

COMMUNICATION STYLE AND CONFLICT MANAGEMENT AT SMK SCIENCE TECHNOLOGY AND BUSINESS DEPOK

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Abstract

Communication and conflict management are crucial elements in educational leadership. This study aims to analyze the communication and conflict management styles of leaders at SMK Science Technology and Business Depok. A descriptive qualitative research method was employed, with data collected through in-depth interviews, observation, and documentation studies of six key informants. The findings reveal that the leader does not employ a single, dominant communication style. The identified communication styles were relinquishing and equalitarian, characterized by openness to input and delegation of authority, yet their application was conditional and restricted to an inner circle. Conversely, a withdrawal style was also prominent, demonstrated through avoidant and neglectful behavior towards responsibilities. In managing conflict, the leader primarily applied obliging (accommodating subordinates' interests) and compromising (finding a middle ground) styles. However, the frequent use of an avoiding style led to numerous unresolved conflicts and organizational dysfunction. This study concludes that leadership effectiveness is determined not only by authority but also by the ability to foster collaboration, trust, and functional conflict resolution. The practical implications of this research highlight the need for leadership coaching, structural communication reforms, and the implementation of clear conflict management protocols to improve the school's organizational health.

Keywords: Communication Style, Conflict Management, Educational Leadership, Vocational School (SMK), Qualitative Study

1. Introduction

Communication is a crucial element in conflict management, particularly within the school environment. An effective communication style contributes to creating a harmonious and productive atmosphere, while poor communication often exacerbates situations and intensifies conflicts. In educational institutions such as vocational schools, leadership communication plays a pivotal role in shaping how conflicts are managed, influencing not only organizational climate but also institutional performance and reputation.

SMK Science Technology and Business (STB) Depok, established in 2018, provides an illustrative context for examining these issues. Initially, the school experienced significant growth, enrolling more than 200 students annually across its four study programs: Broadcasting, Visual Communication Design, Office Management, and Culinary Arts. However, starting from the 2020/2021 academic year, the number of new students began to decline sharply, reaching less than 100 students in recent years. This decline coincided with internal organizational challenges, including weak leadership guidance, delayed decision-making, ineffective conflict management, and increasing dissatisfaction among stakeholders. Moreover, negative perceptions were expressed by

parents, alumni, and the public through online reviews, further damaging the school's reputation.

While conflicts in schools are common—ranging from disputes between teachers and students, disagreements with parents, to tensions among staff members—the persistence of unresolved conflicts at STB Depok underscores the importance of leadership communication in conflict management. Preliminary observations and interviews with staff and teachers revealed recurring issues such as limited leadership guidance, lack of harmonious communication, slow responses in decision-making, and inadequate handling of disciplinary problems. These shortcomings have led to demotivation among teachers and staff, heightened tensions with parents, and reputational risks in the wider community.

Existing literature has examined communication styles and conflict management in organizational and educational settings (Rahim, 2017; Thomas & Kilmann, 2020; DeChurch et al., 2013). However, studies focusing specifically on vocational schools, particularly in the Indonesian context, remain limited. This research gap highlights the need for empirical studies that explore how leadership communication styles influence conflict management in vocational schools, where institutional sustainability is closely tied to leadership quality and stakeholder trust.

Against this background, the present study aims to (1) analyze the communication styles employed by the leadership of SMK STB Depok, and (2) evaluate the effectiveness of conflict management strategies in resolving internal and external disputes within the school environment.

The contribution of this research is twofold. Theoretically, it extends the body of knowledge on communication and conflict management by situating the analysis within vocational school settings in Indonesia, an area that remains underexplored in the literature. Practically, the findings are expected to provide actionable insights for school leaders and policymakers to design effective communication and conflict resolution strategies that foster organizational harmony, enhance teacher and staff motivation, and improve institutional credibility.

