

The Effectiveness of Conflict Management Methods in Improving the Climate of Educational Organizations

Linda Damayanti ^{a,1,*}, Anisa Dwi Rahmandini ^{b,2}, Muhammat Junaidi ^{c,3}, Izul Magfur Ardana ^{d,4}
Hudan Ngisa Anshori ^{e,5}

^a Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia;

^b Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia;

^c Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia;

^d Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia;

^e Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia.

¹lindaadamayanti22@gmail.com; ²anissadwi421@gmail.com; ³muhammatjunaidi081024@gmail.com;

⁴magfurardana@gmail.com; ⁵HUDAN.ANSHORI@UINPONOROGO.AC.ID

*Correspondent Author; magfurardana@gmail.com

ARTICLE INFO

ABSTRACT

Article history

Received:

12-10-2025

Revised:

20-10-2025

Accepted:

20-01-2026

Keywords

Effectiveness

Conflict Management

Educational Organizational

Climate

Conflicts in educational organizations are an inevitable phenomenon. These conflicts can have a positive or negative impact depending on how the conflict is managed. This study aims to analyze the effectiveness of conflict management methods in improving the climate of educational organizations. The research method used is a qualitative approach with a *library research approach* by examining various relevant scientific literature sources. The results of the study show that effective conflict management methods including collaboration, principle negotiation, mediation, open dialogue, role clarification, and communication training are proven to be able to improve the climate of educational organizations.

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Introduction

Conflicts in the world of education are often occurrences and have a considerable impact on educational institutions and organizations or workers in it. However, not all conflicts are negative, as some conflicts can also have a positive impact on institutions. Through the conflicts that occur, an agency or institution can evaluate the existing mistakes so that they are able to make improvements in a better direction. (Dari, Syaifudin, and Andriani 2023, 92) Conflict can be triggered by various factors, such as the emergence of distrust between individuals and ineffective communication, causing misunderstanding and anger of other parties. (Rahmi and Rizkiah 2024, 21) If conflicts are not managed properly, it can hinder productivity and create tension in the organization. On the other hand, if handled with the right strategy, conflicts can be an opportunity to create innovation and improve work processes in the organization. (Dewi et al. 2025, 47)

To understand conflict in depth, it is necessary to pay attention to several important aspects. First, conflict involves at least two parties who are in a conflict situation, either between individuals, groups, or countries. Second, conflicts arise due to differences in perceptions, values, interests, or goals among the parties involved, which can be personal, social, political, or economic. In the environment of educational institutions, conflicts can come

from internal and external factors of the organization. (Khovivah et al. 2024a, 41) Conflicts within educational organizations can also occur due to differences of opinion regarding needs, regulations, desires, or demands made to different personnel members. Effective conflict management requires effort and processes that are not simple. If managed well, conflict can be a means to improve communication, productivity, and work quality. However, if not handled effectively, conflicts can have a negative impact on individual and organizational performance. (Anita et al. 2022, 137)

Conflict management is a planning effort to overcome unfavorable situations among parties involved in disputes within the organization. The planning is carried out through various approaches to help members who experience conflicts to achieve optimal organizational goals. (Khovivah et al. 2024a) The main goal of conflict management is to strengthen cooperative cooperation among all parties involved, such as subordinates, colleagues, superiors, and external parties. It focuses not only on resolving ongoing conflicts, but also on creating an organizational climate that is able to support harmonious and productive working relationships in the future. (Fadillah 2024, 46)

Organizational climate is the quality of the environment felt by members of the organization and influences individuals in adapting their behavior to that environment. Individuals are born into an organization, receive education from the organization, and spend most of their time working within the organization. Therefore, the organizational climate can be understood as a recognizable social entity in an effort to achieve a common goal. (Hernawan 2022, 294) Based on the results of a literature review conducted by Intan Purnamasari et al., conflicts in organizations and educational institutions are a complex phenomenon because they are influenced by various factors, such as differences in goals, communication, interests, and organizational structure. The research shows that conflicts can occur at various levels, ranging from intrapersonal, interpersonal, group, to institutional. In addition, effective conflict management does not only rely on structural approaches through policy and mediation, but also requires interpersonal skills, such as communication and negotiation. (Purnamasari et al. 2025, 226–27)

