



# The 3rd ICP-HESOS

International Conference On Psychology  
In Health, Educational, Social,  
and Organizational Settings

November, 16<sup>th</sup>-18<sup>th</sup>, 2018  
Surabaya, Indonesia

Improving Mental Health  
and Harmony in Global Community

## PROCEEDINGS

Edited by:  
Rahkman Ardi  
Phatthanakit Chobthamkit

Organized by:  
Universitas Airlangga  
& Zhejiang University



# ICP-HESOS 2018

Proceedings of the  
3rd International Conference on  
Psychology in Health, Educational, Social, and  
Organizational Settings

Improving Mental Health and Harmony in Global Community

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# BRIEF CONTENTS

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ORGANIZING COMMITTEES .....	IV
PROGRAM COMMITTEE .....	VI
FOREWORD .....	VII
CONTENTS .....	IX

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# FOREWORD

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As one of the leading universities in Indonesia, Universitas Airlangga envisions to be a center for health studies. In line with that vision, Faculty of Psychology Universitas Airlangga aims to make collaboration with various parties in conducting sustainable mental health-related activities in various aspects.

The swift community development has continuously complicated mental health issues which also signifies the importance of studies concerning those issues. Numbers of factors such as the rapid advancement of information and communication technology, the ever-increasing spread of hoaxes, global economy competition, inflation, occupational challenges, discrepancies of income, mass polarization, and other recent social issues are potential to cause disharmony in community and lay impact on the complexity of individual mental health.

This condition has become a challenge for psychology either in the field of health, education, social, and organization to always spearhead the studies of various theories, approaches, applications, and interventions pertaining to individual and community mental health. In relation with this challenge, we believe that it is necessary to connect scientists and practitioners of psychology, social science, and mental health, allowing for idea exchange in investigating the complexity of existing issues comprehensively.

Therefore, along with the commemoration of the 35th Anniversary of Psychology Education of Universitas Airlangga in 2018, Faculty of Psychology hosted the 3rd International Conference on Psychology in Health, Educational, Social, and Organizational Settings (3rd ICP-HESOS). The conference had been successfully held twice. The first conference was held at Faculty of Psychology Universitas Airlangga in 2013 followed by the second event at Zhejiang University in 2015, and the third was once again hosted by Faculty of Psychology Universitas Airlangga in 2018.

In the third conference, there were 478 abstracts submitted for both oral presentations and poster presentations. More than a hundred potential participants coming from various countries ranging from Europe, Asia, to Australia were interested to join this event. Considering the quality, we had only selected 173 abstracts for oral presentations and 29 for poster presentations. It indicates the acceptance rate of the conference was 42 percent.

At last, we would like to extend the sincerest gratitude to all participants, committee, reviewers, partners, sponsors, and volunteers. Your involvement and support made it possible to hold the 3rd ICP HESOS 2018. We hope that, by holding this conference periodically, we can contribute significantly to the improvement of global community mental health in general and to the science and practice of psychology in particular.

Dr. Rahkman Ardi, M.Psych.  
Program Chair of the 3rd ICP-HESOS and Editor of Conference Proceedings





