

The Influence of Organizational Communication Culture and Organizational Communication Climate on Professional Performance and Work Motivation of Teachers at MA Ura El-Mumtaz Education Foundation in Binjai City

M.Fahrur Rozy Stp^{1*}, Iskandar Zulkarnain², Humaizi³
University of North Sumatra

Corresponding Author: M. Fahrur Rozy m.fahrurrozystp@gmail.com

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ABSTRACT

Communication within an organization plays a crucial role in determining the professionalism and work motivation of teachers. This study aims to examine the impact of organizational communication culture and organizational communication climate on the professional performance and work motivation of teachers at Maura El-Mumtaz Education Foundation. Using a quantitative approach, this research involved 36 teachers as respondents, selected through a total sampling method. Data were collected through a structured questionnaire designed to measure four main variables: organizational communication culture, organizational communication climate, professional performance, and work motivation. Data analysis was conducted using multiple linear regression techniques to determine the extent to which organizational communication culture and climate influence teachers' professional performance and work motivation. This study supports the Transitional Theory, which posits that positive changes in organizational communication culture and climate can enhance performance and work motivation. Additionally, the findings reinforce the Human Relations Theory, which emphasizes the importance of social interaction and effective communication in improving job satisfaction and productivity. The results of the study indicate that organizational communication culture has a positive and significant influence on teachers' professional performance

INTRODUCTION

Teachers are the main guideline in education, who have the responsibility to shape the young generation who are able to take responsibility in an increasingly complex and rapidly changing society. Teachers play an important role in disseminating knowledge and developing students' character, both of which have an impact on how society develops. A teacher is a figure who has an important role in the advancement of the world of education. A teacher is a figure who has an important role in the advancement of the world of education. A teacher's ability is seen from the performance carried out in class and outside the classroom. This treatment is carried out with two-way communication that produces a work culture and also an organizational communication climate created from existing communication patterns.

Human resources are a necessity for all organizations. It is important to understand that organizations are basically made up of a group of people who work together to achieve common goals. Therefore, it is not an exaggeration to say that resources in the form of teachers are a key component of the competitive advantage of an educational organization today. Another important factor that is often overlooked by organizations, namely organizational teachers, is crucial in the era of rapid technological advances and the diversity of other resources that are increasingly developing and receiving a lot of attention.

Organizational communication culture is a concept that is inseparable from culture in general. Organizational communication culture is the result of a combination of organizational culture and communication, and has a significant influence on organizational performance. The environment, both internal and external, plays an important role in shaping organizational communication culture. The ever-changing organizational environment demands that organizational communication culture also evolve in accordance with the needs and developments of the organization. The objectives of organizational communication culture include establishing a strong organizational identity, encouraging employee engagement and satisfaction, creating a healthy work environment, strengthening organizational identity and values, and supporting the achievement of organizational goals effectively.

Organizational communication culture also plays a role in improving teacher performance in educational institutions, as seen in the relationship between organizational communication culture, organizational communication climate, and teacher performance. The effectiveness of the education system in this context is greatly influenced by the quality of teacher performance. Students can reach their maximum potential with the help of competent, committed, and professional teachers. As a result, many studies have investigated a series of variables that may impact the effectiveness of teacher performance. Organizational communication culture and school climate are two elements that have a significant influence on learning.

The values, norms, beliefs, behaviors, and practices that exist in an organization are referred to as its organizational communication culture. Teacher attitudes, motivations, and behaviors can be influenced by an effective organizational communication culture. Organizational communication climate, on the other hand, describes the psychological climate within a company and includes the level of employee satisfaction, trust, support, and motivation. Teachers can be encouraged to behave more professionally in carrying out their duties through a positive organizational communication climate and culture.

The Maura El-Mumtaz Education Foundation is an educational institution that has two school-level units, namely Madrasah Tsanawiyah (MTs) and Madrasah Ibtidaiyah (MI). This educational institution is located in Binjai City, a city located in North Sumatra Province, Indonesia. This foundation has a good reputation in the field of education, especially in the development of tahfidz (memorizing the Quran).

MTs Maura El-Mumtaz is a secondary school unit that provides education for students at the Tsanawiyah level or equivalent to junior high school. This school combines a general curriculum with strong Islamic religious education. One of the main advantages of this MTs is its focus on tahfidz, which is the process of memorizing the Quran. Students are taught to memorize and understand the Quran, so that they can become Huffaz (people who are able to memorize the entire Quran). This tahfidz program helps students in their spiritual and religious development.

Madrasah Ibtidaiyah Swasta (MIs) Maura El-Mumtaz is an elementary school unit that provides early education for students at the Ibtidaiyah level or equivalent to elementary school. Like MTs, MI also offers a balanced general curriculum with strong Islamic religious education. One important aspect of this MI is preparing students with the basics of Islam, including reading and understanding the Quran. MI also emphasizes the development of students' character and morals. Both schools have adequate facilities to support the learning process, including comfortable classrooms, libraries, and sports facilities. In addition, the foundation also has qualified and experienced teachers in teaching and guiding students in educational and religious aspects.

One of the main attractions of the Maura El-Mumtaz Education Foundation is its emphasis on memorizing the Quran, which allows students to grow and develop in their spirituality and faith while receiving quality education. Located in Binjai City, the foundation plays an important role in providing education that focuses on Islamic values to the younger generation in the area. Although the backgrounds and cultures of the teachers are different, one thing they always have in common is high competence in their field of education. They have undergone relevant education and training, and they continue to develop their skills in educating students. These teachers are able to provide quality and high-performance learning, thus contributing positively to the achievement of educational goals at the foundation.

