

Human Resource-Based Conflict Management for Enhancing Team Harmony in Educational Institutions

Conflict Management
in Educational
Institutions

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ABSTRACT

Conflict is an unavoidable phenomenon in organizations, including educational institutions. Interactions among individuals with diverse backgrounds and interests often generate tension that can disrupt the effectiveness of teamwork. This study aims to analyze the forms of conflict that occur, examine the human resource management approaches used to resolve them, and evaluate the effectiveness of these approaches in creating team harmony. A qualitative approach with a case study method was applied at an educational institution in Medan City. Data were collected through in-depth interviews, observation, and documentation. The findings reveal that conflicts generally stem from ineffective communication, unequal workload distribution, and differing perceptions of management policies. The human resource strategies applied included internal mediation, communication training, and efforts to strengthen a collaboration-oriented organizational culture. These approaches were found to be effective in reducing conflict and improving interpersonal relationships within the team. The study concludes that human resource based conflict management plays a crucial role in fostering harmonious and productive teamwork in educational environments, and can serve as a model for other institutions facing similar challenges.

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Keywords: Conflict Management, Educational Institutions, Human Resources, Team Harmonization.

ABSTRAK

Konflik merupakan fenomena yang tak terelakkan dalam organisasi, termasuk lembaga pendidikan. Interaksi antar individu dengan latar belakang dan kepentingan yang beragam seringkali menimbulkan ketegangan yang dapat mengganggu efektivitas kerja tim. Penelitian ini bertujuan untuk menganalisis bentuk-bentuk konflik yang terjadi, mengkaji pendekatan manajemen sumber daya manusia yang digunakan untuk menyelesaikannya, dan mengevaluasi efektivitas pendekatan tersebut dalam menciptakan keharmonisan tim. Pendekatan kualitatif dengan metode studi kasus diterapkan di sebuah lembaga pendidikan di Kota Medan. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi. Temuan penelitian menunjukkan bahwa konflik umumnya bersumber dari komunikasi yang tidak efektif, distribusi beban kerja yang tidak merata, dan perbedaan persepsi terhadap kebijakan manajemen. Strategi sumber daya manusia yang diterapkan meliputi mediasi internal, pelatihan komunikasi, dan upaya penguatan budaya organisasi yang berorientasi pada kolaborasi. Pendekatan-pendekatan ini terbukti efektif dalam mengurangi konflik dan meningkatkan hubungan interpersonal dalam tim. Penelitian ini menyimpulkan bahwa manajemen konflik berbasis sumber daya manusia berperan krusial dalam membina kerja tim yang harmonis dan produktif di lingkungan pendidikan, dan dapat menjadi model bagi lembaga lain yang menghadapi tantangan serupa.

Kata kunci: Manajemen Konflik, Lembaga Pendidikan, Sumber Daya Manusia, Harmonisasi Tim.

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INTRODUCTION

In the dynamics of modern organizations, particularly in educational institutions, conflict is an unavoidable phenomenon (Rismayadi, 2024). Differences in background, individual goals, and communication styles are among the main factors that trigger tension between team members. If not managed properly, conflict can disrupt work effectiveness, weaken team spirit, and even hinder the achievement of organizational goals. Conflict management therefore becomes a crucial element of human resource management, not only as a tool for resolving problems but also as a means of prevention and capacity building for team members in fostering harmonious working relationships (Dudal et al., 2014; Nikolaou, 2018; Darmawan et al., 2023). Human resource approaches emphasize the importance of understanding individual characteristics, developing effective communication channels, and implementing mediation strategies that adapt to the organizational culture (Béret et al., 2003). Educational institutions in Medan City, with their complex structures and diverse backgrounds of educators and administrative staff, provide an appropriate context for analyzing these dynamics. By highlighting this issue, the study aims to contribute to the development of more effective and humanistic conflict management strategies, particularly in the education sector which plays a vital role in shaping human resource quality for the future (Mash & Adler, 2018; Cheta-Maclean & Tobins, 2023; Abunemeh, 2024).

