

DEVELOPMENT OF A MOOCS ON ORGANIZATION CONFLICT MANAGEMENT: STRATEGIES, APPROACHES, AND IMPLEMENTATION IN ORGANIZATIONS

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Abstract

This study aims to develop a Massive Open Online Courses (MOOCs) on the topic of *Organizational Conflict Management: Strategies, Approaches, and Implementation in Organizations* as an alternative online learning platform to enhance conflict management skills in modern organizations. Employing the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation), the study produced an LMS-based online course comprising eight learning sessions delivered through a self-paced instruction approach. The analysis phase involved interviews with conflict management experts to design case-based materials and contextually relevant conflict resolution strategies. Feasibility testing results indicate that the MOOCs meets the criteria of “Excellent” in media (84.5%), language (80.5%), and content (84.5%). The course materials were developed by integrating animated videos, automated assessments, and practical exercises. This MOOCs offers flexibility and broad accessibility in learning and is considered relevant to organizational needs in addressing complex conflict challenges. Therefore, it presents a strategic solution for enhancing both individual and organizational capacity in fostering a harmonious, adaptive, and productive work culture.

Keywords: MOOC, Organization Conflict Management, Organizational Conflict, ADDIE Model

1 INTRODUCTION

An organization comprises diverse and interdependent components that collaborate to achieve specific objectives. This diversity often gives rise to disagreements, which can eventually lead to conflict. In the organizational context, conflict is an inevitable phenomenon, particularly due to individual differences in background, interests, and perspectives (Anwar, 2018). When individuals with differing goals come together within an organization, the potential for conflict becomes a natural occurrence. If not properly managed, such conflict can negatively affect both individual and team performance.

According to Nugroho (2020), conflict can occur at any time and is often unpredictable. Meanwhile, Wartini (2016) defines conflict as an interactional process that arises from incompatibilities or differences between two perspectives. These may involve organizational scale, degree of specialization, clarity of jurisdiction, alignment between individual and organizational goals, leadership style, or the reward system implemented. Whether consciously recognized or not, conflict is the result of ongoing interactions between individuals or groups over an extended period. Such interactions can give rise to conflict due to miscommunication—both verbal and nonverbal—as well as underlying motives related to religion, culture, education, economy, and politics.

In modern organizations, the challenges of managing conflict have become increasingly complex. Effective organization conflict management not only involves resolving disputes but also understanding their root causes and implementing strategies to prevent future conflicts. This includes open communication, a collaborative approach, and adequate training for both employees and managers. When managed properly, conflict can serve as a catalyst for innovation and enhanced productivity. Constructive conflict encourages team members to think more critically, fosters creativity, and leads to the discovery of new solutions to various organizational challenges (Rozalina, 2013).

Many organizations still lack a systematic approach to conflict management. Conflicts are often overlooked or addressed reactively, leading to decreased work motivation, interpersonal tension, and a decline in work quality. A study by Nasrudin et al. (2021) revealed that interpersonal conflict is the most common type of conflict occurring in organizations in Indonesia, frequently caused by differences in perception, poor communication, and authoritarian leadership styles. Similarly, research by Maksum and Azizah (2020) found that hierarchical organizational cultures and the lack of conflict management training often result in conflicts being inadequately addressed. These findings highlight the urgent need for a more systematic and proactive conflict management strategy.

If not properly managed, conflict can incur significant costs for an organization. Unresolved conflict may lead to high employee turnover, increased absenteeism, and a decline in organizational loyalty. In the long term, this not only affects individual performance but also damages the organizational culture and reputation. On the other hand, organizations that effectively manage conflict tend to foster a healthier work environment, harmonious

interpersonal relationships, and more cohesive teams. These factors form a critical foundation for improving work quality, both in terms of productivity and the achievement of strategic organizational goals (Mulyanto, 2018).

