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Maharani Tyas Budi Hapsari

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Maqfiroh, Faruq Faruq



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ACADEMIC JOURNAL OF PSYCHOLOGY AND COUNSELING

TABLE OF CONTENTS

<i>Ethnic Identity And Subjective Well-Being In Students With Javanese And Chinese Backgrounds</i>	1 – 26
Ismi Fatimah, Heru Mugiarto	
<i>The Role Of Study Habits In Academic Achievement: A Comparative Study Between Hostel-Living And Day Scholars</i>	27 – 46
Israr Muhammad, Romaisa Jaffar, Palwasha Rahim, Sabina Amir Muhammad	
<i>Retracted Article: Emotional Intelligence And Empathy: Predictors Of Counselors' General Health</i>	47 – 72
Peter Worlanyo Abomah, Gladstone Agbakpe, Cynthia Naa Lamiley Quaye	
<i>Team Building Training To Improve Interpersonal Communication Among Operators At PT Komatsu Indonesia</i>	73 – 96
Maharani Tyas Budi Hapsari	
<i>Post-Traumatic Growth Experiences Of Bullying Victims</i>	97 - 126
Muhammad Samsul Arifin, Elka Tiara Zunia, Siti Khoirun Ni'mah, Fuji Juliana Wulandari, Reni Lailatul Maqfiroh, Faruq Faruq	
<i>Author Guidelines</i>	



ACADEMIC JOURNAL OF PSYCHOLOGY AND COUNSELING

Team Building Training To Improve Interpersonal Communication Among Operators At PT Komatsu Indonesia

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Keywords:

interpersonal
communication;
quasi
experiment;
stream analysis;
team building
training

Abstract

Interpersonal communication is a core skill required by employees in every company. Effective interpersonal communication can be established with strong cooperation between employees. This research aimed to determine the effect of team building training in improving interpersonal communication among operators at PT Komatsu Indonesia. The mixed-method study combined qualitative (interviews and observations) and quantitative (quasi-experiment with one-group pretest-posttest design) approaches. Thirty-six operators were involved in the team building training. The team building training is effective in improving interpersonal skills in operators at PT Komatsu Indonesia ($Z = -5.178$, $p < 0.05$). The results of this study can be the basis for companies or industries to improve employee interpersonal skills through training to minimize the occurrence of work accidents.

Kata kunci;

komunikasi
interpersonal;
eksperimen
semu; analisis
stream;
pelatihan team
building

Abstrak

Komunikasi interpersonal adalah kemampuan inti yang diperlukan oleh karyawan di setiap perusahaan. Komunikasi interpersonal yang efektif dapat terjalin ketika ada kerjasama yang kuat antar karyawan. Penelitian ini bertujuan untuk mengetahui pengaruh pelatihan *team building* dalam meningkatkan komunikasi interpersonal pada karyawan level operator di PT Komatsu Indonesia. Penelitian *mixed method* ini, meliputi metode kualitatif dengan wawancara dan observasi, dan metode kuantitatif menggunakan eksperimen kuasi dengan desain *one group pretest-posttest*. Tiga puluh enam karyawan pada level operator berpartisipasi dalam pelatihan *team building*. Ditemukan bahwa pelatihan *team building* efektif dalam meningkatkan keterampilan interpersonal pada karyawan level operator di PT Komatsu Indonesia ($Z = -5.178$, $p < 0.05$). Dengan demikian, hasil penelitian ini menjadi dasar bagi perusahaan atau industri untuk meningkatkan keterampilan interpersonal karyawan melalui pelatihan guna meminimalisasi terjadinya kecelakaan kerja.