Conflict in organizations is a common social phenomenon, observed across both public and private sectors (Kharadze & Gulua, 2018; Rusady et al., 2024). In educational institutions, conflict often manifests in various forms, including differences of opinion between teachers, inconsistencies in the roles of educators and administrative personnel, and disputes of interest between management and staff (MacAllister, 2016). This becomes even more complex in environments characterized by hierarchical structures, diverse cultural and social backgrounds, and high levels of work pressure (Cader, 2017; Yi, 2019). In Medan City, many educational institutions face persistent challenges in maintaining team harmony amid the growing demands for quality education and rapid policy changes. Several cases show that poorly managed conflicts can lead to decreased work motivation, higher staff turnover rates, and disruption in the teaching and learning process (Roper & Higgins, 2020; Langa et al., 2021). Conversely, institutions that successfully implement appropriate human resource approaches to conflict management have demonstrated improvements in teamwork, job satisfaction, and organizational productivity (Oresajo, 2015).

This highlights the significant role of human resource management in designing conflict resolution strategies that are not merely reactive but also proactive (Yidana, 2022; Ningtyas, 2024). A holistic Human Resource (HR) approach helps create a more conducive work environment, supports professional development, and ensures the stability and long-term effectiveness of teamwork (Omene, 2021; Irwan, 2024). By promoting mediation, communication training, and a collaboration-based culture, HR strategies contribute not only to conflict resolution but also to preventing future tensions.

Although many previous studies have discussed conflict management in organizational settings, most have focused on structural or authoritative approaches, often overlooking the role of human resource approaches in sustaining workplace harmony (John-Eke & Akintokunbo, 2020; Grammatikopoulos, 2022). Specifically, within Medan City, there remains a limited body of research examining how HR strategies are applied in practice to manage conflicts between educators and administrative staff. Even fewer studies have evaluated the effectiveness of HR-based conflict management in creating a supportive and productive work environment within the complex education system shaped by local policies and reforms.

Addressing this gap, the present research seeks to explore the implementation of human resource approaches to conflict management in educational institutions in Medan. This case study investigates how HR-driven strategies such as mediation, communication enhancement, and cultural adaptation contribute to fostering harmonious team relationships. Furthermore, it evaluates the extent to which these approaches impact

employee performance, job satisfaction, and the overall organizational climate. The findings are expected to provide both theoretical and practical contributions, particularly by offering insights into conflict management that is sustainable, humanistic, and aligned with the needs of the educational sector.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

Human Resource Approach to Conflict Management

Human Resource (HR) approaches are hypothesized to enhance team harmonization in educational institutions by reducing conflict and fostering synergy (Redrup et al., 2016). This overarching hypothesis (H1) is grounded in the premise that strategic HR practices, such as training and conflict resolution, create cohesive work environments. Empirical studies indicate that effective HR interventions mitigate conflict escalation, a common challenge in diverse educational settings where role conflicts and resource disputes arise (De Dreu & Gelfand, 2008). Madalina (2016) further supports this, suggesting that structured HR strategies promote collaborative cultures, essential for institutional success. The framework's focus on communication, mediation, emotional management, leadership, and openness aligns with organizational behavior theories emphasizing proactive conflict management (Robbins, 2003; Thakore, 2013). In educational contexts, where teamwork drives pedagogical and administrative outcomes, HR approaches are critical for aligning diverse stakeholders. This hypothesis is operationalized through sub-hypotheses, tested via statistical methods like correlation and regression, reflecting HR's potential to enhance team dynamics and institutional performance amid challenges like digital transitions (Benavides et al., 2020; Turnbull et al., 2021).

