

ENHANCING STUDENTS' UNDERSTANDING OF CONFLICT MANAGEMENT STYLES IN THE RAILWAY SECTOR

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Abstraksi

Kegiatan pengabdian kepada masyarakat yang diselenggarakan dalam bentuk bimbingan teknis ini bertujuan untuk meningkatkan pemahaman mahasiswa mengenai berbagai gaya manajemen konflik yang dimiliki oleh masing-masing individu. Dalam kegiatan ini, peserta diberikan kesempatan untuk mengidentifikasi gaya manajemen konflik yang mereka gunakan dalam menghadapi berbagai situasi. Setelah peserta memahami gaya manajemen konflik yang mereka miliki, pemateri memberikan penjelasan secara mendalam mengenai kelebihan dan kelemahan dari masing-masing gaya tersebut. Selain itu, peserta juga diberikan wawasan mengenai strategi yang dapat diterapkan dalam mengelola konflik secara efektif sesuai dengan gaya manajemen konflik yang mereka miliki. Kegiatan ini diikuti oleh 118 peserta yang berasal dari latar belakang bidang perkeretaapian. Dalam pelaksanaannya, kegiatan ini terdiri dari tiga tahapan utama. Tahap pertama adalah pre-test yang bertujuan untuk mengidentifikasi pemahaman awal peserta mengenai gaya manajemen konflik. Tahap kedua adalah pengukuran gaya manajemen konflik yang dimiliki oleh masing-masing peserta menggunakan instrumen *Rahim Organizational Conflict Inventory II* (ROCI-II), yang merupakan alat ukur yang valid dan reliabel dalam mengkategorikan gaya manajemen konflik individu. Tahap ketiga adalah sesi penyampaian materi yang berfokus pada pemahaman lebih lanjut mengenai karakteristik, kelebihan, serta keterbatasan dari setiap gaya manajemen konflik. Berdasarkan hasil pengukuran yang telah dilakukan, ditemukan bahwa mayoritas peserta, yaitu sebesar 97,5%, memiliki kecenderungan untuk menggunakan gaya manajemen konflik *collaborating*, yang menekankan pada kerja sama dan pencarian solusi yang saling menguntungkan bagi semua pihak. Sementara itu, sebanyak 2,5% peserta menunjukkan kecenderungan untuk menggunakan gaya manajemen konflik *avoiding*, yang ditandai dengan upaya menghindari konflik dalam situasi tertentu. Temuan ini memberikan gambaran mengenai preferensi mahasiswa dalam menghadapi konflik serta memberikan dasar bagi pengembangan strategi peningkatan keterampilan manajemen konflik yang lebih efektif di masa mendatang.

Kata kunci: *gaya manajemen konflik; sumber daya manusia perkeretaapian; konflik organisasi*

Abstract

This community service activity, conducted in the form of technical training, aims to enhance students' understanding of various conflict management styles possessed by each individual. In this activity, participants are given the opportunity to identify the conflict management styles they use in dealing with different situations. Once participants understand their respective conflict management styles, the speakers provide an in-depth explanation of the advantages and disadvantages of each style. Additionally, participants are given insights into strategies that can be applied to effectively manage conflicts based on their conflict management styles. This activity was attended by 118 participants from the railway sector. Its implementation consists of three main stages. The first stage is a pre-test aimed at identifying participants' initial understanding of conflict management styles. The second stage involves measuring each participant's conflict management

style using the Rahim Organizational Conflict Inventory II (ROCI-II), a valid and reliable instrument for categorizing individual conflict management styles. The third stage is the material delivery session, which focuses on a deeper understanding of the characteristics, advantages, and limitations of each conflict management style. Based on the measurement results, it was found that the majority of participants, specifically 97.5%, tend to use the collaborating conflict management style, which emphasizes cooperation and finding mutually beneficial solutions. Meanwhile, 2.5% of participants exhibit a tendency to use the avoiding conflict management style, characterized by efforts to evade conflicts in certain situations. These findings provide an overview of students' preferences in handling conflicts and serve as a foundation for developing strategies to improve conflict management skills more effectively in the future.