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INTRODUCTION

Background Of The Study

Interpersonal communication is an important skill for employees. Interpersonal communication is the process of sending information from one person to another. Communication is fundamental in causing behavioral change and connecting psychological processes (such as perception, learning, and motivation) (Luthans, 2010). There are several elements of interpersonal communication, namely an interactive process, a collaboration between the messenger and the recipient of the message, and containing both verbal and nonverbal messages (Manusov, 2020). Interpersonal communication is needed by everyone in any context, including in a business organization. Companies need to cultivate effective interpersonal communication between employees to manage team performance. Effective interpersonal communication will greatly influence understanding and cooperation among employees in the company (Farooqi, Ashraf, & Nazeer, 2020; Vandela & Sugiarto, 2021). Thus, effective interpersonal communication can shape employee work performance (Musheke & Phiri, 2021) so employees can achieve desirable results (Bucăța & Rizescu, 2017). Communication is established when a sender sends information to the recipient through certain media. The process continues with feedback to the sender of the message, creating an exchange of information (Fajar, Latief, & Hodijah, 2022).

Research conducted by Yuliana & Rahadi (2021), Maria (2019), and Suntani, Sasongko, Kristiawan, Walid, & Kusumah (2021) explained that interpersonal communication has a positive impact on employee motivation. According to the research, accuracy and skills are needed to achieve effective communication so that information can be conveyed according to the objectives. Interpersonal communication

Team Building Training To Improve Interpersonal Communication Among Operators At PT Komatsu Indonesia

Maharani Tyas Budi Hapsari

can also reflect support, trust, and openness within the organization. A study conducted by Pertiwi, Efendi, Wijaya, & Simatupang (2019) examined how interpersonal communication and compensation affect job satisfaction at PT Perkebunan Nusantara III. Interpersonal communication has a significant positive effect on job satisfaction. Good interpersonal communication can improve relationships between employees and managers and create a harmonious work environment.

Another positive impact of interpersonal communication is increasing organizational commitment and employee productivity. When effective communication is cultivated in the organization, employees exchange ideas and opinions. It develops bonds and loyalty between employees, so they are likely to pay attention to the progress of the organization (Syamsuri, Halim, & Darvita, 2020). Furthermore, interpersonal communication has an important role in employees' decision making (Minarsi, Nirwana, & Yarmis, 2018; Uçtu & Karahan, 2021). In organizations, employees tend to misinterpret information from their managers. Employees may interpret the messages differently, depending on their attitudes and experiences. Therefore, companies should ensure that interpersonal communication is applied appropriately and effectively to prevent problems (Yunita & Purba, 2020). Cohesiveness can help form good interpersonal communication (Harrison, McAllister, & Alder, 2012). Group cohesiveness can encourage mutual understanding, cooperation, and a desire to support each other in realizing goals (Zulfiani, Risqi, & Ramadhan, 2021). The next positive impact of good interpersonal communication at work is work effectiveness (Putranto, Susita, & Handaru, 2022).

As previously mentioned, interpersonal communication is critical in organizations (Singh & Lalropuii, 2014), industries, or workplaces (Tholia, Rastogi, Gupta, & Pandey, 2022), including PT Komatsu Indonesia. PT Komatsu Indonesia, under the global Komatsu brand, is a leading heavy equipment industry in Indonesia. As a company or industry that produces heavy equipment, there are potential problems and work accidents if interpersonal communication is not well established within the company. As a professional company, PT Komatsu Indonesia should implement proper interpersonal communication to minimize potential problems and work accidents (Eskandari et al., 2017).

Rationale Of The Study

The researcher conducted a preliminary study via an open-ended questionnaire and observation, followed by an interview process. The in-depth interview was conducted with eight key persons in the Diss Assy Department of PT Komatsu Indonesia; namely a manager, a supervisor, a foreman, three group leaders, and two operators. The preliminary interviews revealed that the problems in the production department were caused by a lack of coordination between members. Workers often failed to report problems that occurred on their shifts, which hampered the workflow.

Employees are valuable assets in the organization. In heavy equipment companies such as PT Komatsu Indonesia, employees are tasked with running machines that produce parts of heavy equipment. Operators at PT Komatsu Indonesia have a very important role in maintaining the production quality of these parts. They work in a shift system every day, meaning that coordination between shifts is needed so the company can monitor the production of each shift. The coordination process between shifts should be supported by interpersonal communication skills among employees. Preliminary data show that there was often a misunderstanding in the information exchange in each shift. The lack of interpersonal communication skills among employees caused errors in the process of determining the quality of parts and had an impact on production targets.

