

The Impact of Tactical Skills in Promoting Harmonious Learning Environment among Undergraduate Students

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Abstrak

Keterampilan taktis mengacu pada strategi komunikasi dan penyelesaian konflik yang efektif yang dapat digunakan untuk mengatasi situasi yang menantang dengan tenang dan hormat. Kerangka teoritis mengacu pada teori pembelajaran sosial dan teori kepemimpinan situasional. Penelitian ini bertujuan untuk menganalisis dampak dari keterampilan taktis dalam mempromosikan lingkungan belajar yang harmonis di kalangan mahasiswa sarjana. Metode yang digunakan dalam penelitian ini adalah Systematic Literature Review (SLR). Para peneliti mengumpulkan artikel jurnal dari Google Scholar, Research Gate, SINTA, Scopus dan Web of Science. Hasil penelitian ini menyoroti pentingnya keterampilan taktis dalam membina hubungan positif di antara siswa, mempromosikan komunikasi yang efektif, dan mengatasi konflik di lingkungan belajar. Studi ini membahas contoh keterampilan taktis seperti mendengarkan aktif, framing positif, dan pemecahan masalah kolaboratif. Ini juga membahas tantangan umum untuk mempromosikan lingkungan belajar yang harmonis, termasuk konflik siswa, perilaku yang mengganggu, perbedaan budaya, dan kurangnya sumber daya dan memberikan strategi untuk mengatasi tantangan ini. Makalah ini juga mengkaji studi empiris yang relevan yang mendukung peran keterampilan taktis dalam mempromosikan lingkungan belajar yang harmonis. Akhirnya, makalah ini menyimpulkan bahwa pendidik dan administrator harus memprioritaskan pengembangan keterampilan taktis dalam praktik belajar mengajar mereka untuk menciptakan lingkungan belajar yang lebih inklusif dan kolaboratif.

Kata kunci: Keterampilan Taktis, Lingkungan Belajar Harmonis, Mempromosikan Pembelajaran.

Abstract

Tactical skills refer to effective communication and conflict resolution strategies that can be used to address challenging situations calmly and respectfully. The theoretical framework draws on social learning theory and situational leadership theory. This study aims to analyze the impact of tactical skills on promoting a harmonious learning environment among undergraduate students. The method used in this research is Systematic Literature Review (SLR). The researchers collected journal articles from Google Scholar, Research Gate, SINTA, Scopus and Web of Science. The result of this study highlights the significance of tactical skills in fostering positive relationships among students, promoting effective communication and addressing conflicts in the learning environment. This study discusses examples of tactical skills such as active listening, positive framing, and collaborative problem-solving. It also addresses common challenges to promoting a harmonious learning environment, including student conflicts, disruptive behavior, cultural differences, and lack of resources and provides strategies for overcoming these challenges. The paper also examines relevant empirical studies that support the role of tactical skills in promoting a harmonious learning environment. Finally, the paper concludes that educators and administrators should prioritize the development of tactical skills in their teaching and learning practices to create a more inclusive and collaborative learning environment.

Keywords: Tactical Skills, Harmonious Learning Environment, Promoting Learning.

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1. INTRODUCTION

In today's fast-paced world, education has become more competitive than ever. With the increasing number of students pursuing higher education, creating a harmonious learning environment that fosters collaboration, respect and inclusivity is essential (Heru, 2018; Papadakis et al., 2020; Ugwu, 2019). One key factor contributing to a harmonious learning environment is the development of tactical skills among students. Creating a harmonious learning environment is crucial for promoting student success and well-being. A harmonious learning environment is characterized by positive relationships among students, effective

communication, and the ability to address conflicts constructively (Arhipova et al., 2021; Setiawan et al., 2017; Yuan, 2022). However, achieving a harmonious learning environment can be challenging, especially in undergraduate classrooms where students come from diverse backgrounds and have different learning styles. The concept of tactical skills has been widely studied in various fields such as education, psychology and organizational behavior. Tactical skills refer to the ability to navigate social situations and conflicts in a way that promotes positive interactions and relationships between individuals (Casolino et al., 2012; Keller et al., 2018; Kolman et al., 2019). Tactical skills are defined as the ability to effectively communicate, build positive relationships, and address conflicts in a constructive manner (Barquero-Ruiz et al., 2020; Supriyatno et al., 2020). These skills are crucial for creating a harmonious learning environment. Effective communication is essential for building positive student relationships and for constructively addressing conflicts.

