

Relationship between Group Cohesiveness and Interpersonal Communication on Organizational Commitment of Elementary School Teachers in the Dahlia Cluster

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ABSTRACT

This study aims to explain the results of empirical studies regarding the relationship between group cohesiveness and interpersonal communication with organizational commitment. This research is a correlational quantitative research type because it aims to determine the direction and magnitude of the relationship between the variables studied. The research subjects were 115 elementary school teachers in the Dahlia cluster. Collecting data using questionnaire techniques, observation, interviews, and documentation. Testing the research hypothesis using correlation analysis, regression, and correlation. The results showed that there was a relationship between group cohesiveness and interpersonal communication with organizational commitment resulting in a regression equation $\hat{Y} = 77.850 + 0.410X_1 + 0.810X_2$. And among the variables that have the most influence on organizational commitment is work motivation at 36.4% from group cohesiveness at 26.9%. Based on these results, teachers should increase group cohesiveness and interpersonal communication. With the improvement of these two things, it is expected that organizational commitment can increase.

Keyword: Group Cohesiveness, Interpersonal Communication, Organizational Commitment

INTRODUCTION

School is an important educational institution in society. As a school system, it consists of parts that interact and synergize in carrying out their roles and functions to achieve educational goals, and the effectiveness of their achievements can contribute to the improvement of community life. One of the most important factors in achieving educational goals in schools is individual teachers (Sagala, 2010: 24)

Organizational commitment is the nature of the relationship between individuals and work organizations, where individuals have confidence in the values and goals of the work organization, are willing to use their business seriously for the benefit of the work organization, and have a strong desire to remain part of the work organization. (Darmawanti, et. All: 2015)

The commitment of teacher organizations in carrying out their functions and duties at school will have a major impact on the education and learning process in schools (Hapsari, Nashori: 2016). Low or high organizational commitment depends on the things that influence it. Matters that affect organizational commitment include interpersonal communication and group cohesiveness.

Kellerman (1981:34) group cohesiveness is an interpersonal attraction that attracts members to remain in the group. Forsyth (2010:119) gives an understanding of group cohesiveness is a unity that exists in groups, enjoys interaction with one another, and has a certain time to be together

and there is high morale in it. The definition of group cohesiveness according to Jewell and Siegel (1988: 407) refers to the extent to which group members are attracted to each other and feel part of the group. In a high cohesiveness group, each member of the group has a high commitment to maintaining the group. According to Dyaram and Kamalanabhan (2005:34) group cohesiveness is a result of the forces that occur in the group, so that group members want to remain in the group.

According to research Purwaningtyas, et. all (2012) cohesiveness is an important thing for groups because cohesiveness can be a unifying tool for group members so that an effective group can be formed. This is because group cohesiveness is related to the conformity of members to group norms and equations which will improve communication within the group. This can encourage individual performance in a group which has an impact on the ability of each individual to display the results of their work in the group.

The description of group cohesiveness in the Dahlia cluster, especially in private schools, is low. One indicator is the frequency of schools changing teachers. This was reinforced by interviews with several school principals as follows,

"Teachers at the school that I have led almost every new school year have resigned so they have to find new teachers to replace them" (Interview with the Principal of SD Bright Kiddie, 2020)

"For us, private schools usually leave teachers in and out. Because sometimes if someone wants to give a bigger salary they will move to a new school" (interview with the Principal of SD Tunas Pertiwi, 2020)

Based on the results of the interview, it can be concluded that the teacher often changes. One of the reasons is the higher salary at the new school. If a teacher has high group cohesiveness, the teacher will try to continue working in a school without changing workplaces.

Gibson, et al. (2006: 427) states that communication is the transfer of information and understanding using verbal or non-verbal symbols. A similar opinion was conveyed by Bateman and Snell (2014: 536), Communication is the transfer of information and meaning from one party to another through the use of common symbols.

West and Turner (2007: 53) state that interpersonal communication refers to face-to-face communication between people. Interpersonal communication is communication that requires more than one person or actor. Interpersonal communication demands communicating with other people. Interpersonal communication also applies contextually depending on circumstances, culture, and also the psychological context.

R. Wayne Pace (1979) in Cangara (2015: 32) suggests that interpersonal communication is a communication process that takes place between two or more people face-to-face where the sender can convey messages directly and message recipients can receive and respond directly. Interpersonal communication is a communication whose messages are packaged in verbal or nonverbal form, such as communication in general interpersonal communication always includes two main elements, namely the content of the message and how the message content is said or done verbally or nonverbally.

According to Devito (2014: 57) explains that interpersonal communication is the delivery of messages by one person and receiving messages by another person or a small group of people, with various impacts and with the opportunity to provide immediate feedback. Interpersonal

communication is a communication made to other parties to get feedback, either directly (face to face) or with the media.

