

Organizational communication effect on lecturer performance in Muhammadiyah University of Makassar

Muh. Tahir¹, Murdifin Haming², Rusjdin³, Jamaluddin Bijaang⁴

¹⁾ (Doctoral Student in the Faculty of Economics, University of Muslim Indonesia)

(Muhammadiyah University of Makassar)

^{2, 3, 4)} (Faculty of Economics, University of Muslim Indonesia)

ABSTRACT

This study explores the relevance of organizational communication dimension to the performance of lecturers. The population in this study is all permanent lecturers at Muhammadiyah University of Makassar. Based on sampling techniques, the obtained sample of 97 permanent lecturers, but there are 14 data containing outliers, so that you can proceed to the analysis phase only 83 questionnaires. Hypothesis testing is done using SEM (Structural Equation Modeling) with WaphPLS Ver. 5.0 as research equipment was used to test the study hypothesis. The results of the study provide evidence that the quality of information media positive and significant impact on the performance of lecturers. Accessibility of information is good, resulting in an increase in the performance of lecturers. Information dissemination conducted by universities is relatively low, but significant effect on improving the performance of lecturers. Load information owned by the university is relatively low, but significant effect on improving the performance of lecturers. Accuracy of information produced by the university is relatively low, but significant effect on improving the performance of lecturers

Keywords - Quality, accessibility, dissemination, load, accuracy, performance

Date of Submission: 20-11-2017

Date of acceptance: 03-01-2018

I. INTRODUCTION

Institutions that move dynamically require a harmonious relationship of human resources, to the role of organizational communication becomes very important. Formal authority of a manager led to the emergence of three (3) the role in the communication between the personality, the role of information and the role of deciding (Romli, 2014: 3). The paradigm of university management has been changed from the power of science to become an institution that provides information, which is not limited to space, and time, with the presence of a powerful media form of information technology for teaching and research network (Indarjit, 2006: 15). The college is an organization that relies heavily on the performance of human resources is a member, in this case, including the lecturer as part of the available resources. Universities should recognize the importance of human resource development. The role of the duties and responsibilities of lecturers is very important in achieving national education goals, namely the intellectual life of the nation, improve the quality of Indonesian human, including the quality of faith, piety, character, mastery of science, technology, and art, and to bring people of Indonesia advanced, fair, prosperous and civilized (Directorate General of Higher Education, 2010).

Each lecturer is required to perform optimally in accordance with the competence and professionalism in their field, or at least able to master and can carry out the demands of the tasks and responsibilities. It seems to be difficult to be met, when the condition of psychological and social as well as an award (job satisfaction) perceived to be supportive, because basically faculty performance requires concentration and enthusiasm in the work, and it can be realized if there is a harmonious relationship, organizational communication climate that is conducive, so will lead to satisfaction, comfort and tranquility in the works (Republic of Indonesia, the Law No. 14/2005). The challenges facing Muhammadiyah universities are increasingly complex, the number of unemployed graduates, demonstrated in 2013 that, 495,000 of 668 000 unemployed graduates with a university degree. A college graduate now exceeds the needs of the labor market, but no majors profile conformance. Programs that do not pass can be absorbed and the required labor market or entrepreneurship in the field. The challenge for Muhammadiyah universities to improve the quality of graduates. Who have the academic skills, life skills, interpersonal skills, and global skills that can be absorbed and the needs of society. One of the efforts made, namely to improve the performance of lecturers. Improved performance of lecturers can be done by improving the quality of organizational communication, motivation is high, high competence, good leadership and a lecturer supportive work environment (Cipto, 2016).

The effectiveness of the organization can be seen structural factors within the organization that requires its members to act in accordance with the expected role as the embodiment of organizational communication. (Tubbs & Moss, 2005). Some scholars have conducted research on the importance of organizational

communication; their findings provide evidence that the communication skills affect the performance of the employee (Moghimi et al., 2013). Organizational communication contributes directly to the performance of the employee (Kristin Juwita, 2011).

