

THE EFFECT OF ORGANIZATIONAL CULTURE AND INTERNAL COMMUNICATION ON TEACHER PERFORMANCE AT ISLAMIC BOARDING SCHOOLS THROUGHOUT THE LAWANG WETAN SUBDISTRICT

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Abstract

This study aims to analyze the influence of organizational culture and internal communication on teacher performance at Islamic boarding schools in Lawang Wetan District. The study employed a quantitative approach using an ex post facto method and a verificative research design. The research population consisted of all teachers at Ash-Shiddiqiyah Islamic Boarding School and Riyadhul Iman Islamic Boarding School in Lawang Wetan District. Data were collected through the distribution of questionnaires to respondents. The data analysis technique used was multiple linear regression analysis with the assistance of the SPSS program. The results of the study indicate that partially, organizational culture does not have a significant effect on teacher performance. This is shown by the calculated t-value of 1.535, which is smaller than the t-table value of 1.994, with a significance level of $0.130 > 0.05$. However, organizational culture still demonstrates a positive direction of influence on teacher performance. Meanwhile, internal communication has a positive and significant effect on teacher performance, with a calculated t-value of 4.275, which is greater than the t-table value of 1.994, and a significance value of $0.000 < 0.05$. Simultaneously, organizational culture and internal communication significantly influence teacher performance, as indicated by the calculated F-value of 17.534, which is greater than the F-table value of 3.13, with a significance value of $0.000 < 0.05$. The findings of this study reveal that internal communication is the dominant factor in improving teacher performance within the Islamic boarding school environment. Therefore, it is necessary to strengthen the internal communication system and develop a more adaptive organizational culture in order to improve the quality of teacher performance.

Keywords: Organizational Culture, Internal Communication, Teacher Performance, Islamic Boarding School

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh budaya organisasi dan komunikasi internal terhadap kinerja guru pada pondok pesantren se-Kecamatan Lawang Wetan. Penelitian menggunakan pendekatan kuantitatif dengan metode ex post facto dan jenis penelitian verifikatif. Populasi penelitian adalah seluruh guru pada Pondok Pesantren Ash-Shiddiqiyah dan Pondok Pesantren Riyadhul Iman di Kecamatan Lawang Wetan. Pengumpulan data dilakukan melalui penyebaran angket kepada responden. Teknik analisis data menggunakan regresi linear berganda dengan bantuan program SPSS.

Hasil penelitian menunjukkan bahwa secara parsial budaya organisasi tidak berpengaruh signifikan terhadap kinerja guru. Hal ini ditunjukkan oleh nilai t hitung sebesar 1,535 lebih kecil dari t tabel 1,994 dengan tingkat signifikansi sebesar $0,130 > 0,05$. Namun demikian, budaya organisasi tetap menunjukkan arah pengaruh positif terhadap kinerja guru. Sementara itu, komunikasi internal berpengaruh positif dan signifikan terhadap kinerja guru dengan nilai t hitung sebesar 4,275 lebih besar dari t tabel 1,994 dan nilai signifikansi sebesar $0,000 < 0,05$. Secara simultan, budaya organisasi dan komunikasi internal berpengaruh signifikan terhadap kinerja guru dengan nilai F hitung sebesar 17,534 lebih besar dari F tabel 3,13 dan signifikansi sebesar $0,000 < 0,05$. Temuan penelitian menunjukkan bahwa komunikasi internal menjadi faktor dominan dalam meningkatkan kinerja guru di lingkungan pondok pesantren. Oleh karena itu, diperlukan penguatan sistem komunikasi internal dan pengembangan budaya organisasi yang lebih adaptif guna meningkatkan kualitas kinerja guru.

Kata Kunci: Budaya Organisasi, Komunikasi Internal, Kinerja Guru, Pondok Pesantren

INTRODUCTION

Education is one of the strategic instruments in national development that serves to improve the quality of human resources through the development of knowledge, skills, attitudes, and character. The success of a nation's development is determined not only by economic and technological progress, but also by the quality of its education system, which must be capable of producing human resources who are competent, possess integrity, and are able to adapt to global changes. In the Indonesian context, education is not only aimed at enlightening the nation's life, as mandated by the 1945 Constitution of the Republic of Indonesia, but also at shaping individuals who are faithful, devout to God the Almighty, of noble character, creative, independent, and responsible as citizens. Therefore, improving the quality of education is a top priority that must be continuously pursued by all educational institutions, whether in formal, non-formal, or religion-based education (Qomariah, 2021).

