



The Influence of Interpersonal Conflict and Group Collaboration to Presentation Skills Office Administrative Education Students Class of 2022

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ARTICLE INFO

Article history:

Received 10 June 2024

Revised 28 September 2024

Accepted 28 September 2024

Available online

<https://talenta.usu.ac.id/komunika/>

E-ISSN: 2807-596X

P-ISSN: 0216-003X

How to cite:

Poluan, N. A. E., Et All. (2024) The influence of Interpersonal Conflict and Group Collaboration to Presentation Skills Office Administrative Education Students Class of 2022. *Komunika* 20 (02) 58-68

ABSTRACT

Penelitian ini berjudul “Pengaruh Konflik Interpersonal dan Kerjasama Kelompok Terhadap Keterampilan Presentasi Mahasiswa Pendidikan Administrasi Perkantoran Angkatan 2022”. Penelitian ini bertujuan untuk menganalisis pengaruh konflik interpersonal dan kerjasama tim terhadap keterampilan presentasi mahasiswa. Teori yang digunakan dalam penelitian ini adalah konflik interpersonal, kerjasama, kerja tim, presentasi dan keterampilan presentasi. Penelitian ini menggunakan metode deskriptif kuantitatif dengan teknik penentuan sampel menggunakan teknik quota sampling. Data diperoleh berdasarkan wawancara, observasi dan pengisian kuesioner kepada responden. Populasi pada penelitian ini adalah mahasiswa program studi Pendidikan Administrasi Perkantoran Angkatan 2022 Universitas Negeri Medan dengan total responden sebanyak 56 orang. Teknik analisis data yang digunakan dalam penelitian ini yaitu menggunakan model analisis regresi berganda. Hasil penelitian ini menunjukkan bahwa secara simultan konflik interpersonal dan kerjasama kelompok berpengaruh signifikan terhadap keterampilan presentasi mahasiswa, yaitu sebesar 30,5%. Sedangkan secara parsial konflik interpersonal tidak berpengaruh terhadap keterampilan presentasi mahasiswa.

Kata Kunci: Konflik Interpersonal; Kerjasama Kelompok; Keterampilan Presentasi

ABSTRACT

This study is entitled “The Influence of Interpersonal Conflict and Group Collaboration to Presentation Skills Office Administration Education Students Class of 2022.” This study aims to analyze the effect of interpersonal conflict and group collaboration on student presentation skills. The theories used in this study are interpersonal conflict, cooperation, group collaboration, presentation, and presentation skills. This research uses a quantitative descriptive method with sampling technique using quota sampling technique. Data were obtained based on interviews, observations, and filling out questionnaires for respondents. The population in this study were students majoring in Office Administration Education Class of 2022 at Medan State University, with a total of 56 respondents. The data analysis technique used in this research is to use multiple regression analysis models. The results of this study indicate that simultaneously interpersonal conflict and group collaboration have a significant effect on student presentation skills, which is 30.5%. While partially interpersonal conflict has no effect on student presentation skills.

Keywords: interpersonal conflict; group collaboration; presentation skills



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<http://doi.org/10.26594/register.v6i1.idarticle>

1. Introduction

Communication is a very important process in everyday life. The existence of communication allows the exchange of information and ideas in a conversation or delivery of messages. In conducting a communication, you generally often experience some obstacles or conflicts, both from internal factors and external factors. In internal factors, some conflicts generally occur from oneself or interpersonal conflicts.

In the scope of a group or organization, interpersonal conflicts refer to conflicts or tensions that occur between individuals in the group, be it due to differences in opinions, values, or different communication styles. When conflict occurs, group members often become less cooperative and find it difficult to work together to complete a common task or project. Group members are often reluctant to share ideas, give feedback, or listen to others' opinions.