Building positive relationships among students promotes a sense of community and belonging, which can lead to increased engagement and motivation. Addressing conflicts constructively can prevent conflicts from escalating and can promote a sense of fairness and justice in the learning environment (Hwang et al., 2020; Jaradat & Ajlouni, 2020; Ozer & Akçayoğlu, 2021). However, achieving a harmonious learning environment can be challenging, especially in undergraduate classrooms where students come from diverse backgrounds and have different learning styles. A harmonious learning environment is essential for promoting academic success, social and emotional well-being, and a sense of belonging among undergraduate students. By creating a learning environment that is respectful, inclusive, collaborative, supportive and positive, institutions can help students thrive and achieve their full potential (Laakso et al., 2021; Morrar et al., 2017). A harmonious learning environment has several benefits for undergraduate students. In addition, a harmonious learning environment can enhance students' social and emotional well-being, reducing stress and anxiety and promoting positive mental health. Research has also shown that a harmonious learning environment can lead to greater retention rates and improved graduation rates. For example, a study by Higher Education Research Institute at UCLA found that students who reported feeling a sense of belonging in their learning environment were likelier to persist in college and graduate (Mardiani, 2021). Another study conducted by the University of Michigan found that students who reported experiencing discrimination or harassment were more likely to experience negative academic and social outcomes, including lower grades and decreased sense of belonging (Maas et al., 2022). This paper presents a theoretical perspective on the impact of tactical skills in promoting a harmonious learning environment among undergraduate students.

Tactical skills refer to the ability to use effective communication and conflict resolution strategies to address challenging situations calmly and respectfully. These skills are characterized by empathy, active listening, assertiveness and problem-solving abilities. The use of tactical skills in promoting a harmonious learning environment can have a significant impact on student behaviour and interactions. By modelling effective communication techniques and conflict-resolution strategies, teachers can create a positive classroom culture that promotes mutual respect, empathy, and collaboration among students (Alawamleh et al., 2022; Putri & Sari, 2020; Yuspita, 2021). For instance, research has shown that when teachers use tactical skills to address conflicts and challenging situations, students are more likely to feel heard, validated, and supported. This, in turn, can lead to improved relationships among students, reduced disruptive behaviour and increased academic achievement (Iseselo et al., 2016; Riden et al., 2018; Stevenson et al., 2020). Positive framing involves using positive language to reframe negative situations while reframing techniques involve identifying the underlying needs and interests of all parties involved in a conflict to find common ground. Collaborative problem-solving involves

working together to find a solution that meets everyone's needs and interests (Imam et al., 2018; Takaria & Rumahlatu, 2016; Takaria & Talakua, 2018).

Promoting harmonious learning environment is challenging due to various obstacles that teachers may encounter. Some of the common challenges include student conflicts, disruptive behavior, cultural differences, and lack of resources. One of the most significant challenges to promoting a harmonious learning environment is student conflicts (Izhar et al., 2022; Young & Lee Warren, 2011). Conflicts can arise from differences in personalities, values, beliefs, and cultural backgrounds. These conflicts can lead to disruptions in the classroom and can negatively impact the learning experience for all students. To address this challenge, teachers can use conflict resolution strategies such as active listening, positive framing, and collaborative problem-solving (Imam et al., 2018; Musliha & Revita, 2021). Another challenge to promoting a harmonious learning environment is disruptive behavior. Disruptive behavior can include talking out of turn, disrespecting others, and refusing to follow classroom rules. To address this challenge, teachers can use positive reinforcement strategies such as praise, rewards, and incentives to encourage positive behavior (Alviani et al., 2016; Brick et al., 2021; Sahyoni & Supartha, 2020). Additionally, teachers can establish clear expectations and consequences for behavior and consistently enforce them to create a sense of accountability and responsibility among students.