# CONTENTS

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## PAPERS

### FULL PAPERS

The Effect of Service Learning to Improve Empathy to Bully in Primary School <i>Rizka Fibria Nugrahani and Fitri Andriani</i>	5
Can Subjective Well-being Achieved on Early Marriage among Madurese Women? <i>Yudho Bawono, Dewi Retno Suminar, M. G. Bagus Ani Putra, Wiwin Hendriani and Tommy H. Firmanda</i>	12
Entertainment-social Celebrity Worship Syndrome of Female Adolescents using Social-media in Indonesia <i>Adismara Putri Pradiri and Nurul Hartini</i>	19
Our Different Differences: Qualitative Study of Cognitive Dissonance on Different Religion Spouses <i>Muhammad Fitrah Ramadhan Umar and Suryanto</i>	26
Social Stories and Token Economy as a Method of Overcoming Off-task Behavior in Teenager with Autism Spectrum Disorder (ASD) <i>Adinda Istiqomah and Iwan Wahyu Hidayat</i>	34
Exploring the Profile of Factors of Career Adaptability through Cluster Analysis <i>Wiwik Sulistiani, Dewi Retno Suminar and Wiwin Hendriani</i>	41
The Relationship between Perceptions of Management Rules with the Tendency of Burnout in Nurses <i>Wasis Purwo Wibowo, Adnani Budi Utami and Niken Pratitis</i>	49
Single Women's Potency to Achieve Psychological Well-being <i>Nanik, Wiwin Hendriani and Mareyke M. W. Tairas</i>	55
Mental Health Research Role in Global World <i>Sri Idaiani</i>	63
Parenting on Mother for Children with Speech Delay: A Case Study in Successful Parenting <i>Sabrina Ade Soura and Dewi Retno Suminar</i>	66
Cognitive-behavioral Group Therapy to Reduce Anxiety in High School Students Who Have Family Problems <i>Yudi Kurniawan and Indahria Sulistyarini</i>	72
The Cultural Role on Emotional Competence Development in Early Childhood <i>Yettie Wandansari, Dewi Retno Suminar and Tina Afiatin</i>	82
The Relationship between Sense of Coherence and Parenting Stress in Mothers of Children with Autism Spectrum Disorder <i>Priskila Kurniandini and Nurul Hartini</i>	91
Stigma and Knowledge about Autism Spectrum Disorder among Parents and Professionals in Indonesia <i>Muryantinah M. Handayani and Pramesti P. Paramita</i>	97

The Meaning and the Source of Mother's Happiness: An Explorative Study to Young Adult Mothers with Ages 20-40 Years Old <i>Endang Prastuti, Mareyke Maritje Wagey Tairas and Nurul Hartini</i>	101
Middle Managers' Commitment to Change after Downsizing <i>Evi Kurniasari Purwaningrum, Fendy Suhariadi and Fajrianthi</i>	108
From Bed to the Web: A Systematic Review Comparing Offline and Online Sexual Self-disclosure <i>Retno Setyaningsih and M. G. Bagus Ani Putra</i>	115
Prevalence of Weight Control Behaviors among Adolescent Girls <i>Monique Sukamto, Fajrianthi and Hamidah</i>	120
The Effect of Interpersonal Communication on Marital Satisfaction among Wives Who Married Early in Mandangin Islands <i>Irada Nur Anisa Wicaksono and Herdina Indrijati</i>	133
The Effects of Sociocultural Pressures, BMI, Weight Perception, and Body Dissatisfaction on Unhealthy Weight Control Behaviors among Indonesian Adolescent Girls <i>Monique Elizabeth Sukamto, Darmawan Muttaqin, Fajrianthi and Hamidah</i>	140
Configure the Personal Space Dimensions on the Elderly's Quality of Life in a Nursing Home <i>Satria Kamal Akhmad and Suryanto</i>	149
Validity of Processing Speed Ability Test based on Internal Structure <i>Fitri Andriani, Cholichul Hadi, Urip Purwono and Siti Sulasmi</i>	156
Optimistic: Building Subjective Well-being and Post Traumatic Growth on Post-mastectomy Women <i>Nurul Hartini, Vania Ardelia and Valina Khiarin Nisa</i>	162
The Effectiveness of Stress Inoculation Training in Reducing Stress on Intensive Care Nurses <i>Aufa Putri Suryanto and Ilham Nur Alfian</i>	168
Effectiveness of Acceptance and Commitment Therapy to Reducing Depression in Nursing Home Residents <i>Ajeng Harlika Puspitasari and Hamidah</i>	174
Marital Quality: An Empirical Comparison of Two Unidimensional Measures <i>Soerjantini Rahaju, Nurul Hartini and Wiwin Hendriani</i>	180
Demographic Factors and Life Satisfaction of Indonesian Christian Private Universities Lecturers: A Descriptive Preliminary Study <i>Yusak Novanto, Seger Handoyo and Jenny Lukito Setiawan</i>	187
Does CQA Online Platform Increase Academic Performance of Secondary Students in Indonesia? <i>Rahkman Ardi, Adismara Putri Pradiri, Handy Pratama and Dimas Mukhlas Widianoro</i>	199
Ethnic Identity and Ethnic Prejudice in Children: A Comparative Study of the Three Cities in Indonesia <i>Dyan Evita Santi, Suryanto and M. G. Bagus Ani Putra</i>	207
The Impact of Career Growth on Turnover Intention with Employee Engagement as a Mediator Variable: Study among the Generation Y Employees in Indonesia <i>Anggraini Delina Putri and Seger Handoyo</i>	216

