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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, Cook & Campbell (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

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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 > 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.

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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 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 difference 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 of 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 pretest, posttest, and follow-up scores between the experimental and control groups:

Table 2: the result of pretest, 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 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 (10) 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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