ASHA PUBLISHING

JOURNAL OF SOCIAL SCIENCES AND ECONOMICS



Volume 3, Issue 2, 2026

E-ISSN: 3047-5507
Journal of Social Science and Economics (JOSSE)
https://journal.ashapublishing.co.id/index.php/josse/index

Group Dynamics, Organizational Communication, and Teamwork: A Review of the Literature on Factors Influencing Organizational Effectiveness

Farra Addina Islami[1], Nuratikah[2], Daeng Ayub[3], Mahdum[4]
[1,2,3,4] Universitas Riau, Indonesia
Corresponding author's email: Farra.addina8053@grad.unri.ac.id

ABSTRACT

The effectiveness of an organization is not only determined by the formal structure and availability of resources, but also by the social processes that take place among the members of the organization. This article aims to examine the factors of group dynamics, organizational communication, and teamwork that affect organizational effectiveness, develop a conceptual framework that connects the three, and formulate their implications for the management of educational units. This study uses the literature review method with a narrative-integrative approach. The data sources are in the form of 29 scientific literature published in the 2016–2026 period, including national and international journal articles, proceedings, and textbooks. The data is analyzed using content analysis through the stages of reduction, thematic categorization, comparison, and synthesis. The results of the study show three groups of interrelated factors. First, group dynamics factors, namely the stage of group development, norms, cohesiveness, and conflict; Cohesiveness is positively related to performance, while conflicts of tasks, relationships, processes, and status tend to reduce team performance. Second, organizational communication factors, namely the balance of communication directions, the quality of communication that is more decisive than the frequency, and symmetrical two-way communication. Third, teamwork factors, namely trust, psychological safety, team leadership, and planned team development. These three groups of factors can be understood through the framework of inputs–processes–emergent states–outputs that place communication as a connecting mechanism and leadership as a designer of team working conditions. Studies in schools in Indonesia show the direction of findings that are in line, but still dominated by correlational surveys. Leaders of educational units are advised to build structured two-way communication, strengthen teacher collaboration that focuses on learning, foster psychological safety, manage conflicts constructively, and organize planned team development.

Keywords: group dynamics, organizational communication, teamwork, organizational effectiveness, psychological safety, educational organization, literature review

INTRODUCTION

An organization is basically a forum for a group of people to work together to achieve goals that cannot be achieved individually. The success of an organization in achieving its goals is commonly called organizational effectiveness. In the study of organizational behavior, effectiveness is determined not only by formal structures, rules, and resources, but also by the behavior of individuals and groups within the organization (Robbins dan Judge 2019). In other words, the way the organization's members interact, communicate, and work together is an important part of the effectiveness of the organization itself.

Most of the work of modern organizations is carried out through groups and teams. (Robbins & Judge, 2019) Distinguishing the working group, whose members interact primarily to share information and make decisions, with the work team, which results in positive synergy through coordinated efforts. The study of the team is also growing rapidly. (Mathieu et al., 2017) It shows that research on work teams has evolved over a century, from small group studies in the laboratory to complex team studies in organizations. (Mathieu et al., 2017) He added that research on team effectiveness in the past decade has increasingly paid attention to the complexity of teams, such as the composition of members, processes and emergent states, as well as team changes over time.

In the study, there are three aspects that are interrelated. First, group dynamics, namely the process of formation, structure, influence, and conflict that takes place in the group (Forsyth, 2019). Second, organizational communication, which is the process of delivering and exchanging messages that allows members of the organization to coordinate and build working relationships (Robbins & Judge, 2019). Third, teamwork, which is a set of behaviors, cognitions, and attitudes that allow team members to work in a coordinated manner to achieve common goals (Salas et al., 2018). These three aspects do not stand alone, but influence each other in shaping organizational effectiveness.

Recent research provides strong evidence regarding the role of these factors. Meta-analysis shows that cohesiveness is related to team performance (Grossman et al., 2022), conflicts within the team tend to lower performance (Yuan et al., 2026), the quality of communication relates to team performance (Marlow et al., 2018), and trust and psychological safety play an important role in team effectiveness (JONG, DIRKS, dan GILLESPIE 2016) (Frazier et al. 2017). However, these findings are spread across various fields of study, such as organizational psychology, communication science, and management, so they are not always presented in an integrated manner for practitioners.

