



## Conflict Management in Maintaining Organizational Sustainability

Rofikatul Maula <sup>1\*</sup>, Zohaib Hassan Sain <sup>1</sup>

<sup>1</sup> Universitas Nurul Jadid, Lahore, Pakistan

<sup>2</sup> Superior University, East Java, Indonesia

\*Corresponding Author: [rofika123@gmail.com](mailto:rofika123@gmail.com)

**Abstract** : Conflict is an inevitable phenomenon in organizational dynamics and can significantly influence institutional sustainability. While conflicts are often perceived as disruptive factors, effective conflict management has the potential to transform organizational challenges into opportunities for innovation, collaboration, and continuous improvement. This study aims to examine the strategies employed by organizational leaders in managing conflicts to strengthen organizational sustainability. This research employed a qualitative case study approach conducted at Nurul Jadid Paiton High School, Probolinggo, Indonesia. Data were collected through in-depth interviews, observations, and document analysis involving school leaders and relevant stakeholders. The findings reveal that conflict management practices were implemented through several strategic approaches, including effective communication, tolerance development, motivational leadership, and appreciation-based management. These strategies enabled leaders to create a collaborative organizational climate, reduce internal tensions, and maintain institutional stability. The study highlights that conflict management is not merely a mechanism for resolving disputes but also a strategic leadership instrument for developing resilient and sustainable educational organizations. This research contributes to the understanding of how conflict management practices can be integrated into educational leadership frameworks to enhance organizational sustainability.

**Keywords** : Conflict Management; Organizational Sustainability; Differences.

**Article History** : Received: May 2022      Revised: June 2022      Accepted: December 2022

Copyright © 2022 Journal of Research in Educational Management, All Rights Reserved



This is an open access article distributed under the terms of the Creative Commons Attribution-Share Alike 4.0 License License

## INTRODUCTION

Organizational sustainability has become a critical concern for educational institutions, particularly in the context of increasing social complexity, technological transformation, and competition in the education sector. The ability of an organization to maintain its existence is not only determined by the availability of resources but also by its capacity to manage internal dynamics effectively. One of the essential elements influencing organizational sustainability is the ability to capture individual potential, encourage innovation, and create a collaborative environment among organizational members (Mahulae et al., 2022). Organizations that neglect social relationships, internal communication, and environmental adaptation may experience difficulties in maintaining their long-term sustainability (Aldi & Djakman, 2020).

Conflict is an inevitable phenomenon in organizational life because individuals and groups often have different perspectives, interests, goals, and expectations. Conflicts may occur between individuals, between individuals and organizations, or among groups within organizations (Nasrudin et al., 2021). Although conflict is frequently perceived as a negative factor that disrupts organizational stability, properly managed conflict can become a constructive force that encourages organizational learning, innovation, and continuous improvement. Therefore, the challenge for organizations is not eliminating conflict but developing effective mechanisms to manage conflict productively.

Educational institutions, particularly Islamic educational institutions, have a strategic role in demonstrating effective conflict resolution practices because they are not only responsible for academic achievement but also for developing organizational values and social responsibility. Islamic educational institutions such as pesantren and madrasah operate within unique cultural and value-based environments, where organizational harmony and collective commitment become important foundations for institutional development. In facing the challenges of globalization and increasing educational competition, these institutions need leadership strategies that are capable of transforming internal conflicts into opportunities for organizational strengthening (Anggung & Prasetyo, 2020).

Leadership plays an important role in determining how conflicts are perceived and managed within organizations. Leaders who possess effective conflict management skills are able to identify the sources of conflict, facilitate communication, and develop solutions that accommodate the interests of different parties. The implementation of conflict management is therefore not merely a process of resolving disputes but also a leadership strategy to improve organizational performance, employee satisfaction, communication, and collaboration (Dahari et al., 2022). Through appropriate leadership approaches, conflicts can become a driving force for achieving organizational goals rather than a barrier to institutional development.

In educational organizations, work discipline, communication patterns, and leadership practices significantly influence the emergence and management of conflicts. A lack of discipline and weak coordination among members may reduce productivity and create organizational tensions. However, when conflict is managed through systematic processes including planning,

organizing, implementation, and evaluation, it can contribute to organizational improvement and goal achievement (Yustikasari et al., 2022). Thus, conflict management becomes an essential component in maintaining organizational stability and sustainability.