II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Organizational communication is important to create a common understanding on the information submitted to one another. Communication can create satisfaction for those who do, as expressed satisfaction business, social, personal and depends on a person's ability to communicate clearly to others, what he does, what he wants, and what he believed (Cross et al., 2004). Communication is a transfer of meaning and understanding of the meaning to others in the form of symbols, symbols, or certain languages so that the person receiving the information to understand the purpose of such information (Robbins, 1996).

Communication is the human activity that links people together and create a relationship (Duncan & Moriarty, 1998). This means that individuals relate with each other by means of communication. It is glue that binds people together in an organization. Different units exist in an organization and it is through communication that interaction takes place for the attainment of organizational goals. Cooren (1999) asserts that communication constitutes the action of the organization and the works of organizing, coordinating, informing, arranging, staffing, and other functions of management. Communication is vital in such at organization. Orpen (1997) argued that communication has a vital role in the failure or accomplishment of any organization. Organizational communication can be formal or informal (Kandlousi et al, 2010). Formal communication channels are recognized formally or originally by the organization. Formal communication follows the formal structure or hierarchy of the organization (Guffy et al., 2005) and can flow in downward, upward, and cross-wise Reviews directions (Ayatse, 2005). Downward communication flows from people at higher levels to Reviews those at lower levels in the organization hierarchy; travels upward communication from subordinates to Superiors and continues up the organizational hierarchy; while cross-wise communication flows among people on the same organizational levels, and among people at different levels who have no direct reporting relationships with one another. Informal communication on the other hand is based on social relationships (Guffy et al., 2005) and is Inevitable in organizational life (Crampton et al., 1998). Informal communication channels such as grapevine and gossips often fill the gaps that fail to address a formal communication (Gilsdorf, 1998). While informal communication originates to serve employees' private purposes, formal communication is supposed to serve the purpose of the organization (Ogaard et al., 2008). On the whole, both forms of communication are important and should be managed properly to enhance organizational effectiveness.

Organizational communication can be defined as the performance and interpretation of messages between units – unit's communication that are part of a particular organization. An organization composed of units - units of communication in a relationship - the hierarchical relationship between one and the other woods to work in an environment. The interaction between all internal and external factors an organization called the organizational communication system (Pace & Faules, 2010: 28). The views of other scholars explain an organizational communication as a process of creating and exchanging messages in a network of relationships that depend on each other to cope with an uncertain environment or that are always changing (Goldhaber, 1986: 35).

Therefore, better communicators create an optimal work environment and that is the reason some organization often exposed Reviews their managers and employees to the importance of communication but unfortunately they do not practically implement effective communication practices. They are not aware of the consequences of communication problems to Reviews their organization. It has been observed that the working environment, relationship with supervisor and work experience leads to the employee's satisfaction and reduce turnover intentions (Spector, 2000). The importance of communication in the view of Islam, especially when making decisions of any problems, can be done through consensus, (QS: Asy-Syuura, 38), which means And (for) those who receive (obey) call of their Lord and establish worship, being their affairs (decided) by the consultative meeting between them; and they spend out of the sustenance which We have bestowed on them.

The purpose of communication in the organization is to establish mutual understanding (mutual understanding) resulting in equality of the reference frame (frame of reference) and a common experience (field of experience) among members of the organization. Organizational communication must be viewed from different sides of the first communication between superiors to subordinates, both between employees of one with another employee; the third is between the employees to the employer. Communication relationships between superiors and subordinates also cannot be separated from the paternalistic culture that employers rarely or never provided to his subordinates to act on their own, to take the initiative and make decisions. This is because the communication made by superiors to subordinates where their formal organization structure far between superiors and subordinates. So that the consequences of this behavior are that the troops are not used as a source of information, ideas, and suggestions (Wahyudi et al., 2017).