Schools as educational organizations are also inseparable from this problem. (Bush, 2020) explained that school management can be understood through several models, one of which is the collegial model that emphasizes joint decision-making and cooperation among teachers. International studies show that teacher community and teacher collaboration are related to professional development and teacher job satisfaction (Reeves, Pun, dan Chung 2017)(Vangrieken et al. 2017). In Indonesia, there is also quite a lot of research on organizational communication and teamwork in schools, for example on its influence on teacher performance and school effectiveness (Arianto dan Istikomah 2018)(Fauziah, Suri, dan Yopi 2024)(Harnita et al. 2024) (Oktarina, Makhdalena, dan Caska 2020) (Susilowati dan Soedjono 2024) (Turrofiah 2026). However, these studies generally test several variables separately, so they have not yet described how group dynamics, organizational communication, and teamwork are interrelated.

Based on this description, a literature review is needed that summarizes and connects the latest findings on these three aspects. Without an integrated understanding, efforts to improve organizational effectiveness risk focusing on only one aspect, such as increasing meetings or training, without paying attention to the quality of relationships, communication climate, and underlying teamwork processes.

Therefore, this article aims to (1) examine the factors of group dynamics that affect the effectiveness of groups and organizations, (2) examine the role of organizational communication on organizational effectiveness, (3) examine the factors of teamwork that determine team effectiveness, and (4) develop a conceptual framework that connects the three and formulate their implications for the management of educational units.

METHODS

Types of Research

This study uses the literature review method. (Snyder, 2019) Explains that literature review is a research method that collects and synthesizes the results of previous research in a targeted manner to obtain an overview of a field of study, identify gaps, and develop a conceptual framework. Of several types of literature review, this study uses a narrative-integrative approach. (Torraco, 2016) Explains that the study of integrative literature aims to review, criticize, and synthesize representative literature on a topic so as to produce a new framework or perspective. This approach was chosen because the topics studied are sourced from various fields, such as organizational psychology, communication science, management, and educational administration, and because the purpose of this study is to develop a conceptual framework that connects these three aspects.

Data Source

This study uses secondary data in the form of scientific literature that is relevant to the topics of group dynamics, organizational communication, teamwork, and organizational effectiveness. Data sources include national and international journal articles, scientific seminar proceedings, and textbooks. All sources used were published in the last ten years, namely 2016–2026, so that the study reflects the latest knowledge developments. Sources were obtained through Google Scholar, GARUDA Portal, Crossers, and publisher journal pages.

Data Collection Techniques

Data was collected through documentation techniques, namely searching and recording relevant literature. The search used Indonesian keywords, such as group dynamics, organizational communication, teamwork, team effectiveness, school effectiveness, and teacher performance, as well as English keywords, such as group dynamics, team cohesion, team conflict, internal communication, team communication, teamwork, team effectiveness, psychological safety, team trust, and teacher collaboration.

The literature used was selected based on several considerations, namely (1) discussing group dynamics, organizational communication, teamwork, or teacher collaboration in relation to the performance or effectiveness of groups, teams, or organizations; (2) published in 2016–2026; (3) in the form of searchable scientific works, such as journal articles, proceedings, or textbooks from academic publishers; and (4) written in Indonesian or English. Literature that only discusses individual performance without relation to group processes or communication, as well as popular non-scientific writings, are not used. Based on these considerations, 29 libraries used in this study were obtained.

Data Analysis Techniques

Data is analyzed using content analysis through four stages. The first stage is data reduction, which is reading each literature and recording concepts, findings, and conclusions that are relevant to the purpose of the study. The second stage is categorization, which is grouping findings into the themes of group dynamics, organizational communication, teamwork, leadership and team development, and the context of educational organizations. The third stage is comparison, which is comparing the similarities, differences, and strength of evidence between libraries on each theme. To make the strength of evidence explicit, each source was also classified into one of four types of evidence: theoretical and methodological works, international meta-analyses and literature reviews, international empirical studies, and empirical studies in Indonesian schools. The fourth stage is synthesis, which is connecting the

findings between themes into a conceptual framework and formulating their implications for the management of educational units. The distribution of the literature by theme and type of evidence is visualized as an evidence map in Figure 1, the cross-cutting patterns identified in the comparison stage are summarized in Table 1, and the results of the synthesis are presented as a conceptual framework in Figure 2.

