


**WE ARE TEAM: EFFECTIVENESS OF TEAM BUILDING TRAINING TO IMPROVE
COHESIVENESS**

Muhammad Ali Adriansyah^A, Netty Dyan Prastika^B, Muhliansyah^C



ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 31 January 2023</p> <p>Accepted 28 April 2023</p>	<p>Purpose: This study aims to determine the effectiveness of the influence of team building training to increase cohesiveness in Psychology students at Mulawarman University.</p>
<p>Keywords:</p> <p>Team Building; Cohesiveness; Training.</p>	<p>Theoretical framework: Cohesiveness is one part that can increase the sense of attachment between individuals as members and the team and organization that oversees them. Team building training is carried out so that members of student organizations can have an interest in wanting to continue to be with the organization in achieving common goals as a whole team</p>
	<p>Design/methodology/approach: The research design used was a pre-test and post-test on 20 students divided into 10 experimental groups and 10 control groups. Cohesiveness scale adapted by researchers from Data analysis using Wilcoxon and Mann-Whitney U Test using SPSS 26 Software for Windows.</p> <p>Findings: The results of the analysis used the Wilcoxon test which compared the cohesiveness scores in the experimental group before and after training showed a value of $Z = -2.810, = p 0.005 (p < 0.05)$ meaning that there was a difference in the cohesiveness scores before and after being given the team building training treatment, so that there was an increase in cohesiveness significantly after giving the team building training treatment. The results of the analysis using the Mann-Whitney U Test showed a value of $Z = -1.288, p = 0.198 (p > 0.05)$ meaning that there was no difference in the level of cohesiveness between the experimental group that was given the team building treatment and the control group that was not given the team building training treatment.</p> <p>Research, Practical & Social implications: The study is useful for organizational activities are also expected to continue to make their best contribution to the organization and the wider community.</p> <p>Originality/value: The value of the study based on the analytical data discussed in the previous sub-chapter, it can be concluded that team building training is able to provide changes and increase cohesiveness in organizational students. That is, if training is given to students of the organization regularly and followed by consistent supervision and evaluation, then cohesiveness in the student organization can increase.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i5.1898</p>

^A Psychology, Universitas Mulawarman, Samarinda, Indonesia. E-mail: ali.adriansyah@fisip.unmul.ac.id
Orcid: <https://orcid.org/0000-0001-8611-732X>

^B Highest Academic Education, Department, University, State, Country Psychology, Universitas Mulawarman, Samarinda, Indonesia. E-mail: nd.prastika@fisip.unmul.ac.id Orcid: <https://orcid.org/0000-0003-2313-8638>

^C Psychology, Universitas Islam Indonesia, Indonesia. E-mail: muhliansyah@outlook.com
Orcid: <https://orcid.org/0000-0001-7026-3613>

SOMOS EQUIPO: EFICÁCIA DA FORMAÇÃO DE EQUIPES PARA MELHORAR A COESÃO

Objetivo: Este estudo tem como objetivo determinar a eficácia da influência do treinamento de formação de equipes para aumentar a coesão entre os alunos de psicologia da Universidade de Mulawarman.

Estrutura teórica: A coesão é uma parte que pode aumentar o senso de vínculo entre os indivíduos como membros e a equipe e a organização que os supervisiona. O treinamento de formação de equipes é realizado para que os membros das organizações estudantis possam ter interesse em continuar na organização para atingir metas comuns como uma equipe inteira

Projeto/metodologia/abordagem: O projeto de pesquisa utilizado foi um pré-teste e pós-teste com 20 alunos divididos em 10 grupos experimentais e 10 grupos de controle. A escala de coesão foi adaptada pelos pesquisadores a partir da análise de dados usando o teste Wilcoxon e Mann-Whitney U usando o software SPSS 26 para Windows.

Conclusões: Os resultados da análise usando o teste de Wilcoxon, que comparou as pontuações de coesão no grupo experimental antes e depois do treinamento, mostraram um valor de $Z = -2,810, = p 0,005 (p < 0,05)$, o que significa que houve uma diferença nas pontuações de coesão antes e depois de receber o tratamento de treinamento de formação de equipes, de modo que houve um aumento significativo na coesão depois de receber o tratamento de treinamento de formação de equipes. Os resultados da análise usando o Teste U de Mann-Whitney mostraram um valor de $Z = -1,288, p = 0,198 (p > 0,05)$, o que significa que não houve diferença no nível de coesão entre o grupo experimental que recebeu o tratamento de formação de equipes e o grupo de controle que não recebeu o tratamento de formação de equipes.

Implicações sociais, práticas e de pesquisa: Espera-se que as atividades organizacionais continuem a dar sua melhor contribuição para a organização e para a comunidade em geral.

Originalidade/valor: O valor do estudo, com base nos dados analíticos discutidos no subcapítulo anterior, permite concluir que o treinamento de formação de equipes é capaz de proporcionar mudanças e aumentar a coesão dos alunos da organização. Ou seja, se o treinamento for dado aos alunos da organização regularmente e seguido de supervisão e avaliação consistentes, a coesão na organização estudantil pode aumentar.

Palavras-chave: Formação de Equipes, Coesividade, Treinamento.

SOMOS EQUIPO: EFICACIA DE LA FORMACIÓN EN CREACIÓN DE EQUIPOS PARA MEJORAR LA COHESIÓN

Objetivo: Este estudio pretende determinar la eficacia de la influencia de la formación en creación de equipos para aumentar la cohesión entre los estudiantes de psicología de la Universidad de Mulawarman.

