



Internal conflict and organizational communication on student organizational performance: The mediating role of organizational motivation

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ABSTRACT

This study aims to analyze the influence of internal conflict and organizational communication on student organizational performance, with organizational motivation as a mediating at Institute of Technology and Business Indragiri. The study used a quantitative approach with a survey method. Data was collected through questionnaires (google form) from the leaders and members of student organization. This study used analysis technique with path analysis to test the direct and indirect effects between the research variables. The results of the study indicate that internal conflict has a positive effect on student organizational performance. Organizational communication has a positive effect on student organizational performance. In addition, internal conflict and organizational communication has a positive effect on organizational motivation. Organizational motivation significantly influences the student organizational performance and is proven to mediate the influence of internal conflict and organizational communication. These findings indicate that constructive internal conflict and effective organizational communication can increase the organizational motivation of members, which in turn has an impact on improving the overall student organizational performance.

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INTRODUCTION

An organization is a social system formed to achieve common goals through coordination, communication, and cooperation between individuals. It has been suggested that an organization's effectiveness is largely determined by how individuals and groups interact, manage conflict, and build collective work motivation (Robbins & Judge, 2023). This applies not only to formal organizations such as corporations but also to student organizations, which have similar structures, goals, and work dynamics. However, in practice, student organizations often face various internal challenges, one of which is internal conflict. Internal conflict is a process where one party feels that another party has negatively influenced or will soon influence the interests, values, or goals that are considered important (Robbins & Judge, 2023). Internal conflict in an organization can be observed through several aspects, such as differences in goals among members, differences

in perceptions of duties and responsibilities, the intensity of internal disputes or debates, interpersonal tensions between members, and role ambiguity in the organizational structure (Robbins & Judge, 2023); (De Dreu & Weingart, 2003).

In addition to internal conflict, organizational communication is also a crucial factor in determining the success of an organization. Organizational communication is seen as a process of exchanging information, meaning, and understanding between organizational members that enables effective coordination and decision-making (Nawaf & Sikumbang, 2024). Organizational communication not only functions as a means of conveying information, but also as a mechanism for forming working relationships, trust, and organizational climate (Pace & Faules, 2022). Organizational communication includes the following, like clarity of messages or information, openness of information within the organization, smooth flow of vertical and horizontal communication, the presence of feedback between members, and a communication climate that supports active participation (Pace & Faules, 2022).

Organizational performance is not only measured by the success of work programs, but also by member satisfaction and the image of the organization in the campus environment, including achievement of organizational goals, effectiveness of activity implementation, level of cooperation between members, organizational reputation, and member satisfaction (Gibson et al., 2021); (Robbins & Judge, 2023). Constructively managed conflict can trigger organizational evaluation and improvement (Eliawati et al., 2024). Furthermore, ineffectively managed internal conflict tends to reduce work coordination and trust among members, thus negatively impacting organizational performance (De Dreu & Weingart, 2003).

In Self-Determination Theory emphasizes that motivation is an internal drive that determines the level of involvement, persistence, and quality of individual performance in an organization (Ryazinarwa et al., 2024). Then, organizational motivation is reflected in students' willingness to be active, responsible, and contribute voluntarily to achieving organizational goals (Eliawati et al., 2024).

At the Institute of Technology and Business Indragiri (ITB Indragiri), student organizations play a vital role in supporting the development of student character and leadership. However, phenomena such as differing views among members, suboptimal coordination between administrators and members, low participation in activities, and suboptimal organizational achievements indicate the potential for conflict, communication, and motivational issues that impact to organizational performance. These dynamics can have both positive and negative impacts on organizational performance, depending on how the organization manages conflict and builds an effective communication system (McShane & Von Glinow, 2024).

Empirical research specifically examining the factors influencing student organization performance at ITB Indragiri is still limited. Therefore, this study is important to provide scientific evidence as a basis for developing student training and continuously improving the quality of student organizations, and will expands the literature, which has focused primarily on the context of business organizations or the formal work sector, by demonstrating that the principles of organizational behavior are also relevant and applicable to nonprofit and voluntary student organizations. Furthermore, the placement of organizational motivation as a mediating variable provides a more comprehensive understanding of the inter-variable influence mechanisms on student organizational performance.