Organizational sustainability refers to an institution's ability to maintain growth, development, and strategic continuity through effective internal and external management (Widayanti et al., 2017). Sustainability requires strong commitment from organizational leaders and members because organizational continuity depends on the interaction between leadership capacity and employee involvement (Gai, 2020). Therefore, the successful management of organizational conflicts becomes one of the determining factors in ensuring institutional resilience.

Previous studies have discussed conflict management as a mechanism for improving organizational relationships. Siregar and Usriyah (2021) explain that conflict within organizations can support the development of harmonious cooperation when managed appropriately. Friessyah (2021) emphasizes that conflict management reflects an organization's ability to control problems through managerial competence. Furthermore, Eriyanti et al. (2021) describe conflict management as a rational and balanced process undertaken by organizational actors or third parties to regulate disputes among stakeholders. Meanwhile, studies on organizational sustainability highlight the importance of internal support, organizational commitment, and employee performance management in maintaining institutional continuity (Pratiwi & Novianty, 2020; Marta & Eliyana, 2019). Although previous studies have examined conflict management and organizational sustainability separately, limited attention has been given to how conflict management practices implemented by educational leaders contribute to maintaining organizational sustainability, particularly within Islamic educational institutions. This gap becomes important because educational institutions possess distinctive organizational cultures and value systems that influence conflict resolution processes. Therefore, this study aims to explore the strategies implemented by leaders in managing organizational conflicts to maintain sustainability at SMA Nurul Jadid Paiton, Probolinggo. This study contributes to the field of educational leadership by providing empirical insights into how conflict management can function as a strategic approach for strengthening organizational resilience and sustainability in Islamic educational institutions.

## **METHOD**

This study employed a qualitative research approach with a case study design to explore conflict management practices in maintaining organizational sustainability. A case study approach was selected because it enables researchers to obtain an in-depth understanding of complex organizational phenomena within their natural context. This research focused on examining how organizational leaders manage conflicts, develop resolution strategies, and maintain institutional sustainability at SMA Nurul Jadid Paiton, Probolinggo, Indonesia. The research was conducted at SMA Nurul Jadid Paiton, Probolinggo,

an Islamic educational institution with a distinctive organizational culture and leadership system. The selection of this research site was based on the consideration that educational institutions face various organizational dynamics requiring effective conflict management strategies to maintain institutional continuity.

The participants were selected using purposive sampling based on their involvement and experience in organizational management and conflict resolution processes. The informants consisted of the school principal, teachers, and administrative employees who were considered capable of providing relevant information regarding conflict management practices within the institution. Data were collected through semi-structured interviews and non-participant observations. Semi-structured interviews were conducted to explore participants' experiences, perceptions, and strategies related to conflict management. The interviews focused on several aspects, including sources of organizational conflict, leadership responses, conflict resolution mechanisms, and the contribution of conflict management to organizational sustainability. Observation was conducted to identify organizational interactions, communication patterns, leadership practices, and relationships among members involved in institutional activities. In addition, relevant institutional documents were reviewed to support and complement the findings obtained from interviews and observations.

The collected data were analyzed using an interactive model consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting and organizing relevant information from interview transcripts, observation notes, and documents. The categorized data were then presented in thematic forms to identify patterns related to conflict management strategies and organizational sustainability. Finally, conclusions were developed by interpreting the emerging themes and verifying them against the collected evidence. To ensure the credibility of the findings, this study applied data triangulation by comparing information obtained from different sources, including school leaders, teachers, and employees. Triangulation was also conducted by comparing interview results with observation findings and supporting documents. This process aimed to enhance the reliability and accuracy of the research findings.

## **RESULT AND DISCUSSION**

SMA Nurul Jadid Paiton Probolinggo is a school under the auspices of the Nurul Jadid Islamic Boarding School. Of course in its implementation, many things are done by the leaders of the organization in achieving this. In maintaining the continuity of the organization, several things are done by the leaders of the organization:

### **1. Effective Communication**

Effective communication is one of the important factors in the success of an organization. A good leader must be able to create effective communication with employees, colleagues, and external parties. Leaders must understand that effective communication is not only about getting the message across clearly, but also about actively listening and understanding the perspectives of others. In accordance with DW's statement, the principal

"every day I try to leave early with the aim that the teachers will imitate my actions." Leaders must ensure that employees feel acknowledged and valued, and must create space for employees to express their opinions and input.

Leaders should also provide different communication channels for employees, such as weekly or monthly meetings, discussion forums, or employee needs surveys. This will make employees feel more comfortable about sharing their input and questions. In addition, leaders must also pay attention that communication is not only about conveying information but also about building relationships. Leaders must make time to communicate with employees on a one-to-one basis and understand each individual's needs.