From the perspective of Islamic education, educational institutions bear a broader responsibility than merely transferring knowledge. Islamic education aims to shape individuals who possess a balance between intellectual, spiritual, moral, emotional, and social aspects so that they are capable of fulfilling their roles as servants of Allah and as His vicegerents on Earth. One of the Islamic educational institutions that has long contributed to producing knowledgeable and morally upright generations is the Islamic boarding school (pondok pesantren). As the oldest Islamic educational institution in Indonesia, the Islamic boarding school has distinctive characteristics, namely integrating religious education, character building, fostering the habit of worship, and reinforcing social values in daily life. Pesantren serve not only as centers for the study of Islamic sciences but also as vehicles for shaping an organizational culture grounded in religious values, discipline, solidarity, responsibility, and exemplary conduct (Tuala, 2020).

The success of educational programs in pesantren depends heavily on the quality of their human resources, particularly teachers as the primary facilitators of the learning process.

Teachers are central actors in the education system because they interact directly with students in both the learning process and character development. Teachers do not merely function as conveyors of subject matter but also serve as educators, mentors, motivators, facilitators, evaluators, and role models for students. These complex roles make the quality of teacher performance one of the key indicators of an educational institution's success in achieving both learning objectives and overarching educational goals (Widyaningrum, 2020).

Teacher performance refers to a teacher's ability to carry out all professional duties effectively in accordance with established competency standards. This performance encompasses the ability to plan instruction, conduct effective learning processes, assess learning outcomes, provide guidance to students, and carry out various additional tasks that support the achievement of educational goals. High-performing teachers are able to create a learning environment that is active, creative, innovative, and enjoyable, thereby encouraging students to develop their full potential. Conversely, low teacher performance will lead to a decline in the quality of the learning process, which ultimately affects the quality of graduates from an educational institution (Afandi, 2021).

From a human resource management perspective, employee performance—including that of teachers—is influenced by various interrelated factors. These factors can originate from within the individual or from the organizational environment in which the individual works. Internal factors include work motivation, professional competence, teaching experience, educational level, organizational commitment, and job satisfaction. Meanwhile, external factors include leadership, reward systems, the work environment, organizational culture, internal communication, and organizational support for teachers' professional development (Mangkunegara, 2017). Among these various factors, organizational culture and internal communication are two aspects that significantly contribute to shaping teachers' work behavior and determining the effectiveness of educational tasks.

Organizational culture is a set of values, beliefs, norms, basic assumptions, and behavioral patterns that develop within an organization and serve as shared guidelines for all members in carrying out their activities. Organizational culture serves as the organization's identity and simultaneously acts as a mechanism of social control that influences how each member thinks, behaves, and acts. An organization with a strong culture is able to foster members' commitment to the organization's vision and mission, enhance loyalty, strengthen cooperation, and create a work environment conducive to increased productivity (Umam, 2022).

In the field of education, organizational culture plays a strategic role because the educational process depends not only on the curriculum and facilities but is also influenced by the values that thrive within the school or educational institution. A positive organizational culture fosters disciplined, responsible, and innovative work behavior among teachers, as well as a strong commitment to educational quality. Conversely, a

weak organizational culture can lead to low morale, poor coordination, a lack of innovation, and a low sense of belonging to the organization, thereby negatively impacting the quality of educational services (Enny, 2019).

The characteristics of organizational culture in Islamic boarding schools (pondok pesantren) are unique because they are built upon Islamic values passed down through generations. The leadership of the kiai serves as the center for shaping the organizational culture, which is then internalized by the entire boarding school community, including teachers, educational staff, and students. Values such as sincerity, Islamic brotherhood (ukhuwah Islamiyah), discipline, simplicity, responsibility, obedience to rules, respect for teachers and kiai, and a spirit of service form the core characteristics of the boarding school's organizational culture. This culture not only shapes the institution's identity but also serves as social capital that supports the sustainability of Islamic education (Tuala, 2020).