I Am Sure I Can Speak Up: The Role of Efficacy on Employee Voice <i>Unika Prihatsanti, Seger Handoyo and Rahkman Ardi</i>	224
The Influence of Masculine Ideology and Gender Role Orientation on Self-esteem of Pastors' Husbands of the Batak Karo Protestant Church <i>Karina Meriem Beru Brahmmana, Suryanto and Bagong Suyanto</i>	230
Cyber Slacking among University Students: The Role of Internet Habit Strength, Media Multitasking Efficacy and Self Regulated Learning <i>Ermida Simanjuntak, Nur Ainy Fardana Nawangsari and Rahkman Ardi</i>	239
The Effect of Storytelling on the Theory of Mind in Preschoolers <i>Novia Solichah and Dewi Retno Suminar</i>	248
Brief Dialectical Behavior Therapy for a Suicidal Ideation Case: A Literature Review <i>Retno Ayu Astrini and Ike Herdiana</i>	253
Reduce Stigmatization towards Schizophrenic Patients using Acceptance and Commitment Therapy <i>Astri Haryanti and Nurul Hartini</i>	261
What's behind Work Engagement in Teaching Practice? <i>Ika Febrian Kristiana, Rahkman Ardi and Wiwin Hendriani</i>	267
Confirmatory Factor Analysis Post-traumatic Growth Inventory among Domestic Violence Survivor <i>Diah Rahayu, Hamidah Hamidah and Wiwin Hendriani</i>	276
The Dynamics of Post-traumatic Stress Disorder among Sexual Violence Victims <i>Hera Wahyuni, Hamidah and Nurul Hartini</i>	283
Mental Health Services in Safe House for Women and Children Victims of Violence <i>Danny Sanjaya Arfensia</i>	290
Prejudice towards Host Culture and Acculturative Stress: Studies on Internal Migrants in Indonesia <i>Nugraha Arif Karyanta and M. G. Bagus Ani Putra</i>	294
Influence of Local Culture on Individual Value Systems to Premarital Sexual: A Systematical Review <i>Yosefina Marijke Watofa, Suryanto and Hari Basuki Notobroto</i>	303
Grieving the Death of the Loved Ones among the Incarcerated Women: A Phenomenological Study <i>Okky Nursafitri and Margaretha</i>	307
A Theoretical Framework for Understanding Cyber Incivility Perpetrators <i>Silvia Kristanti Tri Febriana and Fajrianthi</i>	313
Predicting Faculty Member's Work Engagement in Indonesia: Testing the Role of Optimism, Perceived Organizational Support and Self-efficacy <i>Aditya Nanda Priyatama, Muhamad Zainudin and Seger Handoyo</i>	323
Does Self-regulated Learning Have Relationship with Academic Procrastination?: Study on Middle School Students in Surabaya's Coastal Area <i>Widjajaning Budi, Dessy Nur Utami and Andi Maulida Rahmania</i>	330
The Relationship between Self-control with Aggressive Behavior <i>Andik Matulessy, Yanto Prasetyo and Riska Tantri Maharani</i>	340