Measurement of organizational communication in this study refers by Pace & Faules (2010), that there are five important factors to be considered in order to run an effective organization. namely (1) quality of information media, (2) accessibility of information, (3) information dissemination, (4) information load, and (5) accuracy of information. The findings of the previous researchers provide evidence that the organizational communication is a dynamic process that serves as the main tool for the success or failure of the organization in relation to the task environment. Communication was positively related to performance (Pincus, 1986; Chen et al., 2006) stating the organizational communication positively related to organizational commitment and performance and negatively related to job stress. The findings were obtained denials from other researchers that communication is negatively related to performance (Rodwell et al., 1998).

Performance is something that is individualized, because each employee has different ability levels in their job. Performance depends on a combination of ability, effort, and opportunity gained. Mangkunagara (2000) put forward the notion of performance that results in quality and quantity of work accomplished by an employee in performing their duties in accordance with the responsibilities given. Performance is the acquisition of records generated from a particular job function or an activity over a specified period (Bernandin & Russell, 1993; Toban & Sjahrudin, 2016).

Lecturer is a person who works as an educator by training and expertise is appointed by the organizers of the college with the primary task of educating. The Law of Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, article 1, said that the lecturers are professional educators and ditch main task of transforming, develop, and disseminate Technology, and the arts through education, research, and dedication to the public. This regulation places emphasis on professional lecturers are not only a professional educator at the college, but at the same time lecturers is also a scientist and a pioneer in community service. All the work that occupied lecturer known as the embodiment of the Three Pillars of Higher Education comprising Education, Research and Community Service. Performance indicators lecturer refers to the Law of the Republic of Indonesia No.14 20015 on Teachers and Lecturers, which includes: (1) teaching, (2) research and (3) community service.

- H₁ Quality of information media as a organizational communication dimensions is positively related to Lecturers' Performance
- H₂ Accessibility of information as a organizational communication dimensions is positively related to Lecturers' Performance
- H₃ Information dissemination as a organizational communication dimensions is positively related to Lecturers' performance
- H₄ Information load dimensions as a organizational communication is positively related to Lecturers 'performance
- H₅ Accuracy of information as a organizational communication dimensions is positively related to Lecturers' performance

III. METHODS

The research approach is a research explanatory. The research design used in quantitative research is an explanatory research with survey method at Muhammadiyah University of Makassar in South Sulawesi Province (Indonesia) by giving questionnaires to 97 permanent lecturers, but there are 14 data containing outliers, so that you can proceed to the analysis phase only 83 questionnaires. Hypothesis testing is done using SEM (Structural Equation Modeling) with WaphPLS Ver. 5.0 as research equipment was used to test the study hypothesis.

IV. RESULTS

4.1. Characteristics of respondents

Characteristics of respondents are the identity of respondents whose data can be shown in the following table:

Table:1 Characteristics of Respondent

Characteristics		F (n =83)	Percent (%)
Gender	Male	66	79, 52
	Female	17	20.48
Age	25-35	39	46.99

	36-45	15	18.07
	46-55	17	20.48
	> 55	12	14.46
Educational levels	Master	61	73.49
	Doctor	22	26.51
job tenure	1-9	8	9.64
	10-18	45	54.22
	19-27	9	10.84
	28-36	17	20.48
	>36	4	4.82
Functional lecturer	Instructor	11	13.25
	Assistants Professor	49	59.04
	Associate Professor	22	26.51
	Professor	1	1.20

Respondents of this research is gender characterized by male of 66 (79.52%) with ages that are in the range of 25-35 years of 39 (46.99%), the level of education is dominated by lecturers who has a master as much as 61 respondents (73.49%), respondents in job tenure for 10-18 years experience at 45 people (54.22%). Recently respondents characterized by a functional position as assistant professor as much as 49 (59.04%).

4.2. Respondent Characteristics

4.2.1. Organizational communication

Organizational communication is a process of interpretation of information between organizational units within an interdependent interaction to cope with a changing environment. Organizational communication is measured by five (5) dimensions, namely: (1) quality of the information media $\bar{x} = 3.72$, (2) accessibility of information $\bar{x} = 3.81$, (3) dissemination of information $\bar{x} = 3.69$, (4) load information $\bar{x} = 3, 90$, and (5) accuracy of information $\bar{x} = 3.45$ (Pace & Faules, 2010).