Leaders who are able to create effective communication with employees will make employees feel more involved in school and more confident at work. This will increase employee motivation, productivity, and job satisfaction, which will ultimately improve school performance. This is in accordance with DR's statement as an employee at Nurul Jadid High School "the leadership always conducts monthly evaluations and shared sharing with the aim of evaluating the progress of the school program"

Communication is an instrument used by humans in interacting with each other, both in everyday life and in organizational life. In organizations, communication is used as a tool that functions as a liaison and motivational generator between each member so that an organization can move forward. An effective communication process is a condition for fostering good cooperation to achieve organizational goals. There are two important aspects that influence the effectiveness of organizational communication. First, the problem of information processing within the organization, which concerns the problem of the meaning of the message (information) and the amount of information; second, the problem of organizational communication style (Asriadi, 2020).

Leaders must have the ability to communicate well with their subordinates. This leadership ability is needed by leaders to collaborate, understand and motivate others in an organization. Leaders use this ability in leading organizations to get participation from their subordinates and provide direction in achieving organizational goals (Julianto & Carnarez, 2021).

Communication is said to be effective if the message conveyed by the communicator, in this case the leader, can produce effects or changes as desired by the leader, such as changes in knowledge, attitudes, and behavior. Changes on the part of the communicant can be known through the responses he gives as feedback. To communicate effectively, it is necessary to anticipate how the message will be interpreted in context. We need to consider the meaning to be drawn from the leader's behavior (Susmita et al., 2021).

## **2. Tolerance**

Tolerance is the ability to accept another person's differences in opinions, beliefs, or way of life without considering them to be wrong or unworthy. Good leaders must be able to instill tolerance in their organizations, as this will help create a work environment that is inclusive and accepted by all employees. Leaders must make employees feel acknowledged

and valued, regardless of their background, sexual orientation, religion, or beliefs. DW said "in every meeting there are differences of opinion, for that I have to mediate between those who differ." Leaders must respect differences and avoid discrimination of any kind. This will make employees feel more comfortable and acknowledged, which in turn will increase employee motivation and productivity.

Leaders must also ensure that employees are given equal opportunities to develop themselves and get equal job opportunities, regardless of their background or differences. This will help reduce feelings of unfairness and discrimination within the organization. In addition, leaders must also provide training for employees about tolerance and inclusion. This will help employees to understand differences and develop skills to work with people who are different from themselves.

Leaders must also make employees feel valued and acknowledged, regardless of their background, sexual orientation, religion, or beliefs. Leaders must respect differences and avoid discrimination of any kind. This will make employees feel more comfortable and feel acknowledged, which in turn will increase employee motivation and productivity. Instilling tolerance in the organization will improve school performance because employees will feel more comfortable and feel recognized in an inclusive work environment. This will increase creativity and innovation and make employees more motivated to work hard and achieve school goals.

The process of instilling organizational tolerance to teachers in schools by the principal has a goal that is closely related to comfort in organizing in the school environment and in the community. teachers can take learning and positive experiences from differences by interpreting them as *Izzul Islam wal Muslimin*. The spirit of the school in realizing the dynamics of tolerance of Islamic organizations with polite and persuasive delivery takes lessons and concrete examples from Islamic treasures (Susmita et al., 2021). Behaviors that show tolerance are helping co-workers to lighten their workload, not relaxing or resting much, carrying out unsolicited tasks, helping others to solve problems, and reducing frictional tensions at work, and creating high tolerance for conditions in an environment that less than ideal (Adawiyah et al., 2020).

### **3. Motivation**

Motivation is a process that encourages individuals to achieve goals or do something. Good leaders must be able to motivate their employees to work better and achieve organizational goals. Leaders must make employees feel recognized and valued. This can be done by giving praise or recognition for good performance, as well as providing encouragement to improve performance in the future. DW "every meeting, I always motivate the teachers, especially teachers who work with children who need special attention." Leaders must also provide equal opportunities for employees to develop themselves and get equal job opportunities.

Leaders must also provide employees with clear directions and achievable goals. This will help employees know what is expected of them and will give them the impetus to achieve those goals. M as vice president of student affairs said, "just like other institutions,

every employee or teacher who has good performance will be given the opportunity to be promoted." Leaders must also provide clear and timely feedback about employee performance, so employees can find out what they have done, achieve and what needs to be improved. In addition, leaders must also provide incentives that motivate employees. Incentives can be in the form of financial compensation, promotions or better job opportunities. Incentives can also be in the form of recognition for good performance, such as awards or certificates.