Marco teórico: La cohesión es una parte que puede aumentar el sentido del vínculo entre los individuos como miembros y el equipo y la organización que los supervisa. La formación para la creación de equipos se lleva a cabo para que los miembros de las organizaciones estudiantiles puedan tener interés en continuar en la organización para lograr objetivos comunes como un equipo completo.

Diseño/metodología/enfoque: El diseño de investigación utilizado fue un pre-test y post-test con 20 estudiantes divididos en 10 grupos experimentales y 10 grupos de control. Los investigadores adaptaron la escala de cohesión a partir del análisis de datos mediante las pruebas de Wilcoxon y U de Mann-Whitney con el programa SPSS 26 para Windows.

Conclusiones: Los resultados del análisis utilizando la prueba de Wilcoxon, que comparó las puntuaciones de cohesión en el grupo experimental antes y después de la formación, mostraron un valor de $Z = -2,810, = p 0,005 (p < 0,05)$, lo que significa que hubo una diferencia en las puntuaciones de cohesión antes y después de recibir el tratamiento de formación de creación de equipos, por lo que hubo un aumento significativo de la cohesión después de recibir el tratamiento de formación de creación de equipos. Los resultados del análisis mediante la prueba U de Mann-Whitney mostraron un valor de $Z = -1,288, p = 0,198 (p > 0,05)$, lo que significa que no hubo diferencia en el nivel de cohesión entre el grupo experimental que recibió el tratamiento de formación de equipos y el grupo de control que no recibió el tratamiento de formación de equipos.

Implicaciones sociales, prácticas y para la investigación: Se espera que las actividades organizativas sigan aportando su mejor contribución a la organización y a la comunidad en general.

Originalidad/valor: El valor del estudio, basado en los datos analíticos comentados en el subcapítulo anterior, permite concluir que la formación en team building es capaz de proporcionar cambios y aumentar la cohesión de los alumnos en la organización. En otras palabras, si la formación se imparte a los alumnos de la organización con regularidad y va seguida de una supervisión y evaluación constantes, la cohesión en la organización estudiantil puede aumentar.

Palabras clave: Creación de Equipos, Cohesión, Formación.

INTRODUCTION

Higher education is not only a place to gain knowledge but also as a place to form character. Some people consider college as a place to get a bachelor's degree that will open opportunities in the job search process. However, the nature of the theory obtained during learning will not be realized if there is no action in it (Bravo et al., 2019; Idauli et al., 2021; Susanti, 2020). In accordance with Law No.12 of 2012 Article 77 concerning Higher Education which states that students have the right to organize which can accommodate, interests, talents, potentials, and responsibilities in society. The college then provides student organizations such as BEM, HIMA, UKM, and so on as a forum for students to develop themselves.

Student organizations are like a forum for students to apply the theories they accept and then realize them for society. The results of organizational experience will later help students in the world of work, where they will face times that will certainly be more obstacles. Idauli et al., (2021) stated that organizations can help students develop soft skills so that students who will become college graduates are able to compete in the world of work. Through student organizations, they can establish attachment with their fellow organizations, fighting spirit to achieve organizational goals, and have a sense of responsibility for the tasks that have been mandated (Marasi, 2019; Mobolade & Akinade, 2021).

Student organizations aim to achieve common goals that can make changes to social life. That is, student organizations move from students, by students, to society. In achieving this goal, of course, it is necessary to have good cooperation (Amin, 2019). Hanggardewa (2018) in his research stated that in achieving goals, member productivity is a problem that is often faced. As a student who must divide his time, most members of the organization cannot devote their full work loyalty to the organization (Marasi, 2019; Surjawati & Lestari, 2020).

Members who are productive at the beginning and disappear in the middle are not unfamiliar. Research conducted by Kosasih, (2017) states that students feel anxious about declining academic scores due to organization, thereby reducing their productivity in the organization. The disrupted productivity of members then has an impact on the desire to achieve common goals because there is no cooperation and good team attachment in it. When members of the organization begin to be less involved in every activity of the organization, it then creates a lack of togetherness, attachment, and emotional attachment to other members (Dwiatmadja & Yuniawan, 2019; Hidayati & Wagiran, 2020; Yoandra et al., 2022).

Achieving emotional attachment between one member and another is not easy. The absence of ties between each group member makes a decrease in the sense of cooperation which

will then also affect the sense of comfort and security between members (Ganotice et al., 2022; Riisla et al., 2021). The discomfort then gives rise to a lack of trust between other members. If individuals in the organization have trust, it is possible for the individual to work voluntarily to help the organization run (Ganotice et al., 2022). This means that when trust between members begins to disappear, it is difficult for individuals in the organization to increase motivation to continue working or joining the organization.

Another thing that affects the work motivation of individuals within the organization is interpersonal communication. Research conducted by Estherina & Puspitarini (2019) revealed that interpersonal communication has an effect of 56% which means that when each member in a group can communicate with each other well, it can increase work motivation. Interpersonal communication within the group can also increase the bonding of relationships between members so that there is a willingness to continue to be in the group and contribute to the group (Iskandar & Syueb, 2018; Kusdyantoro et al., 2019; Sabbir, 2021; Stoica et al., 2020).

