

Workshop Activities to Increase Team Cohesiveness at the Department Learning Center (DLC)

✉ Meidiya Ende Repa¹; Devi Damayanti²

^{1,2}*Faculty of Psychologi, University of Ahmad Dahlan, Indonesia.*

ARTICLE INFORMATION	ABSTRACT
Received: 01 January 2023 Revised: 10 February 2023 Accepted: 20 April 2023 <i>Keywords:</i> -.	Department LC (DLC) is a work unit of PT. GREAT INTEGRATED. DLC functions as an employee training and development facilitator at PT. GREAT INTEGRATED. in DLC there is less than optimal output and there are consumer complaints regarding the quality of the implementation of the training program in the form of conveying information on less than optimal training implementation schedules. Employees also express complaints when working with a team, even when working deadlines. These complaints: the appearance of anxiety, dizziness, and lack of comfort when working in a team. The results of the open system diagnostic method found that the complaint was caused by conflict in interaction between teams, which was caused by limited non-formal communication, such a situation resulted in the intensity of direct interaction between team members being less than optimal. This form of communication causes misunderstanding, the misunderstanding is not because the team is unable to express opinions, so further forms of intervention for DLC are a function of the team itself, because the cohesiveness of the DLC team is not optimal and it is necessary to carry out team building activities to increase team cohesiveness.

INTRODUCTION

The Department Learning Center (DLC) functions as a department that facilitates employee training and development at PT. TERPADU RAYA and other business units. The development method facilitated by the DLC namely; Training, Workshop, Training and other employee development. (DLC) as a department that contributes to the company certainly has its own challenges for groups and individuals who work in it. In the initial data collection from the results of interviews on DLC at PT. TERPADU RAYA that the output of the DLC is not running effectively.

As it is known that DLC is a profit department, but in reality the output produced is still not optimal. This is illustrated by the statement from the DLC manager that overall the performance achievement of DLC has been good, but in fact there are still targets in the revenue section that have not been achieved.

Performance achievement on DLC is already good, reaching 98%, however, there are still Key Performance Indicators (KPIs) that are still a concern for DLC. The KPI is in the DLC finance section, which is reaching 4% of the target of 10%, this means that in terms of

revenue/revenue and OPEX budget deviation on DLC it is still not reaching the target. Then there are complaints from DLC consumers regarding the quality of the process of implementing the training program in the form of conveying information related to the training implementation schedule which is considered less than optimal. On the other hand, employees also stated that they felt complaints when working with a team, even when working with deadlines. These complaints include feelings of anxiety, dizziness, and a lack of comfort when working in a team. Such conditions made the DLC team feel dissatisfied with the process of implementing the program they were holding. Therefore, from the many symptoms or complaints that arise both from the consumer side, the employees of PT. TERPADU RAYA and DLC members show that this department is not yet optimal in terms of productivity and the welfare of team members.

The various opinions above explain that one way to increase the effectiveness of work teams is to increase team cohesiveness. This statement is reinforced by several research results which show that team cohesiveness affects the company's ability to increase the productivity of the company's return on investment and will be able to improve group performance more than groups that are not cohesive (Michalisin, Karau & Tangpong, 2004; Hadipranata, 1995; Cooper in Levi, 2001). Levi (2001) defines cohesiveness as an increase in individual commitment and interest in joining a group. Cohesiveness is formed because of the interest of members to enter into groups, interpersonal interests, group morale, group effectiveness, methods of solving problems and feedback from leaders (Wheelan, 1993).

Based on the phenomena described above, it is necessary to conduct further investigation and deepening. Regarding the attributes and components in the Learning Center Department (DLC) at PT. TERPADU RAYA as a whole to find out the cause and effect that gave rise to the above phenomenon by conducting group diagnostics to increase employee cohesiveness.