2. Theoretical Background

2.1 Communication Management

Communication management integrates principles of management and communication theory to optimize information flow and interpersonal interactions within organizations (Malayu, 2004; J.A. Devito, 2015). It emphasizes the strategic application of planning, organizing, leadership, and control to communication processes, ensuring efficiency and effectiveness in achieving organizational goals. Michael Kaye (in Dewi K. Soedarsono, 2020) argues that mastering communication management is essential for developing capable communicators who can navigate diverse contexts, from interpersonal to mass communication. This perspective aligns with Harry Irwin's view that communication management involves leveraging human, financial, and technical resources to facilitate internal and external organizational communication (Soedarsono, 2020). The core functions of communication management include:

- 1) **Information Processing:** Reception, processing, storage, and delivery of information across social subsystems (individuals, groups, organizations) (Antar Venus in Devan Mahendika et al., 2023).

- 2) Behavioral Influence: Using communication to motivate, supervise, and align stakeholder behavior with organizational objectives (Egan & Cowan in Soedarsono, 2020).
- 3) Conflict Prevention: Fostering interactions that minimize internal conflicts through clear and structured communication (Soedarsono, 2020).

2.2 Organizational Communication

Organizational communication is the lifeblood of institutions, enabling coordination, collaboration, and goal achievement. Wayne Pace and Don F. Faules define it as the process of transmitting and interpreting messages within complex organizations, encompassing vertical (downward/upward), horizontal, and cross-channel flows (Rinawati, 2021). Effective organizational communication ensures that all members share a common understanding of goals, policies, and tasks, reducing ambiguity and enhancing productivity. Key types include:

- 1) Formal Communication: Official channels conveying directives and reports.
- 2) Informal Communication: Spontaneous interactions that supplement formal structures.
- 3) Technical and Procedural Communication: Specialized information critical for operational efficiency (Soedarsono, 2020).

2.3 Leadership and Communication Styles

Leadership is intrinsically linked to communication, as leaders influence others through strategic message delivery (Faules, 2010; Mulyana, 2002). Tubbs and Moss (in Ruliana, 2014) identify six communication styles pivotal to leadership effectiveness:

- 1) Controlling Style: Directive, one-way communication aimed at compliance.
 - 2) Equalitarian Style: Collaborative, two-way dialogue fostering mutual understanding.
 - 3) Structuring Style: Focused on organizing tasks and clarifying roles.
 - 4) Dynamic Style: Energetic and motivational, suited for high-pressure environments.
 - 5) Relinquishing Style: Receptive to input, empowering subordinates.
 - 6) Withdrawal Style: Avoidant, often counterproductive in organizational settings.
- These styles are influenced by individual personalities (e.g., sanguine, melancholic, choleric, phlegmatic), gender differences, and cognitive preferences (left-brain vs. right-brain dominance), necessitating adaptive communication strategies.

2.4 Conflict Management

Conflict is inevitable in organizations but can be functional if managed constructively. Robbins highlights that conflict progresses through phases: potential opposition, cognition, intentions, behavior, and outcomes. Rahim (2001) categorizes conflict management styles into five approaches:

- 1) Integrating: Problem-solving collaboration addressing all parties' concerns.
 - 2) Obliging: Accommodating others' needs at the expense of one's own.
 - 3) Dominating: Asserting one's position to win at others' expense.
 - 4) Avoiding: Withdrawing from or ignoring conflict.
 - 5) Compromising: Mutual concessions to reach a middle ground.
- Effective conflict management minimizes dysfunctions (e.g., decreased productivity) while leveraging conflict for innovation and growth (Mahardika et al., 2022).

2.5. Theoretical Integration and Research Gaps

This study synthesizes communication management, organizational communication, leadership styles, and conflict management theories to analyze leadership practices in vocational schools (SMKs). Prior research has explored these domains individually, but few studies integrate them in educational contexts, particularly in Indonesia. For instance:

- 1) Soedarsono (2020) emphasized the role of communication management in organizational efficiency but did not explicitly link it to conflict resolution.
- 2) Rahim's (2001) conflict management model has been applied in corporate settings but remains underexplored in school leadership.
- 3) Tubbs and Moss's communication styles are well-documented yet rarely examined in conjunction with conflict management strategies.

This research addresses these gaps by investigating how leaders' communication styles influence their conflict management approaches, ultimately impacting organizational climate and performance in SMKs.