RESULT AND DISCUSSION

Overview of the Literature Studied

The literature studied amounted to 29 sources published in 2016–2026. Rather than describing each source individually, the literature was mapped according to its main theme and type of evidence, as shown in Figure 1. Six sources are theoretical or methodological works that provide the conceptual basis and the review procedure, fifteen are international meta-analyses and literature reviews, two are international empirical studies, and six are empirical studies conducted in Indonesian schools.

Theme	Theoretical & methodological works	International meta-analyses & reviews	International empirical studies	Indonesian school-based surveys	n
Team effectiveness models	1 Robbins & Judge 2019	3 Mathieu et al. 2017 Mathieu et al. 2019 Salas et al. 2018	–	–	4
Group dynamics: cohesion, norms, conflict	1 Forsyth 2019	2 Grossman et al. 2022 Yuan et al. 2026	–	–	3
Organizational communication	–	1 Marlow et al. 2018	1 Kang & Sung 2017	4 Arianto & Istikomah 2018 Oktarina et al. 2020 Susilowati & Soedjono 2024 Turrofiah 2026	6
Teamwork: trust & psychological safety	1 Edmondson 2018	4 de Jong et al. 2016 Frazier et al. 2017 Newman et al. 2017 Edmondson & Bransby 2023	–	1 Harnita et al. 2024*	6
Leadership & team development	–	4 Ceri-Booms et al. 2017 D'Innocenzo et al. 2016 McEwan et al. 2017 Lacerenza et al. 2018	–	1 Fauziah et al. 2024	5
Educational organization context	1 Bush 2020	1 Vangrieken et al. 2017	1 Reeves et al. 2017	–	3
Review methodology	2 Snyder 2019 Torraco 2016	–	–	–	2
Total	6	15	2	6	29

*Cell shading reflects the number of sources (– = none). * Teamwork measured as a general perception; trust and psychological safety not measured.*

Figure 1. Evidence map of the 29 sources studied by theme and type of evidence

Figure 1 reveals an uneven distribution of evidence. The strongest evidence, in the form of cumulative meta-analytic findings, is concentrated on group dynamics, trust and psychological safety, and leadership and team development, whereas the evidence from Indonesian schools is concentrated on organizational communication. Conversely, none of the

Indonesian studies reviewed examined cohesiveness, conflict, trust, or psychological safety, even though these are the factors with the most consistent international evidence. In addition, all of the Indonesian studies are correlational surveys conducted within a single school, city, or district, and they measure communication or teamwork as respondents' general perceptions. This asymmetry means that the international literature helps explain why and under which conditions group processes matter, while the Indonesian literature mainly confirms that these processes are associated with teacher performance and school effectiveness. The following discussion therefore examines each theme while paying attention to the strength of its evidence, before integrating the findings into cross-cutting patterns and a conceptual framework.

Organizational Effectiveness and Team Effectiveness Model

Organizational effectiveness can be understood as the extent to which the organization achieves its goals, not only in the form of work results, but also in the form of satisfaction, commitment, and the ability of members to continue to work together. (Robbins & Judge, 2019) Describe the team effectiveness model which consists of three components. The first component is context, namely adequate resources, leadership and structure, climate of mutual trust, and assessment and reward systems. The second component is composition, namely ability, personality, roles, diversity, and team size. The third component is the process, namely shared goals and plans, specific goals, team efficacy, cohesiveness, shared mental model, level of conflict, and social laziness.

The model is in line with the development of team effectiveness research that views effectiveness as the result of the interaction between inputs, processes, and emergent states. (Mathieu et al., 2017) shows that the team's study has shifted from a simple input–process–output model to a more dynamic view, while (Mathieu et al., 2019) emphasizes that team emergent processes and circumstances, such as cohesiveness and trust, change over time and influence each other with performance. In the context of schools, organizational effectiveness is commonly reflected in teacher performance, learning quality, work climate, and school achievement. (Susilowati & Soedjono, 2024) For example, using school effectiveness as a measure of the extent to which the school achieves its institutional goals.