At the university level, it is common for assignments given to students to be presented. Good teamwork is needed in this case to exchange ideas for completing a task and achieving team goals faster. A study conducted by Sartika & Nengsi (2022) on students majoring in Islamic Education Management and Sharia Tourism showed that there was a good improvement in team performance in achieving goals by building teamwork skills. The results of this study indicate that there is progress in terms of mission analysis management, task completion, priority setting, and goals to be achieved, meaning that group collaboration in this case has a positive impact on improving task execution. This study also stated that there were conflicts between members that emerged in the research observations. In addition, research conducted by Ita (2021) shows that group collaboration carried out by students majoring in Tadris Biology has a positive impact on improving the practicum results of several groups. However, in this study, it was seen that the communication factor in the group was not conducive. This can be seen in one of the groups that only reached an average level of collaboration with a score of 56.44%.

Based on the case, it appears that communication problems and conflicts between members are one of the factors that affect the condition of group collaboration, which ultimately affects the results of group collaboration. By observing this condition, the author is interested in conducting research with the addition of interpersonal conflict variables and their impact on presentation skills in students in learning activities.

Interpersonal Conflict in Students

Sudarmanto (in Siahaan, et al. 2024) defines interpersonal conflict as conflict that arises when people disagree with each other. Disagreements arise in interpersonal relationships when people have different views on important matters, plans of action, or outcomes that affect both parties. The adverse effects that individuals receive in an interpersonal conflict include trauma, anger, hatred, resentment, passivity, loss of trust and enthusiasm, not wanting to meet (avoidance), anxiety, worry, fear, stress, depression and the like (Nashori, in Ayun, 2020).

McShane & Von Glinow (in Manueke & Harwanto, 2024) explain the conflict process starting with the sources of conflict. In organizational management, there are various sources of conflict, such as misaligned goals, different values, lack of communication, and other conditions. This situation causes one or both parties to feel that conflict exists.

Interpersonal conflict can be caused by various factors, Robbin and Judge (in Mulia, 2021) mention three factors that affect interpersonal conflict, namely: 1) Communication. Ineffective communication can lead to misunderstandings between two individuals and even more. 2) Structure. This factor explains the structure that exists in the organization as a system of relationships between leadership positions in the organization. Tasks that are not well explained will lead to destructive conflict management. This will lead to imbalances in task implementation. 3) Personal variables. Personal variables include personality, emotions and values held by a person. Stubborn and anxious individuals are more often involved in fights and react poorly when conflict occurs.

Supardi & Siagian (in Mulia, 2021), suggest several indicators in interpersonal conflict, namely: 1) Differences of opinion between individuals. Is the intensity of differences of opinion between employees in the organization 2) Differences in thinking from different cultural backgrounds. Is an individual difference with other individuals in the organization. 3) Differences in interests between individuals. Is the level of interest of employees in the organization to complete their duties. 4) Personality differences in self-pressure. Is a self-pressure experienced at work. 5) Self-error differences. Is a self-error committed at work.

Group collaboration

According to Lewis Thomas & Elaine B. Johnson, cooperation is a grouping that occurs among living things that we know. This means that cooperation is a team process (group) in which members support and rely on each other to achieve a consensus result. Furthermore, Timothy states that teamwork is a group whose individual efforts produce higher performance than the results obtained if the work is completed alone. Group collaboration produces positive synergy through coordinated effort. This means that collaboration is a team process (group) in which members support and rely on each other to achieve a consensus result (Lawasi & Triatmanto, 2017).

In the scope of students at the college level, the classroom is an ideal environment for developing collaboration skills, which will be useful in life. In the context of presentation in the scope of lectures, collaboration is the key to creating a successful and impressive presentation. Each team member must be able to actively contribute to the preparation, research, planning and execution of the presentation. Collaboration in running a presentation on campus also involves the ability to listen with an open mind to other team members' ideas, provide constructive feedback, and work together to solve problems or challenges that arise during preparation or during the presentation.