The Role of Optimism as the Mediator between Family and Mental Wellbeing among Secondary School Students in East Java <i>Rahmat Aziz, Retno Mangestuti and Esa Nur Wahyuni</i>	345
The Effectiveness of Dialectical Behavior Therapy in Developing Emotion Regulation Skill for Adolescent with Intellectual Disability <i>Shahnaz Safitri, Rose Mini Salim and Pratiwi Widyasari</i>	351
Validation of Facial Action Unit for Happy Emotion Detection <i>Ananta Yudiantarso, William Liando, Jun Zhao, Runliang Ni and Ziyi Zhao</i>	360
Correlation between Ratio of Index Finger Length to Ring Finger Length (2D:4D) and Working Memory Performance <i>Ananta Yudiantarso, Dian Teres Agung, Hendrik Gunawan and Yiming Wan</i>	364
A Preliminary Study of Screen-media, Empathizing, and Systemizing in Children <i>Ni Putu Adelia Kesumaningsari, Meidy Christianty Soesanto, Nova Retalista, Xuan Hongzhou and Wang Yiming</i>	368
Family, Spirituality, and Mental Health in Higher Education <i>Esa Nur Wahyuni, Rahmat Aziz and Retno Mangestuti</i>	376
Narima Ing Pandum (NIP) Group Intervention: An Effort to Decrease Depression through Local Wisdom on Murder Case Inmates <i>Zamroni, Nanik Prihartanti and Wisnu Sri Hertinjung</i>	386
Motivational Coaching to Enhance Group Cohesiveness of Employee Company X Duri Pekanbaru: Experimental Studies <i>Didik Widiantoro, Sigit Nughoro and Yanwar Arief</i>	391
Is Self-efficacy Related to Students' Moral Reasoning?: A Research on Students' Absentee Behavior <i>Aurelius Ratu, Ni Gusti Rai, Niken Prasetya and Dyah Satya Yoga</i>	397
How is the Survival Mechanism of Poor People with Orthopedic Handicap? <i>Femita Adelina and Suryanto</i>	406
Edinburgh Postpartum Depression Scale: Psychometric Evaluation of the Indonesian Version <i>Anindya Dewi Paramita, Andi Tenri Faradiba and Puti Febrayosi</i>	410
Quality of Life and Individual Adjustment of People Living with HIV/AIDS (PLWHA) <i>Erni Agustina Setiowati and Anggun Dwi Cahyani</i>	415
Normal vs. Green Elementary School Students: Comparison in Nature Relatedness and Pro-environmental Behavior <i>Aditya Benyamin, Ratna Djuwita and Amarina Ashar Ariyanto</i>	424
Does Green Curriculum Have an Impact on Pro-environmental Behavior?: A Comparative Study with Middle Schools <i>Hanna Raisya and Ratna Djuwita</i>	431
Parents Role on Pornography Addiction in Children <i>Luluk Nadiyahun Nadziroh</i>	441
Behavior Therapy in Nature Environment, and the Application in an Inclusive Education Curriculum <i>Melati Ismi Hapsari and Roro Setyawati</i>	450

Predicting Well-being from Different Dimensions of Religiousness: Initial Application of 4-BDRS Scale in Indonesia <i>Yonathan Aditya, Riryn Sani, Ihan Martoyo and Rudy Pramono</i>	458
Work Engagement and Organizational Commitment in Private University <i>Sukma Rani, Hendriati Agustiani, Maya R. Ardiwinata and R. Urip Purwono</i>	464
The Big Five Personality Traits, Self-regulated Learning, and Academic Achievement <i>Asina C. Rosito</i>	469
Career Decision Self-efficacy Mediates the Emotional Intelligence on Career Preparation Behaviour <i>Nur P. Noviati and Thobagus M. Nu'man</i>	478
Learning Motivation as Predictor of Student Engagement in Private Junior High Schools Students <i>Dewi Mustamiah and Nurul S. Widanti</i>	486
The Mechanism of Moral Disengagement on Adolescent Perpetrators of Fornication <i>Dessi Christanti, Suryanto and Muhammad G. B. A. Putra</i>	494
Regression Model for Work Engagement of Millennial Generation Workforce <i>Rina Mulyati, Fathul Himan, Bagus Riyono and Fendy Suhariadi</i>	505
Mental Health Literacy in South East Asia in a Cultural Context: A Systematic Review <i>Fairuziana, Marty Mawarpury, Andriyani E. Lay, Yeni Fitria and Yanti Fitria</i>	516
Bridging the Youth Health Gap: A Case Study of Laskar Pencerah <i>Fairuziana, Olivia Herlinda and S. T. Khumaidah</i>	525
The Effect of Psychological Capital on Work Engagement: Investigating the Moderating Effect of Gender and Job <i>Muhammad Tamar and Hillman Wirawan</i>	535
Assessing Engineering Students' Stress: Implementing the Psychometric Synonym Technique <i>Abdul Saman, Muhammad Jufri and Hillman Wirawan</i>	543
Behind Front Pembela Islam (FPI) Movement: Can Social Value Orientation Influence Religious Prejudice? <i>Nur A. M. Devi and Lusy A. Akhrani</i>	548
Digital Media and Psychological Well-being among Youth <i>Ni Putu Adelia Kesumaningsari, Cindy Claudia Soen, Made Arisudana, Zeng Xiangjun and Jia Zhenguo</i>	554
Contentment (Qana'ah) and Mental Health on Fishermen in Pena'ah Village, Indonesia <i>Yang Dini Azkarisa and Juliarni Siregar</i>	564
AUTHOR INDEX	575

