



## Conflict management based on leadership communication amidst the conflict of the organising body

Fuad\*, Adityo Wibowo, Zakiah

Lecturer, Faculty of Social Sciences and Management, Institute of Social Sciences and Management STIAMI, Jakarta, Indonesia

### Abstract

Conflict in the education sector is often viewed as a significant weakness in the management of educational institutions. These institutions function as organisations with systems composed of groups of individuals who interact and operate together, making conflict inevitable. Effective conflict management is crucial to ensure that such conflicts do not negatively impact the organisation. Leaders play a vital role in implementing conflict management, as good communication is essential for handling conflicts. In this context, Al Kamal Senior High School must adopt conflict management based on leadership communication to sustain and grow amid organisational conflicts. This study aims to analyse conflict management based on leadership communication within the context of organisational conflict. Effective leadership communication allows the school to implement high-quality educational management. The case study method was employed, with the principal and teachers of Al Kamal Senior High School as informants. The principal, as the key human resource in implementing leadership communication, has employed various conflict management strategies, including compromise, negotiation, problem-solving, and fostering transactional leadership communication. These efforts aim to ensure that the educational management at Al Kamal Senior High School operates effectively, enabling the school to endure and even thrive amidst organisational conflicts.

**Keywords:** Conflict management, conflict resolution, leadership communication

### Introduction

Educational management is an organisational activity aimed at enhancing the educational system. This includes student administration, curriculum systems, teaching methods, assessment, training, educators, educational staff, and the provision of facilities and infrastructure. This approach to educational management integrates various interrelated elements to fulfil their tasks and responsibilities, ultimately aiming for high-quality education. The educational process involves humanisation, which fosters the development of individuals as living beings who are expected to be responsible. Therefore, learning responsibility involves studying, practising, and implementing values that promote moral and character development, which are essential to be nurtured within education<sup>[1]</sup>.

Every educational institution implements educational management to achieve its objectives. However, regardless of how well the educational management is designed, it will inevitably face significant difficulties and challenges if the stakeholders directly involved with the school—specifically the organising body that legally oversees the educational institution—experience internal conflicts. Consequently, even the most meticulously planned educational management will encounter major obstacles. Therefore, conflict management within educational institutions, based on leadership communication, is essential.

In the context of an organisation, Public Relations (PR) plays a crucial role, as it is a specialised area that should be led by someone with expertise in the field. This individual must effectively assist the organisation's leadership in monitoring events both within and outside the organisation. Human resources are often a prominent factor in achieving organisational goals due to the complex nature of human issues. People involved in an organisation find it

challenging to detach themselves from conflicts of interest, which arise between organisational and personal interests. Individuals differ in their personal interests, needs, desires, aspirations, and more, stemming from variations in age, education, religion, ethnicity, worldview, and other factors<sup>[2]</sup>.

An educational institution is an organisation, and an organisation itself is a system comprising groups of people, both internal and external, who are involved in it. Fundamentally, an educational institution is a system that is part of a collective, where the various elements interact and operate together to achieve specific objectives within an organisational environment. The components of this subsystem have their own complexities, making it inevitable for conflicts to arise.

Conflict in the education sector is seen as a significant weakness in the management of educational institutions. This perspective arises because leaders of these institutions view conflict as negative and counterproductive. However, conflict within an organisation correlates with its development, including educational institutions. Conflicts can originate from seemingly trivial or simple issues but can often determine the longevity or future viability of the organisation. Therefore, proper management is essential for resolving conflicts<sup>[3]</sup>.

Resolving conflicts within educational institutions is a challenge, given that the groups involved in these conflicts often have their own ideologies. As such, educational institutions must be able to withstand conflicts with the organising body that serves as their legal entity. One of the most crucial aspects of addressing conflict is communication. Communication plays a vital role in organisations; although it can often lead to conflict, it is also the means through which conflicts are resolved.

Organisational leaders must thoroughly understand what forms of communication might trigger conflict and identify the dominant elements of communication needed to resolve conflicts effectively<sup>[4]</sup>.

