COMMUNICATION STRATEGIES IN CONFLICT MANAGEMENT IN THE EDUCATIONAL ORGANIZATIONS

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ABSTRACT

This study aims to understand and analyze the role of communication in conflict management in organizations. Communication is the main activity in the organization, so in the event of a conflict, it certainly requires communication skills supported by good conflict management to achieve organizational goals. Conflicts inevitably arise in educational organizations. This study used a literature study of the Systemic Literature Review (SLR) method by collecting data from books, articles, proceedings, and documents. The findings demonstrated that communication techniques are engaged in conflict management following the demands and conflicts encountered. REACH (Respect, Empathy, Audible, Clarity, Humble), LCCVASE (Listening, Clarifying, Confirming, Verifying, Action, Solving, and Evaluating), ADR model (Alternative Dispute Resolution), compromise, confrontation, and integrative methods are a few of the strategies. Both positive and negative effects can be related to conflict management techniques. The objectives, impacts, and types of problems

experienced all influence the conflict resolution method that is chosen. Communication skills are unquestionably necessary for conflict management to effectively resolve conflicts since they are used to improve the organization.

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1. INTRODUCTION

There are several crucial aspects of managing the organization that are required to preserve and advance its development. Conflicts, whether they involve individuals, groups, or even other organizations that eventually become a part of an organization's history, will, however, occur in any organization (Bashori, 2020, 2016; Samsudin & Setyowati, 2022). This educational institution is similar to a social organization in that it will undoubtedly experience conflicts with lecturers, professors, students, and other participants (Nikolaou, 2020). Instead of attempting to destroy the organization, the current fight is aimed at improving the organization's performance effectiveness (Mukhtar et al., 2020).

When seen positively, conflict seeks to enhance the caliber of work by resolving issues that arise, allowing organizational members to be more inventive and creative, able to identify problems, and quicker to modify themselves (Jalalodini et al., 2016; Wulandari, 2020; Zulkarnain, 2015). The drawbacks, however, include decreased productivity at work, an unfavorable work environment, a distrust-based culture, and

disruptions to the psychological health of the organization's employees (Mn, 2009; Wartini, 2015; Zulkarnain, 2015).

Problems that arise in educational organizations include non-compliance with study contracts, sudden changes in lecture schedules, providing irrelevant material, lack of discipline at work, poor performance management, lack of quality human resources, maintaining their respective arguments, not accepting the placement of one's position because it is considered non-transparent, and a payroll system that is not capable (Hasanah, 2020; Mukhtar et al., 2020; Nikolaou, 2020; Sunengsih, 2014; Syarnubi, 2016; Wijayanti, 2015).

Conflicts in organizations frequently result from poor performance in communication. When evaluating the level of efficiency and productivity of organizational members, communication is crucial (Min, 2017; Siregar & Usriyah, 2021). Low-quality communication among the group's members will influence other areas, leading to conflict. Without communication to comprehend each other's points of view, the issue cannot be resolved. Naturally, this will hamper efforts to further the organization's objectives.

In an organization, the communication process often involves one or more levels of message transmission (Mahmudah, 2015). At the time of delivery of the message, there can be misunderstandings that result in conflicts. These are affected by various factors, including a person's experiences, knowledge, and other interests, which may prevent them from effectively communicating the message. Not infrequently, since incorrect delivery or poor timing can also lead to issues within the organization.
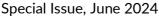
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To effectively handle conflict, executives in a company must develop their communication skills. One of the procedures for gathering measures and performing management tasks as a guide to prevent and settle problems that would arise is conflict management (Mukhtar et al., 2020; Syarnubi, 2016). According to research done in schools (Dani, 2016), if an organization has a high degree of communication, it also has a high level of conflict management. This is because a leader must have conflict management abilities to positively affect the relationships among members of educational organizations, such as those between instructors, students, and staff (Gaol, 2017). Given how crucial it is for a leader to be able to handle disagreements, conflict management requires the implementation of a communication plan. To enhance communication skills in educational institutions, scholars are interested in debating, examining, and assessing various conflict management strategies.