Organizational communication culture and organizational communication climate play an important role in determining the behavior and effectiveness of teachers. Organizational communication culture includes norms, values, beliefs, and practices that describe how an organization operates, while organizational communication climate includes the atmosphere or environment experienced by members of the institution in carrying out their duties and engaging in daily interactions. Both of these aspects can have a significant impact on teacher performance in educational institutions.

The results of the researcher's observations at the Maura El-Mumtaz Education Foundation show a very open organizational communication culture that supports cooperation between teachers. In the teaching process, this culture allows creativity and innovation by inviting each teacher to share their experiences and best teaching techniques in monthly meetings, creating an inclusive atmosphere. However, some teachers feel unsure about the work environment supported by unclear management policies. Professional development policies are also poorly defined, which affects teachers' motivation to improve their skills. Due to the lack of clear direction on career development, some teachers feel demotivated. Among the forms of unclear management policies are the tasks given to teachers that are not clearly organized, as well as the lack of management wisdom in following up on conflicts that occur within the organization. Based on the results of a statement from a teacher who has resigned, he said that the environment is not conducive. So that it does not provide a sense of comfort in communicating between fellow teachers, which causes misinformation in communication between teachers. Due to different cultures and lack of adaptation to the new environment, some teachers are also uncomfortable with the communication environment at school.

The success of several teachers supported by the foundation highlights the importance of a work culture that encourages and supports professional growth. Thanks to the support of a culture that encourages experimentation and creative thinking, several teachers have been actively involved in learning innovation projects. However, on the contrary, the lack of structure in the organizational environment has made it difficult for some teachers to find a clear direction in their careers. This creates uncertainty that can harm teachers' professionalism and work motivation. To improve teacher performance and work motivation, the Maura El-Mumtaz Education Foundation needs to align management policies to create a clearer and more supportive organizational communication climate.

Supporting it The organizational communication culture at the Maura El-Mumtaz Education Foundation in Binjai City has made several teachers comfortable with the school environment and more motivated to work. This is because the management of the Foundation often holds joint events that make members of the organization open to each other.

This study aims to obtain results and describe these complex dynamics and offer in-depth information about how organizational communication culture and climate affect the professional performance and motivation of teachers at the Maura El-Mumtaz Education Foundation in Binjai City. In this foundation, teachers come from various ethnic, tribal, and religious backgrounds, so that the existing diversity can be integrated into a positive work environment, allowing teachers to remain competent in their fields, while fostering an atmosphere that encourages understanding and respect for these differences.

Thus, this study is expected to provide a clear picture of how organizational communication culture and organizational communication climate affect the professional performance of teachers at the Maura El-Mumtaz Education Foundation in Binjai City. The results of this study can be used as a basis for developing effective strategies in improving organizational communication culture and climate, so that it can improve professional teacher performance and the level of education at this foundation.

LITERATURE REVIEW

Research Paradigm

Manzilati (Manzilati, 2017: 1) said that a special approach in interpreting something is to use a paradigm. Depending on the paradigm used, this meaning may vary. The process of selecting a research paradigm is very important for researchers to complete because it will affect the methods, guidelines, and frameworks that carry out a study. This study was designed with a methodology that allows for systematic quantitative data collection. In positivism, this study focuses on developing empirically testable hypotheses, collecting quantitative data through respondents or measurements, and using statistical analysis to identify patterns or relationships between the variables studied. Therefore, through a scientific approach and empirical data analysis, this study seeks to fill the knowledge gap and increase understanding of the influence of organizational communication culture and organizational communication climate on the professionalism of teacher performance and work motivation in the context of the Maura El-Mumtaz Education Foundation.

Organizational Communication Culture

According to Killman (1988) in Sutrisno's book, organizational communication culture can be defined as a set of values, beliefs, assumptions, or norms that have long been in effect, agreed upon and followed by members of an organization as a guideline for behavior and solving organizational problems. Organizational communication culture is also called corporate culture, which is a set of values or norms that have been in effect for a relatively long time, shared by members of the organization (employees) as behavioral norms in solving organizational problems (companies). In organizational communication culture, values are socialized and internalized within members, inspiring each individual in the organization. Thus, organizational communication culture is the soul of the organization and the soul of the members of the organization (Sutrisno, 2015: 2).

Organizational Communication Climate

Steve Kelneer mentions six dimensions of organizational communication climate as follows:

1. Flexibility conformity. Flexibility and conformity are organizational conditions that provide employees with the freedom to act and adjust to the tasks given.
2. Responsibility. Responsibility relates to employee feelings about the implementation of organizational tasks that are carried out with a sense of responsibility for the results achieved, because they are involved in the ongoing process.
3. Standards. Employee feelings about organizational conditions where management pays attention to the implementation of tasks properly, predetermined goals and tolerance for mistakes or things that are less appropriate or less good.
4. Reward. Reward relates to employee feelings about appreciation and recognition for good work.
5. Clarity. Clarity relates to employee feelings that they know what is expected of them in relation to their work, role and organizational goals.
6. Commitment Theme. Commitment Theme relates to employee feelings about their pride in having an organization and willingness to go the extra mile when needed.