The key person in an organisation is the leader. Therefore, a leader must possess strong communication skills, especially in an organisation experiencing conflict. The communication ability of the leader is crucial for controlling the negative impacts of organisational conflict. Leadership communication involves informing the organisation about the risks of persisting with current practices and the potential benefits of change<sup>[5]</sup>. This is evident in studies on leadership communication during organisational change, which still use concepts from various leadership styles, such as transactional leadership<sup>[6]</sup>, relational leadership<sup>[7]</sup>, and charismatic leadership. These studies do not fully capture the dynamics of leadership communication and organisational change. There are contradictions in research on leadership communication styles and organisational change; some studies find transactional leadership effective, while others do not. Therefore, comprehensive research exploring organisational change and how members perceive, discuss, and manage change in their work, or a comprehensive study across different management levels, is necessary to fill the gaps in leadership communication studies during organisational change.

Conflict has significantly impacted the management of Al-Kamal's Primary and Secondary Education, which oversees various school units, including kindergarten, primary, junior high, and senior high schools. In 2013, the Al-Kamal Islamic Boarding School Foundation experienced internal conflicts within its organising body, resulting in the management of the primary and junior high school units being transferred from Al-Kamal's Primary and Secondary Education management to another foundation. This caused a substantial change in the organisation, particularly a crisis of trust from both internal and external publics. Consequently, the educational management, previously designed with a different focus, shifted towards conflict management to maintain public trust that the foundation's conflicts would not affect the quality of education.

The leadership communication employed by the head of Al Kamal Senior High School, which remains under the management of Al Kamal's Primary and Secondary Education, has been pivotal in the school's success in attracting students. This is evidenced by the increase in student enrolment for the 2023-2024 academic year. While previously graduating 90 students, Al Kamal Senior High School admitted over 120 new students. This achievement is a significant milestone for Al Kamal Senior High School amidst the ongoing foundation conflict, which has persisted for approximately 13 years.

In the context of the internal conflicts faced by the Al Kamal Islamic Boarding School Foundation, strong leadership is crucial for maintaining the reputation and credibility of Al Kamal Senior High School, which operates under the management of Al Kamal's Primary and Secondary Education. Leadership involves influencing the activities of a group organised to achieve common goals. It is a process that gives meaning to cooperation, driven by the willingness to lead in attaining objectives. Leadership is the process by which an individual influences others to achieve

a shared goal. It can be defined as the use of power and influence to direct the activities of followers towards achieving goals<sup>[8]</sup>.

Conflict management is useful for achieving pursued objectives and maintaining good relationships among conflicting parties<sup>[9]</sup>. Given that failure to manage conflicts can impede the achievement of organisational goals, selecting appropriate conflict control techniques becomes a critical focus for organisational leaders<sup>[10]</sup>.

The aim of this research is to understand how the implementation of conflict management based on leadership communication has enabled Al Kamal Senior High School to not only survive but also grow and develop. By applying conflict management grounded in leadership communication, the school has been able to shape a positive perspective for both internal and external publics. This approach has allowed Al Kamal Senior High School to navigate organisational changes arising from conflicts within the organising body by employing effective communication strategies.

### Research method

The paradigm used in this case is interpretive. This interpretive nature assumes that individuals actively and consciously perceive and construct social reality, meaning that each person will have a different interpretation of an event. In other words, social reality is the result of a series of interactions among social actors within an environment. Within the interpretive paradigm, knowledge is seen as a way to understand events<sup>[11]</sup>. The interpretive paradigm is based on three fundamental principles: (1) individuals respond to events in their environment based on the meanings they create themselves, (2) these meanings are formed through social interactions with others, and (3) the meanings acquired or formed are understood and modified by individuals through an interpretive process that also relates to other aspects they face.

This research employs an interpretive paradigm, allowing the researcher to interact directly with informants to describe all findings derived from them. This approach enables the researcher to become closer to the informants, as they are the source of the data, and to observe them more deeply regarding the subject under study. The method used in this research is descriptive, with a qualitative approach. The type of research is a descriptive study that will descriptively present the implementation activities of conflict management based on leadership communication as a solution for effective educational management, which in turn positively impacts the image and reputation of Al Kamal Senior High School amid the organising body's conflict. The research aims to describe the situations and events involving stakeholders, particularly the headmaster, in implementing conflict management based on leadership communication. This will be done through data collection and organisation, while also analysing and interpreting the data to obtain its meaning. A descriptive problem statement is concerned with questions regarding the existence of independent variables, whether one or more (standalone variables). Therefore, in this research, the researcher does not compare these variables with other samples or seek relationships between variables.