Leaders must also create a fun and positive work environment. This will make employees feel more comfortable and motivated to work. Leaders must also make employees feel valued and acknowledged and must make employees feel valued and acknowledged. Leaders must also create an environment that allows employees to work independently and pursue their creativity. Leaders must provide employees with opportunities to pursue ideas and projects that interest them, which will provide incentives for employees to work harder and achieve school goals.

Overall, a good leader must be able to motivate employees by providing recognition for good performance, providing clear directions and achievable goals, providing motivating incentives, creating a pleasant and positive work environment and providing opportunities to work independently. With leaders who can motivate employees, schools will be able to achieve goals and improve overall performance.

Principals and work motivation as something complex, so that it can affect the problem of psychiatric symptoms and emotions, to then do something. Work motivation and coaching or supervision play an important role in improving teacher performance so that they can maximize learning outcomes in the hope of achieving the goals to be achieved (Aprida et al., 2020).

Job satisfaction and work motivation felt by teachers and employees can reduce organizational commitment or increase the organizational commitment of teachers and employees. To get work motivation, a motivator is needed. This is the result of thoughts and policies contained in integrated planning and programs that are adapted to conditions and situations (Harmendi et al., 2021). The principal as a motivator must have the right strategy to motivate teachers in carrying out their various tasks and functions. Someone who is successful must have views and attitudes that value work as something noble (Fatikah & Fildayanti, 2019).

#### **4. Appreciation**

Good leaders must be able to show appreciation to their employees. Appreciation is an acknowledgment of the contribution made by employees, which can help increase employee motivation, commitment, and job satisfaction. Leaders must give praise or recognition for good performance, as well as provide encouragement to improve performance in the future. Leaders must also provide incentives that motivate employees, such as financial compensation, promotions or better job opportunities.

Leaders must also provide clear and timely feedback on employee performance, so that employees know what they have achieved and what needs to be improved. This will make employees feel recognized and valued and will provide incentives to work harder and achieve organizational goals. In addition, leaders must also provide opportunities for employees to develop themselves and get equal job opportunities. This will make employees feel recognized and valued, and will provide incentives to work harder and achieve school goals

Leaders must also create a fun and positive work environment. This will make employees feel more comfortable and motivated to work. K as an employee said "all offices in SMA are equipped with air conditioning, so it makes us comfortable to work." Leaders must also make employees feel valued and acknowledged, and must make employees feel valued and acknowledged by respecting differences and avoiding discrimination of any kind. Leaders must also show appreciation in different ways to different employees. Some employees may prefer public praise, while others prefer private praise. Leaders must know employees' preferences and adapt their appreciation style accordingly.

Leaders must also provide opportunities for employees to share their creativity and innovation. Leaders must provide opportunities for employees to present their ideas and gain support from colleagues. This will make employees feel recognized and valued, and will provide encouragement to continue to develop themselves and contribute to the school. Leaders must also show appreciation in a way that does not only focus on work performance, but also appreciates employee contributions outside of work, such as social activities or family activities. This will make employees feel recognized as individuals, not just as employees. Overall, leaders who can show appreciation to employees in various ways, from recognition of good performance, incentives, feedback, opportunities for self-development and opportunities to share creativity and innovation, will make employees feel recognized and valued, which will ultimately increase employee motivation and commitment to the school.

Giving awards will increase teacher performance because rewards are an important element that can be used as a tool to increase teacher performance in schools. In theory, awarding can be in the form of the principal's respect for outstanding teachers. Giving certification to teachers who perform well is also said to be a form of appreciation from superiors to their subordinates (Purwanto & Evicasari, 2021). Giving rewards is expected to be able to encourage teacher morale through increasing a number of performance parameters that have been set, so that they can understand the strengths and weaknesses of each in carrying out the learning process. Increasing teacher work can be done through motivation. Motivated teachers will be proactive in their work so that it will lead to job satisfaction because meeting the teacher's needs will help them improve their performance (Manik & Siahaan, 2021).

the principal must also express appreciation for the positive things that have been done by the teacher in the learning process. In addition, the principal will convey the parts of the learning implementation that the teacher needs to improve and provide feedback

regarding this. That in delivering the results, the principal also gives appreciation and feedback to the teacher. Giving appreciation shows that the principal does not only look for mistakes in the supervision process. This was also agreed by the teachers who stated that the principal did not just look for faults during the observation process (Grace Kartika Purnama, 2021).