Group Dynamics: Development, Norms, and Cohesiveness

Group dynamics include the process of formation, structure, influence, performance, and conflict within the group (Forsyth, 2019). One of the most widely used concepts to explain group development is the five-stage model, namely forming, storming, norming, performing, and adjourning (Robbins & Judge, 2019). In the forming stage, members get to know each other and seek clarity on tasks; in the storming stage, tension arises regarding roles, leadership, and how to work; in the norming stage, the group begins to agree on norms and roles; in the performing stage, the group's energy is poured into completing tasks; and in the adjourning stage, the group ends its cooperation.

(Robbins & Judge, 2019) It is also a reminder that not all groups develop linearly through these stages. Groups can go through multiple stages simultaneously or return to previous stages when there is a change of members, a change of duties, or a change of leadership. Implicitly, the tension at the beginning of group formation is a natural part of group development, so leaders need to facilitate the group through these stages, not avoid them.

In addition to the developmental stage, group dynamics are also shaped by norms and cohesiveness. Group norms are mutually agreed standards of behavior and direct the behavior of members, while cohesiveness is the force that keeps members attached to the group (Forsyth, 2019). Meta-analysis (Grossman et al., 2022) It shows that cohesiveness is related to team performance, but the strength of the relationship depends on how cohesiveness and

performance are measured. The relationship is stronger when measures of cohesiveness and measures of performance are close to team activity, and the dimension of pride in the group turns out to be associated with performance more strongly than previously thought.

However, cohesiveness is not a guarantee of effectiveness. (Forsyth, 2019) and (Robbins & Judge, 2019) explains the phenomenon of groupthink, which is the tendency of a highly cohesive group to pursue agreement at the expense of critical judgment of alternative decisions. (Robbins & Judge, 2019) It also explains that cohesiveness will improve performance if group norms emphasize high performance, but can decrease performance if group norms are low. In educational organizations, similar symptoms can arise when teacher council meetings tend to approve leadership proposals without critical discussion. Therefore, cohesiveness needs to be balanced by group norms that encourage work quality and openness.

Conflict in a Group

Conflict is an inseparable part of group dynamics. The literature generally distinguishes between task conflicts, namely differences of opinion about the content of work; relational conflicts, which are interpersonal tensions; and process conflicts, which are differences of opinion about the division of roles and ways of working. (Robbins & Judge, 2019) explains the view that has long been held in organizational behavior, namely that task conflicts at low to medium levels can be functional because they encourage the exchange of ideas, while relational conflicts are almost always dysfunctional.

The latest evidence provides a more cautious picture. Metaanalysis (Yuan et al., 2026), which updated previous meta-analyses, found that all four types of conflicts, namely task conflicts, relationship conflicts, process conflicts, and status conflicts, were equally negatively related to team performance. The relationship between task conflicts and performance-related conflicts also varied widely between situations, influenced by national culture, team characteristics, and how conflict was measured, among other things. In other words, the assumption that task conflicts are generally beneficial to performance is not supported by the latest evidence.

These findings lead to an important implication, namely that what needs to be developed is not the conflict itself, but the way the group discusses differences of opinion. Differences of opinion about the task are still necessary to produce good decisions, but they need to be discussed through quality communication and in a psychologically safe atmosphere so that they do not develop into detrimental conflicts. In the school context, differences of opinion between teachers about learning methods or assessments will be more useful if they are discussed in forums that focus on student learning data, not on the teacher's personality

Organizational Communication

Communication in an organization takes place downward, upwards, and laterally (Robbins & Judge, 2019). Downward communication conveys goals, instructions, and policies; upward communication conveys feedback, problems, and ideas from members to leadership; while lateral communication allows for coordination between members or between parallel units. Organizational effectiveness requires that these three communication directions run in balance. Organizations that rely solely on downward communication risk losing important information from implementers in the field, while weak lateral communication makes cross-section coordination difficult.

At the team level, metaanalysis (Marlow et al., 2018) It shows that communication is positively related to team performance, and that communication quality is more strongly related to performance than the frequency of communication. These findings are relevant for organizations that consider the number of meetings or messages as indicators of good

communication. Frequent but unclear communication can actually increase workload without improving performance.