2. REVIEW OF LITERATURE

2.1 The Role of Communication in Educational Organizations

Each organization will undoubtedly experience conflicts. Conflicts can result from a wide range of causes. One of them is speaking. The organization develops effective communication, which will aid in problem solutions.

The effectiveness of an organization is determined largely by communication inside that organization (Ikhwan et al., 2021). That is to say, better communication is always crucial to improving output and quality, as well as management and

employee performance. Although it is not the only instrument available for problem-solving, communication is one of the methods used in an organization to guide individuals toward their objectives. (Agustini & Purnaningsih, 2018; Fatmawati et al., 2021; Muftitama, 2020; Nurhayati et al., 2022). Communication activities, also known as media in the form of communication that resolves disputes, demonstrate the integrative role that is critical in interacting with people.

The functions of communication in the organization of education are as follows:

Assist other organization members in understanding the distinction between the sender and the receiver of information so that all organizational levels receive the same information (Dani, 2016.; Fatmawati et al., 2021).

To express a precise objective that will later prompt and anticipate a reaction so that the superior can follow up to secure a change in the environment. (Fatmawati et al., 2021).

Establishing good interactions to create harmony in social relations in organizations (Muftitama, 2020).

When issues arise in the organization, take the appropriate action to avoid hurting one of the parties (Nurhayati et al., 2022).

Influencing others' perceptions in such a way that it can be anticipated that it will be possible to decrease the current conflict at the time of conflict (Siregar & Usriyah, 2021; Sridasweni et al., 2017).

Additionally, communication aims to alter societal norms, attitudes, and actions (Irene, 2020). People typically adjust their attitudes and behaviors in response to informational communication following what they have understood. For instance, if a person disseminates information about remuneration that is assessed by the quality of work, then members of the organization within it will seek to change behavior to obtain such remuneration. The basis of all activities in the organization intended to communicate information and develop different criteria in dividing their distinct tasks," according to Handiman et al. (2022), is how they define communication. Thus, communication becomes one of the tools to develop organizational goals.

The purpose of communication will be disturbed if it does not carry out the communication function completely. Instability in communication will result in conflicts caused by factors of time, workspace and way of study, inappropriate task division system, members of the organization having differences in cultural backgrounds, differences in the character of each member, competition, and the existence of interests that are different from each other (Hasanah, 2020; Junaris et al., 2022; Muftitama, 2020; Rofiq, 2018; Sudarmanto et al., 2021).

Based on the previous discussion, it can be concluded that communication serves four major purposes in educational organizations: informing, persuading, regulating, and integrating (Siregar & Usriyah, 2021). An effective communication process will create public trust in an organization (Amalia, 2020).
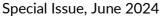
2.2 Relations in Organizations between Conflict Management and Communication

Conflict is a particular but common occurrence that permeates all elements of human life and is inevitable (Nikolaou, 2020; Priyantoro, 2013; Rofiq, 2018; Sridasweni et al., 2017; Syarnubi, 2016). Conflict is unavoidable since it can affect organizational development either favorably or unfavorably (Pedhu, 2020; Wahyono, 2019). But everyone approaches, manages, and resolves conflicts in their unique way. For the workplace environment to be conducive, conflicts have to be solved (Nasukah et al., 2020). Conflicts will always arise in organizations, which are also influenced by their distinct cultures and dictated by the size of the organizations (Mn, 2009; Puspita, 2018). Each conflict is, nevertheless, partially resolved.

The level of conflict that typically exists in the workplace and organizational environment can be classified into six groups based on the width of the issue (Dalimunthe, 2003; Hidayat, 2017; Madalina, 2016; Muslim, 2020; Priyantoro, 2013; Samsudin & Setyowati, 2022; Syarnubi, 2016; Wijayanti, 2015; Wulandari, 2020).

According to Dalimunthe (2003) and Priyantoro (2013), conflict in a person requires decision-making that includes the selection of the best problem-solving options in the following situations:

Approach-approach conflict is characterized as a circumstance in which a person must select from a range of equally valuable alternatives.

Avoidance-avoidance conflict refers to a circumstance in which a person must choose between multiple alternatives that are all equally unsatisfactory.