## **CONCLUSION**

Conflict management plays a crucial role in maintaining organizational sustainability, particularly within educational institutions where diverse perspectives, interests, and expectations among organizational members are unavoidable. This study demonstrates that conflict should not be viewed solely as a disruptive factor but also as an opportunity to strengthen organizational development when managed through appropriate strategies. The findings reveal that the principal of SMA Nurul Jadid Paiton, Probolinggo, implements several conflict management strategies to maintain institutional sustainability, including effective communication, tolerance development, motivation, and appreciation for teachers and employees. These strategies contribute to creating a positive organizational climate, strengthening cooperation among members, and minimizing potential conflicts that may hinder institutional objectives.

Effective communication enables leaders to identify the sources of conflict and facilitate constructive dialogue among organizational members. Meanwhile, tolerance encourages mutual understanding and respect for different perspectives, while motivation and appreciation increase organizational commitment and employee engagement. Through these approaches, conflict management becomes an integral part of leadership practice in achieving the institution's vision and mission. This study highlights that sustainable educational organizations require leaders who are not only capable of resolving conflicts but also able to transform conflicts into constructive processes that promote innovation, collaboration, and organizational improvement. The experience of SMA Nurul Jadid illustrates that conflict management can function as a strategic mechanism for strengthening institutional resilience. However, this study is limited to a single educational institution, which may influence the transferability of the findings to other contexts. Future research is recommended to examine conflict management practices across different educational institutions with diverse cultural and organizational characteristics to provide broader insights into the relationship between conflict management and organizational sustainability.

## **ACKNOWLEDGMENT**

The authors would like to express their sincere gratitude to Universitas Nurul Jadid for providing academic support and research facilities throughout this study. The authors also extend their appreciation to the principal, teachers, and employees of SMA Nurul Jadid Paiton,

Probolinggo, for their valuable cooperation, openness, and contribution during the data collection process. Special thanks are also given to all colleagues and individuals who provided constructive feedback and support in completing this research. Their contributions have been essential in enriching the findings and improving the quality of this study.

## BIBLIOGRAPHY

- Adawiyah, RA, Muis, M., & Razak, AM (2020). Transformational Leadership and Organizational Culture on Organizational Citizenship Behavior with Job Satisfaction. *YUME : Journal of Management*, 3(3), 26–43. <https://doi.org/10.37531/yum.v11i12>
- Aldi, B., & Djakman, CD (2020). Perceptions of Management and Stakeholders on the Achievement of Sustainable Development Goals (SDGs) in Sustainability Reporting. *Journal of Accounting And Finance Research*, 8(2), 405–430.
- Anggung, M., & Prasetyo, M. (2020). Conflict Management Resolution (Study of Conflict Management in Islamic Education Institutions). 4(2), 337–349.
- Aprida, Y., Fitria, H., & Nurkhalis, N. (2020). The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance. *Journal of Education Research*, 1(2), 160–164. <https://doi.org/10.37985/joe.v1i2.16>
- Asriadi, A. (2020). Effective Communication Within Organizations. *Rhetoric: Journal of Islamic Communication and Broadcasting Studies*, 2(1), 36–50. <https://doi.org/10.47435/retorika.v2i1.358>
- Dahari, Rivana, A., Main, MMA, & Guci, A. (2022). Conflict Management (Case Study of SMP Asy-Syukriyyah Tangerang). *Journal of Wisdom: Journal of Education*, 11(2), 62–69.
- Eriyanti, E., Arafat, Y., & Eddy, S. (2021). The Influence of Interpersonal Communication and Conflict Management on Teacher Performance. 5, 2998–3004.
- Fatikah, N., & Fildayanti. (2019). The Principal's Strategy in Increasing Teacher Motivation and Work Ethics at SMA Negeri Bareng Jombang Noor Fatikah 1 , Fildayanti 2. *IJIES: Indonesian Journal of Islamic Education*, 2(2), 167–182.
- Friessyah, N. (2021). Conflict Management at SMK Imam Bonjol Bukittinggi. 10(1), 62–70.
- Gai, AM (2020). The Concept of Empowering Coastal Fishermen in the City of Surabaya as a Form of Adaptation to Climate Change Based on Sustainable Livelihood. *Journal of Planoearth*, 5(1), 21-36.
- Grace Kartika Purnama. (2021). Implementation of Principal Academic Supervision. *Satya Widya*, 37(2), 151–161.
- Harmendi, M., Lian, B., & Wardarita, R. (2021). The Effect of Principal's Leadership Style and Work Motivation on Teacher Performance. *PRODU: Educational Procurement Journal of Islamic Education Management*, 2(2), 46–57. <https://doi.org/10.15548/p-prokurasi.v2i2.2589>
- Hidayah, H. (2022). Analysis of Organizational Behavior in Improving Quality of Ma'had Aly Nurul Jadid. *Journal of Research in Educational Management*, 1(1), 42–52. Retrieved from <https://journal.literasantri.com/index.php/jrem/article/view/4>
- Humaidi, A., & Mudarris, B. (2022). The Visionary Leadership of Headmaster in Improving School Achievement. *Journal of Research in Educational Management*, 1(1), 11–19. Retrieved from <https://journal.literasantri.com/index.php/jrem/article/view/2>
- Julianto, B., & Carnarez, TYA (2021). Factors Influencing Professional Organizations: Leadership, Effective Communication, Performance, and Organizational Effectiveness (A Literature Review Study of Applied Management Science). *Journal of Applied Management Science*, 2(5), 676–691. <https://doi.org/10.31933/jimt.v2i5.592>
- Mahulae, BC, Seciawang, SJ, Wahyuningsih, & SD, T. (2022). Environmental Orientation on