A strong organizational culture has a positive impact on improving teacher performance. Teachers working in an organizational environment with clear values will more easily understand the organization's goals, have higher motivation, and demonstrate loyalty to the institution where they serve. A conducive work environment also fosters creativity, innovation, and collaboration among teachers in improving the quality of learning. Conversely, an underdeveloped organizational culture can lead to internal conflicts, low work motivation, and weak organizational commitment, which ultimately affect the quality of teachers' performance (Umam, 2022).

In addition to organizational culture, internal communication is also a crucial factor in enhancing the effectiveness of educational organizations. Internal communication is the process of exchanging information, ideas, instructions, and feedback that takes place within an organization, both vertically between leaders and subordinates and horizontally among fellow members of the organization. Through effective communication, every member of the organization can understand their tasks, responsibilities, the organization's goals, and various policy changes that must be implemented immediately (Robbins & Coulter, 2018).

In school and Islamic boarding school settings, internal communication serves a highly strategic function because educational activities involve complex coordination among administrators, teachers, educational staff, and students. Teachers require accurate information regarding class schedules, the curriculum, learning assessments, extracurricular activities, and various evolving academic policies. Open, clear, and continuous communication will make it easier for teachers to carry out their professional duties, thereby enabling the quality of learning to be continuously improved (Afandi, 2021).

Conversely, ineffective internal communication can hinder teachers' ability to perform their duties. Information that is delayed, incomplete, or even not conveyed to all teachers can lead to misunderstandings, poor coordination, organizational conflicts, and a decline

in the effectiveness of educational programs. In the long term, these conditions have the potential to lower the quality of educational services and hinder the achievement of an educational institution's vision and mission (Mangkunegara, 2017).

Islamic boarding schools face unique challenges in managing organizational culture and internal communication. The 24-hour dynamics of educational activities, the diversity of teachers' duties, and the integration of formal education with boarding school education require an effective communication system and an organizational culture capable of integrating all components of the institution. Suboptimal organizational management can result in poor coordination, inefficient program implementation, and a decline in the quality of educational services provided to students (Syaril & Ningrum, 2021).

The Lawang Wetan subdistrict is one of the areas experiencing rapid development in Islamic education, particularly through the presence of the Ash-Shiddiqiyah Islamic Boarding School and the Riyadhul Iman Islamic Boarding School. Both Islamic boarding schools have made significant contributions to the development of Islamic education, the character development of students, and the improvement of human resources in the region. In carrying out educational activities, teachers are the key component that determines the success of the learning process as well as the moral development of students. Therefore, the quality of teachers' performance is a critical factor in the success of both Islamic boarding schools in achieving their educational goals.

Preliminary observations indicate that several issues related to organizational culture and internal communication still exist at the Islamic boarding schools in Lawang Wetan Subdistrict. Some teachers have not yet had adequate opportunities to participate in ongoing professional development. Additionally, the dissemination of information regarding policy changes, academic activities, task assignments, and coordination of educational program implementation is not yet functioning optimally. These conditions indicate that there is room to strengthen organizational culture and improve the effectiveness of internal communication so that teachers can perform their duties more effectively.

This phenomenon highlights the importance of strengthening an organizational culture that fosters commitment, loyalty, and a strong work ethic among teachers. On the other hand, an effective internal communication system is necessary to ensure that all organizational information is received quickly, precisely, and accurately by all teachers. Consequently, teachers will share a common understanding of the organization's goals, be able to work collaboratively, and improve the quality of educational services provided to students. A conducive organizational environment and effective communication are expected to foster a healthy work climate, leading to sustained improvements in teacher performance (Bormasa, 2022).