On the other hand, if internal communication within the organization is poor, it will cause members of the organization to begin to lose interest in being in the group (Ardian et al., 2021; Jovanka Sirait & Siahaan, 2020). Members of the organization began to have no interest in working together more intimately because they felt uncomfortable conveying some things to other members (Dwiyanto & Amalia, 2012; Vilayanti & Supriyadi, 2018). Then it is possible that every task and responsibility of each member of the organization that must be discussed together will become chaotic. This chaos will then become another factor that makes the members of the organization not want to be bound inside the organization. In line with Manjula & Aggarwal, (2015) which states that when individuals in the organization experience psychological dissatisfaction, the problem will continue to develop until it finally makes the individual in the organization withdraw himself from the organization.

When a group has been formed, it needs the cohesiveness of its members to achieve the same goal. This is because cohesiveness is a process where group members create a sense of interest, dependence, and familiarity that can give them encouragement to work better together to make it easier for the organization to achieve goals (Ganotice et al., 2022)

Cohesiveness according to (Hanggardewa, 2018; Loughhead et al., 2020; Lvina et al., 2018; Stoica et al., 2020) is one part that can increase the sense of attachment between individuals as members and the team and organization that oversees them. Cohesiveness is related to the psychological condition of individuals and other individuals in the group in which there are things such as interaction (Lukitasari, 2020), communication (Kusdyantoro et al.,

2019), empathy (Purwaningtyastuti & Savitri, 2020), and interest so that individuals have the desire to continue to contribute to the group in achieving the goals of the group (Riisla et al., 2021).

Cohesiveness in an organization is important because it requires emotional attachment owned by members to strengthen the organization. This means that cohesiveness can be a bridge for members of one another to continue to survive and work together in an organization even though they have different emotional states, different characters, and different work attitudes (Bone et al., 2020; Maliani, 2021; Purwaningtyastuti et al., 2018; Qomaria et al., 2015). The existence of cohesiveness in the group is also able to make each member provide the best performance so that the organization can run effectively (Abdillah & Ardiyansyah, 2019; Dwiyanto & Amalia, 2012; Purwaningtyastuti et al., 2018; Yoandra et al., 2022).

Team building training is carried out so that members of student organizations can have an interest in wanting to continue to be with the organization in achieving common goals as a whole team (Bruner et al., 2020; Sidiq & Abdullah, 2020; Suprpto & Verdyana, 2020). Previous research was conducted by Hidayati & Wagiran (2020) on the marketing team at PT. Hidayati et al. X revealed that individuals who receive team building training tend to show a good work attitude as expected compared to individuals who do not receive team building training. The results of the study stated that employees in the marketing team of PT. X shows attachment to other colleagues in the team and increased loyalty to the team so that employees become more productive.

Previous research related to the effectiveness of team building training on cohesiveness was also conducted by Sidiq & Abdullah (2020) on production operators in CV. This previous research stated that the effectiveness of team building training is seen through the increasing value of cohesiveness in a team that receives training. Employees who receive team building training better understand that trust and confidence as part of cohesiveness can form maximum teamwork (Albiy et al., 2021; Carron & Spink, 2016; Priyotomo et al., 2019; Spink & Carron, 2016).

Based on the description above related to team building and cohesiveness, researchers are interested in conducting experimental research with the title "We Are Team: The Effectiveness of Team Building Training to Improve Cohesiveness". In this study, the first hypothesis was whether the subjects given team building training experienced an improvement in cohesiveness. Second, whether the subjects given team building training did not experience an improvement in cohesiveness.

DATA AND METHODOLOGY

The study was conducted using an experimental design that was divided into two groups, namely the experimental group and the control group. The division of groups on subjects was carried out based on the results of preliminary *screening* data commonly known as *pretests* using a cohesiveness scale.

The subjects of this study were 20 students of organization X, namely 10 students with *team building* training and 10 students who were not given training. After the treatment is given, it will be measured again using a *post-test* with the aim of measuring the effectiveness of *team building* training against group cohesiveness. The use of this design aims to get more accurate results because the results of the *pre-test* will be compared with the situation after the treatment seen from the *posttest* results (Sugiyono, 2017). Based on the description of the activities used in this study, the research design used is *Two Group Pretest-Posttest Design*.

Subject Of Study

The number of samples used as research was mostly 20 Psychology Students of Mulawarman University. The samples in this study were then divided into two groups, namely the experimental group and the control group. The sampling technique in this study used *non-probability sampling*, which is a sampling technique by not giving members of the population the same opportunity to be selected as sample members. The determination of research using *purposive sampling* is the taking of sample members by making certain considerations (Sugiyono, 2017). The criteria for this study are students and members of the organization.

Data Collection Methods

The data collection method used in this study used research measuring instrument of the Likert type scale form. There are two research measuring instruments used, namely *the scale of team building* and cohesiveness. The validation procedure for research measuring instruments was carried out with used test techniques for 20 Psychology Students of Mulawarman University.

This study uses a Likert type scale that is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2017). The Likert type measurement scale has two properties, namely *favorable* (positive response in favor of the question) and *unfavorable* (negative response does not support the statement). Each

statement consists of four alternative answers, namely very appropriate, appropriate, inappropriate, and highly inappropriate.