- Organizational Sustainability Through Green Supply Chain Management in The E-Commerce Industry in Indonesia. *DeReMa (Development of Research Management): Journal of Management Vol.*, 17(1), 99–117.
- Manik, J., & Siahaan, M. (2021). The Effect of Principal Managerial Skills and Rewards on Teacher Performance: The Role of Teacher Motivation As A Mediation Variable. *Tadbir: Journal of Islamic Education Management*, 9(2), 145–163. <https://doi.org/10.30603/tjmpi.v9i2.2267>
- Marta, MS, & Eliyana, A. (2019). Organizational Commitment and Whistle-Blowing Attitudes: Is the Relationship Moderated By Perceptions of Organizational Support? *Matrix: Journal of Management, Business Strategy and Entrepreneurship*, April, 133. <https://doi.org/10.24843/matrik:jmbk.2019.v13.i02.p01>
- Nasrudin, AH, Unsa, FF, Aini, FN, Arifin, I., & Adha, MA (2021). Conflict Management And Ways Of Conflict Handling In School Organizations. *Tadbir : Journal of Islamic Education Management*, 9(3), 1–18.
- Pratama, MFGP, Purnamawati, I., & Sayekti, Y. (2020). Analysis of the Influence of Environmental Performance and Disclosure of Sustainability Reporting on Company Values. *Jember University Journal of Accounting*, 17(2), 110. <https://doi.org/10.19184/jauj.v17i2.12517>
- Pratiwi, MB, & Novianty, I. (2020). Strategy for Village-Owned Enterprises (BUMDes) Survival in the COVID-19 Pandemic in Cibodas Village, Lembang District, West Bandung Regency. Proceedings of The 11th Industrial Research Workshop and National Seminar, 26–27.
- Purwanto, A., & Evcasari, E. (2021). Principal Leadership in Improving Teacher Performance in Elementary Schools during the Covid-19 Pandemic. *Basicedu Journal*, 5(6), 5706–5711. <https://doi.org/10.31004/basicdu.v5i6.1497>
- Samsudin, & Nanik Setyowati. (2022). Conflict Management of Islamic Basic Education Institutions. *Scaffolding: Journal of Islamic Education and Multiculturalism*, 4(2), 549–563.
- Siregar, FA, & Usriyah, L. (2021). The Role of Organizational Communication in Conflict Management. 5(2), 163–174. <https://doi.org/10.47766/idah.v5i2.147>
- Susmita, DA, Hasibuan, A., & Suhairi, S. (2021). Make Effective Communication In Business Economics and Social Life. *Da'watuna: Journal of Communication and Islamic Broadcasting*, 2(2), 98–109. <https://doi.org/10.47467/dawatuna.v1i2.490>
- Widayanti, R., Damayanti, R., & Marwanti, F. (2017). The Influence of Financial Literacy on Business Sustainability in MSMEs in Jatisari Village. *Scientific Journal of Management & Business*, 18(2), 153–162.
- Yustikasari, V., Asshofa, ML, & Jauwhari, AJ (2022). Application of Conflict Management to Employee Discipline. *Ntizam: Journal of Islamic Education Management*, 6(1), 53–60.