Interpersonal communication problems can be solved using several methods, such as team building (Pollack & Matous, 2019; Yi, 2016; Setyawan, Dharmayanti, & Foedjiawati, 2020). The main objective of team building is increasing cohesiveness among groups. Team building encourages participants to communicate and cooperate in every activity included in the program. Cohesiveness developed in the training will enhance effective interpersonal communication between members (Riamanda et al., 2023). Furthermore, team building training can help group members to get to know each other. It means that team building can increase trust and kinship among group members. Team building training can improve interpersonal communication through activities like discussion, collaboration and negotiation, problem solving in achieving targets. It can help groups determine alternative solutions when encountering conflicts (Haumahu & Wenno, 2021). Team building training can increase participants' skills in

Team Building Training To Improve Interpersonal Communication Among Operators At PT Komatsu Indonesia

Maharani Tyas Budi Hapsari

carrying out their work duties. This training also encourages teamwork, which is very important for the success of an organization (Kusuma, Wahono, Heza, Purwati, & Pratama, 2023).

Team building training can improve team competence, decision making performance, and capability in working under pressure. It can reduce errors in the workplace process. It is able to improve the quality of interpersonal relationships and effective communication skills (Perwira & Widarnandana, 2022). A past study used Collaborative Practice Assessment Tools to evaluate the dimensions of communication and information exchange in teams. The results showed that improvements in communication and information exchange are related to improved performance within the team (Shirey, White-Williams, & Hites, 2019).

At PT Komatsu Indonesia, interpersonal communication is essential for employees in the production department. Operators are at risk of occupational accidents when working in the production room. They are in direct contact with heavy machinery. Team building training can improve effective interpersonal communication skills, increasing understanding and awareness of work safety. Good interpersonal communication helps employees identify risks, take precautions, and manage risks in industrial operations (Masjuli, Ruliana, & Fatmawati, 2021), thus creating a safe work environment (Derman, 2020).

Novelty Of The Study

Previous studies have examined the impact of team building training on interpersonal communication. However, the present study differed from its predecessors in several aspects. First, the researcher prepared training materials that differed from previous studies. Second, it was a mixed-method study, combining qualitative and quantitative experiment methods. Meanwhile, most previous studies used experiment methods with a quantitative approach. Third, the study sample and location for the present study were distinctive. This research examined operators at PT Komatsu Indonesia, who had never been involved in research on team building and interpersonal communication.

Purpose Or Hypothesis Of The Study

Based on the explanation, the study aimed to determine the effectiveness of team building training in improving interpersonal communication among production operators at PT Komatsu Indonesia. The alternative hypothesis proposed in this research is that team building training can improve interpersonal communication among employees of PT Komatsu Indonesia.

METHODS

Research Design

This research used a mixed approach, namely a qualitative and quantitative approach. A qualitative approach was carried out by interviewing eight key persons regarding problems that often occur in the production operator section of PT Komatsu Indonesia. Apart from that, this research also used observations of employees or production operators to reveal behavior that is a symptom of problem. The quantitative approach involved implementing team building training for employees or operators identified as having interpersonal communication problems. Thus, the experimental method is a method used in a quantitative approach.

Instruments Of Measurement

The researcher used open ended questionnaires and observation by attending morning briefings of each work group to identify initial problems. The questionnaire method relies on an individual's self-report regarding personal knowledge or beliefs. Open ended questionnaire is a type of survey that uses open-ended questions so that respondents have opportunities to answer these questions freely. Table 1 shows the list of questions asked in the open-ended questionnaire.

Table 1.
Open Ended Questionnaire

No	Item
1.	How do you feel about the current state of your work group?
2.	How does your work group achieve shared goals/targets?
3.	How are tasks divided within your work group?
4.	How does your group solve problems when conflict emerges?
5.	What do you think are the obstacles in your work group so far?
6.	What do you think should be fixed and improved in your work group right now?

Team Building Training To Improve Interpersonal Communication Among Operators At PT Komatsu Indonesia

Maharani Tyas Budi Hapsari

Respondents can answer the questions according to their personal opinions and experiences (Creswell & Creswell, 2017). The purpose of an open questionnaire is to obtain free responses. Respondents in this study are the most knowledgeable about themselves and anything they say to the researcher is true and trustworthy (Neuman, 2014).