According to Ross et al. (1993), conflict management refers to the actions taken by the involved parties or a third party to steer disputes toward a positive resolution. Rialmi (2021) describes conflict management as a process comprising several stages: conflict prevention, conflict resolution, conflict handling, conflict settlement, and conflict transformation. Rahim (2023) emphasizes that the primary goals of conflict management are to effectively identify conflicts, minimize their negative impacts, and maximize their potential benefits. Poorly managed conflicts can lead to negative consequences such as discomfort in the workplace, reduced productivity, and weakened employee loyalty. In contrast, professionally managed conflicts can yield positive outcomes, including increased creativity, enhanced productivity, and improved working relationships (Taufiquzzaman et al., 2021). Therefore, an effective conflict management strategy should involve open communication, conflict management training, and mediation when necessary.

Conflict within organizations can arise from various factors, including differences in perspectives, interests, and communication styles among individuals. Several studies highlight that conflict management is often associated with conflict resolution strategies. For instance, Kaisupy and Maing (2021) emphasize negotiation strategies as an approach to resolving disputes between conflicting parties, while Nugroho (2022) equates conflict management with resolution-oriented communication. This indicates that approaches to conflict management remain diverse and continue to evolve in both theory and practice. Research by De Dreu and Weingart (2003) found that organizations that implement proactive conflict management strategies tend to exhibit higher operational efficiency compared to those that respond reactively to conflict. Conflict management is not only about resolving existing disputes but also about preventing the escalation of conflicts that could potentially harm the organization.

As the complexity of modern work environments continues to grow, the need for effective conflict management becomes increasingly relevant. Globalization, technological change, and workforce diversity present new challenges in maintaining workplace harmony. This underscores the importance of conflict management strategies that are both adaptive and responsive to organizational dynamics. A study by Mahardika et al. (2021) highlights the

significance of a collaborative approach to conflict resolution, particularly within multicultural organizations in Indonesia.

In response to these challenges, the development of a Massive Open Online Courses (MOOCs) on Organization Conflict Management emerges as a relevant solution to provide the public with a comprehensive understanding of the concepts, strategies, and practical applications of conflict management within organizations. MOOCs, as online learning platforms, offer broad access to educational content on organizational conflict management, thereby enhancing individuals' skills in addressing and resolving conflicts professionally. This reflects the higher education sector's commitment to inclusivity by promoting and expanding learning opportunities to the wider public through platforms known as Massive Open Online Courses (MOOCs) (Pomerol et al., 2015). MOOCs are online learning platforms that facilitate open and large-scale access to academic content and skill development, serving as an integral component of distance learning with broad reach and massive participation. The adoption of MOOC platforms aligns with previous research, which found that 84.03% of participants rated online learning using MOOCs as highly effective (Oksatianti et al., 2020). Therefore, the development of a Organizational Conflict Management MOOC is expected to support organizational effectiveness in managing conflict and contribute to the creation of a more harmonious and productive work environment.

There are two types of MOOCs from a pedagogical perspective: (1) cMOOCs, which emphasize interaction among participants, and (2) xMOOCs, which focus on interaction between learners and the pre-designed instructional materials. The MOOC developed in this study falls under the category of xMOOC. The xMOOC pedagogy is more structured, as the course content is prepared in advance by the MOOC developers. The learning materials provided through the Learning Management System (LMS) consist of eight sessions, each culminating in a competency assessment. Participants who pass the assessment will receive a certificate of completion, while those who do not will be awarded a certificate of participation. The learning process in an xMOOC follows a sequential flow of materials, including video content and assessments that are automatically graded by the system. Typically, xMOOCs are scheduled with specific deadlines, and learners tend to play a passive role since the course is instructor-designed (Belawati, 2019). The MOOC developed in this study adopts a fully online learning model and utilizes asynchronous communication methods for learner interaction.

This MOOCs is developed based on recent research on organizational conflict management in modern workplace settings. A study by Nasrudin et al. (2021) highlights that interpersonal conflict remains a major issue within organizations in Indonesia, primarily due to differences in perception, poor communication, and authoritarian leadership. Additionally, research by Mahardika et al. (2022) emphasizes the importance of collaborative approaches in resolving conflicts within multicultural environments. This MOOCs will integrate these recent research findings into case studies and conflict resolution strategies, thereby providing learners with contextualized, relevant, and evidence-based insights.

