levels are difficult to avoid. Guidance and counseling teachers can utilize mediation services, which are expected to enable students to resolve interpersonal conflicts positively. This study aims to determine the effectiveness of mediation services in resolving student interpersonal conflicts through a systematic literature review (SLR) approach. Data were obtained from 172 articles published between 2015 and 2025 using Google Scholar, DOAJ, and other sources. After selecting articles based on inclusion and exclusion criteria, 10 articles were obtained and analyzed using the Prisma method. The results of the analysis indicate that mediation services can effectively address problems that occur between students by fostering empathy, effective communication, and the ability to find solutions together. These findings indicate that mediation services can be an important guidance strategy for guidance and counseling teachers in creating a harmonious, safe, and comfortable school atmosphere for students' social-emotional development.

Keywords: *Effectiveness, Mediation Services, Conflict*

INTRODUCTION

School serves as a place for students to acquire knowledge and develop skills that contribute to personal growth. It is also a setting for social interaction among students in various learning contexts. In these interactions, differences in opinions, emotions, and competition often arise, which may lead to anger and aggressive behavior, potentially resulting in interpersonal conflicts among students. When not properly managed, such conflicts can disrupt social harmony, decrease learning motivation, and create an uncomfortable classroom atmosphere for other students (Rahmawati, 2021).

Interpersonal conflict occurs when two or more individuals experience differences in perspectives, values, or interests during social interactions. In a school environment, conflicts among students may stem from misunderstandings, teasing, or differences in actions and thought processes. According to Rahmawati (2021), interpersonal conflicts among students are natural phenomena that occur during the process of social development. However, if not properly managed, these conflicts may escalate into more serious issues, such as social exclusion, group division, and verbal or non-verbal aggression. Therefore, the role of guidance and counseling teachers is essential in helping students resolve interpersonal issues peacefully and constructively.

One of the guidance and counseling services that can be utilized to help resolve student conflicts is the mediation service. Mediation functions as a means of bringing together two or more conflicting parties, with the counselor acting as a neutral mediator who facilitates effective communication and helps the parties reach a mutually acceptable solution. According to Rahmawati (2021), mediation involves a meeting facilitated by a counselor serving as a neutral party. The counselor's role is to create a safe communication environment, assist each side in expressing their feelings, and guide them to understand one another's perspectives. Through this process, the conflicting parties are expected to reach an agreement voluntarily, without coercion or external pressure.

Siregar and Fitriyanti (2020) define mediation as the process of bridging or connecting two initially opposing sides to establish a closer and mutually beneficial relationship. Within the context of school guidance and counseling, mediation is a form of responsive service aimed at helping students address their social problems openly and maturely. The mediation process not only facilitates calm, safe, and peaceful conflict resolution but also integrates moral values and social skills such as empathy, honesty, and responsibility for agreed-upon outcomes. Therefore, mediation serves a dual function: resolving ongoing conflicts and fostering students' social development to enhance their adaptability in interpersonal interactions (Siregar & Fitriyanti, 2020).

Furthermore, Siregar and Fitriyanti (2020) emphasize that the success of mediation depends on the counselor's ability to facilitate effective communication between conflicting parties. Counselors are responsible for creating a conducive and neutral atmosphere, guiding both sides to focus on problem-solving rather than personal blame. Accordingly, mediation services are non-judgmental and aim to help students reach fair and mutually acceptable resolutions. This process also fosters students' self-awareness regarding the importance of maintaining positive relationships with others and encourages them to handle differences more wisely (Siregar & Fitriyanti, 2020).

Rahmawati (2021) further asserts that implementing mediation services in schools can help students manage emotions and restore social relationships disrupted by conflict. Through this process, students learn essential interpersonal skills, such as listening to others empathetically, respecting differences, and expressing feelings politely. Thus, mediation services not only resolve

interpersonal problems but also help shape students into open-minded, responsible individuals capable of living harmoniously with others.

Based on the discussion above, this study aims to examine the effectiveness of mediation services in resolving students' interpersonal conflicts through a systematic literature review (SLR) approach. The results of this review are expected to provide constructive insights and serve as a reference for school counselors to optimize mediation services within educational settings.