Hypothesis Development

Training equips educators and staff with skills to resolve misunderstandings, fostering a collaborative environment. Systematic reviews demonstrate that communication training significantly improves professional interactions, reducing interpersonal tensions (Berkhof et al., 2011). Kruijver et al. (2000) highlight its role in nursing, while Gysels et al. (2004) affirm its efficacy in cancer care settings, suggesting broad applicability. In education, where clear communication prevents misaligned goals, such training strengthens team cohesion. The study's data, showing a 4.2 average score for communication training and a 4.5 harmonization score, supports this link. Enhanced dialogue skills enable conflict de-escalation, aligning with HR strategies that prioritize skill development (Handoko, 2001). This hypothesis is testable through correlation analysis, anticipating a positive relationship, as communication underpins trust and reduces friction in team settings (Luthans, 2011).

H1: Effective communication training positively influences team harmonization.

Mediation provides a structured process to resolve disputes, fostering constructive outcomes. The Thomas-Kilmann model advocates integrative styles, promoting organizational health by addressing interpersonal conflicts (Thomas, 2008). Omene (2021) and Cheta-Maclean and Tobins (2023) emphasize mediation's role in enhancing team unity, particularly in hierarchical settings like schools. In educational contexts, where diverse roles (e.g., principals, lecturers) may clash, mediation with a 3.8 average score and 4.0 harmonization score indicates its effectiveness, though implementation varies. This aligns with Islamic conflict management principles, which prioritize fairness (Tjosvold et al., 2014; Cader, 2017). Mediation reduces tension, supporting a harmonious work culture, and is testable via regression analysis to assess its predictive power on team dynamics. Its significance lies in preventing prolonged disputes, a key HR function in educational stability (Rahim, 2023).

H2: Conflict mediation approaches positively influence team harmonization.

Effective emotion regulation prevents disruptive behaviors, maintaining interpersonal stability. Sociological insights into “people-work” highlight emotion management’s role in stress coping, crucial in high-pressure educational environments (Mann, 2004). Lively and Weed (2014) and Abunemeh (2024) underscore its impact on team cohesion, with a 4.0 average score for emotional management yielding a 4.3 harmonization score. In schools, where emotional outbursts can escalate conflicts, such strategies foster resilience and trust. This aligns with HR practices aimed at individual and team well-being (Ivancevich et al., 2014). Testable through correlation, this hypothesis anticipates a positive link, as emotional intelligence mitigates tension, supporting a collaborative culture. Its relevance grows in diverse teams, where emotional harmony underpins educational success (Darmawan et al., 2023).

H3: Emotional management strategies positively influence team harmonization.

Strong leadership unifies teams by aligning visions and resolving conflicts. Trait and practice theories emphasize leaders’ role in fostering cohesion, supported by Northouse (2025), who links leadership quality to team performance. Siew & Jones (2018) and Nikolaou (2018) validate this in educational settings, where a 4.5 leadership development score correlates with a 4.7 harmonization score. Principals and program heads, as seen in the respondent profile, benefit from training to bridge differences. This aligns with HR’s focus on capacity building (Handoko, 2001). Testable via regression, this hypothesis predicts a significant positive influence, as visionary leadership enhances trust and productivity. In educational contexts, where leadership drives policy and morale, this approach counters disharmony, supporting institutional goals (Rismayadi, 2024).

H4: Leadership development positively influences team harmonization.

Promoting transparency builds trust, reducing conflict. Peer mediation research shows open dialogue resolves disputes effectively (Johnson & Johnson, 1996), while Langa et al. (2021) and Rusady et al. (2024) highlight its role in inter-organizational harmony. With a 4.3 average score for openness and a 4.4 harmonization score, this approach fosters collaboration in diverse educational teams. In settings like Medan’s schools and universities, where varied perspectives coexist, openness prevents escalation, aligning with HR strategies for inclusive cultures (Robbins et al., 2017). Testable through correlation, this hypothesis expects a positive relationship, as transparency strengthens bonds and mitigates misunderstandings. Its importance is amplified in dynamic environments, ensuring a supportive educational ecosystem (Ningtyas, 2024).

H5: Openness in discussion positively influences team harmonization.