2.6 Conceptual Framework

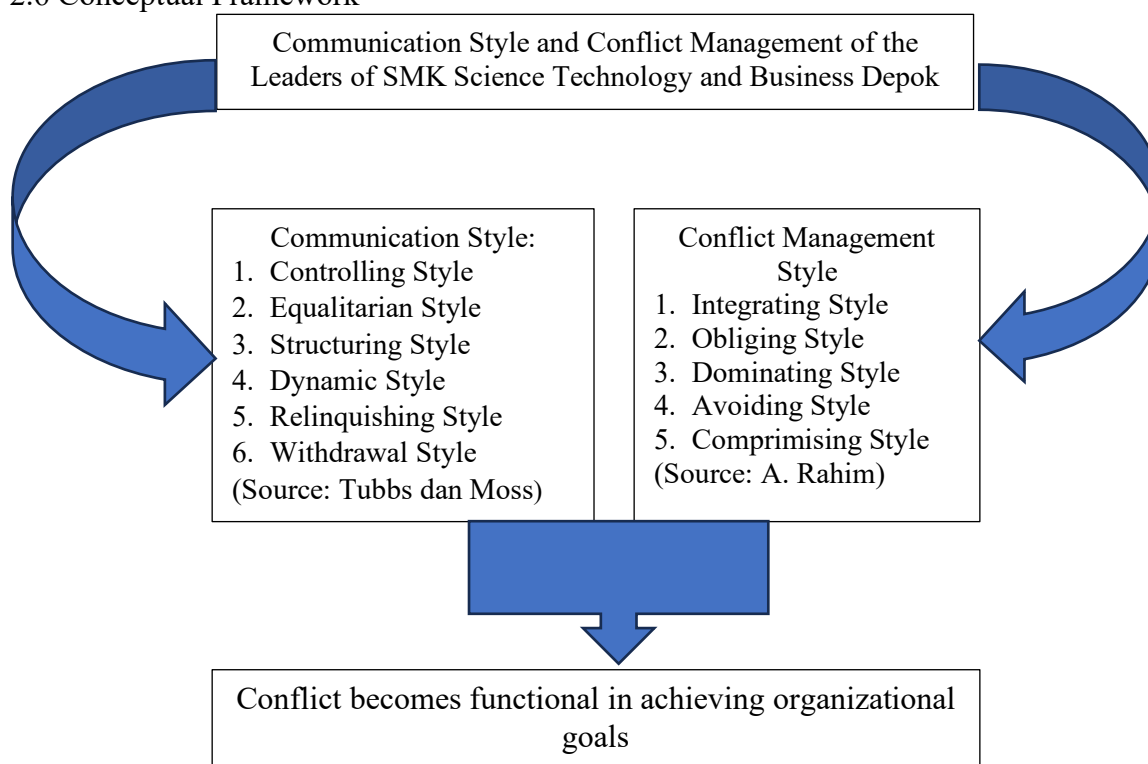


Figure 1. Research Thinking Framework Scheme

The conceptual framework (Figure 1) illustrates the interplay between communication styles (Tubbs & Moss) and conflict management styles (Rahim). It posits that:

- 1) Leaders' communication styles (e.g., equalitarian vs. controlling) directly affect their conflict management choices (e.g., integrating vs. dominating).
- 2) Organizational context (e.g., school culture, resource availability) moderates this relationship.
- 3) Effective alignment of communication and conflict strategies enhances institutional resilience and goal achievement.

This framework guides the analysis of how SMK leaders navigate communication and conflict to foster productive educational environments.

2.7. Hypothesis Development

Based on the theoretical integration, the study tests the following hypotheses:

- H1: Equalitarian communication styles positively correlate with integrating conflict management styles.
- H2: Controlling communication styles positively correlate with dominating conflict management styles.
- H3: Organizational support (e.g., training resources) moderates the relationship between communication styles and conflict management effectiveness.

These hypotheses will be explored through qualitative and quantitative assessments of leadership practices in SMK settings.

3. Methods

3.1 Research Design

This study employed a qualitative research design with a descriptive approach. The qualitative approach was selected to capture the depth of phenomena related to leaders' communication styles and conflict management strategies. The main objectives of qualitative research are to describe the research object, explore meanings behind the phenomena, and explain the dynamics occurring within the organizational context.