LITERATURE REVIEW

The various opinions above explain that one way to increase the effectiveness of work teams is

to increase team cohesiveness. This statement is reinforced by several research results which show that team cohesiveness affects the company's ability to increase the productivity of the company's return on investment and will be able to improve group performance more than groups that are not cohesive (Michalisin, Karau & Tangpong, 2004; Hadipranata, 1995; Cooper in Levi, 2001). Levi (2001) defines cohesiveness as an increase in individual commitment and interest in joining a group. Cohesiveness is formed because of the interest of members to enter into groups, interpersonal interests, group morale, group effectiveness, methods of solving problems and feedback from leaders (Wheelan, 1993). Cohesiveness is a dynamic process that reflects the tendency of team members to stick together in working together to achieve goals (Carron, et al., 2002). According to Carles and De Paola (in Bahli & Buyukkurt, 2005) cohesiveness consists of two dimensions, namely social cohesiveness and task cohesiveness. Social cohesiveness, namely the desire to develop and maintain social relations within the team and task cohesiveness, namely the desire to cooperate in achieving a goal or a task. These tasks are usually associated with various special forms that have been determined by the team. Based on the description above, it is known that the definition of team cohesiveness is a level of interest in team members to remain united and work together to achieve the goals of the team. Teams can function effectively if team members are united, feel a sense of belonging, can generalize our feelings among members, or have a positive emotional atmosphere. Teams where all members pull each other strongly in the team will work well. Such a team will have high morale, strong motivation and strong pressure to fight conflicts that can interfere with group performance. Knowing the important role of team cohesiveness in improving team performance results, an effective intervention is needed to improve and develop team cohesiveness. The goal of developing cohesiveness is to increase team spirit and build interpersonal relationships between members (Levi, 2001).

RESEARCH METHODS

The group level diagnostic model is able to comprehensively show the relationship of each component in the group. Several components influence the effectiveness of a team, which are described in a group level diagnosis, namely goal clarity, task structure, group competition, team functioning and group norms. The subjects in the assessment were the Department Learning Center (DLC), which consisted of four employees. The assessment methods used in diagnosing this group are: interview, observation, and document study.

The research method used is Qualitative Research with types of research including: Descriptive Studies, Literacy Studies, Case Studies, Phenomenology, Ethnography, Narrative, Mix Method. While Quantitative Research Methods can be in the form of Surveys, Correlational, and Experimental. As for Classroom Action Research, a maximum of 3 cycles is carried out, consisting of planning, implementation, observation, and reflection. Data collection techniques must be described in detail such as observation, documentation, interviews, questionnaires, questionnaires which are also supported by relevant references.

RESULT AND DISCUSSION

Research result

From the results of the diagnostics, there are three problems in the DLC, namely the aspects of team functioning, group composition, and task structure. However, of these three problems, the team functioning aspect is the focus of the problem to be analyzed, because in order for the team to function effectively the team must maintain group togetherness in order to achieve group cohesiveness itself (Robbin, 2015). The focus of the problem which will then be used as a form of intervention is the relationship between employees and teamwork that has not been built. As explained earlier, in DLC there is a misunderstanding of communication between members, which results in the team experiencing interpersonal conflict in carrying out their work processes, so that the DLC team tends to be less cohesive/cohesive.

Discussion

Based on the results of the assessment and the formulation of the problems that have been carried out, it can be found that the problems that occur in the DLC are the relationships between employees and teamwork that have not been built. This is

because the differences in the DLC team cause non-formal communication between teams to be limited, so that the intensity of direct interaction becomes less than optimal. The group level diagnostic model is able to comprehensively show the relationship of each component in the group. Several components influence the effectiveness of a team, which are described in a group level diagnosis, namely goal clarity, task structure, group competition, team functioning and group norms. The subjects in the assessment were the Department Learning Center (DLC), which consisted of four employees. The assessment methods used in diagnosing this group are: interview, observation, and document study. The form of communication that is implemented in the DLC team is conveying and receiving information only via messages on WhatsApp, which discuss the realm of work.