Keywords: conflict management style; railway human resources; organizational conflict

INTRODUCTION

Conflict is an unavoidable phenomenon in various aspects of organizational life, both in academic and professional environments (Pazos et al., 2022; Todorova et al., 2022). In higher education, particularly in the railway sector, students as future transportation industry workers are expected to be prepared to face complex work dynamics, including conflict management. Conflicts may arise from various factors, such as differences in perception, misaligned goals, resource limitations, and communication gaps between individuals or groups (Lee et al., 2022; Ting-Toomey et al., 2001). Therefore, a deep understanding of conflict management styles is an urgent necessity for students so that they can resolve disagreements and manage conflicts constructively, both in academic settings and in the workplace (Apriani et al., 2023; Azmi & Fatmawati, 2023). A lack of understanding of conflict resolution strategies can lead to various negative consequences that may impact both individual and organizational performance (Gupta et al., 2020). Communication disruptions caused by unresolved conflicts can lead to decreased team effectiveness, reduced productivity, and the creation of an unproductive work environment (Arman et al., 2025). In the academic context, conflicts can arise in various situations, such as disagreements in group discussions, differing perspectives in joint assignments or projects, and misunderstandings between students and lecturers or instructors. Meanwhile, according to (Prasetyo et al., 2025), conflicts in the professional world are more complex, as they are often influenced by conflicting interests, work pressure, competition between individuals or departments, and limitations in communication and negotiation skills.

The railway industry is one of the sectors that requires a high level of coordination and involves multiple stakeholders in its operations, making conflicts inevitable. In this industry, effective teamwork is a key element in ensuring the smooth operation of transportation, whether in technical, managerial, or administrative aspects. Poorly managed conflicts can lead to coordination imbalances, declining service quality, and increased transportation safety risks. Therefore, the ability to manage conflicts with the right approach is not only an individual necessity but also a crucial factor in maintaining organizational stability and efficiency (Todorova et al., 2022). Despite the significant role of conflict management in the workplace, many students still lack adequate understanding of different conflict management styles. They often fail to recognize their personal tendencies in dealing with conflicts and do not fully comprehend effective resolution strategies that align with the characteristics of the conflicts they encounter. This limited understanding can hinder the development of interpersonal skills and essential soft skills required for their career readiness. If left unaddressed, this issue may result in their inability to handle workplace conflicts, ultimately affecting their career growth and work effectiveness in professional environments.

Addressing these issues requires a systematic intervention to enhance students' literacy in managing conflicts effectively. One approach that can be implemented is a technical guidance program designed to equip students with both theoretical insights and practical skills in recognizing and applying appropriate conflict management styles. This program aims not only to improve students' understanding of various conflict management styles but also to provide them with hands-on experience in identifying, analyzing, and implementing conflict resolution strategies in different situations. With the implementation of this technical guidance program, students are expected to gain a better awareness of the importance of conflict management

in the workplace, particularly in the railway sector, which heavily relies on cooperation and coordination between individuals and divisions. Additionally, improving their understanding of conflict management will help students develop more mature professional competencies, enabling them to become adaptive, collaborative, and well-prepared workers in the transportation industry (Afandi et al., 2023; Suryana et al., 2023).

IMPLEMENTATION METHOD

This community service activity was conducted at the Indonesian Railway Polytechnic in Madiun, located on Jl. Tirta Raya, Manguharjo District, Madiun City. The activity was attended by 118 participants, all of whom were students with an academic background in the railway sector. The implementation of this program took place on Tuesday, December 23, 2024, with the primary objective of providing participants with a deeper understanding of the concepts and application of conflict management styles in various professional situations. The method used in this community service activity was technical guidance, designed to enhance participants' literacy in understanding and managing conflicts effectively. This technical guidance not only focused on the theoretical aspects of conflict management styles but also included interactive discussions and case simulations to provide participants with practical experience. Through this approach, participants were expected to develop skills in identifying, analyzing, and applying appropriate conflict management strategies in the railway sector, both in academic and professional environments.



Figure 1. Conflict management style pre-test presentation

The implementation of this community service activity began with an initial identification phase to assess the level of understanding among railway sector students regarding various conflict management styles. This process was carried out through a pre-test, which aimed to measure participants' prior knowledge before receiving further instructional materials. The pre-test was conducted by administering a series of systematically designed questions to students, intended to evaluate their comprehension of the concepts, characteristics, and application of conflict management styles in both academic and professional contexts within the railway sector. The detailed list of questions used in this pre-test is presented in Table 1. Through this phase, an initial overview of students' thought processes in handling conflicts was expected to be obtained. The results from this stage served as a foundation for designing a more effective learning approach in the subsequent sessions of this community service program.

Table 1. Pre-test question items for community service activity

<i>No</i>	<i>Question Items</i>	<i>Student Responses</i>
1	How many types of conflict management styles do you know?	Do not know
2	Do you understand the conflict management style you have?	Do not know

The results of the pre-test indicated that the level of understanding among railway sector students regarding the concept of conflict management styles and their individual tendencies in conflict management was still relatively low. This finding highlights the need for a more systematic educational intervention to enhance students' literacy and skills in managing conflicts effectively.