Cooperation can be achieved if it meets several aspects. Sharma (in Wulansari & Musslifah), describes several aspects of group collaboration as follows: 1) Clear goals, goals are a description of the vision and mission and are things that will be achieved or produced by the organization. 2) Open and honest communication. 3) Collaborative decision making, collaborative decision making is the creation of a situation where individual success is determined or influenced by the success of the group. 4) An atmosphere of trust, an atmosphere of mutual trust in teamwork is very important because the success of a team is greatly influenced by the trust of its members. 5) A sense of belonging, a sense of belonging in a team is important so that success in every activity carried out can be obtained.

The indicators of group collaboration according to Davis (in Lukitasari & Nugraha, 2023), namely: 1) Shared responsibility, namely by giving the responsibility of completing a job together can create a good working relationship between employees. 2) Mutual motivation, meaning that good contributions from colleagues, as well as ideas and energy, can create cooperation within an organization. 3) Maximum ability orientation, namely aligning the abilities of each employee in the group to the maximum, making cooperation stronger and higher quality. 4) Effective communication, namely by building good and effective communication between employees can determine the success of teamwork in carrying out their duties and obligations at work.

Presentation Skills

Hartati (in Lutfirohmatika & Pertiwi, 2021) defines presentation as something in the form of oral communication carried out systematically through body language (one of which is hand gestures), audio and visual. Oral communication or presentation can run smoothly if the listener and the speaker are able to have the same understanding according to the existing concepts. Presentation is oral communication which requires each learner to carry out oral communication in front of a public audience to express opinions according to the understanding that has been obtained in the discussion or teaching and learning process that has been carried out.

Presentation skills are skills in conveying something to others. This skill is included in communication skills, especially public communication. Therefore, there are certainly many factors that influence presentation as a form of communication. Rahmawati stated that when someone communicates, someone must master the message, have the skills to communicate, and also maintain ethics or be polite (Hayati & Dewi, 2018). Hernawati & Amin (in Lutfirohmatika & Pertiwi, 2021) suggest that presentations will increase students' learning motivation and improve their ability to think critically. In addition, with the presentation, it will also increase self-confidence.

Hernawati & Amin (2017) suggest indicators of presentation skills that must be mastered in making presentations, including: 1) Ability in management during presentation. 2) Ability to understand the material presented in the presentation. 3) Verbal and non-verbal communication skills. 4) Ability in self-efficacy.

Hypothesis Study

- H_{01} : There is no significant influence of interpersonal conflict variables on student presentation skills.
- H_{a1} : There is a significant influence of interpersonal conflict variables on student presentation skills.
- H_{02} : There is no significant effect of group collaboration variables on student presentation skills.
- H_{a2} : There is a significant influence of group collaboration variables on student presentation skills.
- H_{03} : There is no significant effect of interpersonal conflict variables and group collaboration simultaneously on student presentation skills.
- H_{a3} : There is a significant influence of interpersonal conflict variables and group collaboration simultaneously on student presentation skills.

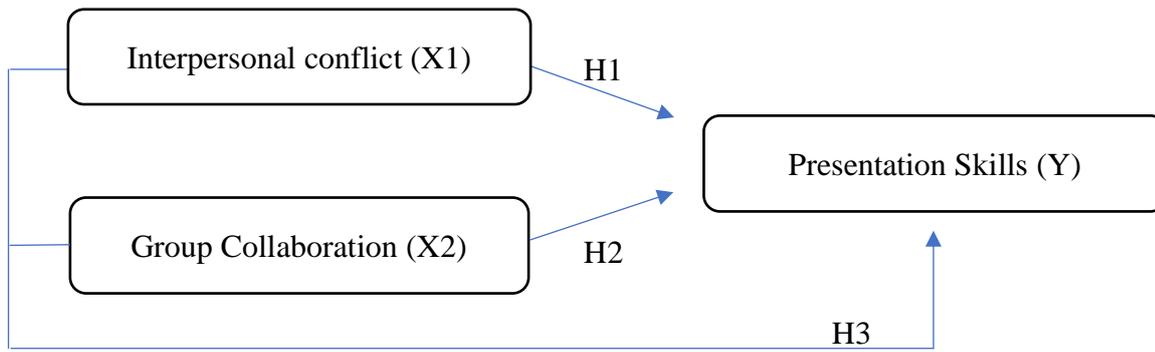


Figure 1.1 Research Design

2. Methods

This research uses a quantitative descriptive approach. Quantitative descriptive research is a method that aims to create a picture or descriptive of an objective situation using numbers, starting from data collection, interpretation of the data and the appearance and results (Arikunto in Laurens, 2023). The type of data used in this study is primary data. Primary data comes from questionnaires filled out by student respondents distributed via google form.