The researcher also conducted non-participant observation to gain an overview of the organization. In this study, the researcher observed the work process and employee behavior in the Diss Assy work group. This work group is in charge of disassembling the parts in the heavy equipment. The targeted behavior is the discussion and reporting process carried out by employees during the morning briefing. Observations were conducted twice a week for each work group.

Data obtained from the open ended questionnaire and observation were further enriched by interview. The researcher interviewed eight key people in the Diss Assy Department of PT Komatsu Indonesia (Table 2).

Table 2.

List Of Eight Key Persons From PT Komatsu Indonesia Diss Assy Department

Informant	Gender	Age	Section
Manager	Male	50 year-old	Engine & Power Train
Supervisor	Male	38 year-old	Engine & Power Train
Foreman	Male	40 year-old	Diss Assy
Group Leader 1	Male	35 year-old	Diss Assy & Completeness Engine
Group Leader 2	Male	34 year-old	Diss Assy Powerline
Group Leader 3	Male	34 year-old	Washing
Operator 1	Male	30 year-old	Diss Assy & Completeness Engine
Operator 2	Male	30 year-old	Diss Assy Powerline

Data Validity Techniques

The triangulation method was used to validate the qualitative data. Triangulation refers to combining data from various sources with a coherent justification to build themes based on the obtained data (Creswell & Creswell, 2017). In this study, the researcher combined the results of interviews obtained from every key person at each level.

Sampling And Research Sample

After the preliminary study, 36 operators in the Remanufacturing Department were selected for the team building training. Besides referring to the preliminary study, the researcher implemented purposive random sampling to select training participants. The criteria for respondents who participated in the team building training were male, aged 30-40 years, and had worked as an operator at PT Komatsu Indonesia for at least 5 years.

The quantitative part of the study employed a quasi-experimental design. A quasi-experiment is an experiment that involves treatment, impact measurement, and experiment units without a randomization process (Shadish, Campbell, & Cook, 2002). This study used a one-group pretest-posttest design, which is a one-group experiment design where participants undergo a pretest before treatment and a posttest after the treatment (Saifuddin, 2019).

Research Treatment

The researcher developed a training module entitled “Be an Excellent Team” which had been validated by experts. In the process of preparing the training, researchers always coordinate intensively with the EPT section manager, Diss Assy supervisor, Diss Assy foreman and the three group leaders from Diss Assy. The training design has been approved by the EPT manager and the HRD manager. The training was in-class training. There are three main materials presented to participants; team development, how to set work goals, and effective communication.

This team building training used several methods based on Armstrong's (2006) guidelines. First, lecture and Q&A. The trainer delivered information to participants via lecture at a predetermined time. After providing the material, the trainer gave questions related to the lecture (Armstrong, 2006).

Second, focus group discussion (FGD). The researcher gathered all training participants into one group. The group would discuss a certain case for development purposes. Participants were encouraged to find solutions to the problems they face (Armstrong, 2006).

Third, practice. The trainer asked training participants to complete tasks, emphasizing the importance of finishing these tasks to increase their knowledge and expertise (Armstrong, 2006).

Fourth, games. Before the start of each session, participants played a game that led to the next material. The purpose of giving games to training participants is to create a sense of comfort so the trainees are ready for the upcoming material (Armstrong, 2006).

Fifth, debrief. Debrief is a process to help someone reflect on their experience to develop valuable learning. A debrief is conducted after the game and material delivery. The trainer initiates the debrief and moderates the discussion (Armstrong, 2006).

RESULTS AND DISCUSSION

Group Level Diagnosis

There are three levels diagnosis discussed in Cummings & Worley's (2014) group-level diagnosis model. First, inputs. Organizational design and culture are key inputs in the design of a group. Inputs consist of elements that characterize larger organizations when they have technology, structure, management processes, human resource systems, and organizational culture. Technology can determine the task characteristics of a group, while structure can determine the level of coordination required between groups in the organization.