RESEARCH METHODS

This study employed a quantitative approach with a survey method. This approach is used to test causal relationships between variables through numerical measurements and statistical analysis (Sugiyono, 2021), and mediation design, is an analytical strategy in quantitative research used to explain the relationship between variables through a mediator (Riduawn, 2021). The population

comprised active students at the Institute of Technology and Business Indragiri who had been involved in student organizations for at least one term. The sampling technique used purposive sampling, where sample size was set at 100 persons who had been involved in student organizations for at least one term, and sample size met statistical sufficiency for PLS-SEM-based structural model analysis. Based on the 10-times rule, the minimum sample size is 10 times the number of the largest structural paths leading to the endogenous construct, which in this study was well below 100 respondents. Research data were obtained through a closed-ended questionnaire (google form). Data analysis was conducted using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS software (Hair et al., 2022). Evaluation models were conducted through instrument validity and reliability tests, measurement model (outer model) and structural model (inner model) tests. Hypothesis testing using bootstrapping techniques, and mediation was conducted by analyzing the indirect effect of independent variables on dependent variables through mediating variables, dimana nilai $t > 1,96$ dan $p\text{-value} < 0,05$ untuk efek mediasi, (Preacher & Hayes, 2008); (Ghozali & Latan, 2021).

RESULTS AND DISCUSSION

Result

Validity and reliability test results

Table 1. Construct Reliability and Validity

| | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|-----|------------------|-------------------------------|-------------------------------|----------------------------------|
| KI | 0.851 | 0.873 | 0.893 | 0.628 |
| KO | 0.894 | 0.901 | 0.922 | 0.702 |
| KOM | 0.939 | 0.940 | 0.953 | 0.804 |
| MB | 0.919 | 0.928 | 0.939 | 0.756 |

Source: Data processed with SmartPLS 4.0 (2026)

AVE value of exogenous and endogenous variable morebig from 0.50, as shown in Table 1. This means that all metric variables valid research. In addition, the fourth variables have own mark reliability composite and value Cronbach's alpha more from 0.70. Therefore that, indicator variables research used stated reliable.

Measurement model test results (Outer model)

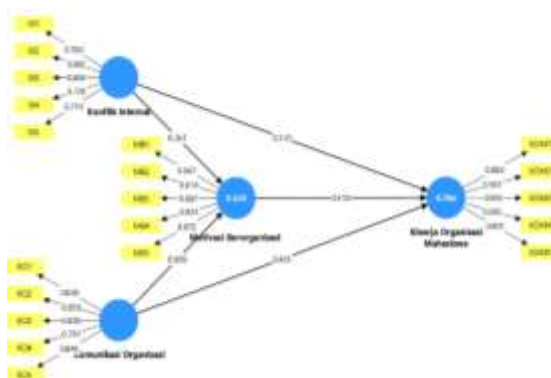


Figure 1. Outer Model (SEM-PLS)

Figure 1 shows that mark outer model for each indicator variables study this morebig from 0.70, indicating that influence between and among variables enough big.

a. Discriminant test validity

Table 2. Fornell-Lacker Criterion

| | KI | KO | KOM | MB |
|-----|-------|-------|-------|-------|
| KI | 0.792 | | | |
| KO | 0.268 | 0.838 | | |
| KOM | 0.467 | 0.784 | 0.896 | |
| MB | 0.424 | 0.676 | 0.794 | 0.870 |

Source: Data processed with SEM-PLS 4.0 (2026)

Table 2, shows results measurement mark compatibility for each variable, with each variable own greater value big than other variables.