This research was conducted in the Faculty of Economics, Medan State University, namely to students of the Office Administration Education Study Program class of 2022. This research uses non-probability sampling technique with quota sampling method. Quota sampling is a non-random sampling technique where participants are selected based on predetermined characteristics so that the total sample will have the same characteristic distribution as the wider population (Firmansyah & Dede, 2022).

In this study, the sample was students majoring in Office Administration Education. According to Arikunto (in Simanjuntak & Sitio, 2021) if the population is less than 100 people, then the sample size is taken as a whole, but if the population is greater than 100 people, then 10%-15% or 20%-25% of the population can be taken. Based on this theory, this study took a sample of 56 students of the Office Administration Education study program class of 2022 from a total population of 56 students majoring in Office Administration Education Class of 2022 at Medan State University.

This study uses multiple linear regression analysis models. The analysis model used in testing the effect of interpersonal conflict with group collaboration on presentation skills in office communication courses uses 2 independent variables, as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

- Y : Skills presentation
- α : Constant
- $\beta_1 X_1$: Regression coefficient of interpersonal conflict
- $\beta_2 X_2$: Regression coefficient of group collaboration
- e : error term

3. Results and Discussion

Result

Research Instrument Testing

Validity Test Results

- If $r \text{ count} > r \text{ table}$ or $\text{sig} < 0,05$, then the statement item is valid
- If $r \text{ count} < r \text{ table}$ or $\text{sig} > 0,05$, then the statement item is invalid

Variables	Indicator	r Count	r Table	Significance	α	Description
Interpersonal Conflict (X1)	X1.1	0,701	0.2632	0,000	0,05	Valid
	X1.2	0,828	0.2632	0,000	0,05	Valid
	X1.3	0,710	0.2632	0,000	0,05	Valid
	X1.4	0,770	0.2632	0,000	0,05	Valid
	X1.5	0,722	0.2632	0,000	0,05	Valid
Group collaboration (X2)	X2.1	0,679	0.2632	0,000	0,05	Valid
	X2.2	0,749	0.2632	0,000	0,05	Valid
	X2.3	0,631	0.2632	0,000	0,05	Valid
	X2.4	0,739	0.2632	0,000	0,05	Valid
	X2.5	0,734	0.2632	0,000	0,05	Valid
Presentation Skills (Y)	Y1	0,624	0.2632	0,000	0,05	Valid
	Y2	0,551	0.2632	0,000	0,05	Valid
	Y3	0,695	0.2632	0,000	0,05	Valid
	Y4	0,722	0.2632	0,000	0,05	Valid

SPSS Output 23, 2024

Table 1.1 Instrument Validity Test Results

The validity test results show that all statement items have a value of $r \text{ count} > r \text{ table}$ or $\text{sig} < 0.05$, so it can be concluded that all statement items are valid.

Reliability Test Results

- If the *Cronbach's alpha* value $> 0,60$, then the variable is reliable
- If the *Cronbach's alpha* value $< 0,60$, then the variable is not reliable

Variables	Cronbach's Alpha	Standard	Description
Interpersonal Conflict (X1)	0,801	0,60	Reliable
Group collaboration (X2)	0,747	0,60	Reliable
Presentation Skills (Y)	0,746	0,60	Reliable

SPSS Output 23, 2024

Table 1.2 Instrument Reliability Test Results

The reliability test results show that all variables have a *Cronbach's alpha* value $> 0,60$, so it can be concluded that all variables are reliable.