Based on the results of the preliminary study, in this level, there were more problems related to equipment. The researcher found several problems at the research location, including damage to tools due to irregular checking, ineffective procurement of safety stock for common tools, less than optimal applications for production, the lack of storage baskets, and delays in core supply. These findings are related to the technology and facilities at PT Komatsu Indonesia.

Second, design components. This level has five main components, namely goal clarity, task structure, group composition, group norms, and team functioning. Goal clarity is how well the group understands its purpose. According to the preliminary survey, the goals or targets in this work group are set by management. The leader in

each work group is tasked with sharing these targets with all of their subordinates. It means that group members cannot determine their own work targets. According to the interview results, the problem in this aspect is the time constraint in achieving the predetermined targets.

Task structure relates to how group work is designed. Based on the qualitative data, there were several problems categorized into this aspect, namely the absence of a PIC (person in charge) to check the tools. It caused group members to delegate the checking responsibility to one another. Another finding is an imbalance in the division of tasks among work partners.

The next component is group composition. Based on the questionnaire and interview, there were two findings in this aspect. Employees who were recently moved to the department had inadequate skills to perform their tasks. There were also differences in the ability to judge parts among group members in the Diss Assy Department. These two findings are closely related to the differences in skills and experience of each group member.

Then, there is team functioning. The researcher found four problems included in this aspect. There was a lack of information from the other shift regarding existing problems, the slow exchange of information related to work, non-optimal transfer of knowledge process, and reluctance to give directions to operators who have just been moved to the department. These four problems are related to the interpersonal relationships that occur in the Diss Assy Department.

The last component of the component design is the group norm. Based on the results of interviews and questionnaires, the problem was related to the awareness and implementation of 5K, the foundation of work at PT Komatsu Indonesia. 5K is *Kebersihan* (Cleanliness), *Ketelitian* (Thoroughness), *Kesegaran* (Freshness), *Kerapian* (Tidiness), and *Kedisiplinan* (Discipline). In the Diss Assy work group, every shift is required to do a 5K patrol. During the patrol, workers check the cleanliness of the work area, the tidiness of the tools after use, and the machine condition after production. However, in practice, there was still a lot of oil splattered and scrub residue found in the patrol. This showed that the implementation of 5K had not been consistent.

Third, output. Based on the qualitative data collection, at the output level, the assessment of parts had not been optimized. It happened because the preceding steps described in the other levels were not optimal. The non-optimal assessment process caused parts that should not have been reused or should have been scrapped to get passed for reuse. Workers only recognized this error at the end of the production process, forcing them to disassemble the product and replace the broken parts with new parts.

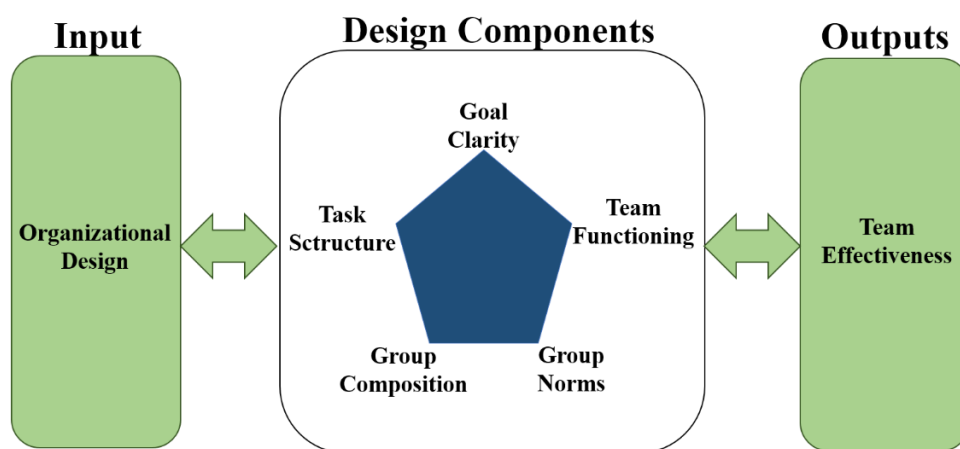


Figure 1. Group-Level Diagnosis Model

Stream Analysis Results

The present study focused on task structure and team functioning, which explores more about the interpersonal relationships and dynamics between members of the Diss Assy work group. In the team functioning aspect, participants reported a lack of optimal communication in the work process.