Based on observations of currently available MOOCs offerings, the researcher identified a lack of courses specifically focused on conflict management skills. In response to this issue, the research problem is formulated as follows: how should a MOOCs be designed and delivered to better support and facilitate the development of skills necessary for effective organizational conflict management? The development of this MOOCs is essential, as it aims to equip participants with the competencies needed to manage organizational challenges through adequate conflict management skills, thereby enabling organizations to grow and thrive.

2 METHODOLOGY

The development of this MOOC innovation falls within the scope of research and development (R&D) activities. The ADDIE model is employed in the development process. This model is chosen because of its well-structured and detailed procedures, making it suitable for developing instructional learning media, and because it aligns with the specific objectives intended for the media being created. An additional benefit of the ADDIE model is that it facilitates a straightforward development process and includes trial testing to ensure the reliability of the media being developed (Serevina, 2018).

The ADDIE model development consists of five stages: (1) Analysis, (2) Design/Planning, (3) Development, (4) Implementation, and (5) Evaluation/Feedback. The initial stage of this research is analysis, which involves identifying existing problems at the selected research site. The design stage refers to the creative process of developing the media's visual layout and navigation flow. Development involves producing the media in accordance with the design created in the planning stage. Implementation refers to the practical application of the

developed instructional media. Finally, evaluation is conducted to assess the quality and effectiveness of the produced media (Tegeh & Kirna, 2010).

3 FINDINGS AND DISCUSSION

The main finding of this study is the development of a Massive Open Online Courses (MOOCs) titled *Organizational Conflict Management: Strategies, Approaches, and Implementation in Organizations*. This MOOC represents an innovative learning solution designed to enhance essential skills for addressing and managing conflict, particularly in increasingly complex organizational environments in the era of Industry 4.0. The course aims to provide a comprehensive understanding of how conflict arises, strategies for resolving it, and the practical application of effective conflict management techniques. This research emphasizes that the core objective of the initiative is to equip individuals and organizations with practical competencies in handling conflict, thereby fostering a more harmonious and productive work environment. In the face of rapidly evolving organizational dynamics, the MOOCs offers relevant training to strengthen conflict management skills while also presenting evidence-based insights. The development of this MOOC follows the systematic ADDIE model, which comprises five stages: analysis, design, development, implementation, and evaluation. A detailed explanation of each stage will be presented in the subsequent sections.

3.1 Analysis Stage

The initial stage in the development of this MOOCs involved a needs analysis process, which included interviews with two experts in organizational conflict management—a university lecturer and a practitioner with direct experience in handling workplace conflicts. These interviews were conducted using a semi-structured format to gain in-depth insights into the essential topics and materials that should be included in the *Conflict Management: Strategies, Approaches, and Implementation in Organizations* MOOCs. This approach ensured that the developed content would be both relevant and applicable.

Based on the interview results, the experts highlighted that organizational conflict often arises from differences in interests, perceptions, and communication styles among individuals. This underscores the need for specialized skills to understand interpersonal dynamics and apply appropriate conflict management strategies. Effective conflict management, they emphasized,

is crucial not only for resolving disputes but also for turning conflict into a learning opportunity for the organization.

“Many organizational leaders and members struggle to identify the root causes of conflict, as differences in values, interests, and unconscious communication styles often serve as deep-seated triggers. They require practical training to effectively carry out mediation and targeted resolution.” (Expert Interview 2)

These findings are supported by a study conducted by Dewi et al. (2024), which states that interpersonal conflict is one of the major challenges faced by organizations in Indonesia, primarily due to poor communication and rigid leadership. Arroyyani et al. (2023) emphasize that conflict often arises from a misalignment between individual and organizational goals, as well as unclear roles and responsibilities. Munthe (2024) further highlights that effective conflict management requires early identification efforts and the implementation of open communication strategies.