Data Analysis Techniques

The hypothesis testing used in this study is the *Non-Parametric Wilcoxon Signed Rank Test* which has the meaning of a nonparametric test to measure the difference between 2 groups of data in pairs of ordinal or interval scales but abnormal distribution. The rule that will be used to see the difference is that if $p < 0.050$ then the difference is significant, and if $p > 0.050$ then the difference is significant. If in the test results the difference is significant or very significant, the average number will be looked at to determine the direction of the difference, namely which group or time is higher and which group or time is lower (Sugiyono, 2017).

RESULTS AND DISCUSSION

The description of the characteristics of the research subject provides information related to the description of the subject in this study which is tailored to the needs and objectives to be observed by the researcher. The subject in this study is a Psychology Student of Mulawarman University who is active in the organization. The characteristics of the subject of study can be seen in the following table:

Table 1. Characteristics of subjects by age

No	Age	Frequency	Percentage
1	19 Years	3	15%
2	20 Years	12	60%
3	21 Year	4	20%
4	22 Years	1	5%
Sum		20	100%

Based on the table above, the subjects in this study consisted of 19-year-old students totaling 3 people (15%), 20 years old totaling 12 people (60%), 21 years old (20%) totaling 4 people, and 22 years old totaling 1 person (5%). It can be concluded that the research subjects at the Faculty of Social and Political Sciences are dominated by students who are 20 years old (60%).

Table 2. Characteristics of subjects by gender

No	Gender	Frequency	Percentage
1	Woman	19	95%
2	Man	1	5%
Sum		20	100%

Based on the table above, the subjects in this study consisted of students with female gender totaling 19 people (95%) and men totaling 1 person (5%). It can be concluded that the research subjects at Mulawarman University Psychology Students were dominated by students with female sex with a total of 19 people (95%).

Descriptive data is used to describe the condition of data distribution in Psychology students of Mulawarman University. *The empirical mean* and the hypothetical mean are obtained from the response of the sample through one research scale, namely the cohesiveness scale. *The empirical mean* and empirical standard deviation are obtained from the results of calculations through the SPSS program.

The empirical mean and hypothetical mean of the study can be seen in the following table.

Table 3. Empirical Mean and Hypothetic Mean

Variable	Empirical Mean	Empirical School	Elementary	Mean Hypothetic	SD Hypothetic	Status
<i>Pretest</i>						
Experiments	91.80	6.989		100	20	Low
Pretest Control	133.70	15.478		100	20	Tall
<i>Posttest</i>						
Experiments	121.40	14.751		100	20	Tall
<i>Posttest</i> Control	124.50	34.901		100	20	Tall

A descriptive analysis of the distribution and frequency was carried out to conduct a demographic picture of the subject and descriptive of the research variables, namely research to improve the cohesiveness of the organization's students through *team building training*. This is done to find out the different levels of cohesiveness before and after training in Psychology students of Mulawarman University.

Table 4. Summary of Score Data and Cohesiveness Classification of Experimental Groups

Respondents	<i>Pre-test</i>	Classification	<i>Post-test</i>	Classification	Status
S	82	Low	117	Tall	Climb
ARP	90	Keep	115	Tall	Climb
.AI	94	Keep	117	Tall	Climb
L	95	Keep	102	Keep	Climb
SA	107	Keep	160	Very High	Climb
H	90	Keep	121	Tall	Climb
FR	88	Low	123	Tall	Climb
HA	85	Low	120	Tall	Climb
LL	97	Keep	119	Tall	Climb
ATN	90	Keep	120	Tall	Climb

Based on the table above, there were differences in *pretest* and *posttest* scores in the experimental group after being given intervention, namely as many as 10 subjects experienced an increase in cohesiveness.

Table 5. Summary of Score Data and Cohesiveness Classification of Control Groups

Respondents	Pre-test	Classification	Post-test	Classification	Status
NK	120	Tall	108	Keep	Climb
M	160	Very High	160	Very High	Remain
NA	132	Very High	132	Very High	Remain
DH	131	Very High	143	Very High	Climb
IB	133	Very High	144	Very High	Climb
CR	132	Very High	114	Tall	Go down
Y	141	Very High	140	Very High	Go down
DA	117	Tall	114	Tall	Go down
GC	114	Tall	130	Tall	Climb
AT	157	Very High	160	Very High	Climb

Based on the table above, there are differences in the results of *pre-test* and *post-test* scores in the control group without being given *team building* training, namely as many as 4 subjects with an increase in cohesiveness, 4 subjects with a decrease in cohesiveness, and 2 subjects did not undergo an alteration in the level of cohesiveness.

Assumptions tests are first carried out consisting of a reliability test and a normality test and a homogeneity test. The results of the research data assumption test are as follows:

Reliability Test

Reliability is the extent to which the results of a measurement remain consistent, trustworthy, or reliable if measurements are made against the same symptoms with the same measuring instrument as the rule if the alpha value > 0.700 then the measuring instrument can be said to be reliable or *reliable* (Azwar, 2015). The explanation of the reliability test results of the cohesiveness scale is as follows:

Table 6. Cohesiveness Scale Reliability (N=20)

<u>Alpha Value</u>
0.981

Based on the table above, it is known that the cohesiveness scale produces an alpha value of > 0.700 which is 0.981. This shows that the cohesiveness scale in this study is declared *reliable or reliable*.