## Result and discussion

### Theoretical review

Definition of Conflict, Jeong (2000) defines conflict as a condition in which two or more groups engage in a struggle over values and claims to status, power, and resources, with each group's goal being to neutralise, injure, or eliminate their rivals. In the discipline of International Relations (IR), Yaqing (2018) describes conflict as more striking and serious, rooted in the understanding of the international society as an anarchic Hobbesian jungle where everyone is at war with each other due to the absence of a Leviathan. Mainstream IR theory, for example, posits that conflict is the "state of nature of international life." Realism argues that the struggle for power has always been the central theme of international relations, while Liberalism views conflict as normal but is more optimistic about conflict resolution through international institutions <sup>[12]</sup>.

As a social phenomenon, conflict is omnipresent, occurring both between individuals and groups in every society. Conflict is related to social relationships, both personal and collective, and involves a certain level of antagonism, tension, or negative feelings. These conflicts arise from individuals' or groups' desires to improve their welfare, power, prestige, social support, and recognition. There are two types of violence resulting from conflict: personal violence and collective or social violence. Typically, personal violence stems from personal conflicts, while social violence originates from social conflicts and has economic and socio-political implications. Moreover, reality shows that sometimes social conflicts can escalate into personal conflicts and vice versa <sup>[13]</sup>.

**Educational management:** School-based management can be defined as the alignment and utilisation of resources independently by the school, involving all stakeholders directly related to the school in the decision-making process to meet the quality needs of the school or to achieve the school's quality goals within the national education framework <sup>[14]</sup>.

The essence of school-based management (SBM) is autonomy and participatory decision-making to achieve school quality targets. Autonomy refers to the authority or independence to regulate and manage itself. Therefore, school autonomy is the authority of the school to manage and organise the interests of its community according to the prevailing national education regulations. This independence should be supported by several capabilities: the ability to make the best decisions, the ability to practise democracy and respect differing opinions, the ability to mobilise resources, and the ability to choose implementation methods. SBM aims to empower schools by granting them authority, flexibility, and resources to improve school quality. Consequently, schools with high independence will gradually emerge.

**Conflict management:** Conflict within teamwork arises from differences in personality, perception, experience, goals, motivation, or beliefs among the organisation's members who socially interact in their work. It is undeniable that conflict is becoming increasingly familiar to us. However, we need not fear it because conflict does not always result in negative outcomes if managed well. In fact, conflict can stimulate creativity and innovation among organisation members, both individually and collectively.

Lacey warns that resolving conflict does not mean eliminating it but rather welcoming it into our lives, learning from it, and moving forward. More appropriately, we need to flow with the conflict <sup>[15]</sup>.

**Classification of conflict:** According to James A.F. Stoner and Charles Wankel in Wirawan, there are five types of conflict: (a). Intrapersonal Conflict: This is a conflict an individual has with themselves. It occurs when a person has two desires that cannot be fulfilled simultaneously. (b). Interpersonal Conflict: This is a clash between individuals due to conflicting interests or desires. It often happens between two people of different status, positions, areas of work, etc. Interpersonal conflict is a crucial dynamic in organisational behaviour, as it involves various roles of several organisation members, inevitably affecting the process of achieving organisational goals. (c). Conflict between Individuals and Groups: This relates to how individuals face pressures to conform imposed by their workgroups. For example, an individual might be punished by their workgroup for failing to meet the group's productivity norms. (d). Conflict between Groups within the Same Organisation: This is a common type of conflict within organisations. Examples include line-staff conflicts and worker-management conflicts, which represent two types of inter-group conflicts. (e). Conflict between Organisations: In the economic field, such as the competition between the United States and other countries, this conflict is usually referred to as competition. This type of conflict has historically led to the development of new products, technologies, and services, lower prices, and more efficient use of resources <sup>[16]</sup>.

**Conflict resolution in organisations:** According to Stevenin in Handoko (2001: 48), there are five fundamental steps to resolve conflicts: (1). Identifying the Gap: Recognise the discrepancy between the current state or the identified state and the desired state. A common trap is the misidentification of issues, either by ignoring problems or perceiving problems where none exist. (2). Diagnosis: This is the most critical step. A tested method involving the questions of who, what, why, where, and how works perfectly. Focus on the core issue rather than on trivial matters. (3). Agreeing on a Solution: Gather input on possible solutions from those involved. Filter out unfeasible or impractical solutions. Aim for the best solution, avoiding suboptimal compromises. (4). Implementation: Recognise that there will always be pros and cons. Be cautious not to let these considerations overly influence choices and direct them towards a specific group. (5). Evaluation: The resolution itself might generate new problems. If the solution appears ineffective, revert to the previous steps and try again.