In addition to the quality of the message, the communication pattern also determines the work attitude of the members. (Kang et al., 2017) It was found that symmetrical internal communication, namely two-way communication that is open and oriented to the interests of employees, is related to employee work involvement through the quality of the employee's relationship with the organization. The work involvement is then related to employee communication behavior that supports the organization and the low desire to leave the organization. This means that organizational communication not only functions to convey information, but also builds relationships and attachments of members with their organization.

Findings in schools in Indonesia show a similar direction. Organizational communication has a positive effect on the performance of junior high school teachers (Arianto & Istikomah, 2018) and primary school teacher performance (Turrofiah, 2026), while interpersonal communication affects the performance of State High School teachers in Pekanbaru City (Oktarina et al., 2020). (Fauziah et al., 2024) found that leadership styles and organizational communication together have a significant effect on teacher performance. At the organizational level, (Susilowati & Soedjono, 2024) It was found that organizational communication and organizational commitment had a significant effect on the effectiveness of elementary school. However, these studies generally measured communication as the general perception of respondents, so they did not distinguish between the most important aspects of communication, whether the direction of communication, the quality of the message, or the openness of communication.

Teamwork: Trust and Psychological Safety

(Salas et al., 2018) explains that the science of teamwork has come a long way and shows that teamwork is not just a willingness to work together, but rather a set of behaviors, cognitions, and attitudes that can be observed, measured, and developed. The two emergent states that have received the most attention in recent research is trust and psychological safety. Trust in a team is a member's willingness to depend on other members based on belief in their abilities and good intentions. Metaanalysis (JONG et al., 2016) It shows that trust between team members is positively related to team performance, and that the relationship is stronger in teams whose members are highly interdependent in completing tasks. These findings are relevant for schools, as many school activities, such as curriculum development, assessment, and student activities, require teachers to be interdependent.

Psychological safety is the shared belief that teams are a safe place to take interpersonal risks, such as asking questions, admitting mistakes, or expressing different opinions (Edmondson, 2018). Meta-analysis (Frazier et al., 2017) It shows that psychological safety is related to information sharing, learning behavior, work engagement, and task performance, and is influenced by relationships with leaders, peer support, and supportive work contexts. Systematic review (Newman et al., 2017) It was also found that psychological safety is influenced by leadership, supportive organizational practices, relationships between members, and team characteristics, as well as related to communication, knowledge sharing, and learning.

(Edmondson & Bransby, 2023), in a recent review of psychological safety, concluded that research in this area is mature and consistently links psychological safety to job completion, learning behavior, better work experience, and leadership roles. For educational organizations, psychological safety is important because learning improvement requires teachers to be open about difficulties faced in the classroom and willing to accept input from peers.

Research in Indonesian schools also show the importance of teamwork. (Harnita et al., 2024) It found that communication and teamwork had a positive effect on teacher performance, both partially and simultaneously. These findings are in line with international evidence, although studies in Indonesia have not examined trust and psychological safety as separate variables.

Leadership and Team Development

Leadership occupies a special place in the study of team effectiveness because it affects almost all of the factors discussed. Metaanalysis (Meltem et al., 2017) shows that task-oriented leadership behaviors, such as clarifying work structures and directions, and people-oriented behaviors, such as giving attention and support to members, are equally positively related to team performance. In addition to formal leadership, (D'Innocenzo et al., 2016) It shows that shared leadership, which is when leadership roles are spread among team members, is also positively related to team performance, with the strength of the relationship varying according to how it is measured. For schools, these findings show that leadership roles are not only inherent in the principal, but can also be carried out by the vice principal, coordinator, and driving teacher in the work team.

(Edmondson, 2018) Outline the role of the leader in building psychological safety through three steps, namely preparing a foundation by explaining the goals and challenges of the work, inviting active participation, and responding productively to input and error. These steps can be applied by the principal in leading meetings, supervision, and teacher collaboration forums. Teamwork can also be developed in a planned manner. Metaanalysis (Mcewan et al., 2017) Against controlled intervention studies, it was shown that teamwork training improved teamwork behavior and team performance. (Lacerenza et al., 2018) It summarizes four types of evidence-supported team development interventions, namely team training, leadership training, team building activities, and debriefing or structured reflection after the activity. In the context of schools in Indonesia, (Fauziah et al., 2024) It shows that leadership style has a significant effect on teacher performance together with organizational communication, so leadership development and communication development need to be done in tandem.