b. Cross value loading

Table 3. Cross values loading

| | KI | KO | KOM | MB |
|------|-------|-------|-------|-------|
| KI1 | 0.785 | 0.277 | 0.369 | 0.342 |
| KI2 | 0.882 | 0.271 | 0.455 | 0.396 |
| KI3 | 0.843 | 0.226 | 0.414 | 0.373 |
| KI4 | 0.728 | 0.138 | 0.247 | 0.294 |
| KI5 | 0.710 | 0.111 | 0.323 | 0.248 |
| KO1 | 0.196 | 0.838 | 0.688 | 0.614 |
| KO2 | 0.147 | 0.856 | 0.647 | 0.517 |
| KO3 | 0.212 | 0.859 | 0.638 | 0.497 |
| KO4 | 0.255 | 0.791 | 0.557 | 0.493 |
| KO5 | 0.305 | 0.845 | 0.730 | 0.677 |
| KOM1 | 0.415 | 0.684 | 0.882 | 0.657 |
| KOM2 | 0.467 | 0.690 | 0.901 | 0.699 |
| KOM3 | 0.438 | 0.692 | 0.903 | 0.679 |
| KOM4 | 0.393 | 0.709 | 0.895 | 0.793 |
| KOM5 | 0.384 | 0.737 | 0.901 | 0.722 |
| MB1 | 0.372 | 0.691 | 0.740 | 0.847 |
| MB2 | 0.314 | 0.459 | 0.518 | 0.814 |
| MB3 | 0.371 | 0.551 | 0.671 | 0.887 |
| MB4 | 0.384 | 0.645 | 0.742 | 0.923 |
| MB5 | 0.391 | 0.555 | 0.737 | 0.872 |

Source: Data processed with SmartPLS (2026)

Correlation value indicator to the construction more tall than mark correlation indicator with construct others, which means latent construct predicts indicators on the block they more good than block others, as shown in Table 3. This shows good cross loading value. With Thus, the model can be declared valid.

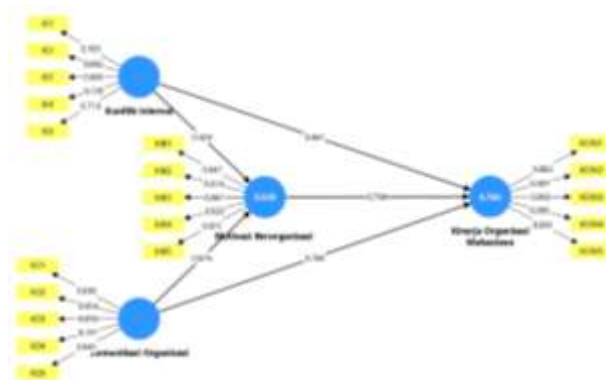
Structural model test results (Inner model)**Figure 2.** Inner Model (SEM-PLS)

Figure 2, shows structural model test (inner model). Internal conflict factors have mark correlation 0.467, organizational communication factors own mark correlation 0.784, and organizational motivation factors own mark correlation of 0.794. This shows that, if compared to with internal conflict and organizational communication, then organizational motivation was given morebig influence to student organizational performance. Meanwhile that, value correlation internal conflict against organizational motivation is 0.424, and organizational communication to organizational motivation is 0.676, both show enough influence big.

a. Coefficient of determination (R^2)

Table 4. Coefficient of Determination (R^2)

| | R-square | R-square adjusted |
|-----|----------|-------------------|
| KOM | 0.766 | 0.759 |
| MB | 0.520 | 0.510 |

Source: Data processed with SmartPLS 4.0 (2026)

Table 4, shows that R^2 value variables student organizational performance is 0.766, and will indicates that student organizational performance influenced by internal conflict and organizational communication is category big namely of 76.6%. The R^2 value organizational motivation which is 0.520, so that achievements organizational motivation in mediate influence internal conflict and organizational communication to student organizational performance is category currently namely 52%.

b. F Square (f^2)

Table 5. F- Square (f^2)

| | KI | KO | KOM | MB |
|-----|----|----|-------|-------|
| KI | | | 0.101 | 0.132 |
| KO | | | 0.494 | 0.710 |
| KOM | | | | |
| MB | | | 0.345 | |

Source: Data processed with SmartPLS 4.0 (2026)

Table 5, explains results measurement (f^2 value) tests where if f^2 values that exceed 0.0 are in category small or bad; f^2 values that exceed 0.05 are in category currently; and f^2 values that exceed 0.35 are in category big or good (Cohen in Hu et al., 2022). So, internal conflict gives influence student organizational performance of 0.101, this calls moderate. Internal conflict also affects organizational motivation of 0.132, this means medium. Organizational communication capable influence student organizational performance of 0.494, this is big category. Organizational communication capable give influence organizational motivation of 0.710, this is big. Organizational motivation capable mediate internal conflict and organizational communication to influence student organizational performance, namely of 0.345 and this medium category.