The experts also emphasized the importance of practical, case-based learning in the development of the MOOCs. They noted that purely theoretical content would be insufficient in helping participants grasp the real-world dynamics of conflict within organizations. A case-based approach was considered more relevant and effective, as it allows learners to examine concrete examples of conflicts arising in various organizational contexts.

“The MOOC should include case studies—for instance, how interdepartmental conflicts emerge and how collaborative strategies can be applied to prevent escalation.” (Expert Interview 2)

This perspective underscores the need for MOOCs content to present common conflict scenarios within organizations, enabling participants to learn practical steps for managing such situations directly. In the context of conflict management, this kind of practical approach is considered essential for fostering a productive and conducive work culture. Sukmana et al. (2025) explain that well-managed conflict can act as a catalyst for innovation and improved collaboration among team members. Therefore, the development of a MOOCs that emphasizes practical experience, case studies, and cross-functional collaboration will be key to equipping learners with skills that are relevant to the demands of the modern workplace.

Another expert also emphasized that conflict management training should not be limited to theory but must include simulations, case discussions, and communication skills practice. By

applying theoretical concepts through real-world exercises, participants can better understand the challenges and competencies required to address workplace conflict (Sumianto et al., 2024). This approach is considered essential for developing effective communication skills, which are seen as a key element in successful conflict resolution.

“It’s not just the theory that matters, but also practical training on how to deal with conflict situations directly... this can be done through case discussions or related simulations, and most importantly, by developing communication skills.” (Expert Interview 1)

The experts highlighted the need to integrate content on the causes of conflict and various conflict resolution styles, such as compromise, accommodation, or collaboration (Ichsan, 2022). This is essential for MOOCs participants to understand that no single strategy fits all conflicts; instead, approaches must be adapted to the specific context. Adaptive training will help participants become more flexible and sensitive in selecting the most appropriate strategies to resolve conflicts constructively and effectively.

The use of MOOCs as a learning medium is considered highly suitable due to its open and flexible nature. MOOCs offer broader access for individuals and organizations that may not have had the opportunity to participate in formal training. This serves as a timely response to the urgent need for training materials relevant to conflict challenges in various workplaces, especially in today's digital era.

“MOOCs can reach more people, including those who have not previously had access to adequate conflict management training.” (Expert Interview 1)

This perspective aligns with Yuan & Powell (2013), who noted that MOOCs provide flexible, affordable learning access and support diverse learning styles. The application of MOOCs in the context of conflict management is therefore relevant as a practical solution. Additionally, it represents a strategic step toward fostering a more harmonious and adaptive organizational culture.

In addition, interviews with experts provided several suggestions regarding the content that should be included in the *MOOCs Manajemen Konflik: Strategi, Pendekatan, dan Implementasi dalam Organisasi*. The experts emphasized the importance of content that is up-to-date and applicable. They also highlighted the need for feedback mechanisms so that participants can fully grasp the concepts and strategies for effective conflict management.

“To learn conflict management strategies through MOOCs, participants need content that includes real case studies, the latest developments in conflict resolution, and best practices that can be directly applied in the workplace. The course should be designed with a practical approach through simulations, discussions, and case study exercises. It's also important for participants to interact and share experiences with each other to gain diverse perspectives.”
(Expert Interview 1)

“The course content must include real workplace contexts, such as how interdepartmental conflicts are resolved through mediation or collaboration. To support this, enrichment materials or open educational resources (OERs) are also essential.” (Expert Interview 2)

This aligns with the findings of Sari et al. (2025), which emphasize that effective conflict management learning must include mediation practices, collaborative discussions, and case studies to instill deep understanding. The integration of open educational resources (OER) is essential to enrich the content of the MOOCs and enable participants to engage in self-directed learning (Rahayu & Widodo, 2017). This indicates that this MOOCs is not solely focused on theory but also provides a contextual learning experience grounded in the practical needs of modern organizations. Therefore, the course is expected to enhance both individual and organizational capacity to manage conflicts more adaptively and productively.