As a follow-up to the pre-test, the activity proceeded with the measurement of individual conflict management styles using the Rahim Organizational Conflict Inventory-II (ROCI-II) self-assessment tools. According to research conducted by (Lawani et al., 2024), ROCI-II was adopted as an assessment tool that provides a more accurate depiction of an individual's tendencies in managing conflicts. ROCI-II is a questionnaire consisting of 28 items, specifically designed to identify five primary conflict management styles, namely :

1. Avoiding - Tends to ignore or postpone conflict resolution.
2. Competing - Prioritizes personal interests without considering others.
3. Compromise - Seeks mutually beneficial solutions for both parties.
4. Accomodation - Sacrifices personal interests for the benefit of others.
5. Collaboration - Strives to find an optimal solution through cooperation and open communication.

The ROCI-II instrument encompasses three main categories used to assess how individuals manage conflict in relationships with superiors, subordinates, and peers. However, in the implementation of this community service activity, the assessment was specifically focused on conflict management styles in peer relationships. This approach aimed to understand how students interact and resolve conflicts within their academic and professional environments. By applying this instrument, participants were expected to gain greater awareness of their conflict management tendencies and develop more effective strategies for conflict resolution across various situations.

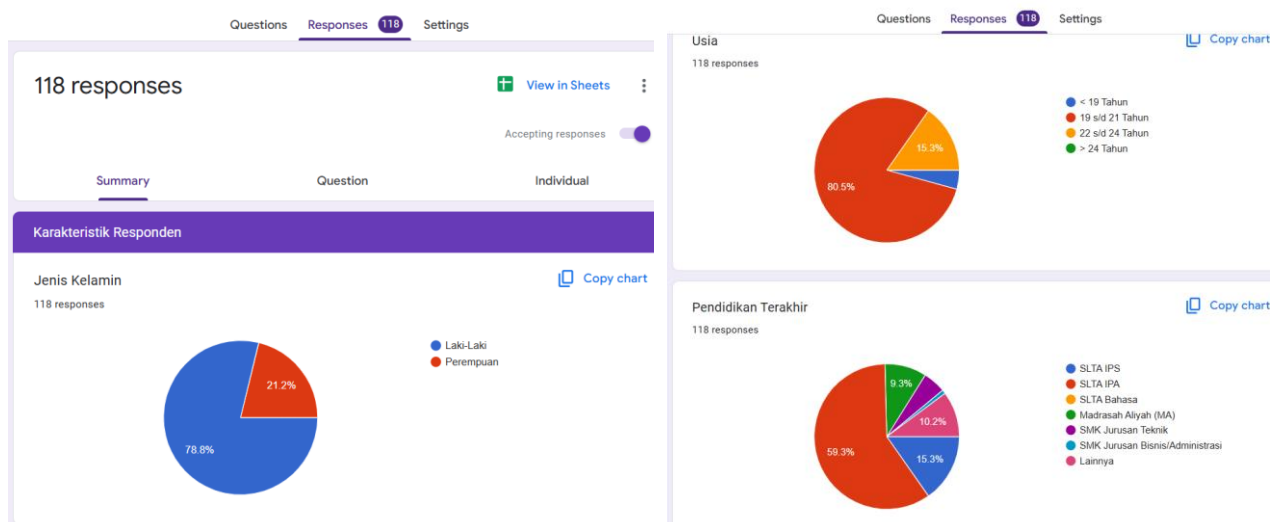


Figure 2. ROCI-II measurement results

After completing the conflict management style measurement phase using the Rahim Organizational Conflict Inventory-II (ROCI-II), the next step is to provide participants with a deeper understanding of various conflict management styles. This material is presented based on the concept proposed by (Arman et al., 2025), which classifies approaches to conflict management into five main types.

1. Collaborating

This approach emphasizes cooperation between conflicting parties. The primary goal of this style is to find a mutually beneficial solution by promoting open communication, mutual understanding, and constructive problem-solving.

2. Compromising

This conflict management style focuses on negotiation, where all parties involved consider each other's interests and perspectives to reach an agreement that is acceptable to everyone. This approach is often used in situations where each party must be willing to make small sacrifices to achieve a fair solution.

3. Avoiding

This approach is applied by avoiding situations that have the potential to create conflict. Individuals who adopt this style tend to withdraw or delay conflict resolution until a more favorable condition arises. This style can be beneficial in situations where the conflict is not urgent or when more information is needed before making a decision.

4. Accomodating

This style aims to accept the opinions of others by sacrificing personal interests. It is often used in situations where maintaining relationships is prioritized over winning a debate or when the other party has a greater stake in the conflict.

