Copyright © 2025 The Author(s)
Didaktika: Jurnal Kependidikan Vol. 14 No. 2 Mei 2025

Interpersonal Relationships as a Key Factor In the Successful Implementation of Organizational Culture

Herman Yoseph[1], Siti Zulaikha[2], Supadi[3]
[1,2, 3]Universitas Negeri Jakarta, Indonesia

[1]hyys87@yahoo.co.uk

Abstract

This research aims to examine the influence of interpersonal relationships on the implementation of organizational culture. Good interpersonal relationships are one of the keys to implementing organizational culture, one of which is in educational institutions. This research sample involved school principals and junior high school teachers in the Strada Association throughout the Special Region of Jakarta. The research method uses quantitative, data collection is carried out using a Likert scale. The data was then analyzed using Microsoft Excel, the analysis results revealed that the t-count value (5,007) exceeded the t-table value (2,365), leading to the rejection of the null hypothesis (Ho) and the acceptance of the alternative hypothesis (H1), indicating that the path coefficient was significant. These findings indicate that there is a real positive direct influence of interpersonal relationships on the implementation of organizational culture. Interpersonal relationships with autonomy support, competency support, and connectedness support make the implementation of organizational culture better. Support is not only provided by school leaders or management, teachers as colleagues or employees who support school administration. But parents do this as a form of support for connectedness so that the implementation of organizational culture runs well.

Keywords: Interpersonal Relations; Implementation of Organizational Culture; Strada Association; Educational Management

Introduction

The results of the BAPPENAS (Badan Perencanaan Nasional) evaluation on National Education Day 2023 stated that the quality of Indonesian education still needs to be improved or accelerated. This is in line with the theme of Education Day 2023, namely that joint synergy is needed with all educational components and stakeholders in an effort to solve educational problems. Educational problems must be addressed by improving the quality of education and making it easier to face educational challenges, so participation from various parties is needed, such as in this case the church through educational institutions. Educational institutions are a place to instill human values, helping individuals achieve maturity in facing changing times. In other words, school is an ideal place to prepare skilled individuals to face increasingly complex developments (Gelfand et al., 2011).

Research at Stella Maris Jakarta conducted by (Agustinus Priyowidodo, 2019) on 95 employees stated that the existence of organizational culture has a direct negative influence on turnover and work stress, as well as a direct positive influence on leadership. Another study conducted by (Fransiskus Sawan, 2022) on elementary school teachers at the Strada Association stated that there was a significant positive influence of certain cultures on knowledge sharing behavior, but not on adhocracy, market and hierarchical cultures.

Based on the results of observations conducted at the school together with the director of the Strada Association, namely Romo Odemus Bei Witono, SJ and all the principals of Junior High Schools (SMP) throughout the Special Region of Jakarta. In the observation, it was found

that the implementation of organizational culture is a challenge in managing educational institutions. How the existing culture is of course also applied and carried out by teachers who of course deal directly with students and also educators who help the teaching and learning process to be carried out properly. Interpersonal relationships are one of the important roles in the implementation of organizational culture.

The series of ecclesiastical documents (Hochschild, 2017) No. 97 of 2014 on "educating in the present and the future: a renewed spirit" states that there are 12 challenges for Catholic schools today and in the future, namely: the challenge of identity, the challenge of the school community, the challenge of dialogue, the challenge of a learning society, the challenge of integral education, the challenge of limited facilities and infrastructure, the pastoral challenge, the challenge of faith formation for young people, the specific challenge for multi-religious and multicultural societies, the challenge of lifelong teacher training, places and resources for teacher training, and the legal challenge. The specific challenge for multi-religious and multi-cultural societies emphasizes that the most important challenge is to develop greater cultural openness among teachers and, at the same time, a greater willingness to act as witnesses so that they are aware and careful regarding the specific context of their school in their work, without being lukewarm or extremist, by teaching what they know and by bearing witness to what they believe. Likewise in the Strada association which has a culture that is passed down in values, namely: service, honesty, discipline, care and excellence. Of course, when a good culture has been formed, there are challenges that need to be considered regarding how the implementation of culture can be carried out well by the Principal, Teachers, Employees, Committees and also Students. This was emphasized through interviews with the principals of SMP Perkumpulan Strada units throughout Jakarta, stating that the value of discipline is one of the problems faced in the implementation of organizational culture.