Hypothesis test results

Table 6. Path coefficient of direct effect

| | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistics (O/STDEV) | P values |
|-----------|---------------------|-----------------|----------------------------|--------------------------|----------|
| KI -> KOM | 0.170 | 0.174 | 0.059 | 2,855 | 0.004 |
| KI -> MB | 0.261 | 0.268 | 0.085 | 3,064 | 0.002 |
| KO -> KOM | 0.461 | 0.461 | 0.063 | 7,366 | 0.000 |
| KO -> MB | 0.606 | 0.603 | 0.084 | 7,196 | 0.000 |
| MB -> KOM | 0.410 | 0.406 | 0.067 | 6,161 | 0.000 |

Source: Data processed with SmartPLS 4.0 (2026)

Table 6, shows the path coefficient of direct effect test results. Internal conflict has an influence positive to student organizational performance. Based on analysis test results path X1 to Y is obtained t- statistic value $2.855 > 1.96$, and p value $0.004 < 0.05$, then stated hypothesis H1 is accepted. Organizational communication influential positive to student organizational performance. Based on analysis test results the path of X2 to Y is obtained t- statistic value $7.366 > 1.96$, and p value $0.000 < 0.05$, so that stated hypothesis H2 is accepted. Internal conflict has an influence positive to organizational motivation. Based on analysis test results the path X1 to Z is obtained t- statistic value $3.064 > 1.96$, and p value $0.002 < 0.05$, and can stated hypothesis H3 is accepted. Organizational communication influential positive to organizational motivation. Based on analysis test results the path of X2 to Z is obtained t- statistic value $7.196 > 1.96$, and p value $0.000 < 0.05$, so also stated hypothesis H4 is accepted. Organizational motivation influential positive to student organizational performance. Based on analysis test results the path of Z to Y is obtained t- statistic value $6.161 > 1.96$, and p value $0.000 < 0.05$, then stated hypothesis H5 is accepted.

Mediation test results

Table 7. Path coefficient of indirect effect

| | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistics (O/STDEV) | P values |
|-----------------|------------------------|--------------------|----------------------------------|-----------------------------|----------|
| KI -> MB -> KOM | 0.107 | 0.108 | 0.038 | 2,844 | 0.004 |
| KO -> MB -> KOM | 0.248 | 0.246 | 0.057 | 4,378 | 0.000 |

Source: Data processed with SmartPLS 4.0 (2026)

Table 7, shows path coefficient of indirect effect test results. Organizational motivation mediate influence internal conflict against student organizational performance. Based on analysis test results path X1 to Z to Y is obtained t-statistic value $2.844 > 1.96$, and p value $0.004 < 0.05$, then stated hypothesis H6 is accepted. Organizational motivation mediate influence organizational communication to student organizational performance. Based on analysis test results path X2 to Z to Y is obtained t-statistic value $4.378 > 1.96$, and p value $0.000 < 0.05$. Hypothesis H7 is accepted.

Discussion

a. Internal conflict has a positive effect on the performance of student organizations

Internal conflict plays a significant role in influencing the performance of student organizations because it reflects differences in perspectives, interests, and ways of accomplishing tasks within the organization. This study discloses that internal conflict has an impact positive and significant to student organizational performance. Statistics show mark t- statistic of 2.855 ($t > 1.96$) and p-value 0.004 (< 0.05), which means the more internal conflict experienced in organization students, increasingly high performance organization in context this study. Conflict especially that related to tasks and difference view, can push involvement member in discussion, solution problems, and innovation, so trigger improvement quality decisions and work together in healthy organization (De Dreu & Weingart, 2003); (Jehn & Mannix, 2001).

The conflict that occurred between members, when interpreted as difference productive opinion, can strengthen the sense of responsibility answer together and committed organization to achievement goals (Rozaq et al., 2024). Internal conflict shows connection positive to organizational output when managed through mechanism good communication, role effective mediation, and participation active members (De Dreu & Weingart, 2003), (Jehn & Mannix, 2001). With thus, internal conflict is not solely source disturbance, but can become positive stimulus in increase student organizational performance if condition conflict opens productive dialogue space, management effective conflict, as well as awareness member for do collaboration in finish difference at ITB Indragiri.