3.2 Design & Development Stage

The results obtained from the analysis stage served as the foundation for proceeding to the design and development stage. In this phase, the content materials and visual layout of the MOOCs were designed to address the practical skill needs of the target audience. This study specifically emphasizes the development of MOOCs content implemented through a Learning Management System (LMS), employing a *self-paced instruction* approach that allows participants the flexibility to adjust their own learning schedules. The main focus developed in this topic is on key skills relevant to organizational conflict management within organizations. The design and development stages of the MOOCs in this study included the following steps.

1. Development of PowerPoint materials covering the following topics:
 - A. Concepts of Conflict and Conflict Resolution
 - B. Scope and Nature of Conflict Management
 - C. Strategies for Managing Conflict

- D. Line and Staff Conflict
 - E. Approaches in Conflict Management
 - F. Handling Strategies and Fostering Constructive Conflict
 - G. Effective Interventions in Conflict Management
2. Utilizing graphic animation techniques to produce visually engaging and contemporary videos.
 3. Developing formative assessments and practice questions for each session.
 4. Preparing session introductions, summaries, and material descriptions for each session.
 5. Expert review of the developed MOOCs materials.
 6. Reviewing findings from the investigation.
 7. Uploading materials onto the Universitas Terbuka MOOCs Learning Management System (LMS).

3.3 Implementation & Evaluation Stage

The third stage of this research is implementation and evaluation. After the MOOCs were developed, the implementation stage was carried out by involving experts with competencies in conflict management content, instructional media design, and language usage. These experts assessed the feasibility of the content, the quality of presentation, and the effectiveness of the instructional media that had been designed, in order to identify potential weaknesses or areas for improvement. The experts were asked to complete a provided questionnaire so that the evaluation results could be collected quantitatively and used as a basis for further refinement.

The main objective of this feasibility test was to evaluate whether the design of the conflict management MOOCs could be effectively implemented as an open and flexible learning medium. The assessment was conducted comprehensively, including aspects such as content accuracy, language clarity, and media design quality. Thus, this implementation and evaluation stage serves as a crucial step in perfecting the MOOCs so they are truly ready to be used as a platform for developing conflict management skills across various organizations.

3.3.1 Media Feasibility Test Results

The media validation assessment included two components: (1) the visual and audio elements of the MOOCs, and (2) the implementation and engineering of the software tools. Table 1

presents the results of the media experts' evaluation regarding the appropriateness of the media used in the MOOCs.

Table 1. Feasibility Test Results by Media Experts

No.	Aspect	Item Number	Average Feasibility Percentage (%)	Criteria
1	Visual and audio of the MOOCs	1—10	87,0	Excellent
2	Implementation and software engineering	11—15	82,0	Excellent
Overall Average Score			84,5	Excellent

Berikut adalah penjelasan hasil uji kelayakan yang dilakukan oleh ahli media terhadap MOOCs.

1. Visual and Audio of the MOOCs

The visual and audio aspects cover six key indicators: layout accuracy, suitability of visual design, image clarity, text readability, background music compatibility, and video quality. The evaluation results show that the average feasibility percentage for this aspect reached 87.0%. This figure indicates that the visual and audio aspects of the MOOCs meet the "Excellent" criteria and effectively support the delivery of the material.

2. Software Engineering

The assessment of the implementation and software engineering aspect includes two indicators: the overall quality of the media and ease of use for users. The average feasibility percentage for this aspect was 82.0%. This result confirms that the implementation and software engineering of the MOOCs also meet the "Excellent" criteria in supporting the smooth delivery of online learning.

The aggregate average score for the overall media feasibility of the MOOCs is 84.5%, which falls under the interpretation of "Excellent", based on the combined percentages of the two aspects above.

3.3.2 Language Feasibility Test Results

The language validation assessment covers three components: effectiveness, communicative sentences, and language clarity. The assessment instrument was developed in accordance with

the language feasibility standards required for educational media. The results of the language feasibility assessment are presented in Table 2.