Research in the field of education shows that organizational culture is an important part. Faisal researched organizational culture at SMP Negeri 34 Kerinci, finding that organizational culture had a positive influence on teacher performance (Amri, 2022). Research conducted by Nasir in one of the areas of Bone Regency, namely West Tanete Riattang District, found that organizational culture has a significant impact on employee performance (Nasir, 2020). In addition, other studies indicate that transformational leadership, organizational culture, work discipline, and work motivation make significant contributions to organizational commitment with a certain level of determination of 53.66% at SD Gugus III, Buleleng District (Oupen & Yudana, 2020). A good organizational culture must of course be carried out with good implementation, especially with positive interpersonal relationships.

According to Aloni (2007), humanistic education emphasizes several important concepts in interpersonal relationships, intellectualism and cultural education. Interpersonal, humanistic and cultural relationships include elements such as goodwill, openness, sensitivity, tolerance, respect for individuals, criticism and personal development through education. In research, Kiuru says that: "It suggests that enhancing learning outcomes and assisting young people in overcoming challenges during educational transitions is a crucial aspect of promoting school well-being and fostering high-quality interpersonal relationships." (Kiuru et al., 2020).

Researchers tried to make a simple questionnaire to 60 teachers in the Perkumpulan Strada Junior High School unit in DK Jakarta, namely: St. Fransiskus Xaverius (FX) I Middle School, St. Fransiskus Xaverius (FX) II Middle School, St. Francis Xaverius (FX) III Middle School, Anna, Mardi Utama I Middle School, Pelita Pejompongan Middle School, Pelita II Middle School, Marga Mulia Middle School, and Bakti Utama Middle School. This study illustrates that there are 3 supports that are suspected to be related to interpersonal relationships, namely autonomy support of 94.29%, competency support of 92.04% and connectedness support of 94.29%. The

Copyright © 2025 The Author(s)

data certainly shows simply the interpersonal relationships at the Jakarta Strada Association Middle School, but the question arises, what are the interpersonal relationships in the Strada Middle School environment? What are the interpersonal relationships in the Strada Middle School environment? Of course, researchers want to deepen the implementation of organizational culture.

A study (Bardach et al., 2022) qualitatively conducted literature entitled Psychological Characteristics of Teachers: Do They Influence Teaching Effectiveness, Teacher Well-Being, Retention, and Interpersonal Relations? An Integrative Review, found 3811 articles retrieved from the PsycINFO, Web of Science, and ERIC Educational Resources Information Center databases. The articles were subjected to meta-analysis and several criteria included: Focus, sample, objectives, research design of synthesized studies, separate constructs, level of specification, peer review, adequate reporting, availability, and overlap with meta-analysis. analysis by Hattie (2009), which ultimately found 24 articles which resulted in eight psychological characteristics being identified, namely: self-efficacy, attribution of cause and effect, hope, personality, enthusiasm, emotional intelligence, emotional work, and attention in educational practice. This requires an in-depth understanding of the relative importance of different teacher psychological characteristics in obtaining adaptive facilitation results (Bardach et al., 2022).

Howard, et al.'s research on 126 women shows that the quality of interpersonal relationships and the characteristics of BPD (Borderline Personality Disorder) can influence each other over time. This research was followed up with a second study of 50 women with an assessment of Relationship Quality including: conflict, criticism, closeness, satisfaction and support (Howard et al., 2022). Research on interpersonal relationships and the implementation of organizational culture needs to be studied more deeply. So it is hoped that the findings in the research can have a good impact on educational management in educational institutions in Indonesia, especially in the Special Region of Jakarta.

Method

The quantitative approach in this research aims to test hypotheses through systematic data collection and statistical analysis (Sugiyono, 2024). The research stages began with testing the validity and reliability of the instrument, then continued with path analysis, including: normality, regression significance test, and linearity test, then ended with hypothesis testing. The research was conducted on teachers and principals at Junior High School Perkumpulan Strada. Researchers used a questionnaire with a Likert scale, where never had a value of 1, rarely had a value of 2, sometimes had a value of 3, often had a value of 4 and always had a value of 5, and profile respondent.

The variables used are variable Y (dependent variable) is the implementation of organizational culture and variable X (independent variable) is interpersonal relationships.