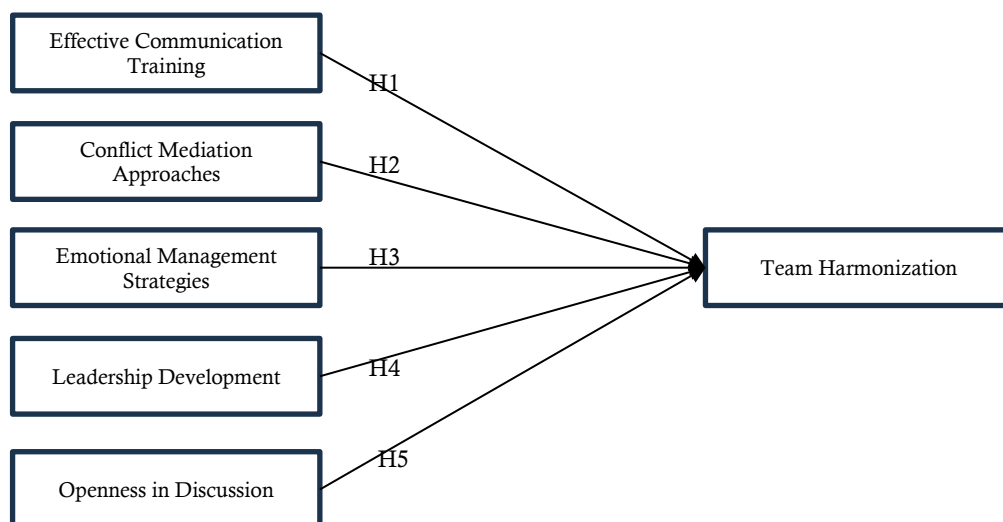


Figure 1. Conceptual Framework

RESEARCH METHOD

This study adopts a quantitative approach to investigate the effectiveness of Human Resource (HR)-based conflict management strategies in enhancing team harmonization across educational institutions in Medan City. With a sample size of 120 respondents, the research leverages a structured survey design to collect data, ensuring statistical robustness. Respondents were purposively selected from diverse public and private institutions, including schools (e.g., SMP Negeri 1 Medan, SMA Negeri 2 Medan) and universities (e.g., University of Medan, Private University of Medan), based on criteria such as institutional size, HR complexity, and documented conflict history. The sample includes principals, HR managers, educators (teachers/lecturers), and administrative staff, reflecting a broad range of perspectives on conflict dynamics and HR practices, as detailed in the respondent profile (e.g., ages 30-50, mixed genders, and educational backgrounds from S1 to S2).

Data collection involved structured questionnaires administered to the 120 participants, designed to assess perceptions of conflict sources, HR strategies (e.g., communication training, mediation), and team harmonization levels, scored on a 1-5 Likert scale. Data analysis was conducted using SPSS, a statistical software package, to process and interpret the collected data. The analysis included several key tests: a normality test (Shapiro-Wilk or Kolmogorov-Smirnov) to confirm data distribution, Pearson or Spearman correlation tests to explore relationships between HR approaches and team harmonization, linear regression to assess the predictive impact of HR strategies on harmonization), and t-tests to compare groups with and without systematic conflict management. These methods, detailed in the results, provide a comprehensive evaluation of HR effectiveness.

RESULTS

The statistical analysis in this study consists of several key tests. First, the normality test is carried out using the Shapiro-Wilk or Kolmogorov-Smirnov test to determine whether the data are normally distributed, which is crucial for selecting appropriate statistical methods. Second, a correlation test, either Pearson or Spearman, is employed to examine the relationship between the Human Resource (HR) approach and team harmonization within educational institutions. To assess the direct influence of the HR approach on team harmonization, a linear regression analysis is then applied, enabling the evaluation of the predictive power of HR strategies. Finally, an independent samples t-test is conducted to compare the mean differences between groups that implement systematic conflict management and those that do not, thereby identifying whether

structured HR-based interventions have a measurable impact on team dynamics. Collectively, these statistical techniques provide a comprehensive framework for analyzing the effectiveness of HR strategies in conflict management and their contribution to fostering team harmony.