Based on the results of preliminary research on 50 randomly selected teachers, data on interpersonal communication were obtained as follows:

Table 1
Teacher's Introduction to Peers

No	Statement	Frequency	Percentage
1	Know the teacher in one school	50	100%
2	Get to know the MGMP teachers in cluster	15	30%
3	Get to know all teachers in the cluster	3	6%

Based on the table above, the teachers know each other in the MGMP as a cluster, it can be concluded that it is still low. Even to recognize one group is very low (6%). From this, because they do not know each other, communication between teachers can't occur.

Group cohesiveness, interpersonal communication are factors that can influence the commitment of teacher organizations through the work climate in schools that can transform school organizations to be more proactive, innovative, and adaptive to change. The interpersonal communication system will encourage employees to not only work and play a role regularly but also try to make changes by influencing teachers to be more creative, open, and willing to change based on a clear vision of the future so that they can encourage the implementation of new things.

Based on preliminary observations in several schools in the Dahlia Gugus, it indicates that the teacher works only based on assignments, lacks creativity, lacks motivation, lacks enthusiasm, so that the performance is not optimal. This is reinforced by the results of interviews with several teachers in the Dahlia group.

"For me, the important thing is teaching, whether the children master the material or not depends on the child. If the child is diligent, of course at home, he will study again. But if the child is lazy, he will only study at school". (Interview with SD Curug 5 Cimanggis Teacher)

Such conditions, if allowed to continue to be feared, could result in decreased school productivity and the quality and quality of student learning outcomes will also decline. This condition is thought to be triggered by low teacher organizational commitment. This commitment to the teacher organization cannot be separated from the group cohesiveness and interpersonal communication skills of the teachers. For this reason, the authors feel the need to conduct field research.

METHODS

This type of research is field research. While the method is survey research (Sugiyono, 2012: 12). The survey method is research that takes a sample from a population using a questionnaire as the main data collection tool. According to Alreck and Settle (1995: 456) said: A research technique where information requirements are specified, a population is identified, a sample selected and systematically questioned, and the results analyzed, generalized to the population, and reported to meet the information needs.

The approach used in this research is quantitative. Data in the form of numerical in this study were obtained from the results of filling out a questionnaire. The quantitative approach is basically carried out for inferential research (hypothesis testing) and relies on a probability of rejection or acceptance of the hypothesis (Sugiyono, 2012: 12).

Collecting data through requests for answers to research respondents using a questionnaire as a research data collection tool. The questionnaire was used to test all variables. The questionnaire uses a Likert scale model which has 5 (five) categories of answer choices, Positive statement categories are assigned a weighted value of 5 (five) to 1 (one), while negative statement categories are assigned the opposite weight, namely 1 (one) to 5 (five). The instrument was tested before it was used in the study. Testing of these instruments includes testing the validity (validity) and reliability test (reliability). From the results of the validity test, the valid and invalid instrument items were obtained. Invalid instrument items were discarded or not used in the study.

The population consists of a limited heterogeneous group of individuals. There are many variations of the variables inherent in each individual. These differences can be caused by internal and external factors from the individual such as the area of residence, level of education, culture, or lifestyle in a particular area. The population in this study were 162 elementary school teachers in the Dahlia Cluster, Cimanggis District, Depok City.

While the number of samples using the Slovin technique as follows:

$$n = \frac{N}{1+N(e)^2}$$
$$n = \frac{162}{1+162(0,05)^2}$$
$$= \frac{162}{1.405} = 115,3 \text{ rounded to } 115 \text{ people}$$

So the number of samples in this study was 115 people.

The technique of taking using Simple Random Sampling is stated to be simple (simple) because the sampling of members of the population is carried out randomly without paying attention to the strata in the population (Sugiyono, 2008: 53).

The technical approach to research data analysis can be done with quantitative analysis. Quantitative analysis is a result-oriented research activity in the form of definite and clear conclusions and generally with proof of hypotheses. This quantitative research has the character of breaking the reality into parts and looking for a limited relationship between variables, which aims to achieve generalizations to minimize or predict. The connection with this research is to find data related to group cohesiveness, interpersonal communication, and organizational commitment of elementary school teachers in the Dahlia cluster through distributing questionnaires that have been filled with weighted scores then the results are analyzed to prove the hypothesis. The data analysis used in this research is,

In this study, there are two independent variables so that the formulation of the multiple regression is: $\hat{Y} = a + b_1X_1 + b_2X_2$

To determine the relationship between the independent variable and the dependent variable, it can be seen from the correlation coefficient which is between -1 and +1. A value of 1 indicates a very perfect relationship, on the other hand, a value of 0 indicates that the independent variable has no relationship at all with the dependent variable. Multiple correlation analysis is as follows