Multiple Regression Analysis

Based on the results of multiple regression analysis, the results are obtained:

$$\hat{Y} = 5.888 + 0.015X_1 + 0.407X_2$$

The explanation is:

- a. The constant coefficient value of 5.888 is a condition when the presentation skills variable (Y) has not been influenced by other variables. This value indicates that the positive effect of Interpersonal Conflict variables (X_1) and Group collaboration (X_2) on Presentation Skills (Y). This means that if the X_1 and X_2 variables increase, the Y value will also increase.
- b. The regression coefficient value of Interpersonal Conflict (X_1) is 0.015. This means that if the value of other variables is constant and Interpersonal Conflict (X_1) has increased by 1%, the presentation Skills variable (Y) will increase by 1.5%. The regression coefficient of 0.015 indicates that Interpersonal Conflict (X) has a positive correlation direction towards Presentation Skills (Y).
- c. The regression coefficient value of Group collaboration (X_2) is 0.407. This means that if the value of other variables is constant and the Group collaboration variable (X_2) has increased by 1%, the presentation skills variable (Y) will increase by 40.7%. The regression coefficient of 0.407 indicates that Group collaboration (X_2) has a positive correlation direction towards Presentation Skills (Y).

Hypothesis Testing

Test Results of the Coefficient of Determination (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552 ^a	.305	.278	1.800

SPSS Output 23, 2024

Table 1.3 Test Results of the Coefficient of Determination (R^2)

The R Square value is 0,305 or 30,5%. The coefficient of determination shows that the variables of Interpersonal Conflict (X_1) and Group collaboration (X_2) are able to influence the Presentation Skills variable (Y) by 30,5% while the remaining 69,5% is influenced by other variables not examined in this study, for example such as leadership attitudes, trust between members, individual productivity, etc.

F Test Results

- If the value of F count > F table or sig < α then H_0 is rejected and H_a is accepted
- If the value of F count < F table or sig > α then H_a is rejected and H_0 is accepted

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	75.206	2	37.603	11.612	.000 ^b
	Residual	171.634	53	3.238		
	Total	246.839	55			

SPSS Output 23, 2024

Table 1.4 F Test Results

The F count value is 11.612 > the F table value is 3.171626 and the sig. value is 0.000 < 0 .05, then H_0 is rejected and H_a is accepted. These results indicate that the variables of Interpersonal Conflict (X_1) and Group collaboration (X_2) simultaneously have a significant effect on the students Presentation Skills (Y).

T Test Results

- If the value of t count > t table or sig < α then H₀ is rejected and H_a is accepted
- If the value of t count < t table or sig > α then H_a is rejected and H₀ is accepted

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.888	1.779		3.309	.002
	Interpersonal Conflict	.015	.073	.023	.199	.843
	Group collaboration	.407	.086	.557	4.714	.000

SPSS Output 23, 2024

Table 1.5 T Test Results

The effect of the independent variable on the dependent variable partially is as follows:

- 1) The value of t count for Interpersonal Conflict variable (X_1) is 0.199 < the t table value of 2.004879 and sig. which is 0.843 > 0.05, then H_a is rejected and H₀ is accepted. This means that the Interpersonal Conflict variable (X_1) has no significant effect on students Presentation Skills (Y).
- 2) The value of t count for Group collaboration variable (X_2) is 4.714 > the t table value of 2.004879 and sig. which is 0.000 < from 0.05, then H₀ is rejected and H_a is accepted. This means that the Group collaboration variable (X_2) has a significant effect on students presentation skills (Y).

Discussion

1. The Influence of interpersonal conflict on student presentation skills

Based on the results of the T test for the coefficient of Interpersonal Conflict (X_1) on the dependent variable Presentation Skills (Y), the value of the T count is 0.199 < the t table value of 2.004879 and sig. which is 0.843 > 0.05, it can be concluded that Interpersonal Conflict has no significant effect on student presentation skills.