Normality Test

The normality test is used to see the deviation of the observed frequency under study from the theoretical frequency. The normality assumption test was carried out using analytical statistical techniques of *the Shapiro-Wilk* normality test because the study subjects were less than 50 subjects studied. The rule used is that if $P > 0.05$, then the distribution is normal and if $P < 0.05$, then the distribution is abnormal.

Table 7. Normality Test Results

	Shapiro-Wilk			Information
	Statistics	Df	Sig.	
Experiment	0.936	10	0.507	Usual
Control	0.706	10	0.001	Abnormal

Based on the table above, the results of the normality assumption test of the cohesiveness variable in the experimental group yielded a value of $p = 0.507$ ($p > 0.05$) and in the control group it produced a value of $p = 0.001$ ($p < 0.05$). The test results based on the rules showed that the distribution of cohesive variable grains in the experimental group was declared normal while in the control group it was declared abnormal.

Homogeneity Test

The homogeneity test is carried out to test both samples so that it can be known that both samples have the same variant but do not have differences between one sample and another. In this study, a homogeneity test was carried out between groups.

Table 8. Test of Homogeneity Assumptions of Cohesiveness

	P	Information
<i>Pre-test Post-test</i>	0.083	Homogeneous

Based on the table above, it can be seen the test results of the homogeneity assumption which shows the results that in the experimental and control group $p = 0.083$ ($p > 0.05$) which means that the cohesive variable data is homogeneous.

After the assumption test, the researchers conducted a hypothesis test using the Wilcoxon *Signed Rank* Test and the *Mann-Whitney U-Test* test. Then the following results are obtained:

Table 9. *Wilcoxon Pretest-Posttest Cohesiveness Test Results in Experimental Groups and Control Groups*

Group	Assess Z	Sig	Mean <i>Pretest</i>	<i>Posttest</i>	Information
Experiment	-2.810	0.005	91.80	121.40	Significant
Control	-0.421	0.674	133.70	124.50	Insignificant

Based on the table above, the *pretest* and *posttest* scores in the experimental group obtained statistical results of the count (Z) = -2,810 with significance values (2-tailed) = 0.005 ($p < 0.05$). this shows that H_1 is accepted and H_0 is rejected, which means that there is a difference in cohesiveness scores before and after being given treatment in the form of *team building training*. So there is a significant increase in cohesiveness after the provision of *team building training*.

In the *pretest* and *posttest* scores in the control group, statistical results were obtained calculated (Z) = -0.421 with significance values (2-tailed) = 0.674 ($p > 0.05$). This shows that H_0 is accepted and H_1 is rejected, which means that there is no difference in cohesiveness scores in the control group that is not given treatment in the form of *team building training*.

The second hypothesis in the study aims to determine the difference in the level of cohesiveness in subjects after (*posttest*) is given treatment in the form of *team building training*, namely experimental groups and *posttest* control groups that are not given treatment.

Table 10. Results of the *Mann-Whitney U Cohesiveness Test* in the Experimental Group and Control Group

Group	Z value	Sig	Category
Experiment-Control	-1.288	0.198	Not Significant

Based on the table above, it can be known that in the *posttest* scores in the experimental group and the control group obtained a statistical result of counting (Z) = -1.288 with a significance value (2-tailed) = 0.198 ($p > 0.05$). This shows that H_1 is rejected and H_0 is accepted, which means that there is no difference in the level of cohesiveness between the experimental group that was given the treatment in the form of *team building training* and the control group that was not given *team building training* treatment.

DISCUSSION

The hypothesis in this study is to determine whether there is an influence of increasing cohesiveness on organizational students of the Faculty of Social and Political Sciences by being given treatment in the form of *team building training*. The results then showed that the H_1 hypothesis was accepted and H_0 was rejected, so it can be concluded that the subjects who attended *the team building training* experienced an increase in cohesiveness. The increase in

mean scores can be seen from the mean *pre-test* value = 91.80 and *mean post-test* = 121.40 which shows that *team building* training is effective for increasing cohesiveness in Mulawarman University Psychologist students in organizations in colleges.

In contrast to the control group that did not receive *team building* training where the value of $Z = -0.421$ with the value of $p = 0.674$ ($p > 0.05$). The results showed that the control group that did not receive *team building* training did not have a difference in work levels before (*pre-test*) and after (*post-test*). A decrease in the mean value can also be seen from the *pre-test* mean = 133.70 and *the post-test mean* = 124.50.

The results of this study are in line with the opinion that (Setianingtyas & Darokah, 2013) *team building* training can increase cohesiveness through social interaction of trainees to change to be more active, develop, and depend on each other. In addition, according to (Bone et al., 2020; Carron & Spink, 2016; Dian Triana, 2017; Priyotomo et al., 2019; Sidiq & Abdullah, 2020) *team building* training, it brings about changes in the group, such as more targeted behavior, increasing awareness of the importance of the group so that there is an increased urge to settle down, a growing sense of community, the emergence of emotional attraction, and a willingness to work together within the group.

The type of treatment used in this study was *team building* training. *Team buildteam buildings* an intervention that aims to generate mutual trust, find common solutions, and improve intensive communication about the role of each team member to carry out a job related to the tasks and challenges of working together to build a team (Hidayati & Wagiran, 2020; Mobolade & Akinade, 2021; Sabbir, 2021; Suprpto & Verdyana, 2020).