Factors Affecting Performance

A company as an organization has a goal, namely to gain profit. The organization can operate because of the activities or activities carried out by the employees in the organization. According to Prawirosentono (1999), the factors that affect employee performance are as follows:

1. Effectiveness and Efficiency
2. Authority and Responsibility
3. Discipline
4. Initiative

Work Motivation

According to (Bismala et al., 2015) the factors that influence work motivation are individual characteristics, job characteristics and work situation characteristics. According to Hamzah (2011) indicators of work motivation are:

1. The desire and desire to do activities.
2. The drive and need to do activities.
3. The existence of hopes and ideals.
4. Appreciation and respect for oneself.
5. The existence of an interesting environment and activities.

METHODOLOGY

The study entitled "The Influence of Organizational Communication Culture and Organizational Communication Climate on the Professionalism of Teacher Performance and Work Motivation at MTs Maura El-Mumtaz, Binjai City" uses a quantitative approach with a correlational method. A quantitative approach with a correlational method is a research procedure that seeks to produce data related to observable phenomena. Correlation or correlational research is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence the variables so that there is no manipulation of the variables (Faenkel and Wallen, 2008:328). By knowing the level of relationship between variables, this research can be developed according to the research objectives.

Correlational research uses instruments to determine whether, and to what extent, there is a relationship between two or more variables that can be quantified. The complexity of the relationship to be studied is determined by how far the researcher is able to identify the existing phenomena. The relationship between two or more variables will be described by the correlation coefficient (r_{xy}). Therefore, this type of research usually involves statistical measures/levels of relationships called correlation (Paramita, 2021: 13).

This study aims to determine and analyze the influence of organizational communication culture and organizational communication climate on the professionalism of teacher performance at the Maura El-Mumtaz Education Foundation in Binjai City. The researcher will distribute questionnaires to all teachers including teaching staff, operators, and the cleaning department, security department, and also the facilities and infrastructure department. In addition, the researcher conducted observations as an effort to produce secondary data in the study which were then used to strengthen and enrich the findings.

Operational Definition

Based on the definition mentioned above, it can be said that operational variables are needed to determine the types, indicators, and scales of the variables related to a study which are then drawn into a research conclusion.

1. Independent Variables (Variables X1 and X2)
2. Dependent Variables (Variable Y)

Data Source

Primary data is data obtained directly from the first source, such as the results of interviews, documentation, and observations. While secondary data is data obtained indirectly or through sources of records, such as books, tables, and diagrams.

Primary data and secondary data are used to support and describe the conditions at the Maura El-Mumtaz Education Foundation, Binjai City. Primary data helps researchers to collect data directly from individuals or individuals, such as employees who work at the Maura El-Mumtaz Education Foundation, Binjai City. While secondary data helps researchers to support primary data with

data that has been further processed and presented by the primary data collector or by other parties.

This study uses primary data and secondary data to collect data related to the research topic, namely the influence of organizational communication culture and organizational communication climate on the professionalism of teacher performance at the Maura El-Mumtaz Education Foundation, Binjai City. Primary data and secondary data together help researchers to collect relevant and accurate data to complete the research at hand.

Data Collection Instruments

1. Questionnaire

This study uses a Likert scale in the answer column on the questionnaire. The Likert scale is a form of measurement used to increase the level of measurement in social research. This measurement scale is through standardization of response categories used for the intensity of question items (Benu & Benu, 2019).

2. Observation

The researcher in this study conducted direct observations at the research location, namely the Maura El-Mumtaz Education Foundation located in Binjai City. In this observation method, guidelines are needed containing definite indicators in conducting observations so that the research is structured and the data produced is not biased and observations made by researchers only focus on research objects or behavior. The indicators used in this observation are teacher participation in meetings and discussions, conflict resolution carried out by the foundation's management in handling conflicts, communication collaboration between teachers, and how the relationship between teachers and management is.

Population and Sample

The population in this study were all teachers of the Maura El-Mumtaz Education Foundation. The Maura El-Mumtaz Education Foundation consists of 2 school units, namely MIS Maura El-Mumtaz and MTS Maura El-Mumtaz. The number of teachers at MIS Maura El-Mumtaz is 26 teachers and one head of the madrasah, divided into 2 male teachers and 24 female teachers. While in the MTs Maura El-Mumtaz unit there are 14 teachers and one head of the madrasah, divided into 3 male teachers and 12 female teachers.

The sampling technique from the population in this study used total sampling. In this technique, the researcher chose total sampling or took all members of the population. This sample selection was carried out because the researcher understood that the information needed could be obtained from groups/targets that met the criteria determined by the researcher according to the research objectives. Because the population was less than 100, the sample used was the entire population. However, because this study only focused on teachers who taught, the Principal and the Head of the Foundation did not participate in filling out the questionnaire. This was done so that there would be no bias in this study. This study used a sample to fill out the questionnaire of 25 MIS teachers and 11 MTs teachers with a total sample of 36 teachers.

Data Analysis Techniques

The scale to be used in this study is the ratio, so the data collection method used is the Classical Assumption Test. According to Imam Ghozali (2016:101) the classical assumption test is used to obtain a good regression model, limited from data deviations consisting of 41 normality, multicollinearity, heteroscedasticity, and autocorrelation.

Multiple Linear Regression Analysis

In this study, multiple linear regression analysis aims to test how much influence organizational communication culture and organizational communication climate have on the professionalism of teacher performance at the Maura El-Mumtaz Education Foundation. Multiple regression analysis is also used to predict the condition of the dependent variable. This analysis is used by involving two or more independent variables between the dependent variable (Y1 and Y2) and the independent variable (X1 and X2).

Correlation Analysis

Correlation analysis aims to measure the strength of the linear association (relationship) between two variables. Correlation also does not show functional relationships. In other words, correlation analysis does not distinguish between dependent variables and independent variables. In regression analysis, the correlation analysis used also shows the direction of the relationship between the dependent variable and the independent variable in addition to measuring the strength of the association (relationship).