Integrative Synthesis: Cross-Cutting Patterns and Conceptual Framework

The thematic discussion above shows that group dynamics, organizational communication, and teamwork are not stand-alone factors. Reading the findings across themes, rather than within each theme, reveals four cross-cutting patterns, which are summarized in Table 1. The table does not list individual studies; instead, it shows what the literature collectively indicates, the evidence that converges on each pattern, and the limits of each pattern when it is applied to schools.

Table 1. Cross-cutting patterns in the literature and their critical interpretation

Pattern	Convergent evidence	Critical interpretation
1. Quality of interaction matters more than its quantity	Communication quality is more strongly related to team performance than communication frequency (Marlow et al. 2018); cohesiveness improves performance only when group norms support high performance (Robbins and Judge 2019); structured team development improves teamwork and team performance (McEwan et al. 2017; Lacerenza et al. 2018).	The number of meetings, messages, or collaboration forums is a weak indicator of effectiveness. What needs to be designed is the structure and content of interaction, not merely its frequency.
2. Effects depend on context and measurement	Trust is more strongly related to performance in highly interdependent teams (de Jong et al. 2016); the cohesiveness–performance and conflict–performance relationships vary with measurement, national culture, and team characteristics (Grossman et al. 2022; Yuan et al. 2026).	Findings cannot be transferred to schools uncritically, because much teaching work is carried out individually. They are most relevant to school tasks that require teacher interdependence, such as curriculum development and assessment.
3. Relational climate enables productive disagreement	All types of team conflict are negatively related to performance (Yuan et al. 2026); psychological safety is related to information sharing and learning behavior (Frazier et al. 2017; Newman et al. 2017); symmetrical two-way communication builds engagement (Kang and Sung 2017).	Differences of opinion are useful only when they are discussed in a safe, two-way climate. This mechanism is a proposition derived from the synthesis and has not been tested directly.
4. Leadership shapes the conditions for all other factors	Shared leadership is related to team performance (D'Innocenzo et al. 2016); leaders are a key antecedent of psychological safety (Edmondson 2018; Frazier et al. 2017); in Indonesian schools, leadership style and organizational communication jointly affect teacher performance (Fauziah et al. 2024).	Improving communication without changing leadership practice, or vice versa, is unlikely to be sufficient. In schools, leadership roles can also be distributed to vice principals, coordinators, and teachers.

Taken together, these patterns show that organizational effectiveness depends less on the mere presence of communication, cohesiveness, or collaboration than on their quality, their fit with the nature of the task, and the relational climate in which they take place. The patterns also explain why the Indonesian findings, which consistently report positive effects of communication and teamwork on teacher performance, are not yet sufficient to guide practice: they show that these factors matter, but not through which mechanisms or under which conditions.

Building on these patterns, the three groups of factors can be integrated into a single conceptual framework. By referring to the team effectiveness model (Robbins & Judge, 2019) as well as the development of the team effectiveness study described (Mathieu et al., 2019), all three can be mapped into the input–process–emergent state–output framework presented in Figure 2. Solid arrows indicate relationships supported by meta-analytic or review evidence, whereas the dashed arrow indicates a proposition derived from the authors' synthesis that still requires empirical testing.

