

## **ABSTRACT**

Sofyan, Adi Hendra. 2015, *THESIS*. Title: "*The Influence of Organizational Communication on Students' Learning Achievement in Modern Islamic Boarding School Modern Darussalam Lawang, Malang* "

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*Humans basically require communication in dealing with others. It becomes the most important factor in the interaction between two individuals and among individuals in an organization or institution. Without it, it is impossible for organization to run its function. In other words, communication is the key element of an organization or institution. Related to the life of an organization or institution, the organizational communication occurring inside is as information flow. In an educational institution, communication is the most relevant thing to study to realize its main purpose to improve students' achievement. The study aims at determining whether organizational communication has a partially and simultaneous effect on students' learning achievement.*

*The study employs a quantitative approach to examine a certain population or sample. Its data collection uses research instruments analyzed using a quantitative or statistic data analysis (related to numbers) to test its hypothesis. The focus of the research is the influence of informal vertical and horizontal communications on learning achievement. In analyzing data, the researcher employs SPSS for Windows 20.0 to carry out a multiple linear regression analysis.*

*The results show that Vertical Communications, Horizontal Communication, and Informal Communication variables simultaneously have significant influence on learning achievement. Partially, the  $t$  value of Horizontal Communication is 2.448 and its beta coefficient is 0.467. It becomes the largest and the most significant effect on the achievement. Vertical Communication has a smaller effect and only has a  $t$  value of 0.902 and a beta coefficient of 0.163. The  $t$  value of Informal Communications is 0.570 and its beta coefficient is 0.086. Therefore, vertical and informal communication have no significant influence on students' achievement and there is no enough evidence to affirm the influence partially.*