Table 2. Feasibility Test Results by Language Expert

No.	Aspect	Item Number	Average Feasibility Percentage (%)	Criteria
1	Sentence Effectiveness	1—5	81,5	Very Good
2	Communicative Sentences	6—10	77,0	Good
3	Language Clarity	11—15	83,0	Very Good
Overall Average Score			80,5	Sangat Baik

The results of the MOOCs language feasibility assessment conducted by the language expert are discussed below.

1. Sentence Effectiveness in the MOOCs

The sentences used in the MOOCs materials were evaluated to have very good effectiveness. This is reflected in the average feasibility percentage for each indicator, which reached 81.5%, indicating that the sentences were well-constructed to support material comprehension.

2. Communicativeness of Sentences in the MOOCs

The language used in the MOOCs was considered communicative and effective in conveying messages clearly. The average feasibility percentage for this indicator was 77.0%, which falls into the “Good” category.

3. Language Clarity in the MOOCs

In terms of clarity, the language used in the MOOCs materials received an average feasibility percentage of 83.0%, indicating that the language was “Very Good” and facilitated participants in understanding the content.

Overall, the aggregate average result for language feasibility in these MOOCs was 80.5%. This score confirms that the use of language in the learning media meets good quality standards, supports effective communication, and facilitates the learning process for participants.

3.3.3 Material Feasibility Test Results

The material validation assessment covered three dimensions: content feasibility, presentation feasibility, and the use of animated video in the MOOCs media. Table 3 presents the results of the material feasibility evaluation.

Table 3. Feasibility Test Results by Subject Matter Experts

No.	Aspect	Item Number	Average Feasibility Percentage (%)	Criteria
1	Content feasibility in MOOCs media	1—7	79.0	Good
2	Presentation feasibility in MOOCs media	8—15	86.5	Very Good
3	Use of animated video in MOOCs media	16—20	88.0	Very Good
Overall Average Score			84,5	Very Good

The following is a description of the results of the content feasibility assessment of the MOOCs conducted by subject matter experts.

1. Content Feasibility in MOOCs Media

The content feasibility of the MOOCs material was assessed based on two main indicators: the accuracy of the material presented and its relevance to the competencies to be achieved. The average feasibility percentage for this indicator was 79.0%, indicating that the content meets the "Good" criteria and is suitable for use in learning.

2. Presentation Feasibility in MOOCs Media

The presentation aspect was assessed based on the delivery technique and the use of visual or narrative support. This aspect received an average feasibility percentage of 86.5%. This score indicates that the presentation of the material in the MOOCs meets the "Very Good" criteria and facilitates participants' understanding of conflict management material.

3. Use of Animated Videos in MOOCs Media

The indicator on the use of animated videos focused on their effectiveness and visual appeal as a learning medium. It received an average feasibility score of 88.0%. This shows that the use of animated videos in the MOOCs material is "Very Good" in supporting participant engagement.

Overall, the average aggregate score for the content feasibility assessment was 84.5%, indicating that the MOOCs material meets the "Very Good" criteria and is suitable for use as an effective learning medium for conflict management.

4 CONCLUSION

This study developed a Massive Open Online Courses (MOOCs) titled *Organizational Conflict Management: Strategies, Approaches, and Implementation in Organizations*, designed as an online learning solution to enhance practical skills in managing conflict within modern workplace settings. Based on all phases of the ADDIE model, this MOOCs has met high-quality standards and is ready for broader implementation. The analysis phase involved in-depth interviews with conflict management experts who emphasized the importance of case-based, hands-on content, as well as materials that are adaptive and relevant to the dynamics of conflict commonly found in organizations. The implementation and evaluation phase showed that the MOOCs is rated as excellent in terms of media, content, and language. This indicates that the course excels not only in visual and instructional design but also presents contextual and easy-to-understand material. The MOOCs offers participants the flexibility to learn independently, accommodates diverse learning styles, and provides a practical learning experience. Thus, it can effectively support and facilitate the development of conflict management skills in a flexible and applicable way. This MOOCs is expected to serve as a viable alternative to promote a more harmonious, adaptive, and productive organizational culture.

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