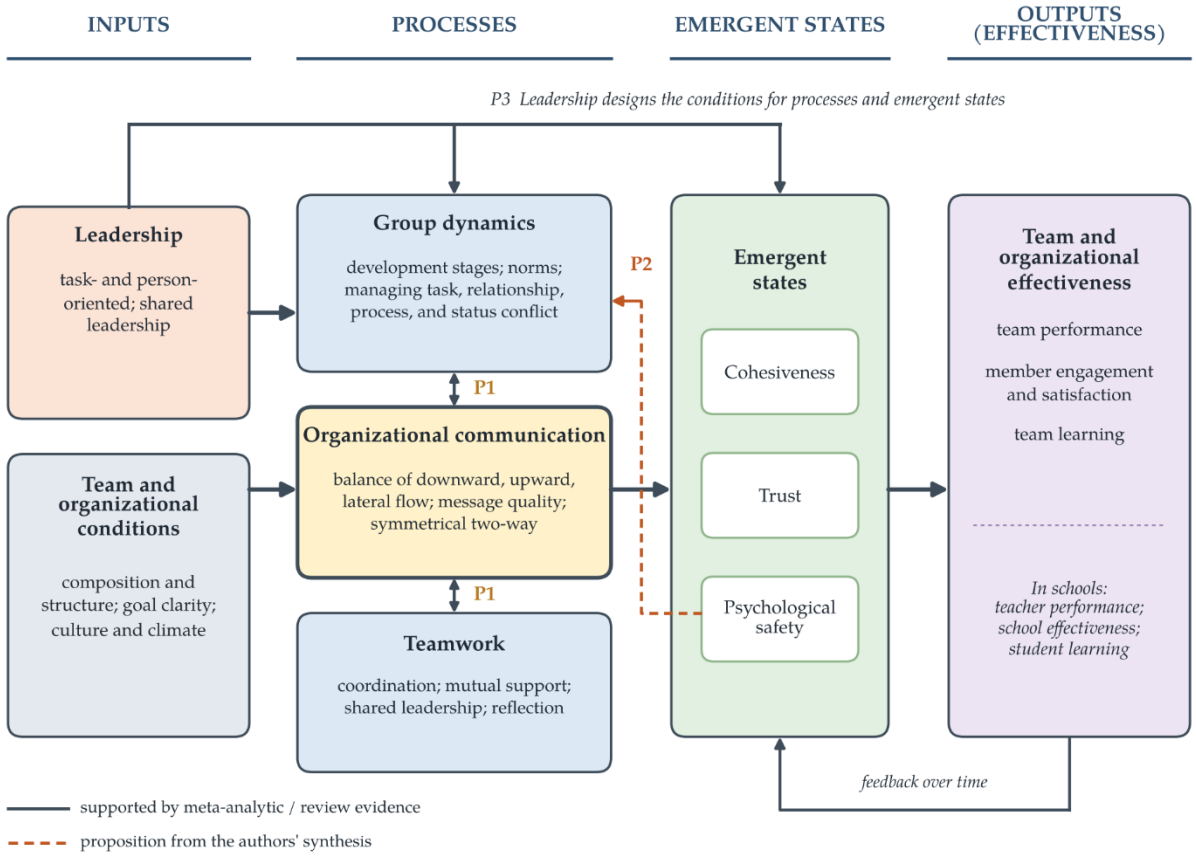


Figure 2. Conceptual framework of group dynamics, organizational communication, and teamwork in shaping organizational effectiveness

Figure 2 shows three main relationships, labelled P1 to P3. First (P1), communication serves as a connecting mechSnism that links group dynamics and teamwork to performance. Communication quality is related to team performance (Marlow et al., 2018), while symmetrical two-way communication builds members' relationships and engagement with the organization (Kang et al., 2017). Without quality communication, group cohesiveness will not translate into effective work coordination. Second (P2), trust and psychological safety serve as conditions that allow members to discuss differences of opinion openly. Given that conflicts within the team tend to decrease performance(Yuan et al., 2026), while psychological safety is concerned with information sharing and learning behaviors (Frazier et al. 2017 and (Newman et al. 2017), it can be argued that psychological safety helps teams discuss differences of opinion without developing into detrimental conflicts. This linkage is the result of the authors' synthesis, which is why it is drawn as a dashed arrow in Figure 2, and it still needs to be tested through further research.

Third (P3), leadership functions as a designer of the conditions under which these three groups of factors operate. Leaders influence team performance through task-oriented and

people-oriented behaviors, being able to share leadership roles with team members (D'Innocenzo et al., 2016), and is an important factor that affects the psychological safety of members (Edmondson 2018)(Frazier et al. 2017). This framework is also cyclical, as the team's success can increase cohesiveness and trust which further influences subsequent work processes (Mathieu et al., 2019).

Context of Educational Organization

The principles of team effectiveness also apply in schools with a number of specificities. (Bush, 2020) explains that in the collegial model, schools are seen as organizations whose decisions are made through discussion and agreement among professionals. This model is in line with the idea of teamwork, but in practice it often deals with bureaucratic structures and teacher workloads.