Lesmana, et al (2024) in their research revealed that interpersonal conflict can affect the intensity of a person's anxiety. Unresolved conflicts or tension situations can increase anxiety levels. In the context of presentation skills, in accordance with this condition, it can be concluded that interpersonal conflicts can affect student presentation skills in causing anxiety in a person during presenting in learning activities.

However, of course, this will not happen if problem-solving actions and solution-seeking are taken, this aligns with the opinion of Park and Burges (in Hamid, 2022) who state that interpersonal conflicts can be resolved through accommodation and assimilation. Accommodation is a form of adjustment to a conflict situation, but it does not lead to a fundamental resolution of the conflict. However, the form of resolution is assimilation, which involves adjusting to the conflict situation by merging the issues at hand and reaching an agreement to end the conflict.

2. The Influence of group collaboration on student presentation skills

Based on the results of the T test of the Group collaboration coefficient (X_2) on the dependent variable presentation skills (Y), the value of the T count is 4.714 > t table value of 2,004879 and sig. which is 0.000 < from 0.05, it can be concluded that group collaboration has a significant effect on student presentation skills.

This is in line with the results of research Lawasi & Triatmanto (2017) which explains the impact of solid group collaboration in a group to support and complement the process of achieving goals. Furthermore, Davis (2014) stated that a team will more easily achieve goals by doing group collaboration than doing it alone. The existence of a group of people who gather in a team group with various expertise allows the exchange of ideas. Team members with different expertise can also broaden each other's perspectives and enrich each other's expertise. (Masyithah, Adam, & Tabrani, 2018).

In the context of presentation skills, group members with diverse expertise encourage the exchange of ideas in collaboration, this is what then becomes the forerunner of the creation of qualified student presentation skills, both understanding of the material and mastering verbal communication and non-verbal reinforcement in the form of gestures that are in accordance with the material through collaboration carried out in groups. This is in line with the results of research by Lukitasari & Nugraha (2023) regarding several benefits of group collaboration, namely, encouraging easier problem solving, increasing productivity and creating a positive atmosphere.

3. The Influence of interpersonal conflict and group collaboration simultaneously on student presentation skills

Based on the results of the F test, the coefficient of Interpersonal Conflict (X_1) and Group collaboration (X_2) on the presentation skills variable (Y) obtained the value of F count is $11.612 > F$ table value is $3,171626$ and the sig. value is $0.000 < 0.05$. These results indicate that the variables of Interpersonal Conflict (X_1) and Group collaboration (X_2) through simultaneous application can have a positive effect on the presentation skills variable (Y).

Godev (2003) states several factors that support the smoothness of the presentation, two of which are organizing the conversation to be directed and obtaining appropriate groups and materials. Based on this theory, it can be concluded that communication and group collaboration can influence presentation skills. If a group has good communication and cooperation then of course it can have a good influence on student presentation skills. In this case, Group collaboration has a considerable influence of 40.5% while Interpersonal Conflict does not have a large influence, which is only 1.5%.

4. Conclusion

Based on the results of research that researchers have conducted on office administration education students class of 2022, it can be concluded that interpersonal conflict and group collaboration can simultaneously have a significant effect on student presentation skills. This can be seen based on the F test of the coefficient of interpersonal conflict and group collaboration on student presentation skills, namely the value of F Count is $11.612 > F$ table value is 3.171626 and the sig. value is $0.000 < 0.05$.

Then, interpersonal conflict partially has no significant effect on presentation skills, this can be seen based on the results of the T test of the coefficient of interpersonal conflict on presentation skills, namely the the value of T count is $0.199 < t$ table value is $2,004879$ and sig. which is $0.843 > 0.05$. Furthermore, the group collaboration coefficient partially has a significant effect on presentation skills, this can be seen based on the

results of the T test of the group collaboration coefficient on presentation skills, namely the value of T count is $4.714 > t$ table value is 2,004879 and sig. which is $0.000 < 0.05$.

5. Acknowledgement

The researchers would like to express their deepest gratitude to all parties involved in this study, including the head of the Office Administration Education Majoring and all students who were sampled in this study.

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