METHOD

This study uses the Systematic Literature Review (SLR) method. The process of searching for sources was carried out through the Google Scholar and DOAJ databases, as well as other national journal databases. To ensure relevance, the keywords used were "mediation services," "interpersonal conflict," and "students." The inclusion criteria applied include: (1) Publication Period: Articles must have been published within the last ten years (2015–2025); (2) Language: Written in Indonesian; (3) Type of Article: Primary research articles; and (4) Subjects and Content Focus: The research subjects are students at the senior high school (SMA/SMK/MAN) and junior high school (SMP) levels. Specifically, the articles must focus on mediation services conducted by guidance and counseling teachers, the management of conflicts occurring among students, and demonstrate a relationship between mediation and the resolution of those conflicts. Based on these criteria, the search process resulted in 10 relevant articles for further analysis. The results of the search are illustrated with a PRISMA flowchart as follows:

Table 1 Inclusion Criteria

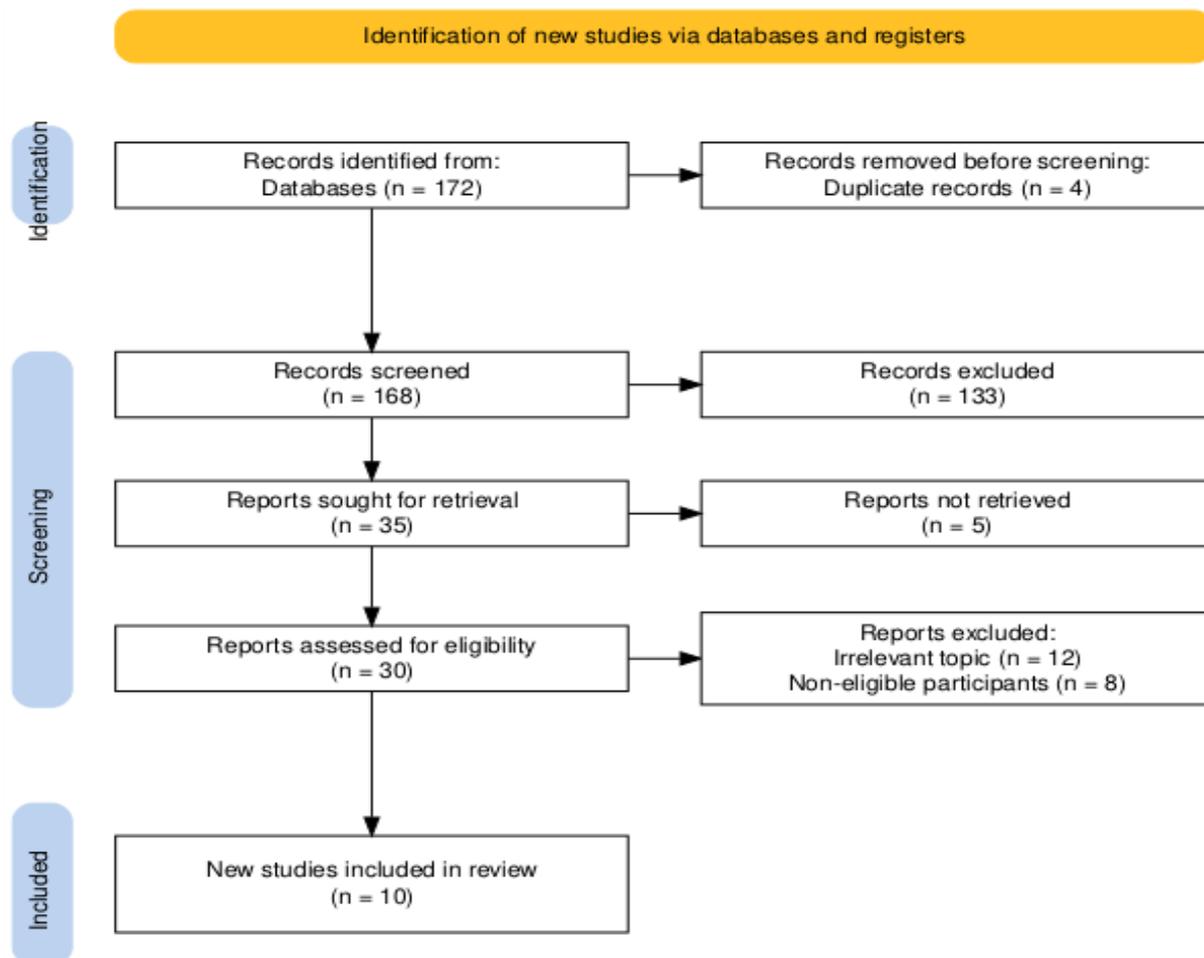| No.	Inclusion Criteria
1	The study aligns with the discussed theme.
2	The article was published between 2015 and 2025 (within the last 10 years).
3	The research subjects are senior high school and junior high school students.
4	The study discusses mediation services implemented as an effort to resolve conflicts occurring among students.
5	The published research may use a qualitative research method.
6	The source of research is an article.
7	The study is written in the Indonesian language.
8	The study is published in journals indexed by Google Scholar and DOAJ.
9	The keywords used are mediation services and students' interpersonal conflict.