According to Carles and De Paola (in Bahli & Buyukkurt, 2005) cohesiveness consists of two dimensions, namely social cohesiveness and task cohesiveness. Social cohesiveness, namely the desire to develop and maintain social relations within the team and task cohesiveness, namely the desire to cooperate in achieving a goal or a task. These tasks are usually associated with various special forms that have been determined by the team. Based on the description above, it is known that the definition of team cohesiveness is a level of interest in team members to remain united and work together to achieve the goals of the team. Teams can function effectively if team members are united, feel a sense of belonging, can generalize our feelings among members, or have a positive emotional atmosphere. Teams where all members pull each other strongly in the team will work well. Such a team will have high morale, strong motivation and strong pressure to fight conflicts that can interfere with group performance. Knowing the important role of team cohesiveness in improving team performance results, an effective intervention is needed to improve and develop team cohesiveness. The goal of developing cohesiveness is to increase team spirit and build interpersonal relationships between members (Levi, 2001). The misunderstanding of communication between DLC members resulted in the team experiencing interpersonal conflict in carrying out work processes, so that the DLC team tended to be less cohesive/cohesive. Therefore, after analyzing and diagnosing the DLC team, the researchers concluded that the aspects that had to be

improved or developed from the DLC team were the functions of the team itself.

CONCLUSIONS

Based on the diagnostic results above, the recommended development design and carried out for DLC in accordance with the considerations that have been made is Human Process Intervention. Cumming & Worley (2015) also suggests that team effectiveness has two dimensions: performance and quality of work life. Performance is measured in terms of the group's ability to control or reduce costs, increase productivity, or improve quality. It is a "hard" measure of effectiveness. In addition, effectiveness is indicated by the quality of work life of group members. It concerns job satisfaction, team cohesion, and organizational commitment. This is in accordance with the conflicts that occur in the DLC which tend to be less cohesive/cohesive due to misunderstandings in the communication. Therefore, team building is the recommended development method to minimize conflicts in DLC so that teamwork on DLC becomes more cohesive/cohesive.

References

- Ancok, D., 2002. *Outbound Management Training: Aplikasi Ilmu Perilaku dalam Pengembangan Sumber Daya Manusia*. Yogyakarta: UII Press.
- Bahli, B. & Buyukkurt, D., 2005. Group Performance in Information System Project Group: An Empirical Study. *Journal of Informational Technology Education*, 4, 97-113.
- Cummings, T. G. & Worley, C. G. (2015). *Organizational development and change*, 10th edition. Ohio: Mason.
- Robbins, S. P., & Judge T. A. (2015). *Perilaku organisasi*, Edisi 16. Jakarta: Salemba Empat.
- Carron, Albert, V., Bray, Steven, R., Eys., & Mark, A., 2002. Team Cohesion and Team Success in Sport. *Journal of Sport Science*, 20, 119-127.
- Cook, T.D., & Campbell, D.T., 1979. *Quasi-Experimentation: Design & Analysis Issues for Field Settings*. Boston: Houghton Mifflin Co.
- Ruky, A.S., 2003. *SDM Berkualitas: Mengubah Visi Menjadi Realitas*. Jakarta: PT Gramedia Pustaka Utama.
- Seniati, L., Yulianto, A. & Setiadi, B.N., 2005. *Psikologi Eksperimen*. Jakarta: PT. Indeks Kelompok Gramedia.
- Stott, K. & Walker, A., 1995. *Teams, Teamwork & Team Building*. Singapore: Prentice Hall.
- Torres, C. Fairbanks, D., 1996. *The ASTD Trainer's Sourcebook Team Building*. New York: McGraww-Hill.
- Wheelan, S.A., 1993. *Group Process: A Development Perspective*. Amerika: Ally & Bacon.
- Prichard, J.S., Bizo, L.A. & Stratford, R.J., 2006. The Educational Impact of Team Skill Training: Preparing Student to Work in Group. *British Journal*.