Results

Respondent Profile

The results of primary data using a questionnaire and showing some information about the respondent profile, which is shown in table 1 below.

Table 1. Respondent Data Profile

Deskription	Frequency	Percentage
Man	67	67 %

Woman	33	33 %
Total	**100**	**100 %**
SMP Santo Fransiskus Xaverius I	11	11 %
SMP Santo Fransiskus Xaverius II	11	11 %
SMP Santo Fransiskus Xaverius III	8	8 %
SMP Santa Anna	14	14 %
SMP Mardi Utama I	12	12 %
SMP Pelita Pejompongan	6	6 %
SMP Pelita II	12	12 %
SMP Marga Mulia	14	14 %
SMP Bakti Utama	11	11 %
Total	**100**	**100 %**

Table 1 shows the difference in gender, where the data of male teachers is more with a total of 67 respondents or 67 % while for female there are 33 respondents or 33 %. The data of 100 teachers are spread into 9 schools spread across the special area of Jakarta city which consists of 2 branches, namely the JPBS branch and the JAKUTIM branch and consists of schools, namely SMP Santo Fransiskus Xaverius I 11 respondent, SMP Santo Fransiskus Xaverius II 11 respondent, SMP Santo Fransiskus Xaverius III 8 respondent, SMP Santa Anna 14 respondent, SMP Mardi Utama I 12 respondent, SMP Pelita Pejompongan 6 respondent, SMP Pelita II 12 respondent, SMP Santa Anna and SMP Marga Mulia 14 respondent, SMP Bakti Utama 11 respondent. The most respondents came from SMP Marga Mulia as many as 14 respondents and the fewest respondents from SMP Pelita Pejompongan as many as 6 respondents.

The following is a table of indicators and a list of statements used as a tool to obtain scores for each indicator.

Table 2. Data on variables, Indicators and Isntrument

Variabel	Indicators	Instrument statement
Implementation of Organizational Culture	describe cultural assumptions	1. The institution provides an explanation of the Strada Association Organization to new employees 2. Educational institutions provide an explanation of the Strada Association Core Values 3. Educational institutions provide an explanation of the organization's goals 4. Educational institutions provide an explanation of the Strada Association culture 5. Educational Institution Leaders introduce the culture of the educational institution 6. Understand the tasks and responsibilities given
	organizational leadership	1. Leadership in educational institutions provides good performance 2. Leadership in educational institutions provides an example of independence 3. leadership in educational institutions provides an example of work that must be focused 4. leadership in educational institutions provides an example of good coordination 5. Leaders provide an explanation of the Organization's Vision and Mission

Copyright © 2025 The Author(s)

Variabel	Indicators	Instrument statement
		6. Leaders provide reprimands if violations occur
	performance assessment	1. Educational institutions give employee awards on big days 2. Leaders give awards for successful achievements 3. Leaders give sanctions for violations that occur 4. Strada associations give promotions for success 5. Strada associations give further studies to competent teachers 6. Leaders give feedback on work achievements
	loyalty to values	1. Schools implement rules and norms that apply in schools 2. schools give warnings and sanctions to residents who violate the agreed rules 3. schools require uniforms to be worn 4. schools involve teachers in making policy rules that will be implemented in schools 5. school residents know the school's values, namely service, honesty, discipline, care and excellence 6. Schools build a joint commitment with teachers and staff on decisions taken
	success criteria	1. Educational institutions are very oriented towards maximum results 2. Educational institutions direct employees to work with quality results 3. Institutions implement evaluation, process monitoring, and work results 4. Educational institutions develop complete supervision of employee work procedures 5. Educational institutions have clear direction to focus on improving employee quality 6. Educational institutions have Key Performance Indicators (KPI)
Interpersonal Relationships	Autonomy Support	1. Leaders ask for my ideas 2. Leaders acknowledge my ideas 3. Leaders accept my ideas 4. I ask for others' ideas 5. I acknowledge others' ideas 6. I accept others' ideas 7. Leaders Explore values in the situation being discussed 8. Leaders encourage self-initiation of desired choices 9. Leaders provide a range of desired choices 10. Leaders provide relevant reasons for the tasks assigned to me 11. I support the choices my co-workers want 12. I provide a range of input options my co-workers want