In line with this research, Rohmatika Aftori et al., explained that conflicts in educational organizations do not always have a negative impact, but can be functional or dysfunctional. Functional conflicts can encourage the emergence of new ideas, creativity, and improvement of organizational performance, while dysfunctional conflicts can actually hinder the achievement of educational institutions' goals. (Aftori, Saguni, and Ruslin 2021, 145–46) Furthermore, the results of Defano Tanur et al.'s research show that conflict management in educational organizations in schools has an important role in creating effectiveness and improving organizational performance. Conflicts in educational organizations can arise due to differences in goals, interests, and views among members of the organization, such as principals, teachers, staff, and students. The study explains that conflict can have a positive impact if managed systematically, because it can increase creativity, cooperation, and organizational productivity. (Tanur, Razita, and Rangratu 2023, 232–33) The same thing was also expressed by Umi Nadhiroh et al., who stated that the implementation of conflict management in educational institutions plays an important role in building productive collaboration and creating a harmonious educational environment. Conflicts in educational organizations are generally triggered by differences in goals, perceptions, communication, and limited resources. However, if managed appropriately, conflict can be a means to increase creativity, cooperation, and productivity in educational organizations. (Nadhiroh et al. 2023, 31–32)

Previous research has examined organizational conflicts and organizational climate separately, so studies on the effectiveness of conflict management in shaping the educational organizational climate are still limited. This gap shows the importance of research that discusses the relationship between the two in more depth. Therefore, this study aims to analyze the effectiveness of conflict management methods in creating a conducive, harmonious, and productive educational organizational climate. The results of the research are

expected to make a theoretical contribution to the development of education management and become practical considerations for leaders of educational institutions in determining effective conflict management strategies.

Method

This research uses qualitative research methods through a *library research* approach. Qualitative research is research that emphasizes the deep understanding and interpretation of the context, meaning and complexity of a phenomenon. (Gideon et al. 2023, 129) *Library research* is a research approach that is carried out by collecting, processing, and analyzing data sourced from literature studies or previous research research, so as to produce new findings that are worth researching. (Riyanto and Setyorini 2024, 2)

The data in this study was collected through literature search on scientific literature data such as *Google Scholar*, *Google Book*, and Garuda Portal. Furthermore, the data that has been collected in the analysis uses descriptive qualitative analysis techniques, namely analysis that is carried out through several stages which include data reduction, data presentation and drawing conclusions. Data reduction is carried out by sorting and selecting information that is relevant to the focus of the research. Data presentation is the process of compiling the results of literature review systematically so that it makes it easier for researchers to draw conclusions. Drawing conclusions is the final stage in data analysis which is carried out by interpreting findings from various literature sources so that a comprehensive understanding is obtained and can answer the formulation of research problems. (Salam 2023, 57-59)

Results and Discussion

1. Conflict Management in Educational Organizations

Conflict comes from the Latin word *confingere*, which means to hit each other. Meanwhile, sociologically, conflict is defined as a social process between two or more people where one party tries to get rid of the other party by destroying or rendering them helpless. (Pratiwi, Harahap, and Madhani 2022, 81) According to Alo Liliwari in Moh. Saiful Hakiki, conflict is a conflict that occurs naturally, both from individuals and groups caused by differences in beliefs, habits in attitudes, differences in needs and differences in values. (Hakiki and Anggraini 2022, 122) Conflict is something that occurs due to disagreements between two or more parties who have different interests or goals. Meanwhile, conflict management is an approach or process used to identify, overcome, and manage conflicts effectively in various contexts, ranging from interpersonal relationships to the work environment. (Vivi Widyanti et al. 2024, 10) Conflict management is a process, art, science, and resources available in groups and organizations to achieve the goal of managing conflict. (Achmad 2023, 7)

Conflict management is a series of actions and reactions between actors or outsiders in a conflict. Conflict management includes a process-oriented approach that leads to the form of communication (behavior) from actors or external parties. For the outsider (not the conflict), what he needs is accurate information about the conflict situation. (Heridiansyah 2014, 28) According to Wirawan in Arizona et al., conflict management is a strategy prepared by the parties involved in the conflict or third parties to control the conflict in order to produce the desired resolution. (Arizona, Noiza, and Meisari 2021, 6) Meanwhile, Rusydi Fauzan., et al. stated that conflict management is a process to identify, overcome, and resolve conflicts between individuals or groups caused by differences in viewpoints or differences in interests. (Fauzan et al. 2023, 2)