Figure 1PRISMA Flowchart

Based on the inclusion criteria that had been established, the selection process of data sources was carried out using the PRISMA method as a supporting tool. The systematic review process in this study followed the PRISMA approach, which consists of several stages.

In the identification stage, a total of 172 articles were obtained from database searches. Among these, four duplicate articles were identified and removed, leaving 168 articles for the next stage.

The next stage was screening, during which the 168 articles were reviewed based on their titles and abstracts. The screening results showed that 133 articles were not relevant, leaving 35 articles for further review. However, of these 35 articles, five were excluded because the full texts were inaccessible, resulting in 30 articles available for the eligibility assessment process.

In the eligibility assessment stage, the 30 articles were thoroughly reviewed in full-text form. The results of the review revealed that 18 articles were eliminated because the topics discussed did not align with the research criteria, and two articles were excluded due to the research subjects not meeting the inclusion criteria. Thus, 10 articles met the eligibility standards.

The final stage of this process was data analysis. The analysis was conducted using Narrative and Thematic Synthesis methods. Data from the 10 eligible articles were extracted (see Table 2) to identify the main findings, research methods, and the effectiveness of mediation services. Subsequently, a synthesis was carried out to identify patterns of convergence (similar findings) and divergence (differences or inhibiting factors), which will be discussed in detail in the Results and Discussion section.

RESULTS AND DISCUSSION

This study aims to examine the effectiveness of mediation services in resolving interpersonal conflicts among senior high school (SMA/SMK/MAN) and junior high school (SMP) students using a systematic literature review approach. The results of this study were obtained from the analysis of several articles collected from Google Scholar, DOAJ, and other relevant sources.

Table 2 Data Extraction

No.	Article Title	Author(s) and Year	Research Method	Research Findings
1	*The Effectiveness of Mediation Services in Resolving Conflicts Among Students at Telkom Vocational High School Pekanbaru*	Isna Wati (2018)	Descriptive qualitative	Mediation services were not fully effective. Some students remained intolerant, avoided greetings, held grudges, and had not forgiven others. Supporting factors included the counselor's experience, personality, and skills. Inhibiting factors were student ego and a tendency to lie during mediation.
2	*The Efforts of Guidance and Counseling Teachers in Overcoming Conflicts on Social Media Through Mediation Services at Madrasah Aliyah Negeri 1 Medan*	Siregar, S. H. (2020)	Qualitative	Guidance and counseling teachers created a conducive atmosphere, provided mediation understanding, and encouraged students to dialogue. Mediation was effective in reducing social media conflicts and improving student relationships.
3	*Guidance and Counseling Teachers as Mediators in Resolving Students' Interpersonal Conflicts at SMK Negeri 2 Purwokerto*	Fastiana, G. I. (2025)	Qualitative	Guidance and counseling teachers acted as mediators in resolving students' interpersonal conflicts, helping them solve problems effectively (based on general sources).
4	*The Effectiveness of Mediation as an Effort to Resolve Students' Interpersonal Conflict at SMP Negeri Satu Atap 1 Langkaplancar*	Elis Agustin (2023)	Descriptive qualitative	Mediation successfully rebuilt positive relationships among students, fostered forgiveness, and reduced conflicts, particularly during joint activities such as sports.
5	*The Effectiveness of Mediation Services in Resolving Students' Interpersonal Conflict Through Relaxation Techniques at MAN 1 Medan*	Oktaviani, A. (2019)	Qualitative	Relaxation techniques in mediation effectively reduced students' psychological tension and increased the success of conflict resolution.
6	*The Efforts of Guidance and Counseling Teachers in Overcoming Friendship Conflicts Among Students Through Mediation Services at Madrasah Aliyah Negeri Kota Tebing Tinggi*	Yanti, N. (2020)	Qualitative	Guidance and counseling teachers used mediation services effectively to reduce friendship conflicts and improve students' social relationships.
7	*The Effectiveness of Mediation Services in Resolving Conflicts Between Students at SMAN 1 and SMKN 2 Langsa*	Az-Zahra, R., Martunis, M., & Abd, D. (2019)	Descriptive qualitative	Mediation was effective through systematic strategies and adaptation to local wisdom practices such as *peusijuek* and compensation, successfully restoring student relationships to harmony.
8	*Mediation Services to Reduce Fights Among Students at SMP Negeri 5 Percut Sei Tuan*	Erna Hasni (2019)	Qualitative	Mediation services played a significant role in reducing fights among students at SMP Negeri 5 Percut Sei Tuan (based on undergraduate research sources).