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# [ABS-137] MOTIVATION COACHING TO ENHANCE GROUP COHESIVENESS OF EMPLOYEE PT X DURI PEKANBARU (EXPERIMENTAL STUDIES)

Conference Paper · April 2019

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# Motivational Coaching to Enhance Group Cohesiveness of Employee Company X Duri Pekanbaru: Experimental Studies

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**Keywords:** Motivational Coaching, Group Cohesiveness, Employees.

**Abstract:** This study aims to determine the effect of coaching motivational to improve group cohesiveness in employees. Subjects in this study were 22 employees of Company X Duri Pekanbaru divided into 11 employees of experimental group and 11 employees of the control group. Data collection is done by using cohesiveness scale, interview, and observation. The research design used was pretest-posttest control group design. The research analysis used is quantitative and qualitative analysis. Quantitative analysis using U-Mann Whitney to determine the effect of coaching motivation on group cohesiveness in employees. Qualitative analysis is done based on observation and interview. The results showed that there were significant differences in group cohesiveness in employees between the experimental group and the control group with significant value of 0.002 ( $p < 0.005$ ). It is concluded that motivational coaching can enhance group cohesiveness in employees PT X Duri Pekanbaru.

## 1 INTRODUCTION

Company X is one of the companies providing oil and petroleum drilling services with mainland rig specialists established since 2001. As a company that provides services to User, X company is required to be able to provide services as expected by the users. This is because Company X is not running alone, many other companies are growing with them. This of course raises a very tight competition. Company X is a company that always complies with every law on safety, health and the work environment. It becomes the advantage of other companies. In addition, Company X always has hope for every employee to always have a strong commitment to excellence. Joint involvement becomes an important part of serving customers well.

Based on the results of initial interviews with Company HRD manager X it is known that there are some problems to be solved. The first problem lies in the morale of employees, there are still many employees who work less spirit and work only with just that. So that in a small working group, still cannot find cohesiveness in the work team. As is the case in employment, small group members still throw the responsibilities that the team should solve.

So, the group lacks the cohesiveness in completing the task.

The next problem is obtained from Dept X, HRD manager got information that there are some members of Dept X who do not do their job according to task and responsibility. HRD managers said that often members of Dept X did not work according to their responsibilities. Members of Dept X work alone and disregard the main purpose of their group. As fellow team members, they should work in unity and jointly solve existing problems together. However, from the data obtained did not find that it should be a joint team work assignment.

According to Gordon (1990) explained that the low cohesiveness in the group caused by several factors, among others is the low level of intensity communicate group members. A group whose members rarely communicate with each other will not show cohesiveness as well as groups that have high levels of communication among members. In between the interacting parties interact with each other's communication skills to reach mutual agreement. So, it can be said that in the process of creating group cohesiveness there are elements of motivational coaching built between the two sides.

According to Cummings and Worley (2005), coaching is an attempt to improve the ability of individuals in achieving goals, improve



interpersonal skills, resolve conflicts. In addition, coaching is also a short intervention that aims to improve employee performance and improve a certain competence.