4.2.2. Lecturer Performance

Lecturer performance is the result of the implementation of the Three Pillars of Higher by lecturers conducted, as measured by (1) teaching $\bar{x} = 3.51$, (2) research $\bar{x} = 3.69$, and (3) community service $\bar{x} = 3, 57$ (The law of the Republic of Indonesia No.14 20015 on Teachers and Lecturers)

4.2.3. The model fit tests

Worthy or not a model at WarpPLS can be seen in the P-value for the average path coefficient (APC) and the ARS and the R-squared value Average (ARS) <0, 05. Additionally Average full collinearity VIF (AFVIF) as an indicator of multicollinearity should be < 5 (Hasanuddin & Sjahruddin, 2017). For it can be shown in the following table:

Table:1 Goodness of fit model

Measurement	Goodness of fit model
Average path coefficient (APC)	0.271, P = 0.002
Average R-squared (ARS)	0736, P <0.001
Average adjusted R-squared (AARs)	0719, P <0.001
Average block VIF (AFVIF)	3235, acceptable if <= 5, ideally <= 3.3
Tenenhaus GoF (GoF)	0781, small> = 0.1, medium> = 0:25, large> = 0:36

All the components of the measurement met, in APC with p-value < 0.002, ARS, and AARs with a yield of p-value <0.001 and AFVIF 3,235 <= 3.3. The next steps performed evaluation outer model is three (3) criteria: convergent validity, discriminant validity and reliability of composite. Here are the results of data processing:

4.2.4. Convergent validity

Convergent validity of the measurement model can be seen from the correlation between the scores of indicators with a loading factor score. The value criteria of loading factor of each dimensions or indicators > 0.70 can be said to be valid. AVE limit value to 0.50 and composite reliability was 0.50 (Sholihin & Dwi, 2013). Processing results of convergent validity can be seen in the following table:

Table:2 Combined loadings and cross-loading

Measurement	Quality	access	dissemin	load	accuracy	lecturer	SE	Value
X11	(0.960)	0.071	-0.253	0.266	0.049	0.019	0.082	<0.001
X12	(0.960)	-0.071	0.253	-0.266	-0.049	-0.019	0.082	<0.001
X21	0.460	(0.903)	0.096	-0.045	-0.017	0.056	0.084	<0.001
X22	-0.460	(0.903)	-0.096	0.045	0.017	-0.056	0.084	<0.001
X31	-0.181	0.216	(0.929)	-0.142	0.025	0.020	0.083	<0.001
X32	0.181	-0.216	(0.929)	0.142	-0.025	-0.020	0.083	<0.001
X41	-0.261	0.297	0.667	(0.842)	-0.065	-0.125	0.085	<0.001
X42	0.261	-0.297	-0.667	(0.842)	0.065	0.125	0.085	<0.001
X51	0.112	-0.062	0.166	-0.133	(0.930)	-0.005	0.083	<0.001
X52	-0.112	0.062	-0.166	0.133	(0.930)	0.005	0.083	<0.001
Y11	-0.242	0.023	-0.177	0.191	-0.005	(0.839)	0.085	<0.001
Y12	0.027	0.032	-0.012	0.017	0.024	(0.921)	0.083	<0.001
Y13	0.194	-0.053	0.173	-0.192	-0.019	(0.920)	0.083	<0.001

Based on these results, the convergent validity to construct quality of information media (X₁), accessibility of information (X₂), information dissemination (X₃), information load (X₄), and construct information accuracy (X₅) and the construct of lecturers performance with > 0.70 and p-value of 0.001 < 0.05.