Cultural differences can also pose a challenge to promoting a harmonious learning environment. Students from different cultural backgrounds may have different values, beliefs, and communication styles that can lead to misunderstandings and conflicts. To address this challenge, teachers can create a culturally responsive classroom environment that celebrates diversity and promotes cultural awareness and understanding (Cherng & Davis, 2019; Shoraevna et al., 2021; Tufail & Farooq, 2021). Teachers can incorporate diverse perspectives and experiences into the curriculum, provide opportunities for students to share their cultural backgrounds, and use culturally responsive teaching strategies to meet the needs of all students (Imam et al., 2018; Szabo et al., 2020). Additionally, teachers can collaborate with parents and families to create a network of support for students outside of the classroom.

2. METHODS

The method used in this research is Systematic Literature Review (SLR). Using the SLR method will be able to systematically review and identify an article in each process following the steps or stages that have been determined (Garcia et al., 2018; Phuong et al., 2018). This theoretical paper draws on existing literature and research on tactical skills and the promotion of a harmonious learning environment is critical in creating a positive and productive learning environment for undergraduate students. The theoretical framework draws on social learning theory and situational leadership theory. The researchers collected journal articles from Google Scholar, Research Gate, SINTA, Scopus and Web of Science.

3. RESULTS AND DISCUSSION

Results

Implications of Social Learning Theory for Promoting A Harmonious Learning Environment

The development and application of tactical skills can have significant implications for promoting a harmonious learning environment. Social learning theory provides a useful framework for understanding how to promote a harmonious learning environment by emphasizing the importance of positive role models, constructive feedback, collaborative learning and building self-efficacy. By applying these principles in the learning environment,

educators can help to foster positive relationships, effective communication and conflict resolution skills among students. Positive role model is an important component of social learning theory. Positive role models can be particularly effective in promoting a harmonious learning environment by demonstrating positive behaviors and attitudes towards others. Teachers and other authority figures can serve as positive role models for students while peer role models can also be influential in shaping behavior. Constructive feedback is another key component of social learning theory and providing constructive feedback can be an effective way to reinforce positive behaviors and promote a harmonious learning environment. Feedback should be specific, timely and focused on the behavior rather than the individual. Positive reinforcement such as praise or rewards, can also be effective in promoting positive behaviors.

Collaborative Learning in social learning theory emphasizes the importance of social interaction in learning. Collaborative learning activities such as group projects or peer tutoring, can promote positive relationships and effective communication among students. Collaborative learning can also help to develop conflict resolution skills by providing opportunities for students to work through disagreements and find mutually acceptable solutions. Then self-efficacy is social learning theory highlights the importance of self-efficacy in promoting positive behavior and learning. Teachers can help to build students' self-efficacy by providing opportunities for success, setting achievable goals, and providing support and encouragement. Students with high self-efficacy are more likely to engage in positive behaviors and persist in the face of challenges, which can contribute to a more harmonious learning environment.

Applying Situational Leadership Theory (SLT) To Promote Tactical Skills Among Undergraduate Students

Applying SLT to promote tactical skills among undergraduate students can help to create a more harmonious learning environment by promoting clear communication, positive relationships and effective collaboration. Here are some examples of how SLT can be applied to promote tactical skills among undergraduate students. Adapt leadership style to the situation. SLT emphasizes that leadership style should be adapted to the situation and the needs of the followers. In the context of promoting tactical skills, this means that leaders should assess the level of skill and experience of their students and adjust their leadership style accordingly. For example, leaders might use a more directive style with novice students and a more delegating style with more experienced students.

