Enhancing Team Cohesion Through Effective Team Building Strategies

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Abstract:
This research aims to see whether there is an influence of team building in increasing work team cohesiveness among company A company needs things that can make human resources work optimally. Employees in a company must work together to achieve targets in their work, which requires cohesiveness within a team. The research method used was a combination of qualitative and quantitative with an indoor outbound training intervention method and used a quasi-experimental design. The results show that there is no influence of team building on work team cohesiveness at PT. X.

Keywords: *Team Building, Cohesivitas, Team Work*

1. Introduction

In an organization, the presence of a workforce is crucial for running the production factors of a company. An organization will face various challenges and complex labor issues; therefore, professional human resource management is needed within a company, which is carried out by the Human Resource Department (Human Resource Management). The Human Resource Department, commonly known as HRD, is responsible for managing personnel or employee affairs within a company. Therefore, Human Resource Management plays a vital role in the operation of a company, making the role of the Human Resource Department essential for any business (Nuraini, 2016).

According to Haryanti and Cholil (Larasati et al., 2017), a company requires factors that enable human resources to work optimally. Employees within a company must collaborate to achieve work targets, which necessitates cohesiveness within a team.

According to Levi (in Bachroni, 2011), team cohesiveness refers to the attraction of team members to work together toward a common goal and unite as a team. A team can experience a sense of togetherness, understand each other's emotions, and foster positive emotional connections. A team with strong cohesiveness will have high morale and strong motivation to face any challenges that may arise. The objectives of team cohesiveness include enhancing team spirit and fostering positive relationships among team members.

De Paola (2000) states that team cohesiveness consists of two aspects: Social Cohesion, where members form a group that functions as a whole, and Task Cohesion, which refers to the commitment to completing tasks within the team and opportunities for self-improvement (evaluation-related aspects).

This concept is closely related to outbound activities and team-building programs, which provide valuable input for an individual's personal growth. A team is formed through

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group development and will be faced with challenges that test their ability to collaborate, make decisions, and take risks (Sastrohadwirjo, 2002, in Effendi et al., 2020).

Team-building training itself is an intervention designed to enhance team unity and cooperation, marked by mutual trust among team members, the ability to solve problems together, and collaboration to build a solid team through games. Participants in outbound and team-building training face intellectual, physical, and mental challenges, which help develop their skills and turn them into real-life experiences that prepare them for future challenges (Sukraatmaja, 2020).

The objectives of team building focus on behavioral objectives that are observable and measurable. According to Bloom (Makmun, 2004, in Setyaningtyas, 2015), there are three types of observable and measurable behaviors: cognitive (using thinking abilities and understanding received information), affective (emotional or social behaviors, whether positive or negative), and psychomotor (responses to various stimuli that involve motor skills).

2. Methods

This study employs a combination of quantitative and qualitative approaches, using an indoor outbound training intervention, where participants enhance their intellectual and physical abilities through games conducted indoors. The research adopts a quasi-experimental design with data collection techniques using a Pre-Test – Post-Test questionnaire, based on the Social Cohesion and Task Cohesion aspects proposed by De Paola (2000).

According to Purwanto (2009, in Adri, 2020), a Pre-Test is conducted before the intervention to determine the initial level of employee cohesion. According to Costa (2014, in Adri, 2020), a Post-Test is conducted after the intervention to evaluate its effectiveness concisely and efficiently.

This intervention aims to examine whether team-building training influences team cohesiveness within the workforce, specifically for the Human Resources and General Affairs (HR) team, to enhance the team cohesion process. The intervention will take place from the first to the eighth week in one of the HR department rooms at PT. Petrosida Gresik, involving 13 or more employees.

The data analysis technique used is the t-test with the assistance of SPSS (Statistical Package for the Social Sciences). The t-test is employed to examine the differences in team cohesiveness between the initial measurement (before the intervention) and the final measurement (after the intervention) within the Human Resources and General Affairs (HR) team.

Table 1
Intervention Plan Rundown

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-test and start of intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5 and post-test	Data processing

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3. Hasil

A total of 11 out of 13 employees in the HR and General Affairs department consistently participated in the intervention activities. The intervention design over eight weeks was as follows:

Table 2.