Variabel	Indicators	Instrument statement
		13. I provide relevant reasons for the tasks assigned to my co-workers 14. Leaders minimize the use of controlling language such as “Must” or “Should”
	Competency Support	1. Leaders maintain a positive attitude toward success 2. Leaders initiate conversations to identify pathways to success 3. I initiate conversations to identify pathways to success 4. Leaders create optimal challenges in the context of supporting independence 5. Leaders help others build problem-solving skills 6. I help others build problem-solving skills 7. Leaders provide immediate, accurate, and relevant feedback on effectiveness 8. Leaders provide structure through clear and consistent communication with reasonable guidelines 9. I provide structure through clear and consistent communication with reasonable guidelines
	Connectivity Support	1. Leaders are empathetic and non-judgmental 2. I am empathetic and non-judgmental 3. Leaders provide unconditional positive regard 4. I provide unconditional positive regard 5. Leaders always care by communicating sincerely, showing interest, and focusing on me 6. I always care by communicating sincerely, showing interest, and focusing on others 7. Parents of students always care by communicating sincerely, showing interest, and focusing on others

Validity Test

The cultural implementation variables consist of indicators describing cultural assumptions, organizational leadership, performance assessment, loyalty to values, success criteria. And interpersonal relationship variables consist of indicators of Autonomy support, competence support, and relatedness support. Furthermore, validity testing is carried out. Internal validity analysis was carried out by calculating the correlation coefficient between individual item scores and the overall instrument score, using the Pearson Product Moment statistical method with a significance threshold of t > 0.36.

Table 3. Validity of Organizational Culture Implementation

Indicator	t- value	Result	Indicator	t- value	Result	Indicator	t-value	Result
MAB1	0,529	V	K5	0,706	V	KPN3	0,566	V
MAB2	0,426	V	K6	0,748	V	KPN4	0,538	V
MAB3	0,383	V	PK1	0,672	V	KPN5	0,357	D

Copyright © 2025 The Author(s)

Table 3. Validity of Organizational Culture Implementation

Indicator	t- value	Result	Indicator	t- value	Result	Indicator	t-value	Result
MAB4	0,561	V	PK2	0,827	V	KPN6	0,650	V
MAB5	0,777	V	PK3	0,641	V	KK1	0,454	V
MAB6	0,749	V	PK4	0,819	V	KK2	0,761	V
K1	0,844	V	PK5	0,662	V	KK3	0,722	V
K2	0,862	V	PK6	0,904	V	KK4	0,737	V
K3	0,866	V	KPN1	0,769	V	KK5	0,820	V
K4	0,845	V	KPN2	0,541	V	KK6	0,624	V

Table 2 illustrates that there is one indicator, namely loyalty to values (KPN), which is invalid because its t value is smaller than 0.36 while the values of other indicators are valid. One of the important indicators in the implementation of organizational culture that has dropped or is invalid is the values of the Strada association, namely: service, honesty, discipline, concern and excellence.

Table 4. Validity of Interpersonal Relationships

Indikator	t- value	Result	Indicator	t- value	Result	Indicator	t-value	Result
DO1	0,833	V	DKOM1	0,744	V	DKET1	0,718	V
DO2	0,877	V	DKOM2	0,781	V	DKET2	0,832	V
DO3	0,851	V	DKOM3	0,702	V	DKET3	0,691	V
DO4	0,739	V	DKOM4	0,830	V	DKET4	0,674	V
DO5	0,714	V	DKOM5	0,917	V	DKET5	0,496	V
DO6	0,816	V	DKOM6	0,729	V	DKET6	0,712	V
DO7	0,919	V	DKOM7	0,627	V	DKET7	0,595	V
DO8	0,887	V	DKOM8	0,781	V	DKET8	0,788	V
DO9	0,918	V	DKOM9	0,825	V	DKET9	0,707	V
DO10	0,873	V	DKOM10	0,592	V	DKET10	0,625	V

Table 3 shows that all indicators are declared valid. This is indicated by the fact that the calculated t is higher than the t table at 0.36.

Reliability Test

The reliability of this research instrument is assessed using the Cronbach Alpha coefficient, with reliability criteria > 0.7, which is calculated using the Microsoft Excel computing program.