After carrying out a group-level diagnosis based on Cummings & Worley's (2014) guidelines, the researcher continued with the analysis process. The purpose of this analysis is to obtain the cause and effect of the behavioral symptoms that emerged. The researcher used the stream analysis method to conduct the analysis. Stream analysis is a technique to find the core problems that prevent an organization from getting optimal results so that the organization can work more effectively. It can be applied at various levels of organization, such as departments, and business units, to

executive-level initiatives. Companies can use the method to analyze organizational functions, management decisions and initiatives, tactical or strategic planning; and develop interventions for existing problems (Porras, Harkness, & Kiebert, 1983).

The stream analysis showed that the root of the problem in the Diss Assy was the non-optimal communication process in task coordination. This suboptimal communication process led to differences in the assessment of parts. It could cause errors in the judgment process, so parts had to be replaced at the end of the production. The lack of optimal communication also caused reluctance to transfer knowledge to new operators.

Training Delivery

Based on the data, the root cause of ineffective operation in the remanufacturing division was the lack of interpersonal communication. To improve interpersonal communication skills, employees within the division were given team building training (Setyawan et al., 2020; Yi, 2016). The purpose of team building training was to provide knowledge for each Diss Assy operator on how to communicate openly within the group.

Training and development are activities that focus on changing the knowledge and skills of organization members to improve group effectiveness or to develop organizational capability. Training equips organization members with the skills and knowledge needed to perform (Cummings & Worley, 2014). Training is a planned effort from the organization to facilitate employees in learning the competencies needed in their jobs. These competencies consist of knowledge, skills, and behavior, which are the key to good job performance. Employees are expected to master the knowledge, skills, and behavior obtained in the training program so they can apply them in their daily tasks (Noe, 2010).

The researcher first drew a plan to ensure the training followed the previously formulated objectives. The stages of training design were conducting Training Need Analysis (TNA), designing training implementation, and evaluating the process (Phillips & Phillips, 2016).

The identification of training needs requires analysis at three different levels, namely organizational analysis, person analysis, and task analysis (Noe, 2010). The organizational analysis level is carried out by identifying the compatibility of training with the company's strategic direction, the support from managers and employees, and the availability of resources to carry out training.

Table 3.

Training Need Analysis (Organizational Level)

Aspect	Description	Expected Results
Organizational Analysis	Alignment of the training with the company's strategic direction, the support from managers and employees, and the availability of resources.	Training is in line with the company's strategy
		Training as a form of human resource development
		The company provides a budget for training

Person analysis is done by identifying which employees require training to achieve the expected performance. Based on the data analysis, the Diss Assy group did not have sufficient communication skills to support the transfer of knowledge.

Table 4.

Training Need Analysis (Person Level)

Aspect	Description	Results	
		Ideal Condition	Actual Condition
Person Analysis	The training needs of employees who require to achieve ideal job performance.	Senior operators can (transfer of knowledge) new operators about the Diss Assy work process.	Senior operators are reluctant to give direction to new operators
		Senior operators can admonish or warn new operators for making mistakes	Senior operators feel uncomfortable in admonishing their juniors, they delivered warnings as jokes

The task analysis level is a description of job activities, including job performance related to knowledge, skills, abilities, and other aspects. Knowledge refers to the understanding of work procedures. Skill is competence in carrying out tasks. Ability is

the physical and mental capacity to work. Other aspects are related to conditions when a job is carried out.

Table 5.

Training Need Analysis (Task Level)

Aspect	Description	Results	
		Ideal Condition	Actual Condition
Task Analysis	Work activities, including performance at work related to knowledge, skills, abilities, and other aspects.	The division of tasks between team members is balanced so they can back-up each other.	Unbalanced division of tasks between team members
		The process of adapting to job rotation is optimum.	It takes time to teach new tasks to newbies after a job rotation.
		There is no misjudgment and therefore no repairing required.	Sometimes there are misjudgments.