Various previous studies have shown that organizational culture has a positive relationship with improved employee and teacher performance. Organizations with a strong culture tend to produce human resources with high motivation, strong loyalty, and

higher work productivity. Similarly, effective internal communication has been proven to improve work coordination, accelerate decision-making, strengthen teamwork, and increase teacher job satisfaction. However, most of these studies were conducted in public schools, business organizations, or government agencies; consequently, there are still relatively few studies that specifically examine the influence of organizational culture and internal communication on teacher performance within the context of Islamic boarding schools (*pondok pesantren*), which possess distinctive religious cultural characteristics.

Based on this discussion, research on the influence of organizational culture and internal communication on teacher performance at Islamic boarding schools throughout Lawang Wetan Subdistrict is of high urgency. This study is expected to provide a theoretical contribution by enriching the field of Islamic educational management, particularly regarding the relationship between organizational culture, internal communication, and teacher performance in *pesantren*-based educational institutions. Additionally, this study is expected to offer practical insights to *pesantren* administrators in formulating strategies to strengthen organizational culture and develop more effective internal communication systems as part of ongoing efforts to enhance teacher professionalism and the quality of *pesantren* education.

METHOD

This study employs a quantitative approach, specifically a verificative research design and the *ex post facto* method. The quantitative approach was chosen because this study aims to objectively test the relationships and influences among variables through statistical analysis, thereby yielding conclusions that can be generalized (Nuryadi et al., 2017). Verificative research is used to prove the validity of the hypothesis regarding the influence of organizational culture and internal communication on teacher performance based on empirical data collected in the field. The *ex post facto* method was applied because the research variables occurred naturally without any treatment or manipulation of the research subjects by the researcher.

The study was conducted at the Ash-Shiddiqiyah Islamic Boarding School and the Riyadhul Iman Islamic Boarding School, both located in Lawang Wetan Subdistrict. The study population comprised all teachers actively teaching at both boarding schools. Given the relatively limited population size, the sampling technique used was *total sampling*, in which all members of the population were included as research respondents so that the research results would be expected to represent the overall condition of the population (Annur, 2024).

The research variables consisted of two independent variables—organizational culture (X_1) and internal communication (X_2)—and one dependent variable—teacher performance (Y). Data collection was conducted through observation, the distribution of questionnaires, and documentation. Observation was used to obtain an overview of the organizational conditions in the field, while the questionnaire served as the primary instrument for measuring respondents' perceptions of all research variables.

Documentation was utilized as supporting data to strengthen the research findings (Sugiyono, 2020).

The research instruments were designed based on the indicators for each variable. Organizational culture was measured using indicators of organizational norms, organizational values, trust, and code of ethics. Internal communication was measured based on the effectiveness of information delivery, task execution, and communication feedback. Meanwhile, teacher performance is measured through the ability to plan lessons, conduct the learning process, evaluate learning outcomes, guide students, and carry out additional duties in accordance with the professional responsibilities of teachers (Afandi, 2021). The collected data were analyzed using multiple linear regression with the aid of SPSS software. Before hypothesis testing was conducted, the data were first tested using classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, to ensure that the regression model met the requirements for sound statistical analysis (Ghozali, 2018).

RESULTS AND DISCUSSION

The research results were obtained through multiple linear regression analysis, which aimed to test the influence of organizational culture and internal communication on teacher performance at the Ash-Shiddiqiyah Islamic Boarding School and the Riyadhul Iman Islamic Boarding School in Lawang Wetan Subdistrict. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). Before hypothesis testing, all data met the analytical requirements through classical assumption tests, including tests for normality, multicollinearity, and heteroscedasticity, ensuring that the regression model was suitable for testing the relationships among the study variables (Ghozali, 2018).

Based on the results of the partial analysis (*t-test*), the organizational culture variable yielded a calculated *t*-value of 1.535 with a significance level of 0.130. This value is smaller than the critical *t*-value of 1.994, and its significance level is greater than 0.05. Thus, organizational culture does not have a significant effect on teacher performance; therefore, the first hypothesis in this study is rejected (Nuryadi et al., 2017). Although it does not show a statistically significant effect, the regression coefficient for organizational culture is positive. This finding suggests that the better the organizational culture implemented in the Islamic boarding school environment, the greater the tendency for an increase in teacher performance, although the effect is not yet strong enough to be considered statistically significant. This indicates that organizational culture has not yet become a dominant factor determining the level of teacher performance at the Islamic boarding schools that served as the study sites (Enny, 2019).