Team building training is given to subjects for 1 day. *Team building* training was given to 10 subjects who were Psychology students of Mulawarman University who were members of the organization as subjects based on the results of *screening*. Previously, there were still many shortcomings in this research that had been carried out, ranging from obstacles such as limitations in finding subjects that fit the research criteria. Most of the results of the *subject screening* that has been carried out, the results obtained are students of organizations that have high cohesiveness, which cannot be used as subjects in this study, so the researchers only get ten subjects who have cohesiveness with medium and low criteria. Then, another limitation in this study is that the time tends to be short. Optimally, this experiment requires 2 to 5 meetings and is followed by an evaluation of each meeting to get maximum results.

Based on the analytical data discussed in the previous sub-chapter, it can be concluded that *team building* training is able to provide changes and increase cohesiveness in

organizational students. That is, if training is given to students of the organization regularly and followed by consistent supervision and evaluation, then cohesiveness in the student organization can increase.

Cohesiveness is a relationship between members where each of them has a good sense of attachment, communication, and emotional bonding so that they are determined to stay in the group (Abdillah & Ardiyansyah, 2019; Nababan, 2022; Purwaningtyastuti & Savitri, 2020; Widianoro & Herawati, 2020). The strength of this cohesiveness can increase unity, build togetherness, and foster a sense of trust so that the group becomes solid. There are six factors that influence cohesiveness, namely the similarities in the group that unites its members, the interaction that occurs in the group, Cooperation between members, the success of the group, and challenges (Malik, 2017). Meanwhile, according to (Sabbir, 2021) cohesiveness has four aspects, namely social cohesion where members support each other, task cohesion where the group succeeds in cooperating and dividing tasks with each member, emotional cohesion where there is a sense of unity that arises in the group and emotional cohesion where there is a sense of emotional attachment with other members.

An organization or group that has a low level of cohesiveness requires intervention to improve performance, cooperation, communication, trust, and a sense of care between members (Precilia & Mimba, 2020). To increase the level of cohesiveness of a group and organization, the right intervention to be carried out is training (Mobolade & Akinade, 2021). There are various types of training that can be carried out by groups and organizations such as *team building training*, *stress management*, *problem solving*, *decision making*, *strategic planning*, *creativity*, and others. However, the right training to increase the cohesiveness of a group is *team building training*.

CONCLUSION

Based on the data analysis and discussion that has been carried out in this study, it can be concluded as follows:

1. There is an increase in cohesiveness in subjects that have been given *team building training*.
2. Subprojects that were not given *team building training* did not experience an increase in cohesiveness and experienced a decrease in the level of cohesiveness.
3. The provision of *team building training* is effective to increase cohesiveness in Psychology students of Mulawarman University who are members of the organization.

There are several things that need to be improved so that the implementation of further research can provide more optimal results, including researchers are expected to be able to develop similar research both in terms of themes, methods, and measuring instruments. For this reason, researchers who are interested in studying the cohesiveness of the group to find references and more recent literature and are advised to use the subject on a larger and more diverse scale. For students, they should be more concerned and more attentive to others, the environment, and the activities that are being carried out to provide the best results. Students are also expected not to forget what they have learned and be able to apply it in the real world. In addition, students who take part in organizational activities are also expected to continue to make their best contribution to the organization and the wider community.

REFERENCES

- Abdillah, R., & Ardiyansyah, A. Y. (2019). Kohesivitas Kelompok Dengan Komitmen Organisasi Anggota Unit Kegiatan Mahasiswa. *JURNAL SPIRITS*, 9(2). <https://doi.org/10.30738/spirits.v9i2.6325>
- Albiy, R., Suhardi, M., Rusdinal, R., & ... (2021). Kepemimpinan Buya Marwan Alwi Tuangku Lubuak Ameh, Pengembangan Organisasi, Team Building dan Prilaku Inovatif. *Edukatif: Jurnal Ilmu ...*, 3(5).
- Amin, G. (2019). ACADEMIC PROCRASTINATION OF COLLEGE STUDENTS. *Jurnal Muara Ilmu Ekonomi Dan Bisnis*, 3(2). <https://doi.org/10.24912/jmie.v3i2.7346>
- Ardian, M. G., Sanusi, A. R., & Repelita, T. (2021). Peran organisasi kemahasiswaan dalam menumbuhkan nilai-nilai karakter peduli sosial mahasiswa. *Jurnal Citizenship: Media Publikasi Pendidikan Pancasila Dan Kewarganegaraan*, 4(2). <https://doi.org/10.12928/citizenship.v4i2.18221>
- Bone, F., Hopkins, M. M., Ràfols, I., Molas-Gallart, J., Tang, P., Davey, G., & Carr, A. M. (2020). DARE to be different? A novel approach for analysing diversity in collaborative research projects. *Research Evaluation*, 29(3). <https://doi.org/10.1093/reseval/rvaa006>
- Bravo, R., Catalán, S., & Pina, J. M. (2019). Analysing teamwork in higher education: An empirical study on the antecedents and consequences of team cohesiveness. *Studies in Higher Education*, 44(7), 1153–1165.
- Bruner, M. W., Eys, M., Carreau, J. M., McLaren, C., & van Woezik, R. (2020). Using the Team Environment Assessment (TEAM) to enhance team building in sport. *The Sport Psychologist*, 34(1), 62–70.