Approach-avoidance conflict is also recognized as a conflict where a person is motivated by a strong desire to accomplish a particular goal. In contrast, toxic elements that are integral to the course of the scenario always work to affect that goal's achievement.

Multiple approach-avoidance conflicts or something that happen when someone has to deal with instances of approach conflict while avoiding one.

Interpersonal conflict involves a disagreement between two persons or perhaps one person and another.

Intrapersonal conflict is the leader's intrapersonal connections as a component of the task of leadership itself intrapersonal conflicts are born from the self in a person that is intrinsic or emotional.

Inter-organizational conflicts are frequent and complicated to integrate into tasks and work-related activities in any organization. If there is competition with other organizations, intra-organizational disputes frequently result. Intergroup conflicts between different groups might arise within a specific organization.

Conflict management is defined as the process of creating strategies, coordinating, leading procedures, and controlling unfavorable circumstances that arise when there are parties in conflict or dispute (Anwar, 2018). To achieve consensus and

leadership skills, conflict management is implemented as a deciding stage in decision-making (Samsudin & Setyowati, 2022). Leaders must learn conflict management since disagreements will inevitably arise in any organization.
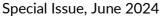
There are three steps to managing conflicts (Anwar, 2018), namely planning conflict analysis to find out and understand the conflicts that occur, conducting conflict evaluations to find out the level of conflicts that are occurring, and solving conflicts.

For conflicts that happen in organizations to positively affect the accomplishment of organizational goals, leaders must acquire conflict management abilities The purpose of conflict management in an organization is to develop and maintain harmonious cooperation among the members of the organization. The following methods can be employed to implement conflict management strategies that are frequently employed (Kristanto, 2015; Pedhu, 2020; Siregar & Usriyah, 2021, 2021; Wartini, 2015; Wijayanti, 2015).

"Avoid conflicts by avoiding issues or problems that may cause them".

Accommodation: the process of allowing others to come to a consensus to address the issues that have developed. With this approach, cooperation is possible, and those engaged in conflict have the chance to reach a consensus.

Competition: when one has more information and better expertise than one's opponent. Then one needs to find a way to defeat him. This approach, however, will lead to more significant and long-lasting conflicts, but it might be crucial for security reasons.
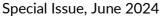
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Compromise: To allow for mutual giving and receiving between the opposing parties in the organization, it is in this way that each opposite side provides or makes a concession in discussions.

Cooperation, a method of resolving conflicts by building cooperative relationships between opposing parties becomes the main one. Because it is the primary activity in an organization, communication and conflict management are closely related. For instance, there are many problems with the approval of Dr. H. Bahri Ghazali's nomination as dean of the Faculty of Da'wah among some academics, students, and staff in the case studied by Syarnubi (2016). Other dean candidates who are former students of the Faculty of Da'wah were given priority for various reasons. He wasn't a faculty member who had graduated. Then, a new controversy arose regarding his desire to rename the Faculty of Da'wah as the Faculty of Da'wah and Communication. Of course, different viewpoints result in different viewpoints. Some people concur others don't. Some support the name changes for the faculty because evangelizing is an aspect of communication that cannot be practiced without understanding communication. Those who disagree say that it is impossible to be able to teach because the lecturers are not experts in the field of communication.

Then, Mr. Bahri decided on many strategies for resolving disputes, including conflict resolution and conflict reduction techniques (Syarnubi, 2016). Both approaches are employed to try to resolve the issue that is occurring. Communication skills are necessary for both strategies to manage disagreements. Mr. Bahri employed unifying, negotiating, and appealing techniques

in the conflict resolution approach. By conducting research and hosting meetings for talks with lecturers, staff, and students, he continued to use the conflict reduction technique (Syarnubi, 2016).

The results of Nugroho (2019) showed that the performance of public elementary school teachers in Mlati Subdistrict, Sleman, Yogyakarta can be influenced by communication skills by 64.9% and conflict management of a principal by 80.6%, as well as the simultaneous influence between communication skills and conflict management carried out by principals by 85.8%. Supported by the results of Üstüner and Kiş (2014) who indicated that communication skills are an important part of resolving conflicts in educational organizations, of course, the same as other organizations consisting of members with different characters, attitudes, values, expectations, and goals will not be separated from conflict.