Field observation results show that the organizational culture in both Islamic boarding schools has developed through the application of values such as discipline, responsibility, cooperation, compliance with regulations, and respect for the school leadership. These values have become an integral part of the daily lives of both teachers and educational

staff. However, the implementation of organizational culture remains more focused on fostering work ethic and adherence to rules than on developing teachers' professionalism. Some teachers still face limitations in accessing opportunities to participate in training, competency development, seminars, or other capacity-building programs that could enhance the quality of instruction (Tuala, 2020).

Furthermore, the traditional nature of the organizational culture means that decision-making tends to be centralized in the institution's leadership, thereby limiting teachers' opportunities to participate in the formulation of academic policies. These conditions mean that some teachers have not yet fully experienced the direct benefits of the organizational culture in improving the quality of their performance. Consequently, the organizational culture functions more as a normative guideline than as a strategic instrument for fostering learning innovation and teacher professional development (Syaril & Ningrum, 2021).

In contrast to organizational culture, the results of the test on the internal communication variable indicate a positive and significant effect on teacher performance. The partial test yielded a calculated t -value of 4.275 with a significance level of 0.000. This value is greater than the tabulated t value of 1.994, and the significance level is less than 0.05; therefore, the second hypothesis is accepted (Ghozali, 2018). This finding indicates that internal communication is a key factor determining the effectiveness of teachers' task performance within the Islamic boarding school environment.

Effective internal communication makes it easier for teachers to obtain information regarding the learning schedule, task assignments, curriculum changes, academic policies, boarding school activities, and various decisions made by the administration. The smooth flow of this information helps teachers carry out their duties in a more systematic, timely, and professional manner, thereby improving the quality of learning (Robbins & Coulter, 2018).

In addition to expediting the dissemination of information, internal communication also strengthens coordination between administrators and teachers as well as among teachers themselves. Teachers gain a better understanding of their roles, responsibilities, and the work targets they must achieve. Open communication fosters a harmonious work environment because teachers have the opportunity to express their opinions, provide feedback, and receive direct feedback from administrators. These conditions boost teachers' motivation, job satisfaction, and commitment to carrying out their professional duties (Afandi, 2021).

Field observations indicate that the effectiveness of internal communication is realized through the holding of regular coordination meetings, the direct dissemination of information by boarding school leadership, the use of digital communication tools as a means of coordination, and the existence of well-established informal communication among all members of the boarding school community. This communication system

enables academic and administrative information to be conveyed quickly, so that teachers are better prepared to carry out the learning process (Prasinta & De'wi, 2018).

The results of the simultaneous test (*F-test*) indicate that organizational culture and internal communication together have a significant effect on teacher performance. The calculated *F* value of 17.534 with a significance level of 0.000 is greater than the tabulated *F* value of 3.13 and has a significance level below 0.05. Thus, the third hypothesis in this study is accepted (Nuryadi et al., 2017). These findings indicate that improved teacher performance results from the interaction of various organizational factors, particularly organizational culture and internal communication, which complement each other in creating a conducive work environment (Bormasa, 2022).

A positive organizational culture shapes teachers' work ethic through the internalization of values such as discipline, responsibility, loyalty, and commitment to the educational institution. On the other hand, effective internal communication ensures that all organizational information is received quickly and accurately, thereby improving the coordination of task execution. The synergy between these two factors creates a work environment that supports increased productivity, learning effectiveness, and the overall quality of educational services (Mangkunegara, 2017).

Theoretically, organizational culture is one of the fundamental elements of organizational behavior because it functions as a value system that shapes the mindset and behavior of organizational members. A strong organizational culture can enhance a sense of belonging to the organization, strengthen loyalty, build work commitment, and create long-term organizational stability (Umam, 2022). In the context of Islamic boarding schools (*pondok pesantren*), organizational culture is built upon religious values that prioritize sincerity, discipline, brotherhood (*ukhuwah*), respect for religious leaders (*kiai*), and a sense of responsibility in fulfilling the educational mandate (Tuala, 2020). However, research findings indicate that these values have not yet been fully integrated into teacher professional development strategies, resulting in their influence on performance remaining relatively low.