The next process was to design the team building training. The researcher developed a module entitled Team Building Training: "Be an Excellent Team." The training aimed to enhance interpersonal communication skills and build great teamwork. This training was in-class training, meaning that material delivery occurred in the classroom (Kaufman & Guerra-Lopez, 2013). The trainer delivered materials using lecture, FGD, debriefing, and game methods (Blanchard & Thacker, 2023).

Training Evaluation

The evaluation of training encompassed four evaluation levels. Reaction evaluation measures how participants evaluate the training. Learning evaluation measures participants' understanding of the material presented. Behavior evaluation measures changes in workplace behavior following the training. Result evaluation measures the overall impact of the training on organizational goals (Kirkpatrick, 1959; Kirkpatrick & Kirkpatrick, 2016).

Based on the evaluation of the reaction level, it was found that almost all aspects got 75% and above, except for the aspect of the room where the training was held. The

training was conducted in the meeting room, meaning that the room was insufficient for gaming activities. The time aspect also got 75%, because the training was 30 minutes behind schedule. The delay was because, in the morning and afternoon, all operators were required to attend a briefing that lasted 20-35 minutes. This condition affected the timeliness of the training.

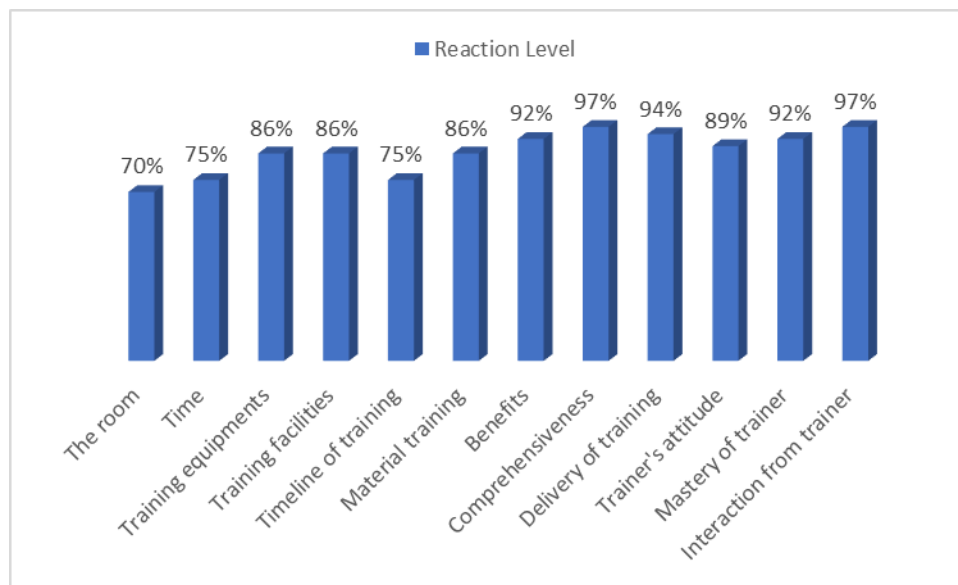


Figure 2. Evaluation Of The Reaction Level

From a material standpoint, the relevance of the material obtained a score of 86%, the benefits 92%, the comprehensiveness 97%, and the delivery 94%. In the trainer aspect, the trainer's attitude gained 89%, mastery 92%, and the interaction between the trainer and participants 97%. Then related to activity organization, the room or location gained 70%, training equipments 86%, training facilities 86%, and timeliness 75%. Based on the results of the evaluation, it can be concluded that all participants gave a positive response and were satisfied with the training process.

In the second level of the evaluation process, namely learning, the researcher conducted pretest and posttest. Before delivering the training material, the trainer gave a pretest to the training participants to find out their basic knowledge. After the material had been delivered, the trainer gave a posttest with the same questions as the pretest. It was done to determine changes in participants' knowledge before and after being given training material, especially related to interpersonal communication.

Before conducting hypothesis testing, the researcher did the one-sample Kolmogorov-Smirnov normality test. The normality test found that the pretest result was not normal ($Z=1.394$, Asymp. Sig.: 0.041 ($p<0.05$)), and the posttest was not normal too ($Z=2.239$, Asymp. Sig.: 0.000 ($p<0.05$)). The pretest and posttest results were compared using the Wilcoxon test. Wilcoxon signed ranked test is a nonparametric test (when data is not normally distributed) to measure the significance between two groups of data (Field, 2017; Haynes, 2013; Wilcoxon, 1945).