- b. Organizational communication has a positive influence on the performance of student organizations

Organizational communication plays a strategic role in improving student organizational performance because it is the primary means of conveying information, coordinating tasks, and aligning goals among members. This study reveals that organizational communication has a positive and significant influence on the student organizational performance, as evidenced by the t-statistic value of 7.366 (>1.96), p-value of 0.000 (<0.05), and the original coefficient The positive sample value was 0.461. This finding indicates that improving the quality of organizational communication will be followed by improving the student organizational performance.

Empirically, these results are in line with research related to effective organizational communication, characterized by clarity of information, smooth communication flow, and openness between members, contributing significantly to improving organizational performance through improved coordination and task execution (Marhaningsih et al., 2025). Organizational communication plays an important role in improving organizational performance through developing member attitudes and understanding of organizational goals (Mu'alimin et al., 2024). Open and participatory communication make it easier delivery aspirations, accelerate taking decisions, and minimize potential misunderstandings hinder implementation of work programs. Findings the strengthen results research at ITB Indragiri that organizational communication no only play a role as tool delivery information, but also as mechanism driving force effectiveness organization. Research results this emphasize that organizational communication is factor key in increase student organizational performance.

- c. Internal conflict has a positive effect on organizational motivation

Internal conflict is dynamics that are not inseparable from life organization students, especially those involved difference interests, perceptions, and styles work between members. This study disclose that internal conflict has an impact positive and significant to organizational motivation, proven with t- statistic 3.064 (> 1.96), p-value 0.002 (< 0.05), and coefficient original sample positive of 0.261. This finding shows that in context organization students, internal conflicts experienced no solely as obstacles, but in some condition can trigger improvement organizational motivation organize members.

Managed conflict in a way wise can give impact positive on motivation work individual, because member organization tend pushed for show abilities and contributions in finish problem together (Fiansi & Natsir, 2025). Other literature also emphasizes that managed conflict with good it turns out influential positive to motivation work, because conflict the conditioning member for more involved in the work process, increasing the sense of responsibility answer as well as involvement social in group (Agustina & Febrian, 2021). In the organization students who tend to democratic and open to discussion, internal conflict can become opportunity for strengthen commitment together and deepen understanding member to objective organization. Intense interaction consequence conflict stimulating a sense of engagement member to organization and improve motivation intrinsic for contribute in a way positive to student organization at ITB Indragiri.

- d. Organizational communication has a positive influence on organizational motivation

Organizational communication plays a crucial role in influencing organizational motivation, as it serves as the primary means for members to understand the organization's goals, values, and direction. This study revealed that organizational communication influential positive and significant to organizational motivation, proven with t- statistic of 7.196 (> 1.96) and p-value of 0.000 (< 0.05). This findings state that the more effective communication applied in organization students, increasingly tall level motivation perceived organization member organization.

This matter consistent with study related communication effective organization proven increase motivation work with significant results, where delivery clear message, constructive feedback, and path open communication trigger personal involvement of respondents for reach objective organization (Salsabila et al., 2025). In a way conceptual, organizational communication effective covers aspect clarity message, openness information, as well as channel capable communication encourage two-way dialogue between members of student's organization. This means that the findings this show that organizational communication is fundamental factors that influence organizational motivation at ITB Indragiri in general direct and significant.

e. Organizational Motivation has a positive influence on the student organization performance

Organizational motivation plays a crucial role in influencing student organization performance, as it is the primary driver that encourages members to contribute actively and consistently to work programs. This study shows that organizational motivation influential positive and significant to student organization performance, with t- statistic of 6.161 (> 1.96) and p-value of 0.000 (< 0.05). Findings this indicates that level high motivation among member organization student contribute significant to improvement performance organization in a way overall in operate activities, managing tasks, and achieve objective organization.