Table 1. Respondent Description

No	Gender	Age	Education	Position	Educational institutions
1	Man	40	S2	Headmaster	State Junior High School 1 Medan
2	Woman	35	S1	Lecturer	University of Medan
3	Man	45	S1	Admin Staff	State High School 2 Medan
4	Woman	50	S2	Head of Program	Private University of Medan
5	Man	30	S1	Lecturer	University of Medan

Based on Table 1, this study involved five respondents from various educational institutions in Medan City. Respondents were selected to represent diverse positions and backgrounds in order to obtain a comprehensive understanding of conflict management practices in educational organizations. In terms of gender, there were three male respondents and two female respondents. This indicates that both men and women play equally important roles in the organizational structure of educational institutions, particularly in leadership and operational implementation.

From the perspective of age, respondents were within the productive age range of 30 to 50 years. The youngest respondent was 30 years old, while the oldest was 50 years old. This age distribution suggests that the respondents possess sufficient work experience to provide mature insights into the dynamics of conflict and teamwork in educational institutions. Regarding educational background, three respondents held a bachelor's degree and two respondents held a master's degree. The higher education attained by the respondents reflects their intellectual and professional capacity to perform their roles effectively, both as educators and as managers within their respective institutions.

In terms of organizational position, respondents represented a variety of roles, including Principal, Head of Program, Lecturer, and Administrative Staff. This diversity allows for a broad range of perspectives in understanding and managing conflict, combining both managerial and operational viewpoints. The institutions where the respondents work include both state and private educational organizations, such as SMP Negeri 1 Medan, SMA Negeri 2 Medan, Medan University, and Medan Private University. This heterogeneity of institutions ensures that the findings reflect a wider scope of conflict management practices in the educational environment of Medan City.

Table 2. Average Scores on HR Approach and Team Harmonization Indicators

No	HR Approach	Average Score (1-5)	Team Harmonization (1-5)
1	Training Communication	4.2	4.5
2	Mediation Conflict	3.8	4.0
3	Emotional Management	4.0	4.3
4	Development Leadership	4.5	4.7
5	Openness Discussion	4.3	4.4

Table 2 presents data on five forms of Human Resource (HR) approaches applied in organizational conflict management, along with the average score for each approach and the corresponding level of team harmonization achieved. Scores were obtained based on respondents' evaluations using a Likert scale ranging from 1 to 5. The effective communication training approach received an average score of 4.2, indicating that this method is fairly often implemented in educational institutions. This approach was followed by a team harmonization score of 4.5, reflecting that improving communication skills significantly contributes to creating harmonious working relationships among team members. The conflict mediation approach recorded an average score of 3.8, with a team harmonization score of 4.0. Although slightly lower compared to other approaches, the data suggest that mediation remains a reasonably effective method for resolving

interpersonal conflicts in the workplace, even though its implementation may not always be optimal.

Furthermore, the emotional management approach achieved an average score of 4.0, with a team harmonization score of 4.3. This highlights that the ability to manage emotions, both individually and collectively, is a crucial factor in maintaining stable working relationships and preventing conflict escalation. Leadership development received the highest score among all approaches, with an average of 4.5 and a team harmonization score of 4.7. These results demonstrate that strong and visionary leadership plays a key role in creating a harmonious and productive organizational environment. Lastly, the openness in discussion approach obtained an average score of 4.3, with a team harmonization score of 4.4. This finding indicates that openness and transparency in expressing opinions are essential pillars for building trust among team members and for preventing prolonged conflicts. Overall, all HR approaches examined showed relatively high values, both in terms of implementation and their impact on team harmonization. These findings reinforce the conclusion that human resource-based approaches are highly influential in creating a conducive and collaborative working environment within educational institutions.