4.2.5. Composite reliability

A variable that is deemed reliable in explaining the data on these variables, the test can be seen on value the composite reliability and Cronbach's Alpha >0.60, for it could be shown in the following table:

Table:3 Latent variable coefficients (composite reliability)

Measurement	Quality	access	dissemin	load	accuracy	lecturer
R-Squared						0.736
Adj. R-Squared						0.719
Composite reliab.	0.959	0.898	0.927	0.829	0.928	0.923
Cronbach's Alpha	0.914	0.773	0.842	0.689	0.844	0.874
Avg. Var. Extrac.	0.921	0.815	0.863	0.709	0.865	0.800
Full Collin. VIF	3.483	3.473	4.000	4.375	1.135	2.942
Q-Squared						0.655

The value of composite reliability construct for quality of information media (X₁) 0.959 > 0.60, while for accessibility of information (X₂) 0.898 > 0.60, and information dissemination (X₃) 0.927 > 0.60, as well as information load (X₄) 0,829 > 0,60 and information accuracy (X₅) 0.928 >0.60, then the lecturers performance (Y) 0.923 > 0.60. The value of cronbach's alpha (X₁=0, 914), (X₂=0, 773), (X₃=0,842), (X₄=0,689) and (X₅=0,844) and (Y=0,874), the overall construct > 0.60.

4.2.6. Discriminant validity

Test discriminant validity is evidenced by the results of latent variable output correlations. This output reports the correlation coefficient between the latent variables. The criteria used are the square roots average variance extracted (AVE) is a column diagonal bracketed must be higher than the correlation between latent variables in the same column (above or below) (Hasanuddin & Sjahruddin, 2017).

Table:4 Correlations among l.vs. with sq. rts. of Aves

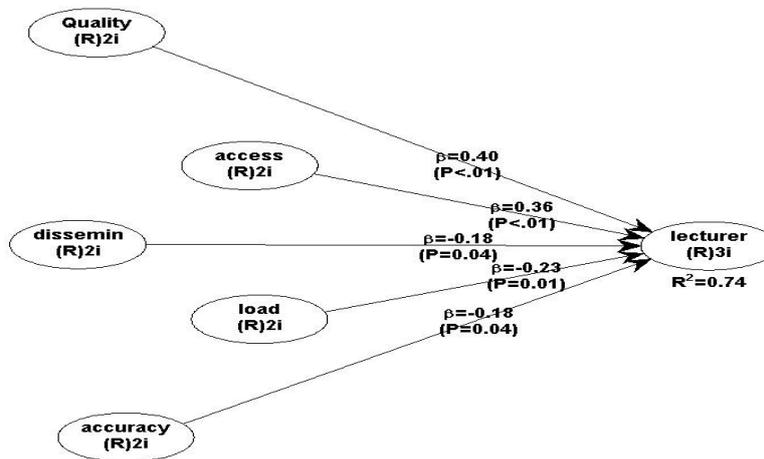
Measurement	Quality	access	dissemin	load	accuracy	lecturer
Quality	(0.960)	0.815	-0.210	-0.277	-0.045	0.732
access	0.815	(0.903)	-0.195	-0.306	-0.025	0.733
dissemin	-0.210	-0.195	(0.929)	0.854	-0.097	-0.174
load	-0.277	-0.306	0.854	(0.842)	-0.092	-0.328
accuracy	-0.045	-0.025	-0.097	-0.092	(0.930)	-0.221
lecturer	0.732	0.733	-0.174	-0.328	-0.221	(0.894)

Based on the data above, all variables have met the criteria discriminant validity with a range of values 0.842 to 0.960.

4.2.7. Models

The results of the correlation between the constructs measured by the path coefficients and significance levels were then compared to the hypothesis of the study. The significance level used in this study was 5%. Here is an overview of the research results that have been obtained by processing the data

Figure:1 Full Model



4.2.8. Hypothesis Testing

Table:5 Hypothesis Testing (P-value approach)

Quality		access		dissemin		load		accuracy	
path coefficients	P values								
0.403	<0.001	0.357	<0.001	-0.181	0.043	-0.230	0.014	-0.184	0.040