Whereas for two independent variables and one dependent variable the multiple correlation formula (R) is used as follows:

$$R_{y_{x_1x_2}} = \sqrt{\frac{((r_1)^2 + (r_2)^2) - (r_1)(r_2)(r_3)}{1 - (r_3)^2}}$$

The calculation of the coefficient of determination is used to determine how much influence or impact changes in the independent variable have on the dependent variable with the following formula: $R = (r)^2 \times 100\%$

RESULTS AND DISCUSSION

The results of the calculation of the correlation test from the relationship of group cohesiveness (X₁) and interpersonal communication (X₂) with organizational commitment (Y) with the help of SPSS are as follows:

Table 2
 Pearson correlation test X₁ and X₂ with Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.639 ^a	.408	.398	5.443	.408	38.622	2	112	.000

a. Predictors: (Constant), interpersonal communication, group cohesiveness

Based on the results of the Pearson Product Moment correlation in the table above, it can be seen that the value of the correlation coefficient (R) between variables X₁ (group cohesiveness) and X₂ (interpersonal communication) with variable Y1 (organizational commitment) is 0.639 with sig (p) = 0.00 with a sample of 115 in the dahlia group. The meaning of R price when consulted with the interpretation table of the product-moment correlation coefficient, it is found that the value of R = 0.639 is classified as strong. And *sig (2-tailed)* = 0.000, the value is less than 0.005, which means that the relationship is acceptable. The calculation results show that t-value (0.603), then Ho is rejected and Ha is accepted. This means that there is a simultaneous relationship between group cohesiveness and interpersonal communication with organizational commitment.

The R square number is 0.408 which also shows that the relationship between group cohesiveness and interpersonal communication with organizational commitment is in the moderate category. R Square 0.408 states that the relationship achievement between group cohesiveness and interpersonal communication with commitment is 40.8% while 59.2% is influenced by other factors that have not been studied.

The results of the calculation of the regression equation from the relationship of group cohesiveness (X₁) and interpersonal communication (X₂) with organizational commitment (Y) with the help of SPSS are as follows:

Table 3
Multiple regression test

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.996	10.502		1.714	.009
	group cohesiveness	.522	.086	.494	6.033	.000
	interpersonal communication,	.247	.085	.237	2.899	.004

The results of the calculation as shown in the table above note that the multiple regression equation that occurs between \hat{Y} over X_1 and X_2 is $\hat{Y} = 17,996 + 0.522X_1 + 0.247X_2$. From the results of statistical analysis, it was also obtained that the multiple regression coefficient b_1 was 0.522 and b_2 was 0.247 with an intercept of 17.996. Thus the form of the relationship between the two independent variables and teacher integrity is shown by the multiple regression equation through this equation it can be interpreted that:

- If there is an increase of one unit in group cohesiveness and interpersonal communication control is carried out, then the increase will be followed by an increase of 0.522 units in organizational commitment.
- If there is an increase of one unit in interpersonal communication and control of group cohesiveness is exercised, then the increase will be followed by an increase of 0.24 units in organizational commitment.
- The increase in organizational commitment in numbers 1 and 2 above occurs in the same direction as the constant (intercept) of 17.996

The results of the correlation test and regression test regarding the relationship between group cohesiveness and interpersonal communication with the organizational commitment of teachers in the Dahlia Cimanggis cluster prove that group cohesiveness and interpersonal communication are simultaneously related to the organizational commitment of teachers in the Dahlia Cimanggis cluster. This means that the higher the group cohesiveness and interpersonal communication, the higher the organizational commitment of teachers in the Dahlia Cimanggis cluster. Vice versa, the lower the group cohesiveness and interpersonal communication, the lower the organizational commitment of teachers in the Dahlia Cimanggis cluster.

These results indicate that the cohesiveness of the teacher group is shown by social cohesiveness, task cohesiveness, view cohesiveness, emotional cohesiveness and interpersonal communication shown by openness, empathy, mutual support, positive attitudes, equality can strengthen organizational commitment.

Group cohesiveness, interpersonal communication, and organizational commitment have a huge influence on teachers and the continuity of the educational process. Teachers who have a high organizational commitment will view work as having high value too, so that individuals voluntarily unite themselves with their work, investing their time, willingness, and energy to work. Commitment to the organization is related to the strength of individual identification and involvement in the organizational group. Group cohesiveness, followed by good interpersonal communication and a strong commitment to an organization will avoid strike symptoms, decreased attendance, and job dissatisfaction. Of course, this is what every organization expects, therefore the organization should be able to create a situation that can encourage a sense of

belonging, loyalty, solidarity, security, a sense of acceptance and respect, and a feeling of success in employees which in turn can foster a sense of belonging.