3.2 Scope and Object of the Study

The research was conducted at *SMK Science Technology and Business Depok*. The unit of analysis consists of school leaders and teaching staff who are directly involved in communication and conflict management practices within the organization. Informants were selected using purposive sampling, ensuring that participants possessed sufficient knowledge and experience relevant to the research focus. The informants included:

- 1) Vice Principal in Curriculum Affairs
- 2) Student Council Advisor (senior teacher)
- 3) Islamic Studies Teacher
- 4) Two Head of Study Programs
- 5) School Operator
- 6) Additionally, validation of findings was conducted through triangulation with parents and alumni, namely: Mrs. Lita Fatmawati Hadi, Mrs. Diah Ayu Munawaroh, Khairunnisa (alumna, class II), and M. Arruya Hanif Aulia (alumnus, class III).

3.3 Data Collection Techniques

Three data collection techniques were applied:

- 1) In-depth Interviews – to explore leaders' communication styles and conflict management practices based on informants' experiences.
- 2) Observation – to directly record leaders' behavior, communication patterns, and conflict situations within the school context.
- 3) Documentation – including photos, recordings, and written archives to support and validate findings from interviews and observations.

3.4 Operational Definition of Research Variables

- 1) Communication Styles (Tubbs & Moss): Controlling, Equalitarian, Structuring, Dynamic, Relinquishing, and Withdrawal styles, each operationalized through indicators such as authoritarianism, equality, structured communication, adaptability, flexibility, and indifference.

- 2) Conflict Management Styles (Rahim): Integrating, Obliging, Dominating, Avoiding, and Compromising styles, measured through indicators such as collaboration, accommodation, competition, avoidance, and compromise.

3.5 Data Analysis Techniques

Data analysis followed a thematic qualitative procedure:

- 1) Data Collection – gathering raw data from interviews, observations, and documentation.
- 2) Transcription – converting verbal and recorded information into textual form.
- 3) Coding – identifying keywords and assigning codes to recurring concepts.
- 4) Categorization – grouping codes into themes or categories.
- 5) Interpretation and Conclusion – drawing preliminary conclusions from categorized data.
- 6) Validation – employing credibility checks through prolonged observation, triangulation (source, technique, and time), peer discussions, and member checking with informants.

4. Results and Discussion

This study aimed to analyze the leadership communication and conflict management styles of the principal at SMK Science Technology and Business Depok. Data was collected through in-depth interviews with six informants holding various positions within the school, conducted from September 3 to 26, 2024. The findings are presented according to the theoretical frameworks of Tubbs and Moss (six communication styles) and Rahim (five conflict management styles).

4.1. Leadership Communication Style in Conflict Situations

4.1.1. Absence of a Controlling Style

The data consistently revealed that the principal does not employ a controlling communication style. Informants across different levels reported an absence of dominant, egocentric, or dictatorial behavior. The principal was not perceived as attempting to control subordinates' behavior or thoughts during conflicts.

- 1) "If it seems controlling, I do not see that in the school principal; regulating the behavior and thoughts of subordinates is also not too dominant when facing conflict" (Head of Broadcasting Study Program, September 3, 2024).
- 2) "The principal here is not a dictator" (Vice Principal of Curriculum, September 10, 2024).
- 3) "Not at all egocentric and not at all centralistic" (Head of Broadcasting Study Program, September 3, 2024).

Instead of controlling, informants noted that the principal expects subordinates to take the initiative. "For him, it's not about controlling, but rather the principal wants to be asked by his subordinates... and the subordinates must have the initiative to resolve the conflict" (School Operator, September 26, 2024).

4.1.2. Conditional and Restricted Equalitarian Style

The principal demonstrates behaviors associated with the equalitarian style, but these are conditional and restricted. While the principal engages in two-way communication and accepts input, this openness is not consistently applied to all staff.