Conflict management is a plan to overcome circumstances that are less conducive due to disputes that occur in an organization. This plan is designed to help members of organizations who are experiencing problems, so that they can achieve the goals of the organization effectively and efficiently. (Khovivah et al. 2024b) According to Rahman in Rahmat Hidayat et al., conflict management in educational institutions does not solely focus on

resolving conflicts, but also on efforts to control and minimize the negative impacts caused. This is crucial because conflicts that are not managed properly have the potential to disrupt the creation of a conducive learning environment. Therefore, conflict management in educational organizations requires effective communication skills, accompanied by a wise and fair approach.

In line with that, Schein emphasized that managerial awareness and competence have an important role in handling conflicts to prevent negative impacts on the organization. (Hidayat et al. 2025, 221) Effective conflict resolution has the potential to result in positive changes in educational organizations. Through constructive conflict management, leaders are able to build a more harmonious and collaborative work climate in the educational environment. Thus, conflict management is not only oriented towards solving problems, but also serves as a means to open up opportunities for sustainable organizational development in the long term. (Hidayat et al. 2025, 222)

2. The Effectiveness of Conflict Management Methods in Improving the Climate of Educational Organizations

The origin of the term conflict comes from the Latin *configere* which means to hit each other. In the General Dictionary of the Indonesian Language (KBBI), conflict is defined as an argument, dispute, or clash. Thus, conflict is a normal situation or condition in every social life, because there is not a single society on earth that has never experienced conflicts between humans or between community groups. Conflicts will only disappear along with the disappearance of the existence of society itself. Conceptually, conflict management can be interpreted as the process, art, science, and utilization of all available resources in the lives of individuals, groups, and organizations to achieve the goal of managing conflict. Rose stated that conflict management is the steps taken by actors or third parties in directing disputes towards a certain outcome, which can be in the form of conflict resolution and the creation of calm, either positively, creatively, consensus, or aggressively. (Benjamin et al. 2017, 3)

The Thomas-Kilman conflict management model identifies five styles: collaborative (win-win), accommodating (I lose-you win), compromise (I win part-you win part), avoidance (I lose-you lose), and compete (I win-you lose). This model is widely used by human resources specialists in the world because it provides a clear framework regarding individual interactions in conflict situations. The collaborative style involves decisiveness and high cooperation to achieve a solution that satisfies all parties. The accommodative style prioritizes the interests of others over personal interests. The compromise style is a common approach in organizations by acknowledging some of the needs. The avoidance style is characterized by assertiveness and low cooperation that is often unproductive, although in some cases it can give time for reflection. Competitive style is the opposite of compromise, where one side seeks to win without considering the needs of the other party. (Ramadhani et al. 2025, 119)

Conflict management methods that have proven to be effective for improving the organizational climate include six approaches. First, collaboration (problem-solving) is ideal for finding *win-win* solutions, building a sense of value, and long-term trust. Second, *principled negotiation* that separates humans from problems, focuses on interests, creates mutually beneficial options, and uses objective criteria. Third, mediation by a neutral third party (manager or HR) that facilitates a structured dialogue without interruption. Fourth, *facilitated open dialogue* as a proactive method with basic rules without blame, thereby increasing a sense of psychological security and empathy. Fifth, clarifying roles and expectations through the RACI matrix or reviewing job descriptions to overcome ambiguities that are often a source of conflict. Sixth, assertive communication skills training for all employees to be able to express disagreement without aggression or passive-aggressiveness. (Kuswanti et al. 2019, 68)

Conclusion

Conflict is something that occurs due to disagreements between two or more parties who

have different interests or goals. Conflict management is the process, art, science, and resources available in groups and organizations to achieve the goal of managing conflict. In the context of educational organizations, conflict management does not solely focus on resolving conflicts, but also on efforts to control and minimize the negative impacts caused. Conflict management in educational organizations requires effective communication skills, accompanied by a thoughtful and fair approach. The effectiveness of conflict management is largely determined by the methods used. Conflict management methods that have proven to be effective in improving the organizational climate include six approaches, namely collaboration, negotiation of principles, mediation, facilitated open dialogue, clarification of roles and expectations, and assertive communication training.

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