Coefficient of Determination Analysis

Coefficient of Determination Analysis (KD) is used to see how much the independent variable (X) influences the dependent variable (Y) expressed in percentage.

RESULT

The researcher used the observation method in this study. The indicators used in this observation were teacher participation in meetings and discussions, conflict resolution carried out by the foundation management in handling conflicts, communication collaboration between teachers, and how the relationship between teachers and management was. The results of observations on teachers at the Maura El-Mumtaz Education Foundation showed that teacher participation in meetings and discussions was active and constructive. Teachers seemed enthusiastic in providing input and new ideas to improve the quality of education. The foundation management implemented an effective conflict resolution approach, by resolving problems through open dialogue and mediation involving related parties. This process aims to reach an agreement that satisfies all parties without causing a sense of injustice. Communication collaboration between teachers at this foundation is also well established. Teachers share information and innovative teaching methods, and work together in curriculum planning and extracurricular activities. The relationship between teachers and the foundation management is based on the principle of mutual respect and cooperation. The foundation management provides full support to

teachers, both in terms of professional development and personal needs, so that a harmonious and productive work environment is created. Overall, the work climate at the Maura El-Mumtaz Education Foundation reflects a strong professional culture with open communication and ongoing support between teachers and management.

The researcher in this study also tested the human relations theory which emphasizes the importance of social interaction and effective communication in increasing job satisfaction and productivity. This theory assumes that employee job satisfaction and motivation can be improved through good interpersonal relationships and social support in the work environment.

The researcher tested two teachers, by not giving more communication and more attention to the two respondents. The researcher as a representative of the curriculum always gives more attention to teachers so that they remain enthusiastic in making learning administration. However, because the researcher tested this theory, the researcher made an exception.

The researcher did not give clear directions to the two teachers and did not communicate for a long time. The researcher only communicated with certain people. As a result, the two teachers never collected learning administration, never attended meetings or discussions between teachers and did not participate in activities carried out by the Foundation. The second result obtained due to not being given better attention from the school or foundation management and good communication between teachers, the two respondents felt uncomfortable and decided to resign. At the same time, the loss of professional performance as teachers and teacher motivation in working. Before this communication conflict occurred, the two teachers were teachers who were very loyal to the school. always active in teacher discussions even in management meetings with the foundation.

The results of this observation prove the importance of good communication in an organization, in order to create a good and effective communication climate and a supportive communication culture. A good organizational communication climate and organizational communication culture that is mutually supportive between teachers, creates a sense of always being professional in working and can increase teacher work motivation. The work motivation of teachers at this foundation is not only in salary. Based on the results of the researcher's observations by asking several teachers about their motivation to work. The results showed that most teachers answered that their motivation to work was comfort in the organization. The foundation plays an active role in increasing teacher work motivation, including by communicating in two directions and always accepting input from teachers for better organizational communication management in the future. This is evidenced by the presence of teachers who have worked at the foundation for 13 years, or at the same time as the foundation was established, which indicates that teacher loyalty in working is very good.

DISCUSSION

The Influence of Organizational Communication Culture on the Professionalism of Teacher Performance at the Maura El-Mumtaz Education Foundation

According to Killman (1988) in Sutrisno's book, organizational communication culture can be defined as a set of values, beliefs, assumptions, or norms that have long been in effect, agreed upon and followed by members of an organization as a guideline for behavior and solving organizational problems. Meanwhile, according to Winarno (2014), professionalism is a job that requires scientific techniques and procedures, dedication and is service-oriented based on solid technical and procedural expertise and certain personality attitudes. The results of the study have shown that in this variable, a value of 38.9% was obtained as a form of contribution of organizational communication culture to performance professionalism, of which 61.1% was obtained from other factors. Based on the results of the study, it was also found that organizational communication culture has a positive influence on the professionalism of teacher performance at the Maura El-Mumtaz Education Foundation. This is evidenced by the results of the T test which shows a value of 4.653, which is greater than the T table value, which is 1.691 with a significance level of 0.000.

This means that the better the organizational communication culture, the better the level of teacher performance professionalism. This is in line with research conducted by Mandria Yundelfa, et al. (2020) who conducted research with the results of organizational communication culture significantly related to performance. The results of the study on the influence of organizational communication culture on the professionalism of teacher performance at the Maura El-Mumtaz Education Foundation showed a significant relationship between organizational communication culture and the level of teacher performance professionalism. First of all, it was found that an open and supportive organizational communication culture has a positive impact on teacher motivation to improve their professionalism. When organizations create an environment where communication is valued, ideas and input are welcome, and communication channels are open, teachers tend to feel supported and motivated to continue to improve the quality of their performance. This is supported by the results of the questionnaire filled out by respondents with an average answer agreeing with the items contained in each indicator.

Furthermore, it was found that a culture of transparent and honest communication helps to create trust among teachers in the organization. Teachers who feel that they can rely on the information provided by management and their colleagues tend to feel more comfortable in carrying out their tasks with a high level of professionalism. In addition, a culture of communication that promotes collaboration and constructive feedback between teachers and management also contributes to improving the professional performance of teachers. When teachers feel that they have a voice in the decision-making

process and that their input is valued, they are more likely to engage in efforts to improve the quality of teaching and learning.