Evidence of equalitarian behavior includes:

- 1) A willingness to accept suggestions and input: "As far as I know, personally when I give input, we share, he can accept it" (Senior Teacher of Islamic Studies, September 5, 2024).
 - 2) Use of deliberation (musyawarah): "Sometimes we are called in, just us, gathered for discussion" (Vice Principal of Curriculum, September 10, 2024).
 - 3) "Yes, there are times when the principal acts that way because he needs input from his subordinates, that's why he accepts input" (OSIS Supervisor, September 26, 2024).
- However, this openness is limited. Informants reported that the principal restricts opportunities to voice problems in meetings and is selectively open, primarily with a close circle of direct reports.

- 1) "From several coordination meetings, the principal here limits subordinates from conveying problems they are facing... the principal has not provided enough space and time" (Senior Teacher of Islamic Studies, September 5, 2024).
- 2) "He is not entirely open, only to a few people... he picks and chooses" (Vice Principal of Curriculum, September 10, 2024).
- 3) "What I see is that sometimes he is open, sometimes not... if it's open, it's usually for issues that don't tarnish the school's good name" (OSIS Supervisor, September 26, 2024).

4.1.3. Lack of Structuring Style

Findings indicate a clear absence of a structuring style. The principal is not formal, rigid, or overly procedural in approach. Informants described a lack of adherence to formal rules and procedures.

- 1) "It doesn't seem so, as long as the culture at the school runs smoothly, he is not too strict in enforcing rules" (Head of Broadcasting Study Program, September 3, 2024).
- 2) "In my view, he is not procedural... everything is left to and resolved by his vice-principals" (Vice Principal of Curriculum, September 10, 2024).
- 3) "Sometimes it's not procedural... the rules of the game are made when a problem arises... decision-making seems like anyone can make a decision" (School Operator, September 26, 2024).

The principal was described as informal, practical, and simple in handling problems, preferring to involve only a small group of people.

4.1.4. Absence of a Dynamic Style

The data shows that the principal does not exhibit a dynamic style. He is not perceived as aggressive, responsive, or stimulating critical thinking among subordinates.

- 1) "Not too aggressive and not responsive either... he seems to wait for a response from his vice-principals or teachers to give their opinion" (Head of Broadcasting Study Program, September 3, 2024).
- 2) "The principal will be responsive to conflict when it has become acute... but he often neglects teachers' rights" (Senior Teacher of Islamic Studies, September 5, 2024).
- 3) "He waits too long... and only acts when the conflict causes fear or has a major impact, usually because of image or good name" (Vice Principal of Curriculum, September 10, 2024).

Informants unanimously stated that the principal never demands critical thinking from his staff.

4.1.5. Relinquishing Style with Delegation of Responsibility

The principal exhibits characteristics of the relinquishing style, primarily by delegating authority and accepting input from subordinates.

- 1) "This is often, he is willing to accept suggestions and opinions, even if he later agrees or not" (Head of Broadcasting Study Program, September 3, 2024).
- 2) "The principal will accept input or support from his subordinates to assess which opinion is better" (Head of Culinary Study Program, September 4, 2024).
- 3) Communication is described as two-way but predominantly "bottom-up," flowing from subordinates to the principal.

This delegation often results in subordinates handling most conflicts, with the principal merely approving decisions. "There is no stimulus... just let the vice-principals think about it... the principal just approves" (Head of Broadcasting Study Program, September 3, 2024).

4.1.6. Prominent Withdrawal Style

A strong pattern of withdrawal style behavior was identified. The principal is frequently perceived as neglectful, irresponsible, and avoidant of his duties, particularly in conflict resolution.

- 1) "Ideally, a leader cannot wash his hands of matters, but looking at reality... the principal is negligent of his responsibilities" (Senior Teacher of Islamic Studies, September 5, 2024).
- 2) "There is an impression of not caring... it happens in almost all conflicts. He is unable to think, has no vision for the future" (Vice Principal of Curriculum, September 10, 2024).
- 3) "He tends not to communicate with his subordinates and seems not to care" (Vice Principal of Curriculum, September 10, 2024).

Specific examples include delayed programs (LDKS, study tours), unpaid teacher allowances, and a failure to address parental complaints, leading to tangible losses for the school and staff.