3. RESEARCH METHODOLOGY

This study used a literature review using the Systematic Literature Review (SLR) method. This paper presents several analyses of the fundamental to intricate aspects of communication methods for handling conflicts that arise in educational organizations. Books, journals, and proceedings provide the research's primary data sources. The primary data sources used by the research are books, articles, and proceedings. The procedures followed in this study, namely: 1) Choosing an interesting and important topic to discuss further; 2) Searching for articles, books, proceedings, and other documents relevant to the chosen topic; 3) Sorting through the data that has been collected to understand the similarities and

differences between the literature found; 4) Creating a coherent framework; 5) Analyzing the data based on the framework that has been created, and 6) Verifying the results of the literature review.

4. RESULTS AND DISCUSSION

To modify and guide the views and behaviors of persons who face conflicts that develop, communication must be a part of conflict management strategies or problems that arise in organizations (Fatmawati et al., 2021). The ability of leaders and employees to use organizational communication as a channel to convey instructions, suggestions, information, criticism, proposals, and ideas makes it essential to the organization's operations.

Table 1. The Communication Strategies in Conflict Management

No.	Name of Strategy	Method/Style
1	According to Rismi Somad is REACH method (Nurhayati et al., 2022; Wulandari, 2020).	Respect Empathy Audible Clarity Humble
2	LCCVASE (Muftitama, 2020).	Listening Clarifying Confirming Verifying Action Solving Evaluating

3	Alternative Dispute Resolution (ADR) model (Wijayati, 2018).	Using mediators in resolving problems.
4	Model Johnson dalam (dalam Supratiknya, 1995) (Pedhu, 2020).	Turtle style Shark style Mouse deer style Fox style Owl style
5	Confrontation and conflict resolution (Dubrin, 2005).	Recognize that solving conflicts needs action Engage in combat (identify the source of the conflict) Investigate the source of the conflict Create a plan for resolving conflicts. Monitor the progress
6	According to Rivai and Sagala (2011); Pedhu (2020).	Domination Compromise Integrative problem solving
7	According to Nawawi (Syarnubi, 2016)	Promoting peace Appeal Employ mediators. Healthy competition Focusing attention common objective Include criticism. Organize work partners

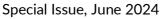Table 1 provides some strategies for managing conflicts in educational organizations.

Table 1 explains the various conflict management tactics. First, it is known as REACH (Respect, Empathy, Audible, Clarity, Humble), according to Rismi Somad (Nurhayati et al., 2022; Wulandari, 2020). "Respect" in this method aims to establish

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communication with mutual respect and respect and to form successful cooperation in carrying out tasks and obligations in the organization as an individual and a group. To foster trust and openness toward others, "Empathy" aims to anticipate what others want to communicate. It is indisputable that people like to be understood before being judged or judged only from the leader's point of view. "Audible" uses the media as a tool for ease of delivery to help people understand the information or message we or others are trying to convey. "Clarity" means that, of course, resolving conflicts requires clarity, both in the way that the message is delivered and in the use of language that, if it is not transmitted clearly and transparently, would later give birth to multiple interpretations. Finally, "Humble" strives to foster a humility-based mindset of mutual respect.

Muftitama proposed the LCCVASE, the second strategy (Muftitama, 2020). Looking at it from the perspective of the LCCVASE element, which stands for Listening, Clarifying, Confirming, Verifying, Action, Solving, and Evaluating. This is virtually identical to "Respect" in REACH in the "Listening" stage. Listening is not only listening but communication by applying an attitude of understanding and respect to establish good interaction and cooperation. Listening involves more than just hearing; it also involves communicating with a respectful and understanding attitude to foster positive relationships and teamwork. The "clarity" part of the REACH technique contains the "clarifying" step from LCCVASE. The "clarifying" stage in the LCCVASE approach includes a "confirming" step instead, which strives to provide clarification, confirmation, and affirmation of the problem at hand so that no errors take place before making a decision. The "Verifying" stage is then added to the process to
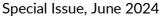
check and offer proof of the accuracy of the data that has previously been gathered and recognized. Verifying is followed by the "Action & Solving" step, where troubleshooting is practiced. The final element of this technique, evaluation, is utilized to determine the degree of success of the actions completed.