- Carron, A. v., & Spink, K. S. (2016). Team Building in an Exercise Setting. *The Sport Psychologist*, 7(1). <https://doi.org/10.1123/tsp.7.1.8>
- Dian Triana. (2017). Kepemimpinan: Pengembangan Organisasi, Team Building dan Individual Building (Studi Kasus di MI Babussalam Tambar Jogoroto Jombang). *Sumbula: Jurnal Studi Keagamaan, Sosial Dan Budaya*, 2(1).
- Dwiatmadja, C., & Yuniawan, A. (2019). The Mediating Effect of Commitment Team Goals and Team Solidarity Capital in the Team Cohesiveness toward Team Performance: At Book Publishing Company in Central Java and Special Region of Yogyakarta, Indonesia. *Quality-Access to Success*, 20(168).
- Dwiyanto, A., & Amalia, P. (2012). Hubungan Antara Kohesivitas Kelompok dengan Komitmen Organisasi pada Karyawan PT NA Pekalongan. *Prosiding Seminar Nasional Psikologi Islam*.
- Estherina, Y., & Puspitarini, E. S. (2019). Pengaruh Dari Identifikasi Organisasi Terhadap Keterikatan Kerja Karyawan : Studi Kasus Pada Dosen Di Univeristas Patron. *Civil Service*, 13(2).
- Ganotice, F. A., Chan, L., Shen, X., Lam, A. H. Y., Wong, G. H. Y., Liu, R. K. W., & Tipoe, G. L. (2022). Team cohesiveness and collective efficacy explain outcomes in interprofessional education. *BMC Medical Education*, 22(1), 1–9.
- Hanggardewa, A. A. (2018). Hubungan Kohesivitas Kelompok dengan Komitmen Organisasi Pada Anggota Organisasi Mahasiswa Universitas Negeri Surabaya Periode 2017. *Jurnal Penelitian Psikologi*, 5(3).
- Hidayati, R. M., & Wagiran, W. (2020). Implementation of problem-based learning to improve problem-solving skills in vocational high school. *Jurnal Pendidikan Vokasi*, 10(2), 177–187.
- Idauli, A. R., Fitri, E., & Supriyono, S. (2021). PERANAN ORGANISASI KEMAHASISWAAN TERHADAP PERKEMBANGAN KETERAMPILAN NON TEKNIS MAHASISWA UNIVERSITAS PENDIDIKAN INDONESIA. *Academy of Education Journal*, 12(2). <https://doi.org/10.47200/aoej.v12i2.696>
- Iskandar, J., & Syueb, S. (2018). Pengaruh Komunikasi Interpersonal dan Komunikasi Kelompok terhadap Kohesivitas Kelompok pada Supporter Persebaya Korwil Suramadu. *Jurnal ULTIMA Comm*, 9(2). <https://doi.org/10.31937/ultimacomm.v9i2.812>
- Jovanka Sirait, A., & Siahaan, C. (2020). Peran Organisasi dalam Pembentukan Karakter Mahasiswa. *Action Research Literate*, 4(2). <https://doi.org/10.46799/ar.v4i2.7>

- Kosasih, K. (2017). PERANAN ORGANISASI KEMAHASISWAAN DALAM PENGEMBANGAN CIVIC SKILLS MAHASISWA. *JURNAL PENDIDIKAN ILMU SOSIAL*, 25(2). <https://doi.org/10.17509/jpis.v25i2.6196>
- Kusdyantoro, D., Syakdanur, S., & Junus, N. (2019). KONTRIBUSI KOHESIVITAS KELOMPOK DAN KOMUNIKASI INTERPERSONAL TERHADAP KOMITMEN ORGANISASI GURU SMA NEGERI DI KECAMATAN BAGAN SINEMBAH KABUPATEN ROKAN HILIR. *Jurnal JUMPED (Jurnal Manajemen Pendidikan)*, 7(1). <https://doi.org/10.31258/jmp.7.1.p.26-36>
- Loughead, T. M., Boisvert, M. M., & Hirsch, K. E. (2020). Coaching Cohesive Teams. In *Coaching for Human Development and Performance in Sports* (pp. 321–339). Springer.
- Lukitasari, Y. E. (2020). Hubungan Antara Komitmen Organisasi Dengan Kohesivitas Kelompok. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(1). <https://doi.org/10.30872/psikoborneo.v8i1.4859>
- Lvina, E., Johns, G., & Vandenberghe, C. (2018). Team Political Skill Composition as a Determinant of Team Cohesiveness and Performance. *Journal of Management*, 44(3). <https://doi.org/10.1177/0149206315598371>
- Maliani, A. (2021). Strategi Peningkatan Performa Pengelola Pelatihan Pada Pusat Pengembangan Sumber Daya Manusia Aparatur. *JURNAL APARATUR*, 3(2). <https://doi.org/10.52596/ja.v3i2.26>
- Malik, A. (2017). Pengaruh kohesivitas kelompok terhadap kinerja karyawan pada pt. kerta rajasa raya kabupaten sidoarjo. *Jurnal Ilmu Manajamen*, 5.
- Manjula, P. S., & Aggarwal, V. (2015). Predictors of Team Satisfaction. *Annamalai International Journal of Business Studies & Research*.
- Marasi, S. (2019). Team-building: Developing teamwork skills in college students using experiential activities in a classroom setting. *Organization Management Journal*, 16(4), 324–337.
- Mobolade, G. O., & Akinade, M. E. (2021). TEAM BUILDING AND TEAMWORK IN ORGANIZATIONS: IMPLICATIONS TO MANAGERS AND EMPLOYEES IN WORK PLACES. *INTERNATIONAL JOURNAL OF MANAGEMENT, SOCIAL SCIENCES, PEACE AND CONFLICT STUDIES*, 4(1).
- Nababan, J. (2022). Kohesivitas Kelompok pada Koperasi di Kabupaten Tapanuli Utara. *MUKASI: Jurnal Ilmu Komunikasi*, 1(1), 39–54.