The output above, explains that among the five (5) causality between variables built into our model there are two (2) including positive and significant, the quality of information media positive and significant impact on the performance of lecturers with the result p-value $0.001 > 0.05$ and accessibility of information positive and significant impact on the performance of lecturers with the result p-value $0.001 > 0.05$, then there are 3 (three) were negative and significant, namely; information dissemination significant negative effect on the performance of lecturers with the result p-value $0.043 > 0.05$, information load a significant negative effect on the performance of lecturers with the result p-value $0.014 > 0.05$, and information accuracy and significant negative effect on the performance of lecturers with the result p-value $0.040 > 0.05$. So based on these results can be explained as follows:

1. Effect of quality of information media on lecturers performance

Quality of information media is the extent to which the media information can consistently meet the requirements and expectations of the lecturers who need the information to carry out activities related to the Three Pillars of Higher Education. Quality of information media effect on lecturers performance can be evidenced by the results of the path coefficients of 0.403 with a positive direction. Path coefficient is positive, meaning that the quality of information medium well, resulting in an increase in the performance of lecturer at Muhammadiyah University of Makassar, otherwise it can be proved also by the results of 0,001 p-value <0.05. These results support the findings of previous investigators, that the communication was positively related to performance (Pincus, 1986; Chen et al., 2006). The first hypothesis testing results prove that the quality of information media positive and significant effect on lecturers performance. The statement can be interpreted that the quality of information that the media is good, giving a real effect (significantly) the improved the lecturer performance. This is because the management of Muhammadiyah University of Makassar in improving the quality of lecturers, to adapt media means information that is up to date so that lecturer can be implement the Three Pillars of Higher Education to the fullest.

2. Effect of accessibility of information on lecturers performance

Accessibility of information is an activity which made a lecturer in performing searches and use of sources of information in a database, in order to get the full text information easily and in accordance with user needs. The effect of accessibility of information on lecturers performance can be evidenced by the results of the test path coefficients of 0.357 with a positive direction. Path coefficient is positive, meaning that the accessibility of information is good, resulting in an increase in the lecturers performance at Muhammadiyah University of Makassar, otherwise it can be proved also by the results of 0,001 p-value <0.05. These results support the findings of previous investigators, that the communication was positively related to performance (Pincus, 1986; Chen et al., 2006).

The test results prove that the second hypothesis, that the accessibility of information and significant positive effect on the performance of lecturers. The statement can be interpreted that that the accessibility of information is good, give a significant affect the improved lecturer's performance. This is due to the leadership of the university has a vision and a clear mission to improve the quality of education so that through a cooperative effort with the Ministry of Research, Technology and Higher Education of the Republic of Indonesia, the leaders of university always make use of the cooperation is to improve the quality of science faculty.

3. Effect of information dissemination on lecturers performance

Information dissemination is a responder to the spread of the message containing the facts (data corresponding to reality), giving rise to a true and clear explanation and generate the same sense of the messages disseminated. Effect of information dissemination on lecturer's performance can be evidenced by the test results -0,181 path coefficients for negative direction. The path coefficients are negative, meaning that the Information dissemination conducted by universities is relatively low, but significant effect on improving the lecturer performance at Muhammadiyah University of Makassar, otherwise it can be proved also by the results of the p-value of 0.043 <0.05. These results support the findings of previous investigators, that communication is negatively related to performance (Rodwell et al., 1998). This is due to the need for a strong effort of the leadership of the university to continue being transparent in all aspects of science support the quality of lecturers.

4. Effect of load information on lecturers performance

Information load the respondents to the burden borne by the user and the user who has the information, where more and more people who have the information, it will be the smaller the burden of those who have it. Having information is defined as an understanding of the meaning of information obtained voluntarily. Each information has a different load, the greater the burden that is owned by an information it will be increasingly difficult for the owner of the information to keep it, as an example of how difficult it keep a secret (information possessed only by a few people). Storing information can be defined as an act of maintaining a meaning either information or in its distribution. Load information arose because human nature is always looking for a truth, that behavior led to any information obtained by humans should be passed on to others to obtain confirmation of the truth. Because the absolute truth may not be obtained, then the truth ultimately measured by the number obtained confirmation of the validity of the information. The more people who share similar views on the information, the more light the burden borne by those who have such information with the same view, because it is more widespread delivery of an information the greater the opportunity to lighten the load of the information. Effect of load information on lecturer's performance can be evidenced by the test results -0,230 path coefficients for negative