9	*The Influence of Mediation Services on Bullying Behavior Among Ninth-Grade Students at SMP Negeri 2 Gondangrejo, Academic Year 2015–2016*	Nugroho, W. (2019)	Descriptive qualitative	Mediation had a positive influence in reducing bullying behavior among students (based on undergraduate thesis report).
10	*Implementation of the Mediation Model in Managing Student Conflicts at SMP Plus Darus Sholah Jember*	Damayanti, A., Faqih, N. F., & Mu'alimin (2023)	Descriptive qualitative	Showed increased student awareness, peace-oriented attitudes, and the restoration of harmonious relationships among students.

The study conducted by Isna Wati (2018) on *"The Effectiveness of Mediation Services in Resolving Conflicts Among Students at Telkom Vocational High School Pekanbaru"* provides an honest depiction of the conflict resolution process among students. The findings revealed that although mediation services were implemented with the involvement of counseling teachers and homeroom teachers, the implementation had not yet been fully optimized. Several challenges emerged from the students' side, such as difficulties in being tolerant, reluctance to greet each other, holding grudges, and being unwilling to forgive. However, the study also highlighted that despite the counselor's sufficient experience, personality, and skills, the effectiveness of mediation was hindered by students' tendencies to conceal mistakes, lie, and prioritize their egos. This indicates that the success of mediation largely depends on the sincerity and honesty of both conflicting parties.

Siregar (2020), in his study on the efforts of guidance and counseling teachers at *Madrasah Aliyah Negeri 1 Medan*, also presented important findings related to conflict management on social media. The study showed that student conflicts on social media were generally triggered by misunderstandings and offensive language, as occurred among students of Class XI MIA 2 during online learning. To resolve such issues, guidance and counseling teachers actively played a mediating role by bringing conflicting parties together, allowing them to express their opinions, and facilitating the achievement of peaceful agreements. The implementation of mediation services proved effective in reducing emotional tension, preventing prolonged grudges, and transforming previously strained relationships into more positive and harmonious ones.

The study by Fastiana (2025) demonstrated highly positive findings. It revealed that the role of guidance and counseling teachers as mediators at *SMK Negeri 2 Purwokerto* was effective in resolving conflicts among students. In performing their role, counselors utilized several approaches, including mediation services, individual and group counseling, and character development programs that helped students resolve their issues constructively. The results showed that mediation services not only resolved conflicts but also provided long-term benefits by equipping students with valuable social and emotional skills, increasing empathy, and fostering more harmonious relationships. Hence, the presence of counseling teachers as mediators successfully created a conducive learning environment and prevented potential future conflicts.

The research conducted by Agustin (2023) found that mediation services carried out by counseling teachers at *SMP Negeri Satu Atap 1 Langkaplancar* were effective in resolving interpersonal conflicts among students. Common types of conflicts—such as misunderstandings, teasing, jealousy in friendships, and minor aggressive behaviors—were successfully managed through systematic mediation stages, including planning, implementation, solution-finding, and follow-up. During the mediation process, teachers brought conflicting parties together, allowed both sides to express their perspectives fairly, and guided them toward a mutually agreed resolution without coercion.