Theoretically, the results of this study reinforce the opinion of Kast and Rosenzweig (1995) that the joint impact of cohesiveness and commitment to organizational goals for group effectiveness and efficiency is described in the explanation that the level of cohesiveness in groups is a complex symptom caused by a combination of attractiveness or repulsion towards each member.

Many factors work on each individual, both attracting and rejecting it. Some members will experience such attractiveness and resistance as far as group activities are concerned, and only when necessary. Such a situation would not be possible to produce a feeling of togetherness so that the group would not be so cohesive. It is clear that in every group there is a level of attraction for each of its members. Some adhere to the values of their group more strongly than others. Some groups are highly cohesive and integrated, while others are loose and scattered.

In line with the opinion above, Robbins (in Alham and Idris, 2015) states that one of the job satisfaction factors is supportive co-workers. An employee also wants the attention of his coworkers, so that the job also fills the employee's need for social interaction, so that when someone has colleagues who are mutually supportive and friendly, it will increase job satisfaction. The satisfaction is aimed at prioritizing common interests, doing a given job by participating among group members. This is because the working group influences members in many ways, but such impacts are often generated through cohesiveness.

Furthermore, Trihapsari (in Alham and Idris) group cohesiveness is associated with the encouragement of members to stay together in the group rather than the urge to push members out of the group. The importance of group cohesiveness is to increase the satisfaction of group members. Maintenance of group cohesiveness is one of the things that need to be considered in the organization. This condition will lead to an employee's commitment to the organization.

Bambacas and Patrickson (in Setyono: 2013) found that the way of conveying messages, especially the clarity of messages, can lead to trust which is an interpersonal communication skill needed to increase organizational commitment.

Based on the research findings as mentioned above, it appears that the relationship between group cohesiveness and interpersonal communication with organizational commitment is very close and cannot be ignored. The existence of supportive peer-to-peer relationships can increase group satisfaction and pleasant conditions of interpersonal communication can play a role in employee organizational commitment in doing work.

Given that the commitment of the teacher organization in this study depends on the independent variable. If the free variable increases in a score, the dependent variable increases. For that, it is necessary to increase the score of the independent variable. All independent variables have the opportunity to increase their score and what needs to be prioritized is the group cohesiveness variable because it has a higher (more dominant) regression score.

How to increase group cohesiveness according to previous research conducted by Lot and Lot (in Shaw, 1979) found that there was a relationship between group cohesiveness and quantity of communication. Communication quantity indicates interaction. With frequent interactions, the cohesiveness will increase. Schools or institutions can increase the quantity of communication, for example by holding activities that involve all teachers.

Improvement of interpersonal communication variables can be done with efforts that can increase the indicator score in this study. Efforts that can be made to make interpersonal communication take place effectively, Devito (2009) suggests that interpersonal communication needs to start with five aspects, namely openness, empathy (empathy), supportiveness, positive attitude (positiveness), and equality (equality). Efforts that can be made by schools or to streamline interpersonal communication, for example, often involve all teachers in activity from planning, implementation to evaluation. With the involvement of all teachers, it will encourage communication to discuss all matters related to these activities. By frequently discussing it will encourage increased interpersonal communication.

CONCLUSION

Based on the results of research and data analysis, the following conclusions can be drawn: Group cohesiveness and interpersonal communication simultaneously have a positive effect on teacher organizational commitment in the Dahlia Cimangis Cluster, amounting to 40.8% with the regression direction $\hat{Y} = 17.996 + 0.5222X_1 + 0.247X_2$

Based on the results of research and data analysis, researchers need to submit several suggestions as follows: 1) group cohesiveness and interpersonal communication are expected to be the focus of attention for school heads so that the commitment of teacher organizations in the Dahlia Cimanggis Cluster increases 2) Refers to respondents' perceptions of group cohesiveness, teachers in the Dahlia Cimanggis cluster should always pay attention to indicators showing cohesiveness, mutual need, and increasing competence because in this case, the behavior is lowest in forming the construct of group cohesiveness. 3) Referring to respondents' perceptions of interpersonal communication, teachers in the Dahlia Cimanggis Cluster should always pay attention to indicators that always think positively and communicate opinions, because in this case, the behavior in these indicators is the lowest in forming the construct of interpersonal communication of teachers in the Dahlia Cimanggis Cluster. 4) Referring to respondents' perceptions of teacher organizational commitment in the Dahlia Cimanggis cluster, teachers in the Dahlia cluster should always pay attention to indicators of task implementation, profession as a mandate, and loyalty to the school, because in this case, this behavior is the lowest in forming the organizational commitment construct. a teacher at Gugus Dahlia Cimanggis

For further researchers who are concerned with the results of this study, it is suggested to consider other factors that influence organizational commitment such as work environment, workload, job satisfaction, and other factors that can affect organizational commitment.

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