Thus, training that focuses on motivating ability is one of the strategies that can increase team effectiveness in teams. The ability to motivate is an orientation towards individual and group relationships where the relationship is seen as something more permanent and centralized. Motivational coaching training is also expected to develop the capabilities of the employees in order to work according to prevailing norms. With the creation of motivation among group members can increase cohesiveness group in the team, so that group goals are achieved as expected and corporate profits can also increase. Based on this background the author is interested to conduct research entitled: "Motivational Coaching to Enhance Group Cohesiveness PT X Duri Pekanbaru (Experimental Studies)".

Hypothesis proposed in this research is motivational coaching training can increase cohesiveness of employee group. Group cohesiveness will increase after training in motivational coaching.

## 2 METHODS

### 2.1 Research Respondents

This study involved 22 hotel employees, 11 employees were acting as experimental group and 11 employees were acting as control group. The experimental design can be described in the following table:

(KE)	O1	X	O2	Follow up
(KK)	O1		O2	Follow up

*Untreated Control Group Design with Pretest and Posttest*  
 Source: Shadish, Coock & Campble (2002)

- KE : Experiment group
- KK : Control group
- O1 : Measurement of pretest
- O2 : Measurement of posttest
- X : Motivational coaching

### 2.2 Measurement

Data collection methods used in this study with the following steps:

### 2.2.1 Scale Arrangement

The scale used in this research is group cohesiveness scale. The group cohesiveness scale aims to measure group cohesiveness in Company X employees. This scale is designed based on the group cohesiveness dimensions proposed by Forsyth (2006) in four dimensions: social forces, group unity, attractiveness and teamwork. The grid on the instrument of the group cohesiveness tool is described in Table 1 which consists of 20 statement items.

The scaling model used in this research is using the summated rating method model that is the partition requested to choose one of the answers according to the condition of the partition. The answer alternatives consist of a very suitable (SS), appropriate (S), somewhat appropriate (AS), neutral (N), somewhat unsuitable (ATS), inappropriate (TS), and highly inappropriate (STS).

### 2.2.2 Scale Trial

Implementation of the group cohesiveness scale test in this study will be given to Company Y employees who have the same character as the research partition. This scale will be disseminated to 30 respondents.

### 2.2.3 Validity Test

In this study, researchers used the acceptance level with a correlation coefficient of at least 0.30. This view is based on the assumption that all items that achieve a correlation coefficient of at least 0.30 are considered satisfactory (Azwar, 2012).

### 2.2.4 Test Reliability

On the scale of cohesiveness got the coefficient of aitem validity score of 0.929. Reliability is expressed by the reliability coefficients whose numbers are in the range from 0 to 1.00. The higher the reliability coefficient close to 1.00 means the higher the reliability. Conversely, the lower coefficient is close to 0, meaning the lower the reliability (Azwar, 2011).

### 2.3 Intervention

Training on motivational coaching is a procedure that uses cognitive strategy of conduct that directs individuals to improve the spirit of the individual in working in daily life and work, so that it can assist all related work affairs among colleagues, subordinates, and superiors.

The training of motivational coaching is conducted in 8 sessions for 1 day consist of:

- a. The first session is an opening to create an atmosphere of fluidity between participants, trainers and facilitators as well as building intimacy, cooperation, openness, and mutual trust between participants and facilitators
- b. The second session is "Be Proactive", the session aims to give an understanding of the importance of being a pro-active worker.
- c. The third session is "Begin with The End in Mind", this session aims to get the participants to start everything from the final result.
- d. The fourth session is "First thing first", this session aims to invite participants to know the importance of working always put the first thing first.
- e. The fifth session is "Think win-win", this session aims to invite participants to know how we can think of winning together.
- f. The sixth session is "Seek first to understand", this session aims to invite participants to know the importance of knowing yourself first can understand others.
- g. The sixth session is "Synergize", this session aims to encourage participants to recognize the importance of synergizing with others and teams.
- h. The sixth session is "Sharpen the saw", this session aims to invite participants to recognize the importance of self-training to develop every ability.
- i. The eighth session is Closing and Evaluation, this session aims to Determine the effect of training obtained by participants after training and close training activities.

### 3 RESULT

#### 3.1 Description of Statistics

This study involved three measurements, i.e. first measurement before treatment (pretest), second measurement after treatment (posttest) and third measurement after the second measurement (follow-up). The measurements were subjected to all subjects, both experimental and control groups. Data obtained from the results of further measurements are further analyzed to obtain description of research data in the form of hypothetical scores and empirical score.