The Influence of Organizational Communication Culture on Teacher Work Motivation at the Maura El-Mumtaz Education Foundation

The results of the study on the influence of organizational communication culture on teacher work motivation at the Maura El-Mumtaz Education Foundation illustrate a close relationship between organizational communication culture and the level of teacher work motivation. This is evidenced by the coefficient test which obtained a result of 59.2% for the contribution of the influence of communication culture on teacher work motivation at the Maura El-Mumtaz Education Foundation. First of all, it was found that the existence of an open and inclusive communication culture has a positive impact on teacher work motivation. Based on the results of the regression equation test, a value of 2.350 was obtained, which means that if the organizational communication culture increases by one (1) unit, then teacher work motivation will also increase. This is in line with the results of the T test which produced a value of 7.017, which is greater than the T table value. So with the conclusion that organizational communication culture has a positive and significant effect on work motivation, which means that the higher the organizational communication culture carried out, the better and more teacher work motivation will be.

When teachers feel that communication within the organization is encouraging and encouraging, they tend to feel more motivated to be actively involved in the decision-making process and contribute to the organization's goals. This is based on the results of the questionnaire distributed. The majority of teachers agreed with the indicator of encouragement, namely 86% in the item Open and supportive communication in the work environment increases my motivation as a teacher in carrying out my duties. Furthermore, a communication culture that supports and appreciates teachers' contributions also plays a role in increasing their work motivation. When teachers feel appreciated for their ideas, suggestions, and performance, this provides additional encouragement for them to work harder and be more dedicated. And with an interesting environment that can increase motivation to work. This is based on the results of the questionnaire distributed. The majority of teachers agreed with the indicator of appreciation and respect, namely 61% in the item I feel I have space to convey input, opinions, and criticism constructively without fear of negative responses from management.

In addition, it was found that a communication culture that promotes collaboration and cooperation among teachers also has a positive impact on their work motivation. When there are open channels of communication between fellow teachers and with management, teachers feel more supported and motivated to work together to achieve common goals. However, the results of the study also show that ambiguity or inconsistency in organizational communication can reduce teachers' work motivation. When information is not conveyed clearly or there is a difference between what management says and what happens in practice, this can create uncertainty and reduce teachers' work enthusiasm. In the context of the Maura El-Mumtaz Education Foundation, these findings emphasize the importance of strengthening an organizational

communication culture that supports and builds mutual trust among teachers. This can be achieved through the development of inclusive communication policies and practices, building good relationships between management and teachers, and providing rewards and recognition for teachers' contributions to the success of the organization. Thus, efforts to improve teacher work motivation at the Maura El-Mumtaz Education Foundation can be supported by efforts to strengthen a healthy and positive organizational communication culture.

The Influence of Organizational Communication Culture and Organizational Communication Climate on Teacher Performance Professionalism at the Maura El-Mumtaz Education Foundation

Research on the influence of organizational communication culture and organizational communication climate on teacher performance professionalism at the Maura El-Mumtaz Education Foundation showed insignificant results. This is based on the results of the study, which based on the output results, the Significance value (Sig) for Variable X1 (organizational communication culture) is 0.427, which is greater than 0.005. Thus, it can be concluded that Variable X1 has a significant influence on Variable Y (performance professionalism). Conversely, the Significance value for Variable X2 is 0.04, which is less than 0.005. Therefore, it can be concluded that Variable X2 (organizational communication climate) has a significant influence on Variable Y (performance professionalism). Based on the results of the study, the significance value (Sig) of variable X1, namely organizational communication culture, is 0.427. This value is greater than 0.005, so it can be concluded that organizational communication culture does not have a significant effect on performance professionalism. This means that changes or variations in organizational communication culture do not significantly affect the level of employee performance professionalism in the organization studied.

On the other hand, variable X2, namely organizational communication climate, has a significance value of 0.004. This value is smaller than 0.005, so it can be concluded that organizational communication climate has a significant effect on performance professionalism. In other words, a good or bad organizational communication climate substantially affects employee performance professionalism. The results of this study indicate that although organizational communication culture does not have a significant effect, organizational communication climate plays an important role in determining performance professionalism. A conducive organizational communication climate is likely to create a more effective work environment, increase motivation, and strengthen teamwork, which ultimately improves performance professionalism.

In the context of other studies, empirical evidence often shows that a positive communication climate can strengthen employees' sense of involvement and commitment to the organization, which then improves their performance. Research by Saskia Tulail and Yulianti (2023) states that an open and transparent communication climate can reduce uncertainty and increase trust between employees, which contributes to improving their professional performance. In

addition, a study by Renil Fortunately, Asmendri and M. Haviz (2019) shows that a positive communication climate can increase innovation and performance effectiveness, because employees feel more supported and appreciated in their work environment. Thus, focusing on improving the organizational communication climate can be an effective strategy to improve the professionalism of employee performance. While communication culture may be more difficult to change in the short term, communication climate can be improved through appropriate managerial policies and practices, such as communication training, increasing openness in communication, and developing effective communication channels.

The Influence of Organizational Communication Climate on Teacher Performance Professionalism at the Maura El-Mumtaz Education Foundation

Research on the influence of organizational communication climate on teacher performance professionalism at the Maura El-Mumtaz Education Foundation shows several significant findings. Organizational communication climate, which includes aspects such as Responsibility, Flexibility, Standards, Reward, Clarity, Friendly, Tema commitment plays an important role in forming a conducive work environment for improving teacher performance professionalism. This is in line with the results of the study, it was found that the significance value was $0.000 < 0.005$. While for the T-value, the value obtained was 6.027, which is > 1.691 . then based on two bases for decision making, it can be concluded that organizational communication climate has a positive and significant effect on teacher work motivation, which means that the better the organizational communication climate is carried out, the teacher's work motivation will also increase.