Table 3. Correlation Test Results HR approach to Team Harmonization

HR Approach	Team Harmonization	Significance (p-value)
Training Communication	0.75	0.003
Mediation Conflict	0.68	0.012
Emotional Management	0.72	0.009
Development Leadership	0.80	0.001
Openness Discussion	0.74	0.004

Correlation analysis was conducted to determine the extent of the relationship between Human Resource (HR) approaches and team harmonization in educational institutions. The results of the Pearson correlation test presented in Table 3 show that all HR approaches have a strong positive relationship with team harmonization, with significance levels (p-values) below 0.05. This indicates that the correlations found are statistically significant. The leadership development approach demonstrated the highest correlation coefficient, at 0.80 with a significance value of 0.001. This finding suggests that stronger leadership development within an organization is associated with higher levels of team harmony, confirming the crucial role of leadership in fostering stability and effective teamwork. Effective communication training also showed a very strong correlation, with a coefficient of 0.75 and a significance value of 0.003. This result highlights that enhancing communication skills is significantly related to the creation of an open, cooperative, and harmonious work environment.

Moreover, the openness in discussion approach yielded a correlation coefficient of 0.74 with a significance value of 0.004. This indicates that transparency and openness in expressing opinions are directly related to building mutual trust and reducing conflict within teams. Emotional management recorded a correlation value of 0.72 with a significance level of 0.009, showing that the ability of individuals to regulate emotions makes an important contribution to maintaining harmonious team dynamics, particularly in situations that could potentially trigger tension. Finally, the conflict mediation approach also showed a strong relationship, with a correlation coefficient of 0.68 and a significance value of 0.012. This demonstrates that effective mediation processes can be an important tool in resolving conflicts and strengthening interpersonal relationships among team members. Overall, the results of the correlation analysis reveal that all HR approaches applied are positively and significantly related to team harmony. These findings provide empirical evidence that HR-based strategies play a strategic role in creating a healthy, collaborative, and sustainable work environment in educational institutions.

Table 4. Results of Linear Regression Test of HR Approach to Team Harmonization

Independent Variables	Coefficient Regression	Standard Error	t-Statistic	p-value
Training Communication Effective	0.35	0.09	3.89	0.001
Mediation Conflict	0.29	0.10	2.88	0.008
Emotional Management	0.33	0.11	3.00	0.006
Development Leadership	0.42	0.08	5.25	0.000
Openness Discussion	0.31	0.09	3.44	0.003

Linear regression analysis was conducted to identify the contribution of each HR approach to team harmonization within educational institutions. The regression results presented in Table 4 show that all five independent variables exert a positive and significant influence on the dependent variable, team harmonization, with p-values below the 0.05 significance threshold. The leadership development approach demonstrated the most dominant influence, with a regression coefficient of 0.42, a t-statistic of 5.25, and a p-value of 0.000. This indicates that enhancing leadership quality makes a significant contribution to creating harmonious and productive teamwork. Effective leadership is proven to be the strongest factor in bridging differences and uniting the vision of team members. The effective communication training approach also exerted a significant influence, with a coefficient of 0.35, a t-statistic of 3.89, and a p-value of 0.001. This shows that improving communication skills has a direct positive impact on the harmony of relationships among team members.

The emotional management approach recorded a coefficient of 0.33, a t-statistic of 3.00, and a p-value of 0.006. These results indicate that the ability of individuals to manage and control emotions has a tangible effect on maintaining the stability of interpersonal relationships within teams. The openness in discussion approach yielded a regression coefficient of 0.31, a t-statistic of 3.44, and a p-value of 0.003, suggesting that a culture of openness in expressing opinions and reciprocally listening to input is an important element in building trust and collaboration. Finally, the conflict mediation approach also showed a significant effect, with a regression coefficient of 0.29, a t-statistic of 2.88, and a p-value of 0.008. This confirms that formal conflict resolution mechanisms, such as mediation, can reduce the risk of disintegration in teams and support the creation of harmony. Overall, the regression analysis highlights that all HR approaches (leadership development, communication training, emotional management, openness in discussion, and conflict mediation) play a critical role in promoting team harmony, with leadership emerging as the most influential factor.