Table 6.
Results Of Wilcoxon Test

	Posttest- Pretest
Z	-5.178 ^b
Asymp. Sig (2-tailed)	0.000

Based on the Wilcoxon test, there was a significant difference between pretest and posttest ($Z=-5.178$, $p<0.05$). There was a change in the score obtained in each training participant. Data showed that 35 participants saw an increase in posttest scores and one participant obtained the same score for the pretest and posttest. These results indicated that all participants understand materials presented in the training.

The difference in pretest and posttest scores was due to the team building training given to Diss Assy operators. The training enhanced participants' knowledge, understanding, and experience related to collaboration in work teams (Haumahu & Wenno, 2021). The team building training could assist operators in identifying problems and obstacles that emerge in the work group. During the problem solving and discussion section, operators could learn to cooperate in overcoming conflicts.

Team building training has a significant impact on increasing employee commitment to completing work. It helps form group cohesiveness. The training improves interpersonal communication among employees, namely describing goals, priority issues, and roles within the group, as well as building communication skills (Priyotomo, Setyowati, & Suharnomo, 2019). The findings in this study are in line with research conducted by Singh (2022) that psychological empowerment in organizations has an impact on improving communication skills. Communication skills can lead to increased work engagement.

Team Building Training To Improve Interpersonal Communication Among Operators At PT Komatsu Indonesia

Maharani Tyas Budi Hapsari

The team building training for operators at PT Komatsu Indonesia increases employee involvement in target realization. It can strengthen verbal and nonverbal communication in each group member. In teamwork, employees should communicate clearly, support each other, and work together to realize the goals of their organization (Kuznetsova, Gura, & Vorona-Slivinskaya, 2023). Communication skills are applied when interacting with group members, expressing ideas, solving problems, and providing feedback.

The third level of evaluation, namely behavior, involved using a logbook that each participant must fill out every day for three consecutive weeks. The researcher checked the logbook twice a week. It consisted of four questions related to obstacles in the group, contributions in the work group each day, strategies to overcome obstacles, and ways to ensure that obstacles did not reappear. The behavioral evaluation was less than optimal because almost all participants did not consistently fill in the logbook. In addition, each participant filled in answers that did not match the questions given. This is an evaluation of the overall research process.

The team building training used an experiential learning approach, which actively involved participants in the training. The experiential learning approach refers to the principle that individuals learn more effectively through direct experience (Kolb, 1984; Helm-Stevens & Griego, 2009). In this training, the experiential learning process is applied through various activities such as games, presentations, individual exercises, case studies, and brainstorming (Riamanda et al., 2023). Participants were directly involved in this process, enabling them to apply the knowledge and skills obtained in the training to real situations at PT Komatsu Indonesia. Participants then reflected on the training and were asked to identify lessons learned and relate them to real work experience.

CONCLUSIONS AND SUGGESTIONS

Conclusions

komunikasi interpersonal pada karyawan level operator di PT Komatsu Indonesia.

Based on data analysis, it can be concluded that interpersonal communication is an important competency that employees in the production department should develop. Team building training has a significant effect on improving knowledge in interpersonal communication among operators at PT Komatsu Indonesia ($Z=-5.178$, $p<0.05$).

Suggestions

The limitation of this study is that the training evaluation was only at the level of knowledge change. Because of that, the researcher could not monitor the impact of knowledge obtained during the training optimally. Thus, the next research could evaluate the training up to the level of behavior change and results. The training should be in line with the company's schedule. Further training is expected to have a concrete impact on organizational development.

AUTHORS CONTRIBUTION STATEMENT

Maharani Tyas Budi Hapsari: Conceptualization; Data Curation; Formal Analysis; Investigation; Methodology; Project Administration; Resources; Data Visualization; Writing Original Draft; Writing, Review & Editing.

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Team Building Training To Improve Interpersonal Communication Among Operators At PT Komatsu Indonesia

Maharani Tyas Budi Hapsari

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