Responsibility and flexibility in organizational communication at the Maura El-Mumtaz Education Foundation encourage teachers to be more courageous in expressing their ideas and opinions. When teachers feel that they are heard and their opinions are valued, it increases their motivation and commitment to their work. The study found that open communication increases teachers' sense of ownership and responsibility, which in turn improves the quality of teaching and teacher interaction. Clarity in the delivery of information is also a key factor. Clear and timely information about organizational policies, procedures, and expectations helps teachers better understand their roles and responsibilities. This reduces confusion and errors in carrying out tasks, thereby increasing the efficiency and effectiveness of teacher performance. Clarity in communication ensures that all members of the organization have the same understanding of the goals and how to achieve them. This is based on the results of the research questionnaire on the Responsibility indicator in the item I believe that providing timely information and clear communication is my responsibility as a staff at the Maura El-Mumtaz Education Foundation with a result of 75%.

Teacher involvement in the organizational communication process also has a positive effect on their professional performance. Active participation in meetings, discussions, and decision-making makes teachers feel more involved and valued. This involvement facilitates collaboration and synergy between teachers, which is essential for creating an innovative and dynamic learning environment. Teachers who feel involved in the organization tend to be more

proactive in developing teaching methods and improving their professional competence.

Furthermore, constructive and regular feedback is also an important element in the organizational communication climate. This study shows that timely and specific feedback helps teachers understand their strengths and areas for improvement. Feedback provided in a supportive manner can increase teachers' self-confidence and motivate them to continue learning and developing themselves. Thus, feedback serves as an important tool for continuous improvement in teacher performance professionalism. In conclusion, this study revealed that a positive organizational communication climate at the Maura El-Mumtaz Education Foundation greatly influences teacher performance professionalism. The aspects of openness, clarity, involvement, and feedback in organizational communication all contribute significantly to increasing teacher motivation, efficiency, collaboration, and professional development. Thus, the foundation's management needs to continue to strengthen and optimize organizational communication practices to support professional and quality teacher performance.

The Influence of Organizational Communication Climate on teacher Motivation at the Maura El-Mumtaz Education Foundation

Research on the influence of organizational communication climate on teacher motivation at the Maura El-Mumtaz Education Foundation shows that a good and effective communication climate has a significant impact on teacher work motivation. Based on the results of the research output, it was found that the significance value was $0.000 < 0.005$. While for the calculated T value, a value of 10.196 was obtained, which is > 1.691 , so it is concluded that organizational communication culture has a positive and significant effect on performance professionalism, which means that the higher the organizational communication climate that is carried out, the teacher's work motivation will also increase. In this study, organizational communication climate is defined as the shared perception of members of the organization regarding the communication patterns that apply within the organization, which includes aspects such as openness, trust, support, and participation.

This study identified several key factors in the communication climate that contribute to increased teacher motivation. First, openness of communication where information flows transparently between management and teaching staff, allows teachers to feel more involved and appreciated in the decision-making process. Teachers who feel they receive sufficient and relevant information from their leaders tend to have higher motivation because they feel valued and considered important in the organization. This is based on the results of respondents on the indicators of hopes and ideals in the item A conducive communication climate at the Maura El-Mumtaz foundation will motivate me to continue to develop in my career because I feel supported and valued by the work environment, the majority of respondents answered agree with a value of 61% and 33% strongly agree.

Second, trust in communication that includes mutual trust between management and teachers. When teachers feel that they can trust their leaders, both in terms of the information provided and in terms of the support provided, they are more likely to have high motivation to carry out their duties well. This trust also fosters a sense of security and comfort in the work environment, which is an important factor in motivating teachers.

Third, support from management in the form of encouraging communication, providing constructive feedback, and providing the assistance needed by teachers. Teachers who feel supported by their leaders are more likely to feel motivated to achieve high performance because they feel that their work is valued and recognized. This support also includes recognition of teacher achievements and providing opportunities for professional development. Fourth, participation in decision-making where teachers are given the opportunity to provide input and be involved in the policy-making and decision-making process related to their work. This participation provides a greater sense of ownership and responsibility to teachers, which in turn increases their motivation to work better and contribute positively to achieving organizational goals. This is in line with the results of the study on the indicators of hopes and ideals in the item Participation in decision-making at the Maura El-Mumtaz foundation gives me greater responsibility and involvement in achieving organizational goals with a percentage of 64% agreeing and 19% strongly agreeing.

This study also found that a poor communication climate, characterized by a lack of openness, low levels of trust, minimal support, and limited participation, can reduce teacher motivation. Teachers who feel they do not get enough information, feel they are not trusted or supported, and are not given the opportunity to participate tend to experience decreased work enthusiasm, feel less appreciated, and ultimately have a negative impact on their performance. Overall, the results of this study emphasize the importance of creating and maintaining a positive communication climate in educational organizations such as the Maura El-Mumtaz Education Foundation. By ensuring that effective, open and supportive communication is implemented, management can increase teacher work motivation, which will ultimately contribute to improving the quality of education provided by the foundation.