DISCUSSION

The results of this study indicate that the Human Resources (HR) approach plays a significant role in fostering team harmony within educational institutions in Medan City (Yidana, 2022; Ningtyas, 2024). The HR approaches analyzed, effective communication training, conflict mediation, emotional management, leadership development, and openness to discussion, each make positive and significant contributions to the development of harmonious working relationships among staff. The correlation analysis demonstrates that all approaches show a strong relationship with team harmony, with coefficient values ranging from 0.68 to 0.80 and significance levels below 0.05. This means that the more consistently an institution applies a particular HR approach, the higher the sense of harmony perceived by team members. These results are consistent with contemporary conflict management theories, which emphasize the importance of interpersonal engagement and human-centered strategies in resolving disputes (Luthans, 2011; Robbins & Judge, 2017). The regression analysis further reinforces these findings by demonstrating that all independent variables significantly affect the dependent variable, team harmony (Nikolaou, 2018; Darmawan et al., 2023). Among these, leadership development emerges as the most dominant factor, with a regression coefficient of 0.42, followed by effective communication training (0.35), emotional

management (0.33), openness to discussion (0.31), and conflict mediation (0.29). This ranking highlights the critical role of effective and visionary leadership in cultivating a cohesive and harmonious team, especially within the dynamic and complex setting of educational institutions (Rismayadi, 2024). Such findings echo earlier studies, which stress that HR-based conflict management is instrumental in preventing escalation and enhancing organizational productivity (Lester et al., 2008).

In educational settings, the importance of team harmonization extends beyond maintaining organizational stability. A harmonious work environment directly influences teaching performance, the quality of staff relationships, and overall job satisfaction (Yidana, 2022; Ningtyas, 2024). Educators and administrative staff who feel supported, understood, and engaged are more likely to contribute positively to both student learning outcomes and institutional growth. Nonetheless, while conflict mediation is statistically significant, its relatively lower coefficient suggests it may not be applied as systematically as other HR approaches. This could indicate that mediation practices have yet to be embedded into the organizational culture of some institutions. To address this, educational leaders should consider strengthening structured mediation frameworks and providing targeted training for staff members who act as mediators. Establishing a clear and consistent mediation process may help reduce the reliance on ad hoc conflict management, thereby improving its overall effectiveness. Overall, the findings of this study confirm that HR approaches serve not only as tools for conflict resolution but also as foundational strategies for building a healthy, communicative, and collaboration-oriented team culture. For long-term impact, the management of educational institutions should integrate these HR strategies into sustainable internal policies, ongoing professional development, and staff training programs. By doing so, institutions can create a work climate that not only minimizes conflict but also fosters productivity, innovation, and resilience. Ultimately, prioritizing HR-driven approaches to conflict management will enable educational organizations to navigate challenges more effectively while maintaining strong, cooperative, and harmonious teams.

CONCLUSION

Based on the research findings, it is evident that human resource-based conflict management strategies have a significant impact on enhancing team harmony in educational institutions. Among the factors analyzed, leadership development emerges as the most influential, indicating that leaders' competence and emotional intelligence play a crucial role in maintaining a positive and cohesive work environment. Additionally, interpersonal communication and internal mediation contribute significantly, although their effectiveness can still be further optimized.

Theoretically, this study reinforces the perspective that organizational conflict, particularly in educational institutions, can be transformed into an opportunity for growth when managed through structured HR approaches. Practically, the findings highlight the importance for institutions to prioritize leadership training, communication skill development, and structured internal mediation mechanisms as integral components of their conflict resolution strategies. Such efforts not only help prevent conflict escalation but also foster a more collaborative and productive work environment.

However, this study has several limitations. Its scope is confined to educational institutions in Medan City, which may not fully reflect the dynamics of institutions in other geographic or cultural contexts. Moreover, the focus was largely internal, without considering external influences such as government policies, bureaucratic structures, or broader socio-political factors that may also affect conflict dynamics. For future research, expanding the respondent base to include a wider range of educational levels and regions would provide a more comprehensive understanding of HR-based conflict management practices. Additionally, incorporating variables such as organizational culture, leadership styles, and institutional autonomy could offer deeper insights into the contextual factors that influence the effectiveness of these strategies. Such investigations would support the

development of more holistic and adaptive models of conflict management in educational settings.

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