Table 5. Realibility of Variable

Variabel	Amount Indicator Variants	Amount Responden t Variants	Mark Reliability Coefficient	Respondents	Number of Valid Indicators
Organizational Culture Implementation	25,833	334,69	0,956	100	29

Interpersonal Relationship	20,961	414,41	0,982	100	30

Reliability analysis in Table 4 indicates that the two variables have a significant reliability coefficient (> 0.7), thus meeting the reliability criteria.

Normality and Linearity Test

Testing of the analytical requirements used in quantitative tests with path analysis includes: normality, regression significance test, and linearity test.

Table 6. Normality Test Results

Galat Taksiran	L_{Value}	L_{table} (α=0,05)	L_{table} (α=0,01)	Information
Y over X	0,0755	0,0886	0,1031	Normal Distribution

The results of the normality test in Table 5 show that the calculated L value is significantly smaller than the L table, indicating a normal distribution of data.

Table 7. Regression Significance Calculation Results

Variabel	F_{Value}	F_{table} (α=0,05)	F_{table} (α=0,01)	Information
Y over X	150,699	3,938	6,901	Very Significant

The statistical test results in Table 6 show that The computed F value is considerably larger than the F table value, indicating high significance.

Table 8. Linearity Calculation Result

Variabel	F Value	F Table 0,05	Conclusion
Y over X	0,955	1,607	linier

The statistical test results in Table 7 show that the calculated F value is significantly smaller than the F table, indicating a linear relationship between variables.

Hypothesis Testing

As an initial step in testing the hypothesis, the results of statistical calculations using path analysis are presented below, starting with determining and testing path coefficients.

Table 9. Statistical T-Test Results

Variable	t-result	t table	Correlation
X over Y	5,007	2,365	0,8168

H0: $rY2 \leq 0$ There is no positive direct influence between var (X) on variable (Y)
H1: $rY2 > 0$ There is a positive direct influence between var (X) on variable (Y)

Based on Table 8, the results show that all correlation coefficients between variables have a positive sign. Statistical analysis indicates that the null hypothesis (Ho) is rejected and

Copyright © 2025 The Author(s)

the alternative hypothesis (H1) is accepted, demonstrating a significant impact of interpersonal relationships on the implementation of organizational culture (t-count = 5.007 > t-table = 2.365).

Discussion

The results of the study indicate a significant relationship between the quality of interpersonal relationships and the implementation of organizational culture in junior high schools. The instruments used in this research were proven to be valid and reliable, with most indicators exceeding the required t-value threshold and demonstrating high reliability coefficients. Interpersonal relationships comprising autonomy support, competence support, and relatedness support positively contribute to the implementation of organizational culture, which includes understanding institutional values, organizational leadership, performance evaluation, and loyalty to institutional principles. Hypothesis testing confirms that this relationship is statistically significant, meaning that improving the quality of interpersonal interactions within schools positively influences the successful internalization of educational organizational values and norms.

This research expands understanding of the dynamics of the relationship between interpersonal relationships and the implementation of organizational culture. This is in line with the perspective in the development of psychology regarding Self-determination theory (SDT) carried out (Bowlby, 1969) and clinical (Abraham H. Maslow, 2012) which Recognizes the fundamental role of interpersonal relationships in human experience and emphasizes the impact of social dynamics on an individual's thoughts, emotions, and behavior (La Guardia & Patrick, 2008). Since humans are inherently social beings, it is crucial to evaluate whether the sense of connectedness derived from interpersonal interactions is adequate to promote personal well-being and healthy social functioning.

This is in line with research (Bali & Susilowati, 2019) transinternalization of Islamic boarding school values through the construction of religious culture in schools, brawls, free sex and drugs in students are evidence of the failure of schools in building students' religious character. One of the educational institutions that has succeeded in building the religious character of students is Islamic boarding schools. This success is proven by the lack of news of deviant behavior among students. Religious culture is formed through the internalization of Islamic boarding school values, namely instilling Islamic values through habits that are manifested in school programs such as Islamic boarding schools. The implication of this study is to internalize Islamic boarding school values in schools that can shape the religious character of students. Students can avoid bad behavior.

Educational institutions need to instill values, such as Academica Bethel Indonesia Theological College (STT) both institutionally and individually, practicing Pancasila values by respecting existing differences, whether ethnicity, race, or class. STT Bethel Indonesia instills Pancasila values in every student through religious and educational activities. The narrative built for students is to love each other because it is a mandate given by God to humans to be carried out (Pakpahan et al., 2021).