### 3.2 Test Assumptions

#### 3.2.1 Normality Test

Normality test aims to see whether or not normal distribution of data to be analyzed (Zuriah, 2006). Analysis is done by looking at the level of significance (p) obtained. A data distribution is said to have normal distribution if it has a significance level of  $p > 0.05$ . The table 1 is the result of normality test of data pretest, posttest, and follow-up on experimental group and control group that obtained:

Table 1: the result of normality test of data pretest, posttest, and follow-up

Data		Score KS-Z	p	Category
Pretest	KE	0.522	0.992	Normal
	KK	0.683	0.638	Normal
Posttest	KE	0.503	0.955	Normal
	KK	0.603	0.866	Normal
FollowUp	KE	0.326	1.000	Normal
	KK	0.500	0.857	Normal

Thus, it can be concluded that all research data, i.e. data pretest, posttest, and follow-up of the experimental group or control group in this study have a distribution of normal data distribution, which means that the data can represent the actual population.

#### 3.2.2 Homogeneity Test

The homogeneity test results showed that the significance level (p) = 0.420 ( $p > 0.05$ ) with Levene Statistic value of 1.108. This means that the subjects of both groups involved in the study were homogeneous (equal or equivalent).

#### 3.2.3 Hypothesis Testing

Hypothesis testing in this study used a test analysis of nonparametric Mann-Whitney Test. This analysis is used to determine the effect of motivational coaching on the increase of group cohesiveness to employees before and after treatment.

a. Different Test Pretest Experimental groups and control groups

The first analysis was conducted by examining pretest differences in the experimental and control groups. Testing is done using Mann-Whitney Test. The results of different test calculations in the experimental group and the control group obtained Z

= -0.922 and the score  $p = 0.421$  so  $p > 0.05$ . Based on the Mann-Whitney test analysis it is known that there is no significant difference of employee skill in the experimental and control group before the training of motivational coaching is held. This means that group cohesiveness in the experimental and control groups before motivational coaching training is no different.

b. Test different posttest experiment and control group

The result of analysis on post experiment group and control group scores, it can be seen that the value of  $Z$  being processed is -3.154 with significance level of 0.002 ( $p < 0.05$ ). The results show that there is a significant difference between the experimental group and the control group at the time of posttest. In other words, there was a significant group cohesiveness difference between the experimental group and the control group after the treatment of motivational coaching.

c. Results of follow-up experimental and control group follow-up

The results of analysis of follow-up scores of the experimental group and the control group, it can be seen that the value of  $Z$  being processed is -2.345 with a significance level of 0.014 ( $p < 0.05$ ). The results show that there are significant differences in scores between the experimental group and the control group at the time of follow-up. In other words, there was a significant group cohesiveness difference between the experimental group and the control group at the time of follow-up.

The table 2 is the result of preview, posttest, and follow-up scores between the experimental and control groups:

Table 2: the result of preview, posttest, and follow-up

Group	Z	Sig.	Info
Experiment Control Pretest	-0.922	0.421	Not Significant
Experiment Control Posttest	-3.154	0.002	Significant
Experiment Control Follow Up	-2.345	0.014	Significant

Based on the result of different test of Mann-Whitney U Test conducted between the experimental group and the control group during pretest, posttest, and follow-up, it can be concluded that the research hypothesis stating that there is influence of motivational coaching training to improve group cohesiveness in Company X employees is accepted. The provided motivational

coaching training proved able to increase the group's cohesiveness to employees.

## 4 DISCUSSION

The main problem in this research is whether motivational coaching can improve group cohesiveness in employees. Hypothesis in this research is the influence of motivational coaching training to improve group cohesiveness in employees. Research participants who have followed the treatment in the form of motivational coaching training will increase their group cohesiveness. Based on the data analysis, it is known that the experimental group experienced an increase of cohesiveness after participating in motivational coaching training. Seen from the score of significance value that is  $p = 0.002$  which means  $p < 0.05$  so there is a significant difference between the experimental group and the control group where there is increased cohesiveness in the employees before following and after training. Thus, it can be concluded that the research hypothesis which states there is influence of motivational coaching training on group cohesiveness in Company X employees is accepted.