5. Competing

This approach leads to competition between conflicting parties, where individuals prioritize their own interests over mutual interests. This style is commonly used in situations that require quick decision-making or in highly competitive environments. However, if not managed properly, this style can lead to tension and dissatisfaction in the long run.

By understanding the characteristics of each conflict management style, participants are expected to identify their own tendencies and develop more effective and adaptive strategies for resolving conflicts in both academic and professional settings.

DISCUSSION

The results of the conflict management style measurement conducted using the Rahim Organizational Conflict Inventory-II (ROCI-II) are as follows:

a. Student characteristics

Table 2. Respondents' Gender

<i>No</i>	<i>Gender</i>	<i>Number</i>	<i>Percent</i>
1	Male	93	78.8%
2	Female	25	21.2%

Based on the analysis of respondent characteristics, it was found that the majority of participants in this study were male, totaling 93 individuals or 78.8% of the total respondents. Meanwhile, the number of female respondents was only 25 individuals, accounting for 21.2%. This composition indicates that male students had a more dominant participation in this community engagement activity compared to female students. This phenomenon is likely due to the predominance of male students in the railway sector, which has historically been more appealing to men than to women.

Table 3. Respondents' age

<i>No</i>	<i>Age Range</i>	<i>Number</i>	<i>Percent</i>
1	< 19 Years	5	4,2%
2	19 s/d 21 Years	95	80,5%
3	22 s/d 24 Years	18	15,3%

In terms of age, the majority of respondents were between 19 and 21 years old, totaling 95 individuals or 80.5% of the total respondents. This age range indicates that most participants were mid-level students in the course of their studies. Meanwhile, 18 individuals (15.3%) fell within the 22 to 24-year-old range, likely consisting of senior students or those in the final stages of completing their studies. Additionally, the number of respondents under the age of 19 was relatively small, accounting for only 4.2% or five

individuals. This data suggests that most participants were at a relatively mature academic stage, where they had acquired sufficient academic and professional experience to understand and apply conflict management concepts in their daily lives.

b. Conflict management style

Table 4. Measured conflict management styles

<i>No</i>	<i>Conflict Management Style</i>	<i>Number</i>	<i>Percent</i>
1	Collaborating	115	97,5%
2	Accommodating	0	0%
3	Competing	0	0%
4	Avoiding	3	2,5%
5	Compromising	0	0%

The results of conflict management style measurements using the Rahim Organizational Conflict Inventory-II (ROCI-II) indicate that the majority of students tend to adopt a collaborating style in conflict resolution, with an overwhelmingly dominant percentage of 97.5%. The collaborating style emphasizes cooperation between conflicting parties, where they strive to find mutually beneficial solutions through open communication and constructive problem-solving. This finding reflects that students in the railway sector have a strong inclination toward teamwork in resolving conflicts, a crucial skill in the transportation industry, which heavily relies on coordination and team collaboration. On the other hand, 2.5% of respondents demonstrated a preference for the avoiding style, suggesting that they tend to evade conflict or postpone its resolution. The absence of respondents choosing the accommodating, competing, or compromising styles indicates that most students prioritize collaboration over yielding to others or engaging in competition when dealing with conflicts. This trend may suggest that students perceive conflict resolution as a collective effort rather than an individual struggle, which aligns with the collaborative nature required in railway operations. However, the lack of variation in conflict management styles could also imply that students have not fully explored alternative approaches that might be more effective in certain situations.

CONCLUSION

The implementation of the community service program, aimed at enhancing students' understanding of conflict management styles in the railway sector, was conducted in an orderly and smooth manner. Throughout the activity, participants demonstrated a high level of engagement and actively participated in discussions. This indicates that the material presented provided new insights for students, particularly in understanding various approaches to conflict management and their applications in both academic and professional settings. Based on the evaluation of this program, it can be concluded that railway students have gained a deeper understanding of conflict management style concepts. They have not only grasped various theories and approaches to conflict resolution but have also been able to identify their individual conflict management tendencies. Awareness of personal inclinations in handling conflicts is crucial, especially considering that the professional world, particularly in the railway industry, often faces challenges in coordination and complex work dynamics. Furthermore, this initiative has made a tangible contribution to preparing students for real-world professional challenges. With an improved understanding of effective conflict management, students are expected to apply these skills in various professional situations, including teamwork, decision-making, and problem-solving in the workplace (Munandi, 2023; Nurhaida & Surbakti, 2024; Purusa & Setyahuni, 2022; Wulandari et al., 2024). Therefore, this community service program can be regarded as a strategic first step in equipping students with relevant and applicable skills, ultimately offering long-term benefits for their careers in the railway industry.

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