Intervention Design

No.	Activity	Game	Objective	Duration	Implementer
1	Introduction			1 day	Researcher
2	Pre-test questionnaire			1 day	Employees
3	Team-building intervention (outbound training)	Who Am I? Game	To foster team cohesion	15 minutes	Researcher & Employees
		Probability game	To cultivate a sense of teamwork	15 minutes	
		General knowledge qui	To sharpen general knowledge and team bonding	20 minutes	
		Whispering gam	To enhance communication and cohesion	15 minutes	
4	Post-test questionnaire			1 Day	Researcher & Employees
5	Data analysis and processing				Researcher

Based on the table, the intervention activities started with an introduction between the researcher and the employees, which lasted for one day. This was followed by the pre-test questionnaire completed by the employees. In the subsequent days, the planned intervention program was carried out. After completing the intervention, employees filled out the post-test questionnaire. Finally, the researcher collected, analyzed, and processed the data.

Table 3

Intervention Implementation

Week 1	Week 2	Week 3	Week 4	Week 8	Week 9
Pre-test and start of intervention 1	Intervention 2	Intervention 3	Intervention 4	Post-test	Data processing

From the table above, it can be seen that the intervention duration was extended to eight weeks from the initially planned six weeks, as the researcher felt that the intervention needed additional time.

Table 4

Pre-Test and Post-Test Results

No.	Subject	Pre-test	Post-test
1	SBY	38	43
2	-	27	36
3	-	36	42
4	-	27	26
5	-	38	43
6	-	31	30
7	-	27	30
8	-	26	18
9	-	41	36
10	-	39	36
11	-	34	36

The results from the Pre-Test and Post-Test show both increases and decreases in scores among the 11 subjects. Six subjects showed improvement, while five subjects experienced a decline in scores.

Table 5

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre test - post test	-1.09091	5.16632	1.55771	-4.56169	2.37987	-.700	10	.500

The hypothesis testing criteria are as follows:

$$H0 : \mu \text{ pre} = \mu \text{ post}$$

$$H1 : \mu \text{ pre} > \mu \text{ post}$$

- H0: μ pre = μ post (The post-test results are the same as the pre-test results, indicating no effect of the intervention.)
- H1: μ pre > μ post (The post-test results are higher than the pre-test results, indicating a positive effect of the team-building intervention.)

Based on the above calculations, the paired samples test table shows a Sig. (2-tailed) value > 0.05, indicating no significant effect of the intervention.

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Table 6

Interview and Observation Results Subject 2

Session	Pre-test	Post-test
Results	27	36
Session 1	Subject was very enthusiastic and excited as it was the first time interns participated in such an activity.	
Session 2	Initially reluctant due to prior commitments, but eventually joined happily. Expressed that the game helped relieve stress.	
Session 3	Actively helped interns and collaborated with the company for content creation. Assisted in setting up the camera.	
Session 4	Expressed disappointment that the session was ending, jokingly suggesting extending the research period.	

Table 7

Interview and Observation Results Subject 3

Session	Pre-test	Post-test
Results	36	42
Session 1	Enthusiastic and happy, as they had suggested the game.	
Session 2	Excitedly helped gather employees for the game.	
Session 3	Helped interns and was excited about the TikTok content creation. Assisted in setting up the camera and clearing the background.	
Session 4	Maintained enthusiasm throughout, stating that the games helped create a positive department atmosphere.	

Table 8

Interview and Observation Results Subject 5

Session	Pre-test	Post-test
Results	38	43
Session 1	Enthusiastic despite being busy.	
Session 2	Initially absent but later joined and showed excitement.	
Session 3	Dressed up for the game, indicating high enthusiasm.	
Session 4	Most excited participant, always made time for the games.	

Summary of Observations:

The researcher interviewed several employees who had time for the discussion. The pre-test, intervention, and post-test phases revealed that fewer employees participated initially as the first session was held on a Friday evening when many were not in the office. As the intervention progressed, more employees joined, particularly due to the collaboration between the researcher and the company. By the final stage, the intervention had become highly engaging and enjoyable for the participants.

4. Discussion

The purpose of this study is to identify the implementation of interventions at PT. X and to determine whether team-building training affects team cohesion. Before conducting the intervention, the researcher first interviewed the field supervisor to ensure that the study would take place at PT. X and that the intervention would be carried out. The field supervisor

recommended an appropriate intervention approach, leading the researcher to select team-building training to enhance team cohesion.

The steps taken before the intervention included conducting interviews to ensure the intervention was executed correctly, observing employees selected for the intervention, and introducing the researcher to employees for one day. This was followed by the administration of a pre-test questionnaire completed by employees. The intervention program, previously designed, was then implemented over the following days. After the intervention, employees completed a post-test questionnaire, and the collected data was analyzed. The intervention period was extended from the initially planned six weeks to eight weeks, as the researcher felt the intervention was insufficient.

Team building is crucial today as organizations seek team-based structures to enhance productivity, profitability, and service quality (Tinuke, 2013).