The results of this study are in line with the research that has been done by Bachroni (2011) that the group cohesiveness changes in employees caused by the formation of a good team with understanding every employee knows the goals together and realize the importance of the team in achieving the group. Similarly, in Sugadhi's (2014) study that team building can increase group cohesiveness in employees. Providing an understanding of team building material is a process of increasing cohesiveness in groups.

This training uses five learning concepts to make the learning process effective: motivation, reinforcement, knowledge of results, active practice and learning through experiencing learning, and transfer from training (Munandar, 2011). The design of this training uses learning activities through experience, which is a way of learning through self-experience and then modify it to improve its effectiveness in positive treatment. The purpose of learning through experience is to influence the individual in three ways, namely changing the cognitive structure of the participants, modifying the nature of participants, and developing behavioral skill participants.

According to the evaluation results, participants' knowledge training changes from before the training

and after the training of motivational coaching. The scores of the knowledge evaluation scores were averaged before the training of 73,505 and the knowledge evaluation score increased to 97,300. Munandar (2011) said that often participants who attended the training program did not successfully apply the results of the training to real work situations. To overcome this, the same elements between the real situation and the training situation are sought. In the training program there can also be a joint discussion of what participants will experience if the participants' knowledge, skills and attitudes learned in the training are applied in real-life situations. It is hoped that what participants learn can be useful in real work.

Participants in the experimental group have been able to apply some training materials in their daily life, especially in the workplace. This is supported by the results of a short interview with some participants two weeks after participating in motivational coaching training. Participant H showed that the changes felt after the training were to be more open in the work and the spirit of helping each other work on co-workers. H also said there are some colleagues are more able to accept the shortcomings and advantages of colleagues, who initially still cannot trust each other in the work. This is very useful in achieving job success.

From the results of discussions conducted after the training was given, some employees expressed the benefits of this training, one of them is the importance of working together always synergizing with one another to improve teamwork. Other things were also expressed through discussion, workers gained new thoughts and enthusiasm to increase morale in the group.

It can be concluded that the training of motivational coaching can be understood in knowledge and can change the behavior of participants. This is due to the influence of experiential factors that have been previously given during the training. Breckler and Wiggins (Azwar, 2008) mentioned that attitudes gained from experience will have a direct impact on subsequent behavior. The immediate effect is more predisposing to behavior that will be realized only if conditions and situations permit (Azwar, 2008).

The results of this study indicate that motivational coaching training can improve group cohesiveness in Company X employees. However, this research still has some limitations that threaten the validity of both internal and external validity research. Taking data on a scale may threaten the instrumentation factor. The scaling process allows

participants to fill it with good tendency responses, social desirability, subjective response, and can be affected by mood, conditions, and circumstances (Azwar, 2005). Therefore, taking data using a scale that is not accompanied by interviews and further observations may reduce the validity of the research results.

## 5 CONCLUSION

Based on the results of data analysis and discussion conducted in this study, it can be concluded that the training of motivational coaching can increase group cohesiveness in employees of Company X. In the training evaluation that the participants' knowledge in the experimental group changed as a result of the training of motivational coaching, group participants experiments have increased knowledge related to motivational coaching.

### 5.1 Suggestion

The results of this study can be taken into consideration for the company that wants to increase the cohesiveness for its employees. The principles in motivational coaching training can be applied in the process of discussion and practice. Furthermore, it can be measured with a relatively longer period. This is because there are some individuals who need a long time to internalize the behavior gained from the training.

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# CERTIFICATE OF PARTICIPATION



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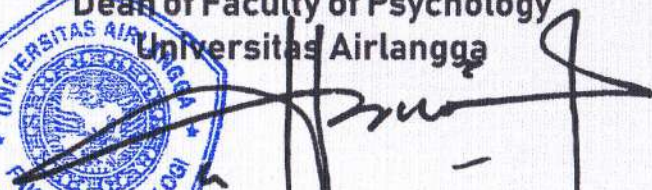
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