This situation indicates that organizational culture needs to be developed not only as a tool for shaping work ethic but also as a means of enhancing teachers' professional competencies. Educational organizations capable of integrating a *learning organization* culture with religious values will be better equipped to produce innovative, adaptable, and professional teachers capable of addressing the increasingly dynamic developments in education (Enny, 2019). Therefore, competency development programs, continuing education, professional mentoring, and recognition of teacher innovation need to be integral parts of the *pesantren's* organizational culture (Adhari, 2021).

Conversely, research findings show that internal communication makes a more tangible contribution to improving teacher performance. This finding reinforces the theory proposed by Robbins and Coulter (2018), which states that communication is a primary mechanism in carrying out management functions because it serves to connect all

organizational activities through the dissemination of information, coordination, direction, and performance evaluation. Organizations with open communication systems tend to be better able to enhance work effectiveness, strengthen collaboration, and reduce internal conflicts.

These research results are also consistent with the study by Rizki et al. (2024), which concluded that organizational communication has a significant impact on teacher performance. The better the quality of communication established between leadership and organizational members, the higher the work motivation, coordination, and quality of teachers' task performance. Thus, internal communication is one of the strategic instruments for enhancing the effectiveness of educational organizations (Afandi, 2021).

Simultaneously, organizational culture and internal communication have been shown to make significant contributions to improving teacher performance. These findings indicate that educational organizations require a balance between strengthening organizational culture and ensuring the effectiveness of communication systems to create a productive work environment. Organizational culture shapes work values and character, while internal communication ensures that these values are effectively translated into task execution (Bormasa, 2022).

The practical implication of this research is the need for Islamic boarding school leaders to strengthen an organizational culture that not only emphasizes discipline and compliance but also fosters a culture of learning, innovation, and professional development among teachers. Furthermore, the internal communication system needs to be continuously improved through more open coordination, transparent information sharing, constructive feedback mechanisms, and the use of communication technology to support the effectiveness of educational management. Thus, improving the quality of organizational culture and internal communication is expected to sustainably enhance teacher performance, thereby further advancing the quality of education in Islamic boarding schools.

CONCLUSION

Based on the results of this study, it can be concluded that organizational culture has a positive but insignificant effect on teacher performance at Islamic boarding schools throughout the Lawang Wetan subdistrict. This indicates that the organizational culture implemented in Islamic boarding schools has not yet been fully effective in significantly improving the quality of teacher performance. Nevertheless, organizational culture continues to play an important role in shaping teachers' attitudes of discipline, responsibility, and loyalty toward the educational institution.

The research findings also show that internal communication has a positive and significant effect on teacher performance. Effective internal communication helps teachers obtain information quickly and clearly regarding their duties, policies, and academic activities at the Islamic boarding schools. With good communication, work

coordination becomes more effective, enabling teachers to conduct the learning process more optimally and professionally.

Simultaneously, organizational culture and internal communication were found to have a significant impact on teacher performance. These findings suggest that improving the quality of teacher performance requires the support of a conducive organizational environment and an effective communication system. A positive organizational culture fosters positive work behavior, while effective internal communication helps streamline coordination and the execution of teachers' duties in educational activities.

This study also indicates that internal communication is the most dominant factor in improving teacher performance compared to organizational culture. Therefore, Islamic boarding schools need to pay closer attention to the effectiveness of communication between administrators and teachers so that all information can be conveyed properly and in a timely manner. Open and harmonious communication will create a more comfortable work environment and support improvements in the quality of learning.

Based on these research findings, Islamic boarding schools in Lawang Wetan Subdistrict are expected to improve the quality of their organizational culture and strengthen internal communication within the work environment. These efforts can be achieved through enhanced training and professional development for teachers, more open information sharing, improved work coordination, and the creation of an organizational environment that supports teacher professionalism. Consequently, the quality of teachers' performance can continue to improve, ensuring that the educational goals of the Islamic boarding schools are optimally achieved.

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