This team-building training focuses on behavioral objectives that are observable and measurable. According to Bloom (Makmun, 2004, in Setyaningtyas, 2015), observable and measurable behaviors fall into three categories: cognitive (using one's thinking ability and understanding received information), affective (emotional or social behavior, both positive and negative), and psychomotor (responding to various stimuli through motor skills).

The study results involving 11 employees showed no significant effect of team-building training on team cohesion. The pre-test and post-test results indicated that six employees showed improvement, while five experienced a decline. The SPSS paired samples test showed a significance (2-tailed) value of 0.500 (>0.05), indicating no effect of the intervention. This outcome may have been influenced by time constraints, as employees were often busy and unable to participate in the intervention. Some employees were absent due to external duties. Although other employees assisted in facilitating participation, the company's supervisor also intervened by adjusting the intervention schedule to accommodate managers. However, despite these efforts, some employees remained too busy to participate.

Interviews and observations revealed that during the initial, process, and final stages of the intervention, participation was initially low because the first session was held on a Friday afternoon when many employees had already left the office. Over time, more employees engaged in the games conducted by the researcher, showing enthusiasm for the collaboration between the researcher and the company. By the end of the intervention, the activities were engaging and enjoyable.

Human resource management or personnel management involves planning, organizing, and controlling, indicating its crucial role in a company. Although a company's success is not solely dependent on human resource management, it plays a significant role (Nuraini, 2016).

Companies need strategies to ensure their human resources function optimally. Employees must collaborate to achieve work targets, requiring team cohesion (Haryanti & Cholil, in Larasati et al., 2017). Teams with strong cohesion demonstrate high morale and motivation to tackle challenges. Team cohesion aims to enhance team spirit and build positive relationships among members.

According to Yukl (1998, in Bachroni, 2011), team cohesion is stronger in smaller groups with good communication and a shared goal. Cohesion in an organization is essential as it fosters emotional bonds among members, strengthening the organization despite differences in emotions, character, and work attitudes (Adriyansyah et al., 2023).

Carron et al. (1985) developed a cohesion model based on four main constructs: Individual Attraction to the Task Group (members' engagement with group tasks), Individual Attraction to the Social Group (members' perceptions of social interactions within the group), Group Integration-Task (members' perception of task-related unity), and Group Integration-Social (members' perception of social unity within the group).

Several studies align with this research. Setyaningtyas et al. (2013) studied marketing and HRD teams, finding significant effects. For the marketing team, the pre-test, post-test, and follow-up results showed $p = 0.025$ for the task aspect and $p = 0.018$ for the social aspect. For the HRD team, p-values were 0.025 for the task aspect and 0.011 for the social aspect, indicating a significant influence.

Hidayati et al. (2020) reported a p-value of 0.000 ($p<0.01$), indicating a significant effect. Employees who received interventions demonstrated high cohesion, fostering teamwork, trust, and productivity.

Sidiq & Abdullah (2022) found a nonparametric p-value of 0.007 (<0.05), suggesting that team-building training significantly affected team cohesion. The average cohesion score increased from 48.73 to 64.00 post-intervention, demonstrating improved teamwork.

Bachroni (2011) reported a significant t-test result of 0.000 ($p<0.05$), confirming that team-building training enhances team cohesion.

These studies contrast with the present research, as they all demonstrated significant positive effects of team building on team cohesion.

This study focused solely on the HRD team, with an eight-week intervention consisting of four sessions of indoor outbound training dominated by games. The intervention design included four games aimed at fostering team bonding, individual motivation, general knowledge, workplace camaraderie, and communication skills. Unlike previous studies that used Focus Group Discussions (FGD) for data collection, this study employed games.

Although this study did not show a significant effect, the intervention provided a unique experience for the host company, which rarely conducts such activities.

5. Conclusion

Based on the findings and discussion, the intervention conducted by the intern was not sufficiently effective. The analysis showed fluctuations in pre-test and post-test results, with the paired samples test (sig 2-tailed) yielding 0.700 (>0.05), indicating no significant effect. Time constraints and limited intervention opportunities hindered intensive implementation. Although adjustments were made to the intervention schedule, these changes had minimal impact.

Interviews and observations revealed that in the initial phase, few employees participated due to scheduling issues. However, as the intervention progressed, more employees engaged in the games with enthusiasm. The final session was particularly engaging and enjoyable.

Despite the lack of measurable impact, the intervention provided a valuable experience for the company, which rarely organizes such activities. A recommendation for future internship activities aimed at improving team cohesion is to develop training methods that create a more enjoyable atmosphere. This would better motivate the HR and General Affairs teams to work towards organizational goals in a more conducive work environment.

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