**Strategies for resolving conflicts:** According to Mangkunegara (2009), managers and employees can use several strategies to handle and resolve conflicts: (1). Avoidance: Avoid conflict if the issue is not significant or if the potential confrontation's impact does not justify its consequences. Avoidance allows conflicting parties to calm down. A nurse manager involved in conflict might say, "Let's give both parties time to think this over and set a date for discussion." (2). Accommodation: Give others the opportunity to solve the problem, especially if the issue is

important to them. This approach fosters cooperation by allowing them to make decisions. A nurse involved in conflict might accommodate others by prioritising their needs. (3). Competition: Use this method if you believe you have more information and expertise than others or if you do not want to compromise your values. This method might provoke conflict but could be crucial for safety reasons. (4). Compromise or Negotiation: Each party gives and takes simultaneously, minimising the shortcomings for all parties involved and benefiting everyone. (5). Problem Solving or Collaboration: A win-win solution where the individuals involved share the same work goals. Commitment from all parties is essential to support and consider each other's interests.

**Leader communication:** Leader communication during a crisis influences public expectations. Effective leadership in an organisation is crucial during crises, and directive leadership accelerates crisis resolution. Leaders must respond swiftly to crises to resolve issues<sup>[17]</sup>. Hackman and Johnson explain that leadership is the communication that changes the attitudes and behaviours of others to fulfil the group's common goals and needs. The theory of the role of communication in leadership, introduced by Burns (1978), was further developed and operationalised by Bass (1985). Transformational leadership examines how leaders restore followers' trust and inspire them to emulate the leader's behaviour. Transactional leadership refers to the exchange relationship between leaders and followers. Leaders who cannot resolve their issues may lose their reputation and not be seen as effective leaders (Bass, 1985). According to Bass (1985), there are three factors of transformational leadership: (1) charismatic leadership, where the leader creates enthusiasm, trust, loyalty, pride, confidence, and individual purpose; (2) individualised consideration, where the leader supports individual development and orientation; and (3) intellectual stimulation, where the leader enhances members' problem-solving abilities.

#### **Conflict management based on leadership communication**

Lacey warns that resolving conflict does not mean eliminating it but rather welcoming it into our lives, learning from it, and moving forward. More accurately, we need to flow with the conflict. This approach has been practised by the stakeholders of Al Kamal High School for the past 10 years. The school has embraced conflict, learned from it, and moved forward more rapidly, even though it had to flow with the conflict.

According to James A.F. Stoner and Charles Wankel, as cited in Wirawan (2010: 22), there are five types of conflict: Intrapersonal Conflict, Interpersonal Conflict, Conflict between individuals and groups, Conflict between groups within the same organisation, and Conflict between organisations. The types of conflict occurring at Al Kamal High School can be categorised as interpersonal conflict and conflict between groups within the same organisation, primarily because the conflict occurs within a single foundation that eventually split into several foundations.

**Strategies for conflict resolution:** According to Mangkunegara (2009), managers and employees have several strategies for handling and resolving conflicts. These strategies include Avoidance, Accommodation,

Competition, Compromise or Negotiation, and Problem-Solving or Collaboration.

**Avoidance:** Avoiding conflict can be done if the issue or problem triggering the conflict is not very important or if the potential confrontation does not balance with the consequences it will cause. Avoidance is a strategy that allows conflicting parties to calm down. However, Al Kamal High School did not employ avoidance as the conflict was very important, involving the legal body of the school unit. Hence, the school could not avoid this conflict. Instead, the school leadership had to develop a strategy to turn the conflict into a positive impact rather than a negative one. One solution to making the conflict positive was for the school leadership to implement effective educational management, prioritising the quality of learning at the school.

**Accommodation:** This step involves giving others the opportunity to devise a problem-solving strategy, especially if the issue is important to them. This approach allows for cooperation by giving them the chance to make decisions. In the context of accommodation, Al Kamal High School's management attempted to involve figures who had been involved in founding or initiating the establishment of the Al Kamal Islamic Boarding School Foundation, but this effort was unsuccessful.

**Competition:** This strategy was not applicable in resolving the conflict at Al Kamal High School, even though it might help stakeholders see which foundation was better. However, the school remained loyal to the founding body that had established and nurtured the school.