The Influence of Organizational Communication Culture and Organizational Communication Climate on Work Motivation at the Maura El-Mumtaz Guru Education Foundation

Research on the influence of organizational communication culture and organizational communication climate on work motivation at the Maura El-Mumtaz Guru Education Foundation revealed several important findings that showed a significant relationship between the three variables. Based on the results of the study, the Adjusted R Square value was 0.760, so it was concluded that the contribution of the influence of the independent variables (organizational communication culture and organizational communication climate) to the dependent variable (work motivation) simultaneously (together) was 76%. Based on the results of the study that have been analyzed, it was found that variable X1, namely organizational communication culture, has a

significance value of 0.096. This value is greater than 0.005, which indicates that organizational communication culture does not have a significant effect on work motivation (Y2). In other words, changes in organizational communication culture do not have a significant impact on the level of employee work motivation.

On the other hand, variable X2, namely organizational communication climate, has a significance value of 0.00. This value is smaller than 0.005, indicating that organizational communication climate has a significant effect on work motivation. This means that changes in organizational communication climate can substantially affect the level of employee work motivation. This result can be explained by considering that organizational communication culture, which includes values, norms, and communication practices that have been embedded in the organization, may not always be flexible or easy to change in the short term. Therefore, its impact on work motivation may not be direct or strong enough to show statistical significance in this study. On the other hand, organizational communication climate, which is related to employee perceptions of the daily communication environment, such as openness, support, and effective information flow, tends to be more dynamic and can change more quickly. These changes can be felt directly by employees and affect their level of motivation. For example, a study by L. Ulfa Hanafiah and Yuliani Rachma Putri (2020) showed that a good communication climate, characterized by openness and clarity of information, increases employee engagement and motivation.

Overall, the results of this study indicate that to improve employee work motivation, management should focus more on improving the organization's communication climate rather than the communication culture which may take longer to change and show significant results. These steps include conducting communication training, encouraging constructive feedback, and building effective communication channels across all levels of the organization. In doing so, organizations can ensure that teachers feel supported, valued, and motivated to give their best in their work.

The Influence of Organizational Communication Culture and Organizational Communication Climate on the Professionalism of Teacher Performance and Work Motivation at the Maura El-Mumtaz Education Foundation.

Research on the influence of organizational communication culture and organizational communication climate on the professionalism of teacher performance and work motivation at the Maura El-Mumtaz Education Foundation shows several significant findings. Organizational communication culture refers to the values, norms, and communication practices applied in an organization that can influence the way individuals interact and work. Organizational communication climate, on the other hand, describes the atmosphere or communication environment felt by members of the organization in carrying out their duties.

Based on the results of the study, the significance value (Sig) for variable X1, namely organizational communication culture, is 0.163. This value is greater than 0.005, which indicates that variable X1 does not have a significant effect on variables Y1 and Y2, namely professionalism of performance and work motivation. This means that in the context of this study, organizational communication culture is not statistically proven to have a strong relationship or significant influence on improving employee performance professionalism or work motivation.

On the other hand, the significance value (Sig) for variable X2, namely organizational communication climate, is 0.00. This value is less than 0.005, indicating that variable X2 has a significant effect on variables Y1 and Y2. In other words, organizational communication climate is statistically proven to be closely related to professional performance and work motivation. This means that in an organization, how the communication climate is developed and maintained has a significant impact on employee professional performance and their level of motivation.

This study indicates that although organizational communication culture is an important aspect in organizational management, it does not always have a direct impact on employee performance and work motivation. On the contrary, a conducive and effective communication climate can improve employee professional performance and work motivation. A good communication climate includes aspects such as openness of information, constructive feedback, and transparent and honest communication, all of which can increase employee satisfaction and motivation, and ultimately improve their performance.

These results are in line with several previous studies showing that a good communication climate in the workplace can increase employee productivity and job satisfaction. For example, research by Alen Manggola and Robeet Thadi (2020) found that a positive communication climate correlates with increased employee performance and employee commitment. In addition, research by Rahma Ramadhani Sianturi, Uud Wahyudin, and Asep Suryana (2019) also shows that a good communication climate can increase employee identification with the organization and improve employee performance. Thus, to improve employee performance and work motivation, organizations need to pay more attention to and develop a positive and effective communication climate rather than just focusing on a general communication culture. This involves efforts to create an open, supportive, and inclusive communication environment, where employees feel valued and heard. Overall, this study concludes that a good communication culture and organizational communication climate contribute significantly to improving the professionalism of teacher performance and work motivation at the Maura El-Mumtaz Education Foundation. The implementation of effective and supportive communication strategies by management is essential to creating a conducive work environment, which will ultimately improve the quality of education provided by the foundation.

Relation of Research Results to Theory

This study found that a positive communication culture and climate at the Maura El-Mumtaz Education Foundation significantly influenced the professionalism of teacher performance. This professionalism includes aspects such as competence, responsibility, work ethics, and interpersonal skills. In addition, a good communication culture and climate also increases teacher work motivation, which includes factors such as job satisfaction, commitment, and enthusiasm in carrying out educational tasks.

The grand theory applied is the Transitional Theory, which emphasizes change and adaptation in the organization. This theory is relevant in the context of changes in communication culture and organizational communication climate at the Maura El-Mumtaz Education Foundation. According to this theory, the transition process in an organization can create a more supportive climate if carried out with effective communication and active participation from all members of the organization.

In the study at the Maura El-Mumtaz Education Foundation, changes in communication culture and climate can be seen as a transition process. For example, if the foundation wants to improve the professionalism of teacher performance and work motivation, they need to change the way they communicate. This could involve increasing openness in sharing information, providing more constructive feedback, or creating an environment where teachers feel supported and appreciated.

Transitional Theory helps explain that during this change process, it is important for organizations to maintain consistent and transparent communication. Teachers need to feel that they are part of the process and have a say in the changes that are taking place. By doing so, they are more likely to accept and support the changes, which will ultimately improve their performance and motivation.