Student responses to the mediation service were overwhelmingly positive. They reported feeling more respected and comfortable resolving problems through dialogue rather than direct reprimands or punishment. The success of mediation was evident through the cessation of repeated conflicts, improved peer relationships, and the emergence of awareness to apologize and manage emotions. Thus, mediation not only served to resolve disputes but also fostered empathy, responsibility, and emotional maturity among students.

Oktaviani (2019) also found in her study that mediation services combined with relaxation techniques were effective in resolving interpersonal conflicts among students at *MAN 1 Medan*. Based on observations, interviews, and documentation, the combination of mediation and relaxation produced positive effects, such as reducing tension, alleviating emotional distress, and decreasing anxiety among students involved in conflict. During the process, the counseling teacher acted as a mediator, while relaxation techniques were used to help students calm down before engaging in problem-solving discussions. Although the overall effectiveness was not categorized as very high due to limited implementation of relaxation, the findings underscored that the integration of mediation and relaxation improved communication, fostered remorse, and promoted long-term peace among students.

The study by Yanti (2020) showed that mediation services implemented by counseling teachers were successful in resolving friendship conflicts among students. The mediation process was structured effectively, beginning with identifying the causes of conflict, bringing both parties together for open discussion, seeking mutually agreed solutions, and finally building commitment to avoid future conflicts and restore harmony. The main focus of the counselor's role was to facilitate mediation, followed by providing further understanding to ensure the conflict did not recur and monitoring changes in students' relationships.

Although some challenges were encountered—such as limited time (mediation sessions held during short breaks or before noon prayer due to lack of dedicated BK class hours) and students' reluctance to compromise due to personal egos—the positive outcomes were evident. Relationships between parties improved, mutual commitment was maintained, and conflicts were resolved effectively.

Az-Zahra, Martunis, and Abd (2019) reported highly satisfying results, showing that mediation services were effective in resolving conflicts among students in Langsa. The effectiveness was proven by the absence of further conflicts between students from the two schools since mediation began in 2015 until 2019. This success was supported by the implementation of systematic mediation stages—planning, execution, evaluation, analysis, and follow-up. The mediation process also involved multiple mediators, including the school principal, counseling teachers, school committee members, and even the police.

The research conducted by Erna Hasni (2019) aimed to examine the effectiveness of mediation services in reducing student fights at *SMP Negeri 5 Percut Sei Tuan*. The findings showed that mediation significantly decreased the frequency of fights and also enhanced the counseling teacher's skills in implementing mediation. This demonstrates that the process was beneficial both for students and for teachers' professional development.

Nugroho (2019), in his study *"The Influence of Mediation Services on Bullying Behavior,"* found that mediation was effective in addressing serious issues such as bullying. This suggests that mediation serves as an important and powerful tool for tackling critical behavioral problems within school environments.

The study conducted by Damayanti, Faqih, and Mu'alimin (2023) indicated that mediation services were effective in managing student conflicts. The study highlighted that conflicts among students could escalate into more complex disputes involving parents, creating tension in the school environment. The school addressed this by applying the principle of the presumption of innocence

toward parents. The results revealed a clear positive impact, including increased student understanding, the importance of peace, and restored relationships among students and parents. Ultimately, students learned to forgive and accept one another.

A review of the ten studies analyzed revealed a clear pattern of convergence (similarity) regarding the effectiveness of mediation services. The main pattern indicated that mediation generally succeeded in resolving immediate conflicts (e.g., fights and social media disputes), fostering positive attitudes such as empathy and responsibility, and improving social relationships. However, a pattern of divergence (differences) was also identified. Although most studies showed positive outcomes, Wati (2018) explicitly pointed out that effectiveness had not yet been optimal due to students' egocentric behavior, reluctance to greet one another, and dishonesty during mediation. This indicates that the effectiveness of mediation depends not only on the counselor's skills but also on students' mental readiness and sincerity in resolving conflicts.

CONCLUSION

Overall, the results of this literature review indicate that mediation services implemented by guidance and counseling teachers have proven to be effective in resolving interpersonal conflicts among students and fostering harmonious social relationships. Mediation not only serves as a means of conflict resolution but also helps develop students' empathy, communication, and emotional maturity. Nevertheless, its effectiveness is still influenced by factors such as students' egos and limited time allocation. Therefore, mediation services are an essential strategy for guidance and counseling teachers to create a safe, peaceful, and conducive school environment that supports students' social and emotional development.

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