Empirical this results consistent with results other studies that show that motivation work influential positive to performance in context organization. For example, study in context organization employee find that the more all motivation work individuals, increasingly the performance achieved is also high, because motivation play a role important in spur effort, focus, and perseverance in implementation tasks (Angellina & Masman, 2023). The relationship between motivation and performance in the context of student organizations shows that the work motivation variable plays a role in determining the performance of student organizations through work coordination and organizational culture (Hutapea et al., 2022). That's means, members who have high organizational motivation more ready for play a role active in various activities, completing task with not quite enough strong responsibility, and adaptability to various challenge organization.

From the results of the discussion, the direct impact of internal conflict on student organization performance reflects the functional effects of conflict, such as the emergence of new ideas, role clarification, and improved quality of decision-making.

f. Organizational motivation mediates the influence of internal conflict on student organizational performance.

Organizational motivation acts as a mediating variable that bridges the influence of internal conflict on student organization performance. This study find that organizational motivation mediate influence internal conflict against student organization performance, as evidenced by the t-statistic of 2.844 (> 1.96), p-value of 0.004 (< 0.05), and coefficient original sample positive 0.107. This is state that internal conflict impacts performance organization no only in a way directly, but also through mechanism organizational motivation as intermediary. This means that the internal conflict experienced in organization student can influence motivation members, who then impact on performance organization in a way overall.

Motivation work can mediate connection between interpersonal conflict and performance so that managed conflict with good capable increase motivation individual for show behavior more work productive and contributing to results organization (Gentari et al., 2025). In addition, other studies show that managed internal conflict in a way wise can increase aspect motivation in work, so that give contribution to productivity organization (Agustina & Febrian, 2021). Thus, organizational motivation growing from the process furthermore become driver main in increase student organization performance at ITB Indragiri, because motivated members will show level greater engagement, creativity, and commitment tall in running work programs.

- g. Organizational motivation mediates the influence of organizational communication on student organizational performance.

Organizational motivation acts as a mediating variable in the relationship between organizational communication and student organization performance. This research suggests that that organizational motivation mediate influence organizational communication to student organization performance, as indicated by the t- statistic of 4.378 (> 1.96), p-value of 0.000 (< 0.05), and coefficient original sample positive 0.248. With thus, organizational communication not only influential direct to performance organization, but also has an influence indirect through improvement organizational motivation to mediating student organizational performance. This means, that organizational communication effective to help increase motivation members, and increased motivation the furthermore push achievement student organization performance good.

In a way empirical effective communication play a role important in form motivation in individuals in organization, which then impact on the results work and performance overall (Ramadanty & Martinus, 2016). In addition, evidence from study mediation also found that organizational communication own effect positive to motivation, and motivation then repair performance power health, which strengthens role motivation as a mediator between communication and results organization (Gondowahjudi et al., 2018). With thus, organizational motivation play role important as mechanism psychological bridge influence organizational communication to student organization performance, not just as factor addition but as explanation how communication produce better good performance.

From the results of the discussion, indirect impacts through organizational motivation show that healthily managed conflict can increase member motivation, which in turn strengthens organizational performance. Thus, organizational motivation acts as a bridge that transforms internal conflict and organizational communication into effective organizational performance. Well-managed conflict and communication first increase member motivation, such as commitment, involvement, and willingness to contribute, which in turn drives student organizational performance.

CONCLUSION

Internal conflict and organizational communication proven influential significant to student organization performance at ITB Indragiri, both in a way direct and indirect through organizational motivation as variables mediation. Internal conflicts that are constructive capable push improvement organizational motivation, who in turn strengthen involvement and contribution member in reach performance a more optimal organization. On the other, effective organizational communication becomes key factor in increase organizational motivation and student organization performance in a way sustainable. Findings this confirm that organizational motivation play a role as mechanism psychological important bridging influence internal conflict and organizational communication to student organization performance.

The practical implication for student organization administrators is the importance of managing conflict constructively through open communication, clear roles, and participatory problem-solving mechanisms. Conflict should be directed as a means of evaluating and improving performance, and balanced with efforts to maintain and increase member motivation to ensure optimal engagement and contribution. This research contributes to campus policy development by providing empirical evidence that strengthening organizational motivation, organizational communication, and conflict management are key to improving student organization performance. These findings can form the basis for formulating more structured student organization development programs oriented toward strengthening internal organizational dynamics.

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