Provide clear goals and expectations. SLT suggests that providing clear goals and expectations can help to promote motivation and engagement among followers. In the context of promoting tactical skills, this means that leaders should provide clear and specific goals for their students as well as expectations for how those goals should be achieved. Moreover it is provide feedback and support. SLT emphasizes the importance of providing feedback and support to followers. In the context of promoting tactical skills, this means that leaders should provide regular feedback to their students on their progress towards goals and provide support and resources to help them develop their skills. Foster a positive and supportive learning environment. SLT suggests that creating a positive and supportive learning environment can help to promote motivation and engagement among followers. In the context of promoting tactical skills, this means that leaders should create a safe and supportive learning environment that encourages students to take risks and learn from their mistakes.

Discussion

Previous research has highlighted the importance of a harmonious learning environment in promoting student success and well-being. However, despite these efforts, many students continue to experience challenges in creating a supportive and inclusive learning environment. Previous study found that students who had higher levels of tactical skills reported higher levels of satisfaction with their relationships with peers and instructors (Jaradat & Ajlouni, 2020). Another study found that the use of conflict resolution strategies which are a component of tactical skills was positively associated with a sense of community in the classroom (Hanif et al., 2019). Previous study revealed that a harmonious learning environment can have a positive impact on student academic performance, motivation and well-being (Papadakis et al., 2020). The study also found that students who had experienced a harmonious learning environment were more likely to have a positive impact on their peers and were more likely to act as role models for others. This suggests that creating a harmonious learning environment can have a ripple effect, leading to positive changes not only within the classroom but also in the wider academic community. Teaching tactical skills in undergraduate education is becoming increasingly important in today's world.

The need of intentional instruction in incorporating tactical skills is to the undergraduate curriculum and their programs. Firstly, intentional instruction in tactical skills is necessary because students often lack the necessary skills to navigate challenging situations constructively (Bilqis et al., 2016; Manfra, 2019). As a result, they may engage in negative behaviors such as bullying, aggression, or avoidance. By teaching tactical skills, students can learn effective communication, empathy, and problem-solving strategies that can help them navigate conflicts and build positive relationships with others. Secondly, incorporating tactical skills into the undergraduate curriculum can have numerous benefits for students. Research has shown that students who have been taught tactical skills are better equipped to handle challenging situations and are more likely to engage in positive behaviors such as collaboration and empathy (Calvo et al., 2019; Kolman et al., 2019). Additionally, students who have learned tactical skills are more likely to feel confident in their ability to communicate effectively and constructively resolve conflicts. Finally, several institutions have successfully integrated tactical skills into their programs. For example, the University of Michigan offers a course called "Interpersonal Skills for Professional Success" which teaches students effective communication, conflict resolution, and negotiation strategies (Majid, 2017; Ricchiardi & Emanuel, 2018). Similarly, the University of California, Berkeley, offers a course called "Interpersonal Dynamics for High-Performance Executives," which teaches students how to engage in effective communication and build positive relationships with others (Díez et al., 2020; Muhali, 2019).

The implications of this research can help increase understanding of how tactical skills can affect harmony in the learning environment. The implications of this research can help educational institutions and lecturers to design strategies that are more effective in creating a more harmonious learning environment and supporting student development. This research can provide insight into the importance of integrating tactical skills into teaching methods. Lecturers can use these findings to increase the effectiveness of their teaching and create more harmonious interactions between lecturers and students. This research may be conducted on a sample of students in one or several specific educational institutions. As a result, the findings of this study may not be widely applicable to all types of students or learning environments. In addition, although this study was able to identify a relationship between tactical skills and harmony in the learning environment, it is difficult to establish a causal relationship unequivocally. There are other possible factors that also affect harmony in the learning environment, which were not fully controlled in this study.

4. CONCLUSION

In conclusion, this paper has presented a theoretical perspective on the impact of tactical skills in promoting a harmonious learning environment among undergraduate students. The paper has defined tactical skills and discussed their importance in fostering positive relationships, effective communication, and conflict resolution. The paper has also drawn on social learning theory and situational leadership theory to explain how tactical skills can be developed and applied in the learning environment. Finally, the paper has discussed the implications of tactical skills for promoting a harmonious learning environment and suggested directions for future research.

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