4.2. Leadership Conflict Management Style

4.2.1. Absence of Integrating Style

There was no evidence of the integrating style, which involves deep collaboration with all parties to find mutually satisfying solutions. The school reportedly lacks collaboration with the surrounding community or other organizations. "Since the founding, we have never collaborated with the surrounding community or other school organizations" (OSIS Supervisor, September 26, 2024).

4.2.2. Occasional Obliging Style

The principal occasionally demonstrates an obliging style by prioritizing the interests of subordinates and the organization over his own.

- 1) "On payday, he said he wouldn't take a salary because student tuition payments didn't meet the target percentage with the foundation... but he still asked the Foundation to pay the teachers' salaries" (Vice Principal of Curriculum, September 10, 2024).
- 2) The School Operator noted the principal would take over tasks himself if subordinates could not complete them to ensure school activities ran smoothly.

4.2.3. Absence of Dominating Style

Informants agreed that the principal does not use a dominating style. He is not seen as selfish or pressuring his subordinates during conflicts. "Not pressuring, seems freer" (Head of Broadcasting Study Program, September 3, 2024).

4.2.4. Prevalent Avoiding Style

The avoiding style is frequently employed. The principal often delays addressing conflicts, leading to negative consequences.

- 1) "This has caused losses... the principal did not immediately take a quick stance, and that was the solution that should have been taken" (Head of Culinary Study Program, September 4, 2024).
- 2) "In fact, yes... there are many cases... the principal cannot provide a solution, so he seems to avoid" (Senior Teacher of Islamic Studies, September 5, 2024). This avoidance results in unresolved issues, such as unpaid teacher honorariums for completed programs like PKL (Industrial Work Practice).

4.2.5. Compromising Style for Practical Solutions

The principal utilizes a compromising style, engaging in bargaining to reach practical solutions, especially for minor issues.

- 1) "Yes, full of compromise... for example, if a productive teacher needs a cable for practice that costs eleven thousand, he will say 'just buy it first and it will be reimbursed'... but for expensive things, later" (Head of Broadcasting Study Program, September 3, 2024).
- 2) This style is used to find a middle ground when other strategies are not feasible.

4.3 Discussion

This study set out to investigate the communication and conflict management styles of the principal at SMK Science Technology and Business Depok. The findings reveal a complex and paradoxical leadership profile characterized not by a single dominant style, but by a combination of predominantly passive and avoidant approaches, with significant implications for organizational health.

4.3.1 The Paradox of Non-Controlling Yet Structurally Restrictive Leadership

The most striking finding is the consistent absence of a Controlling Style. The principal is not perceived as dictatorial, egocentric, or overtly dominant (Tubbs & Moss in Ruliana, 2014), which aligns with modern, participative leadership ideals that reject authoritarianism (Northouse, 2021). This absence of interpersonal control is initially positive.

However, this lack of overt control masks a critical structural issue: a de facto restriction of communication flow. While the principal engages in two-way communication with immediate subordinates (Vice-Principals), the broader staff experiences a highly restricted, one-way communication structure. This creates a significant paradox: the principal is not psychologically controlling, yet the structural implementation of their communication strategy exerts a controlling effect on the wider organization. This gatekeeping function, where information is bottlenecked through a small management team, limits transparency, fosters an in-group/out-group dynamic, and stifles organizational-wide initiative and innovation (Keyton, 2017). This suggests that the negative impacts of controlled communication can

occur even in the absence of a leader with a consciously controlling personality, a nuance that extends the understanding of Tubbs and Moss's framework.

4.3.2 The Conditional Nature of Participative Styles

The principal demonstrates behaviors associated with the Equalitarian and Relinquishing styles, but their application is conditional and inconsistent, reducing their effectiveness.

The principal engages in two-way communication, accepts input, and occasionally employs musyawarah (deliberation to reach consensus). This aligns with the Relinquishing style, which is effective when a leader delegates to competent, experienced subordinates (Tubbs & Moss in Ruliana, 2014). The principal appears to rely on this, delegating significant conflict resolution to capable vice-principals.