direction. The path coefficients are negative, meaning that the information is loaded owned by the university is relatively low, but significant effect on improving the lecturer performance at Muhammadiyah University of Makassar, otherwise it can be proved also by the results of the p-value of $0.014 < 0.05$. These results support the findings of previous investigators, that the communication is negatively related to performance (Rodwell et al., 1998). This is due to the strong desire of the academic community to increasingly aware of the importance of information for the entire academic community.

5. Accuracy of information effect on lecturers performance

Accuracy of information is the ability of an information management system to meet the needs of information or information user satisfaction. Influence accuracy of information on lecturer's performance can be evidenced by the test results $-0,184$ path coefficients for negative direction. The path coefficients are negative, meaning that the accuracy of information produced by the university is relatively low, but significant effect on improving the performance of a lecturer at Muhammadiyah University of Makassar, otherwise it can be proved also by the results of the p-value of $0.040 < 0.05$. These results support the findings of previous investigators, that the communication is negatively related to performance (Rodwell et al., 1998). This is due to the not yet optimal management of the university information system so it is important to be improved, in actual accuracy of information in university lecturer proven to improve performance. Accuracy of information produced by the university is relatively low, but significant effect on improving the lecturers performance.

V. CONCLUSION

The management of Muhammadiyah University of Makassar in improving the lecturers quality, to adapt the means of media information that is up to date so that lecturers can implement the Three Pillars of Higher Education to the fullest. Such conditions can be seen from the university leaders who have a vision and a clear mission to improve the quality of education so that through a cooperative effort with the Ministry of Research, Technology and Higher Education of the Republic of Indonesia, the university leaders always make use of the cooperation is to improve the quality of science lecturers. On the other hand it is necessary to make a paradigm shift from the leadership of the university to continue being transparent in all aspects of the support the quality of science teachers, because situational conditions indicate a strong desire for the academic community more aware of the importance of information for the entire academic community.