In the context of the Maura El-Mumtaz Education Foundation, this study shows that by managing communication transitions effectively, the foundation can create a more positive work climate. This not only improves the professionalism of teacher performance but also makes them more motivated to achieve the foundation's educational goals. Thus, Transitional Theory provides a useful framework for understanding and managing changes in an organization's communication culture and climate to achieve better results.

The middle theory used in this study is the Human Relations Theory, which emphasizes the importance of social interaction and effective communication in increasing job satisfaction and productivity. This theory assumes that employee job satisfaction and motivation can be improved through good interpersonal relationships and social support in the work environment.

Human Relations Theory is a grand theory that is very relevant in understanding the influence of organizational communication culture and organizational communication climate on the professionalism of teacher performance and work motivation at the Maura El-Mumtaz Education Foundation. This theory, pioneered by Elton Mayo and other researchers from Western Electric Hawthorne Works in the 1920s and 1930s, emphasizes the importance of social and psychological factors in the work environment.

According to Human Relations Theory, individuals in an organization are not only motivated by economic incentives, but also by social needs and interpersonal relationships. These needs include a sense of appreciation, recognition, and belonging to the work group. This theory proposes that positive social interactions and interpersonal support can increase job satisfaction and, in turn, employee productivity and performance.

In practical application at the Maura El-Mumtaz Education Foundation, the emphasis on open communication and interpersonal support in accordance with the principles of Human Relations Theory has been shown to increase teacher professionalism and motivation. Teachers who feel heard and appreciated tend to show better performance and have higher motivation.

Research Updates

The novelty of this research lies in the application of Human Relations Theory in the context of education in Indonesia, specifically at the Maura El-Mumtaz Education Foundation. This research provides empirical evidence that a communication approach that emphasizes social aspects and human relations can be very effective in improving performance and motivation in educational settings, which may have previously been under-explored in academic literature.

This research provides in-depth insight into how organizational communication culture and climate can be applied in the context of education in Indonesia, which often receives less attention in global literature. Second, this research connects transitional theory and human relations theory with communication practices in educational settings, which provides a new perspective on how these theories can be practically applied to improve teacher performance and work motivation. Third, in previous studies, no similar research has been found that specifically uses four variables in its research. This novelty may be developed even better in the future.

The discussion of organizational communication culture and organizational communication climate is something new in the scope of communication. The reason is, this discussion is a fairly complex discussion in discussing organizational communication, group communication and is included in the discussion of public communication. Therefore, this study has an update in scientific research. Thus, this study not only adds theoretical understanding of the influence of communication culture and communication climate in organizations, but also provides practical recommendations for improving professionalism and work motivation in educational environments through more effective and inclusive communication approaches.

CONCLUSIONS AND RECOMMENDATION

1. Organizational communication culture (X1) has a significant effect on the professionalism of teacher performance (Y1) at the Maura El-Mumtaz Education Foundation, Binjai City. Based on the results of the test conducted, the hypothesis is accepted. This study shows that organizational communication culture has a positive and significant effect on the professionalism of teacher performance. This means that the better the communication culture in the organization, the more professional the teacher's performance.
2. Organizational communication culture (X1) has a significant effect on the work motivation (Y2) of teachers at the Maura El-Mumtaz Education Foundation, Binjai City. The results of the study indicate that the hypothesis is accepted. The results of the study indicate that organizational communication culture has a significant effect on teacher work motivation. An effective communication culture can increase teacher motivation in working.
3. The effect of organizational communication culture and organizational communication climate on the professionalism of teacher performance at the Maura El-Mumtaz Education Foundation, Binjai City. The results show that organizational communication culture does not have a significant effect on the professionalism of teacher performance, while organizational communication climate has a significant effect. This finding rejects the working hypothesis that both factors have an equal effect on the professionalism of teacher performance. Management is advised to focus on improving the organizational communication climate to improve the professionalism of teacher performance.
4. Organizational communication climate (X2) has a significant effect on the professionalism of teacher performance (Y1) at the Maura El-Mumtaz Education Foundation, Binjai City. The results of the study indicate that the hypothesis is accepted. The organizational communication climate is proven to have a positive and significant effect on the professionalism of teacher performance. A conducive communication climate can encourage teachers to work more professionally
5. Organizational communication climate (X2) has a significant effect on the work motivation (Y2) of teachers at the Maura El-Mumtaz Education Foundation, Binjai City. The results of the study indicate that the hypothesis is accepted. This study also found that the organizational communication climate has a significant effect on teacher work motivation. A positive communication climate can increase teacher enthusiasm and motivation in carrying out tasks.

6. Organizational communication culture (X1) and organizational communication climate (X2) have a significant effect on the work motivation (Y2) of teachers at the Maura El-Mumtaz Education Foundation, Binjai City. The results of the study indicate that the hypothesis is accepted. The results of the study indicate that the organizational communication climate not only affects the professionalism of teacher performance but also their work motivation. Good communication climate can improve performance and motivation simultaneously.
7. Organizational communication culture (X1) and organizational communication climate (X2) have a significant effect on the professionalism of performance (Y1) and work motivation (Y2) of teachers at the Maura El-Mumtaz Education Foundation in Binjai City. The results of the study indicate that the hypothesis is accepted. This study analyzes that organizational communication culture and organizational communication climate together have a positive and significant effect on the professionalism of teacher performance and teacher work motivation. The combination of these two communication factors is very important to improve the overall professional performance and work motivation of teachers.

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