Statement (Gelfand et al., 2011) In many cultural groups, individuals' actions are often guided by tradition and a strong sense of responsibility to fulfill duties linked to their designated social roles and expectations. Social norms heavily regulate interpersonal relationships to ensure societal harmony, cohesion, and structure, which are essential for the community's survival. The extent to which these obligations are emphasized varies among cultural groups, leading to the distinction between 'tight' and 'loose' cultures.

The existing culture certainly cannot be separated from interpersonal relationship support such as autonomy support, competency support, and connectedness support. This support is not only provided by superiors, co-workers or employees, but also by parents of students as a form of support for the connected culture that is built in educational institutions.

This study shows that there is a positive correlation between interpersonal relationships and the implementation of organizational culture, where t count 5.007 > t table 2.365. In line with previous research at SMPN 5 Pariaman conducted by (Mila, 2020) there is a positive influence between interpersonal communication and employee performance. The results of (Kiuru et al., 2020) research on Associations between Adolescents' Interpersonal Relationships, School Well-being, and Academic Achievement during Educational Transitions. Conclude The results show that improving learning outcomes and helping adolescents face challenges during educational transitions is an important part of supporting school well-being and the formation of high-quality interpersonal relationships.

Analysis of the research conducted certainly indicates that for the implementation of organizational culture to be good, one of the keys is that it must be supported by good interpersonal relationships. So that the school community has a culture with good Strada Perkumupulan school values. A good and quality educational institution will certainly be an example for other educational institutions in building organizational culture. This makes it easier for educational management to carry out educational governance.

Conclusion

Summarise your article critically and logically based on the research findings. Please be careful about making generalisations of the findings. You should also state the limitations of your research in this section. In general, the conclusion should explain how this research has advanced scientific knowledge.

Statistical analysis obtained a t-count value (5.007) which was greater than the t-table (2.365), this proves that interpersonal relationships have a significant positive direct influence on the implementation of organizational culture. Interpersonal relationships with autonomy support, competency support, and connectedness support make the implementation of organizational culture better.

Suggestions

This research can also see how effective and efficient interpersonal relationships are in implementing organizational culture. What is the role of educational institution leadership in maintaining interpersonal relationships and implementing organizational culture? This research also provides practical advice to education management, foundations, especially the Strada Association in managing the 75 educational institutions under its auspices.

The findings of this study are empirical evidence that interpersonal relationships are one of the keys to implementing organizational culture. Practically, this study can certainly be adopted in schools within the Strada association, both Elementary Schools, High Schools or other schools that have or want to start building an organizational culture. Theoretically, this study strengthens the theory of interpersonal relationships consisting of autonomous support, competence support and connectedness support.

This study provides a good overview but there are limitations, first the research school is only at the junior high school level, second the research area is only in one province. In further research, it is recommended that research be conducted at other levels, both at elementary school, high school and vocational school levels. Research can also be conducted in other

Copyright © 2025 The Author(s)

provinces. In order for research to get a more comprehensive overview, research can also be conducted using mixed methods like sequential explaratory, Concurrent Triangulation dan Concurrent Embedded.

Thank You Noted

The researcher would like to thank the first and second supervisors or bimigannta in carrying out this research. The researcher also expressed the location of the research, namely the Perkumpulan Strada Junior High School, Special Region Jakarta.

References

Abraham H. Maslow. (2012). Toward a Psychology of Being By Abraham Maslow. In *Philosophy and Phenomenological Research* (Vol. 25, Issue 2).

Agustinus Priyowidodo. (2019). *Pengaruh Budaya Organisasi, Gaya Kepemimpinan Dan Stres Kerja Terhadap Intensi Turnover Pada Karyawan Yayasan Pendidikan Stella Maris Jakarta - repository*. Universitas Negeri Jakarta. http://repository.unj.ac.id/6402/

Amri, F. (2022). Pengaruh Budaya Organisasi, Komunikasi Interpersonal Dan Kompetensi Terhadap Kinerja Guru Smp Negeri 34 Kerinci. *Bussman Journal : Indonesian Journal of Business and Management*, *2*(1), 26–41. https://doi.org/10.53363/buss.v2i1.34