**Compromise or negotiation:** This step involves both parties offering and giving something simultaneously, mutually giving and receiving, and minimising the shortcomings of all parties to benefit everyone. Al Kamal's educational management engaged in compromise or negotiation for about 10 years but could not find a shared vision and mission. However, the headmaster used compromise or negotiation to assure teachers and staff that the foundation's conflict would not affect the quality of education for students.

**Problem-solving or collaboration:** This approach involves a win-win situation where individuals with the same work goals support and care for each other. Al Kamal High School hoped for collaboration between the disputing parties to manage the school unit together, but this was not achievable. Instead, the school leadership focused on problem-solving to ensure that the foundation's conflict did not affect the quality of education for students, turning the conflict into a positive influence for the school's development.

The headmaster of Al Kamal High School did not focus on resolving the conflict, as it was under the foundation's jurisdiction. Instead, the headmaster prioritised the quality of education for students, motivating teachers and staff as the main human resources capable of implementing and realising educational quality and standards. Effective leadership in the organisation is crucial during a conflict or crisis, and directive leadership can expedite crisis resolution.

Hence, the school leader responded swiftly to maintain educational quality at Al Kamal High School, ensuring that the public continued to trust the school.

Effective leadership proved capable of changing both internal and external public perceptions of Al Kamal's foundation conflict, ensuring that the conflict did not affect educational quality or public trust. Despite experiencing conflict for 10 years, Al Kamal High School has managed to endure and even witnessed a significant increase in student enrolment. The headmaster's leadership communication was democratic, offering ample opportunities for compromise and negotiation with teachers and staff, thus ensuring excellent school management.

School management autonomy allowed Al Kamal High School to implement a management system that enhanced public trust. The school's management focused on discipline among teachers and students, improving teacher quality by facilitating their professional development, prioritising religious curriculum over other schools in West Jakarta, and proving the excellence of Al Kamal graduates who successfully entered Indonesian state universities.

Transactional leadership communication, referring to the exchange relationship between leaders and followers, was effectively utilised by Al Kamal's headmaster. This communication approach ensured that internal stakeholders, particularly teachers, continued to trust and stay with the school despite the foundation's conflict. Teachers, as the main resources, were committed to implementing the school's management plans, enhancing education quality and standards.

According to Bass (1985), transformational leadership includes three factors: (1) Charismatic Leadership, where leaders create enthusiasm, trust, loyalty, pride, self-confidence, and individual goals; (2) Individual Consideration, where leaders focus on personal development and individual orientation; and (3) Intellectual Stimulation, where leaders enhance members' problem-solving abilities. The headmaster of Al Kamal High School can be classified as a charismatic leader, as he managed to foster loyalty among teachers and staff amid the foundation's conflict, enabling the school to endure and grow during the crisis.

### Conclusion

Through the comprehensive process of analysis and data collection obtained by the author during interviews with informants, complemented and supported by theories that have served as the author's foundation, particularly those related to educational management, conflict management, and leadership communication—from transactional communication to leadership communication during crises—the discussion on conflict management based on leadership communication amid the organisational conflict of the governing body is thoroughly supported. In this conclusion, the researcher presents several key findings from the study. The headmaster, as the key person in implementing conflict management strategies based on leadership communication, has made various efforts in managing conflict, including compromise, negotiation, and effective problem-solving. However, the researcher found that the educational management implemented by Al Kamal High School amid the organisational conflict did not lead to a crisis; instead, the school has managed to sustain and even thrive during the 10 years of conflict within the foundation.

The author discovered that the headmaster of Al Kamal High School has successfully applied charismatic leadership, as he managed to foster loyalty among teachers and staff despite the ongoing foundation conflict. This loyalty has enabled the school to endure and even grow amidst the crisis. The internal public's loyalty directly impacts the external public's trust in Al Kamal High School.

### Suggestion

After conducting research on conflict management based on leadership communication amid the conflict within the governing body, the researcher suggests that the management of Al Kamal Primary and Secondary Education should also focus on developing several stakeholders within the school unit under the auspices of Al Kamal Primary Education Management. These stakeholders should be trained to possess strong communication skills during the foundation conflict. Additionally, Al Kamal Primary and Secondary Education Management should be proactive and directly engage with teachers and staff amid the foundation conflict, ensuring that leadership communication is not solely the responsibility of the headmaster but can also be effectively carried out by the management team.

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