- Precilia, N. P. E., & Mimba, N. P. S. H. (2020). Pengaruh Partisipasi Anggaran, Kejelasan Sasaran Anggaran dan Kohesivitas Kelompok terhadap Senjangan Anggaran. *E-Jurnal Akuntansi*, 30(9), 2381–2391.
- Priyotomo, P., Setyowati, R., & Suharnomo, S. (2019). The role of team building training on team cohesiveness and organizational commitment in an international manufacturer in central Java. *Quality - Access to Success*, 20(172).
- Purwaningtyastuti, P., & Savitri, A. D. (2020). KOHESIVITAS KELOMPOK DITINJAU DARI INTERAKSI SOSIAL DAN JENIS KELAMIN PADA ANAK-ANAK PANTI ASUHAN. *PHILANTHROPY: Journal of Psychology*, 4(2).
<https://doi.org/10.26623/philanthropy.v4i2.2616>
- Purwaningtyastuti, Wismanto, B., & Suharsono, M. (2018). Kohesivitas Kelompok Ditinjau dari Komitmen terhadap Organisasi dan Kelompok Pekerjaan. *Prediksi*, 1(2).
- Qomaria, N., Musadieq, M., & Susilo, H. (2015). *Peranan kohesivitas kelompok untuk menciptakan lingkungan kerja yang kondusif (studi pada PT. Panca Mitra Multi Perdana Situbondo)*. Brawijaya University.
- Riisla, K., Wendt, H., Babalola, M. T., & Euwema, M. (2021). Building cohesive teams—the role of leaders’ bottom-line mentality and behavior. *Sustainability (Switzerland)*, 13(14).
<https://doi.org/10.3390/su13148047>
- Sabbir, S. (2021). The Role of Independent Self-Constraint in Building Cohesiveness among Employees in Deleterious situation. *Journal of Workplace Behavior*, 2(1), 5–29.
- Setianingtyas, A. F., & Darokah, M. (2013). Pengaruh pelatihan team building untuk meningkatkan kohesivitas tim kerja di Inna Garuda Yogyakarta. *Jurnal Fakultas Psikologi*, 3(1), 1–30.
- Sidiq, W., & Abdullah, S. M. (2020). Effectiveness of Team Building Training Improving The Cohesiveness of The Working Group. *Psikostudia Jurnal Psikologi*, 11(1), 89–99.
- Spink, K. S., & Carron, A. v. (2016). The Effects of Team Building on the Adherence Patterns of Female Exercise Participants. *Journal of Sport and Exercise Psychology*, 15(1).
<https://doi.org/10.1123/jsep.15.1.39>
- Stoica, M., Florea, L., & Gonsalez, A. (2020). Innovation in Virtual Team Business Education: Ways to Increase Trust and Cohesiveness. *Business Education Innovation Journal*, 12(2).
- Sugiyono. (2017). *Metode penelitian kuantitatif kualitatif dan r & d*. Alfabet.

- Suprpto, M. H., & Verdyana, E. (2020). UNITY IN THE WORKPLACE: THE EFFECTIVENESS OF TEAMWORK TRAINING. *Review of Behavioral Aspect in Organizations and Society*, 2(1), 15–24.
- Surjawati, S., & Lestari, D. I. T. (2020). THE EXPERIMENTAL STUDY IN THE CLASSROOM FOR THE ESTABLISHMENT OF THE ACCOUNTING STUDENTS' SOFT SKILL THROUGH EFFECTIVE TEAM BUILDING. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 4(03).
- Susanti. (2020). Peran Organisasi Kemahasiswaan Dalam Pembentukan Karakter Mahasiswa. *AL-MUNAWWARAH : Jurnal Pendidikan Islam*, 12(2).
- Vilayanti, L. P. E., & Supriyadi, D. (2018). HUBUNGAN ANTARA RASA KOMUNITAS DAN KOMITMEN ORGANISASI DENGAN KOHESIVITAS KELOMPOK PADA ANGGOTA SEKAA TERUNA-TERUNI DI BADUNG. *Jurnal Psikologi Udayana*, 5(01).
<https://doi.org/10.24843/jpu.2018.v05.i01.p15>
- Widiantoro, D., & Herawati, I. (2020). KOHESIVITAS KELOMPOK DITINJAU DARI KEPEMIMPINAN KARYAWAN UNIVERSITAS ISLAM RIAU. *MOTIVA JURNAL PSIKOLOGI*, 2(2). <https://doi.org/10.31293/mv.v2i2.4438>
- Yoandra, R. M., Putri, Z. A., Hanum, F., & Humaedi, S. (2022). PENTINGNYA TINGKAT KOHESIVITAS TERHADAP KINERJA KELOMPOK FORUM KOMUNIKASI MAHASISWA KESEJAHTERAAN SOSIAL REGIONAL JAWA BARAT. *Focus: Jurnal Pekerjaan Sosial*, 5(1), 106–115.