Bali, M. M. E. I., & Susilowati. (2019). Transinternalisasi Nilai-Nilai Kepesantrenan Melalui Konstruksi Budaya Religius Di Sekolah. *Jurnal Pendidikan Agama Islam*, *16*(1), 1–16. https://doi.org/10.14421/jpai.jpai.2019.161-01

Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' Psychological Characteristics: Do They Matter for Teacher Effectiveness, Teachers' Well-being, Retention, and Interpersonal Relations? An Integrative Review. In *Educational Psychology Review* (Vol. 34, Issue 1). Educational Psychology Review. https://doi.org/10.1007/s10648-021-09614-9

Bowlby, J. (1969). Attachment and Loss, Volume I: Attachment. In *The British Journal of Sociology* (Vol. 21, Issue 1). https://doi.org/10.2307/588279

Fransiskus Sawan, . (2022). *Pengaruh Servant Leadership, Budaya Organisasi, Dan Altruisme Terhadap Perilaku Berbagi Pengetahuan Guru Sekolah Dasar Perkumpulan Strada*.

Gelfand, M. J., Raver, J. L., Nishii, L., Leslie, L. M., Lun, J., Lim, B. C., Duan, L., Almaliach, A., Ang, S., Arnadottir, J., Aycan, Z., Boehnke, K., Boski, P., Cabecinhas, R., Chan, D., Chhokar, J., D'Amato, A., Ferrer, M., Fischlmayr, I. C., … Yamaguchi, S. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, *332*(6033), 1100–1104. https://doi.org/10.1126/SCIENCE.1197754/SUPPL_FILE/GELFAND.SOM.PDF

Hochschild, P. E. (2017). Gravissimum Educationis. *The Reception of Vatican II*, 393–424. https://doi.org/10.1093/acprof:oso/9780190625795.003.0016

Howard, K. P., Lazarus, S. A., & Cheavens, J. S. (2022). A Longitudinal Examination of the Reciprocal Relationship Between Borderline Personality Features and Interpersonal Relationship Quality. *Personality Disorders: Theory, Research, and Treatment*, *13*(1), 3–11. https://doi.org/10.1037/PER0000484

Kiuru, N., Wang, M. Te, Salmela-Aro, K., Kannas, L., Ahonen, T., & Hirvonen, R. (2020). Associations between Adolescents' Interpersonal Relationships, School Well-being, and Academic Achievement during Educational Transitions. *Journal of Youth and Adolescence*, *49*(5), 1057–1072. https://doi.org/10.1007/s10964-019-01184-y

La Guardia, J. G., & Patrick, H. (2008). Self-determination theory as a fundamental theory of close relationships. *Canadian Psychology*, *49*(3), 201–209. https://doi.org/10.1037/A0012760

Mila, H. (2020). Pengaruh Motivasi Kerja, Komunikasi Interpersonal Dan Budaya Organisasi Terhadap Kinerja Guru (Studi Kasus Di Smpn 5 Pariaman). *Jurnal*, 1–15. https://scholar.archive.org/work/supqkrmwjbauvfhvvyvnohi52u/access/wayback/https://files.osf.io/v1/resources/es2bn/providers/osfstorage/5e61c7900f987d01de4951ad?action=download&direct&version=1

Nasir, M. (2020). *Pengaruh Gaya Kepemimpinan Situasional, Budaya Organisasi Dan Komitmen Organisasi Terhadap Kinerja Pegawai*.

Oupen, S. M., & Yudana, I. M. (2020). Kontribusi Kepemimpinan Transformasional, Budaya Organisasi, Disiplin Kerja, Dan Motivasi Kerja, Terhadap Komitmen Organisasional Guru Sd. *Jurnal Administrasi Pendidikan Indonesia*, *11*(1), 34–43. https://doi.org/10.23887/japi.v11i1.3167

Pakpahan, G. K., Salman, I., Setyobekti, A. B., Sumual, I. S., & Christi, A. M. (2021). Internalisasi Nilai-Nilai Pancasila Upaya Pencegahan Radikalisme. *Kurios*, *7*(2), 435–445.

Sugiyono. (2024). *Cara mudah menyusun skripsi, tesis, dan disertasi (STD) - Sugiyono - Google Buku*. Alfabeta. https://cvalfabeta.com/product/cara-mudah-menyusun-skripsi-tesis-dan-disertasi/