REFERENCES

- [1]. Ayatse, FA (2005). *Management Information System: A global perspective*. Makurdi: Oracle.
- [2]. Bernardin, H.John & Russel. (2010). *Human Resource Management*. New York: McGraw-Hill.
- [3]. Chen, JC, Silverthorne, C., & Hung, JY (2006). Organizational communication, job stress, organizational commitment, and job performance of accounting professionals in Taiwan and America. *Leadership & organization Development Journal*, 27 (4), 242-249.
- [4]. Cipto, Bambang (2016). *Challenges Muhammadiyah University*, St. Louis Yokyakarta.
- [5]. Cooren, F. (1999). Applying socio-Semiotics to organizational communication: A new approach. *Management Communication Quarterly*, 13 (2), 294-304.
- [6]. Crampton, SM, Hodge, JW, & Mishra, JM (1998). The informal communications network: Factors Influencing the grapevine activity. *Public Personnel Management*, 27 (4), 569-584.
- [7]. Cross, PS, Künemeyer, R., Bunt, CR, Carnegie, DA, & Rathbone, MJ (2004). Control, communication and monitoring of intravaginal drug delivery in dairy cows. *International Journal of Pharmaceutics*, 282 (1), 35-44.
- [8]. Directorate General of Higher Education, (2010). *Handbook for Educator Certification for Lecturers in 2010*. The Directorate General of Higher Education. Jakarta.
- [9]. Duncan, T., & Moriarty, SE (1998). A communication-based marketing models for managing relationships. *The Journal of marketing*, 1-13.
- [10]. Gilsdorf, JW (1998). Organizational rules on communicating; how employees are and are not learning the ropes. *Journal of Business Communication*, 35 (2), 173-201.
- [11]. Goldhaber, Geral. M (1986). *Organizational Communication*. (fourth Edition) New York. Published. Brown.
- [12]. Guffy, ME, Rhoddes, K., & Rogin, P. (2005). *Business Communication*. Toronto: South-Western.
- [13]. Hasanuddin, R., & Sjahrudin, H. (2017). The Structure of Emotional Intelligence, Spiritual Intelligence and Its Relationship with Work Enthusiasm and Auditor Performance. *World Journal of Business and Management*, 3 (1), 67.
- [14]. Indrajit, R.Eko., & Djokopranoto, R. (2006). *Modern Higher Education Management*. CV ANDI OFFSET, Yogyakarta.
- [15]. Kandlousi, NSAE, Ali, AJ, & Abdollahi, A. (2010). Organizational citizenship behavior in concern of communication satisfaction: The role of the formal and informal communication. *International Journal of Business and Management*, 5 (10), 51.
- [16]. Kristin, Juwita, (2011). Analysis of Organizational Communication, Job Rotation and Its Effect on Performance Through Employee Satisfaction in the Islamic Hospital of Malang. *Journal of the Graduate Program of the Faculty of Economics and Business, University of Brawijaya*.
- [17]. Mangkunagara, Anwar King. (2000). *Human Resource Management*. The company, Molds 2nd, PT. Teens Rosda paper, Bandung.
- [18]. Moghimi, SF, Chamanzamin, MR, & Shaghagh, AM (2013). The Relationship between Communication Skills and Job Performance of the Employees, Managers of Rasht City Fire. *International Journal of Business and Behavioral Sciences*, 3 (2), 60-75.
- [19]. Ogaard, T., Marnburg, E., & Larsen, S. (2008). Perception of organizational structure in the hospitality industry: Consequences for commitment, job satisfaction and perceived performance. *Tourism Management*, 29 (4), 661-671.

- [20]. Orpen, C. (1997). The interactive effects of communication quality and job involvement on the managerial job satisfaction and work motivation. *The Journal of Psychology*, 131 (5), 519-522.
- [21]. R. Wayne Pace & Faules Don F, (2010), *Organizational Communication: Strategies. Improving Corporate Performance*, PT Youth Rosdakarya .. Bandung.
- [22]. Pincus, JD (1986). Communication satisfaction, job satisfaction, and job performance. *Human communication research*, 12 (3), 395-419.
- [23]. Republic of Indonesia. (2005). the Law of Teacher and Lecturer No. 14/2005. Jakarta
- [24]. Rodwell, JJ, Kienzle, R., & shadur, MA (1998). The relationship among work-related perceptions, employee attitudes, and employee performance: The integral role of communications. *Human Resource Management*, 37(3-4),277-293.
- [25]. Romli, Khomsahrial. (2014). *Organizational Communication Complete*. Grasindo: Jakarta
- [26]. Spector, PE (2000). *Industrial and Organizational Psychology Research and. Practice* (second edition). New York: John Wily & Sons, Inc.
- [27]. Stephen P. Robbins (1996). *Organizational Behavior, Concepts, Controversies dan Aplikasi*. Interpretation: Hadyana Pujaatmaka. Sixth Edition. Publisher PT.Bhuana. Popular Science, Jakarta.
- [28]. Toban, C., & Sjahrudin, H. (2016). The antecedent and Consequence of Organizational Commitment and Job Satisfaction. *Journal of Business and Management Sciences*, 4 (2), 26-33.
- [29]. Tubs, Stewart L. & Moss, Sylvia. (2005). *Human Communication: Context - Context Communication*. (Interpretation: Deddy Mulyana and Gembirasari). Bandung: PT. Youth Rosdakarya.
- [30]. Wahyudi, T., Sjahrudin, H., & Gani, M. (2017). *Organizational Structure effect on Employee Effectiveness at PT. Karsa Inti Persada (Kalla Hospitality) Makassar*.

Note:

Since Camera Ready copy of the paper is final one, no further modification is entertained. So please make sure that the contents and format is fit for the Journal.