Next, The Alternative Dispute Resolution (ADR) paradigm is the third strategy mentioned in Table 1. This ADR strategy engages other people or outside parties in resolving issues that arise frequently in the organization (Wijayati, 2018). This ADR model involves a mediator having several roles, including as a facilitator to mediate in negotiations to find solutions; as a consolidator, because these third parties are considered neutral during the ongoing negotiations; as a peer-reviewer to listen to the opinions and views of their respective parties; as an ombudsman who understands the complaints of each party so that they can find the right solution; as an arbitrator; and conducting conflict management with a contingency approach (Wijayati, 2018).

On the other hand, Johnson offered a different perspective on the conflict management method. The terms "conflict management" with "turtle style," "shark style," "deer style," "fox style," and "owl style" are used by Johnson (Pedhu, 2020). Johnson's turtle style is the same as the popular conflict resolution technique, which aims to stay out of conflicts. The owl style refers to resolving conflicts by mending relationships and seeking appropriate solutions to impact one of the parties, such as cooperation. The deer style refers to a style that seeks to improve relationships. The fox style refers to making

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compromises to resolve conflicts and make decisions (Mahmudah, 2015). The shark style refers to trying to solve problems even though they must face conflicts, such as competition (Pedhu, 2020; Siregar & Usriyah, 2021, 2021; Wartini, 2015; Wijayanti, 2015).

A confrontational and problem-solving approach was suggested by Dubrin (2005). First, be aware that the problem must be resolved to prevent its accumulation. Furthermore, in confrontation, the party getting confronted will typically accept his error, but if the issue is significant, it won't be so simple (Dubrin, 2005). Third, investigate the origin of this disagreement to determine the actual source of the issues. Fourth, developing practical and precise conflict resolution strategies is necessary if conflicts are to be avoided or resolved. Fifth, keep an eye on how the adopted solution is being implemented (Dubrin, 2005).

Rivai and Sagala (2011); Pedhu (2020) proposed the following strategy in three steps, namely: dominance is achieved through avoidance, appeasement, or even taking the path of violence obtained through the prevailing majority rules; next, making compromises to get a decision by taking a middle ground between the two sides, as one of the strategies proposed by Johnson; and finally, carrying out integrative problem solving through confrontation techniques as proponents of the Johnson approach.

By focusing on mutual understanding by speaking with both sides without any element of competition, the REACH strategy, LCCVASE, and the method suggested by Dubrin (2005) all share several parallels with the strategies that have been discussed.
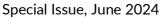
These two approaches place a high value on aspects of family and community to find solutions to problems that benefit both parties. Other techniques, on the other hand, employ avoidance tactics and rivalry to ultimately cooperate in reaching the best options. Of course, any strategies could be utilized to help an organization's requirements and how well they are suited to the issues at hand.

There are many other strategies, but the ones that have been listed are relatively typical in conflict management. Each technique has its procedures or ways to convey the current dispute with relevant factors and anticipated outcomes. The choice of conflict resolution techniques is primarily based on understanding to keep up effective communication and paying attention to one's thoughts as well as those of other people in the organization.

5. CONCLUSION AND LIMITATIONS

Conflicts and issues will be part of any successful organization. When viewed positively, the problem's function will undoubtedly have numerous advantages for better comprehending the controlled firm. Effective conflict management requires both communication and conflict resolution. The organization can grow with the help of a competent and effective communication and conflict management strategy. Organizations frequently suffer with communication and dispute resolution, which puts everyone working there at risk of losing their employment. It is usual for businesses to perform worse when they are less effective at managing conflict and communication across all parties inside the company.

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Conflict management and communication go hand in hand. Conflict management in any organization, especially educational organizations, requires the cooperation of both. This is because effective communication and conflict management skills are necessary for building strong relationships among organization members.

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