However, this participative approach is severely limited. Openness is granted selectively ("only to a few people") and is often contingent on the nature of the problem, with issues perceived as damaging to the school's reputation being handled less transparently. This conditional egalitarianism undermines trust and creates an environment of uncertainty, where staff cannot predict if or when their voices will be heard. It transforms a potentially positive Relinquishing style into a mere management tactic rather than a genuine leadership philosophy. This finding contrasts with idealistic portrayals of participative leadership and highlights how its implementation can be fragmented and ineffective in practice.

4.3.3 The Dominance of Avoidance: Withdrawal as a Primary Response

The most dominant and concerning pattern that emerges is the pervasive use of the Withdrawal Style, which blurs the line between delegation and abdication.

The principal is frequently described as unresponsive, passive ("waiting for a response from subordinates"), and only acting when a conflict escalates to a direct threat to the school's image or reputation. There are numerous reports of unresolved issues, delayed programs, and unpaid allowances, indicating a fundamental failure to take responsibility. The principal was explicitly characterized as "neglectful," "irresponsible," and "fearful of risk."

This represents a significant leadership vacuum. The principal's behavior aligns with Rahim's (2001) Avoiding conflict management style, which he notes is dysfunctional for serious, ongoing problems. While avoidance can be a strategic choice for minor issues, its consistent use for significant organizational challenges—such as financial disputes with staff and parents—reveals a critical leadership deficiency. This withdrawal leads to tangible organizational dysfunction, staff frustration, financial harm, and reputational damage, suggesting that the absence of negative styles (Controlling) is insufficient if replaced with absence itself.

4.3.4 Theoretical and Practical Implications

Theoretically, this study contributes to leadership literature by illustrating that the absence of negative, controlling behaviors does not automatically equate to effective leadership. A leader can avoid being authoritarian yet still fail profoundly due to passivity, structural isolation, and an over-reliance on avoidance strategies. This research refines the models of Tubbs & Moss and Rahim by showing how styles like Relinquishing and Equalitarian can be neutered by conditional application and how Withdrawal can become a de facto dominant style.

Practically, the findings indicate a school environment operating with a significant leadership deficit. The organization's functionality is heavily, and perhaps precariously, dependent on the competence of subordinate vice-principals. For organizational health to improve, targeted interventions are necessary. These could include:

- 1) Leadership Coaching: Focused on developing proactive communication, decision-making, and conflict engagement skills for the principal.
- 2) Structural Reforms: Implementing transparent communication channels (e.g., regular all-staff forums, digital updates) to break down informational bottlenecks.
- 3) Clear Protocols: Establishing clear and formalized procedures for conflict resolution and financial management to reduce ambiguity and reliance on ad-hoc solutions.

Ultimately, if these behavioral patterns are entrenched and resistant to change, the findings raise a more serious question about leadership suitability, suggesting that personnel change may be a necessary consideration for the school's future stability and growth.

5. Conclusion

This study examined the communication and conflict management styles of school leaders at SMK Science Technology and Business Depok. The findings demonstrate that leaders do not rely on a single dominant communication style but rather employ a combination of approaches. Specifically, the leaders integrated relinquishing and equalitarian communication styles, while occasionally adopting a withdrawal style. This combination reflects both openness to staff participation in decision-making and confidence in the competence of subordinates to independently manage emerging conflicts.

In terms of conflict management, the leaders primarily applied obliging and compromising styles, with occasional use of avoiding strategies. The obliging approach was evident when leaders assumed responsibility for unresolved tasks, while compromising was employed to maintain harmony and prevent escalation of disputes. The avoiding style, on the other hand, reflected a delegation of responsibility to competent subordinates, consistent with the relinquishing communication approach.

Overall, these findings highlight the dynamic interplay between communication and conflict management in educational leadership. Effective leadership at SMK Science Technology and Business Depok is characterized by a balance between empowerment and hierarchical responsibility. This implies that leadership effectiveness is not solely determined by authority but also by the ability to foster collaboration, trust, and functional conflict resolution within the school environment.

Future research may expand this study by incorporating multiple case studies across different educational institutions to provide comparative insights. Moreover, quantitative approaches could be employed to validate the relationship between communication styles, conflict management strategies, and organizational outcomes in the educational sector.

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