Systematic review (Vangrieken et al., 2017) It shows that the teacher community can be an effective forum for professional development if it is supported by common goals, supportive leadership, and adequate time. (Reeves et al., 2017) It found that teacher collaboration was positively related to teacher job satisfaction, while its relationship with student achievement was weaker and not uniform. These findings suggest that teacher collaboration needs to be designed with a clear focus on learning so that its impact does not stop at teacher job satisfaction, but also on improving student learning.

Research in Indonesia shows a pattern that is in line with international studies. Organizational communication, interpersonal communication, teamwork, and leadership are positively related to teacher performance and school effectiveness (Arianto dan Istikomah 2018)(Fauziah et al. 2024) (Harnita et al. 2024)(Oktarina et al. 2020) (Susilowati dan Soedjono 2024)(Turrofiah 2026). However, these studies are generally in the form of surveys in one or more schools and use teachers' perceptions as a source of data, so it is more appropriate to read them as indications of a relationship, rather than as evidence of a cause-and-effect relationship.

Implications for the Management of Education Units

Based on this conceptual framework, a number of implications can be formulated for the management of educational units. First, the formation of teams in schools, such as curriculum development teams, activity committees, or quality assurance teams, needs to be accompanied by clarity of objectives, division of roles, and agreement on work norms from the beginning. The group development stage model reminds that new teams need time and facilitation to go through an adjustment period before they can work optimally (Robbins & Judge, 2019).

Second, improving organizational communication should focus on quality, not quantity (Marlow et al., 2018). Schools can design a more structured communication forum, such as meetings with clear agendas and follow-ups, feedback channels from teachers to leaders, and coordination forums between subject teachers or between class levels. Communication needs to be two-way so that teachers feel involved and bound to the school's goals (Kang et al., 2017).

Third, teacher collaboration needs to be directed at student learning. Forums such as teacher working groups, subject teacher deliberations, or learning communities in schools will be more meaningful if they discuss teaching practices and student learning outcomes in a concrete way, not just administrative matters (Reeves et al. 2017), (Vangrieken et al. 2017)). Fourth, school principals need to foster psychological safety and trust, for example by actively inviting teachers' opinions, responding to mistakes as learning materials, and respecting differences of opinion that are conveyed constructively (Edmondson, 2018) Fifth, schools can implement planned team development, such as structured reflection after school activities and teamwork training (Lacerenza et al. 2018, (Mcewan et al. 2017)and dividing the leadership role to competent teachers (D'Innocenzo et al., 2016).

CONCLUSION

Based on the results of the literature review, it can be concluded that organizational effectiveness is influenced by the relationship between group dynamics, organizational communication, and teamwork. Group dynamics that include norms, cohesiveness, group development, and conflict management form patterns of interaction and behavior of members in achieving common goals. Cohesiveness can support team performance, but its benefits depend on the norms and orientation of group performance. In contrast, various forms of conflict in teams tend to be related to decreased performance so they need to be managed through constructive dialogue and communication.

Organizational communication acts as a connecting mechanism that allows members to exchange information, align work, convey feedback, and build working relationships. The quality of communication, the balance of downward, upward, and lateral communication, and the openness of two-way communication are more important than just the frequency of communication. Meanwhile, the effectiveness of teamwork is supported by trust, psychological safety, task- and member-oriented leadership, and planned team development. These three aspects can be understood through the framework of inputs–processes–emergent states–outputs, with leadership as shaping working conditions and communication as the liaison of the collaboration process.

In the context of education units, the findings of this study imply the importance of building structured two-way communication, clarifying the goals and division of team roles, strengthening teacher collaboration focused on learning, fostering psychological safety, and managing conflicts constructively. Although the study in Indonesia shows a tendency of findings that are in line with the international literature, the available empirical studies still use correlational surveys so that the cause-effect relationship cannot be ascertained. In particular, the factors with the most consistent international evidence, namely cohesiveness, conflict, trust, and psychological safety, have not yet been examined in Indonesian schools. Therefore, further research needs to examine the relationship between these three aspects in an integrated manner through longitudinal, qualitative, or mixed methods approaches so that the mechanisms that shape the effectiveness of educational organizations can be understood more deeply.

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