

Organizational Citizenship Behavior Training to Strengthen Teamwork Among Interns

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ABSTRACT

This study aimed to examine the effectiveness of Organizational Citizenship Behavior (OCB) training in strengthening teamwork among vocational high school internship students at an animation company. The study employed a quantitative pre-experimental method using a one-group pretest–posttest design. The participants consisted of 13 internship students selected through total sampling. Data were collected using a teamwork questionnaire administered before and after the training intervention. The collected data were analyzed using descriptive statistics and a paired-samples t-test to determine differences between pretest and posttest scores. The findings revealed a statistically significant improvement in teamwork following the training intervention ($M_{diff} = -2.923$, $t(12) = -2.576$, $p = .024$). Organizational Citizenship Behavior also increased significantly after the intervention ($M_{diff} = -9.692$, $t(12) = -2.646$, $p = .021$). These results indicate that OCB training effectively enhanced participants' collaborative skills and voluntary organizational behaviors. The study concludes that OCB training can serve as an effective human resource development strategy for internship programs, particularly in project-based creative industries where teamwork and collaboration are essential for achieving organizational goals.

Keywords: *Organizational Citizenship Behavior, Teamwork, Vocational High School Internship Students*

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INTRODUCTION

The rapid advancement of computer technology and scientific innovation, particularly in the field of animation, has significantly contributed to the growth of the creative industry in Indonesia. Animation is defined as a sequence of moving images created by arranging objects systematically and displaying them at a particular speed to produce the illusion of motion (Fitriana & Apriadi, 2025). The Indonesian animation industry has experienced substantial growth over the past decade. According to the Indonesian Animation Industry Association (AINAKI), approximately 120 animation studios were operating in Indonesia in 2020 (Fitriana & Apriadi, 2025). The increasing number of animation studios reflects the growing demand for skilled human resources, including vocational high school (SMK) internship students who participate in production activities as part of work-based learning programs.

The success of production activities in animation companies depends not only on individual competencies but also on the ability of team members, including internship students, to collaborate effectively throughout the production process. Teamwork is recognized as one of the key factors contributing to organizational effectiveness, productivity, and goal achievement (Pratama, 2023). Teamwork refers to a group of individuals working collaboratively under participative leadership, characterized by responsibility, intensive communication, future orientation, and commitment to accomplishing organizational objectives (Alviani & Nuvriasari, 2022). Effective teamwork creates balance among team members and strengthens organizational performance (Yen & Fadillatul, 2022). Conversely, poor teamwork negatively affects individual performance and organizational outcomes (Alviani & Nuvriasari, 2022). Within animation studios, where production requires intensive collaboration among multiple departments, effective communication and coordination are essential for maintaining workflow efficiency. Inadequate teamwork may disrupt production processes, reduce productivity, and hinder the achievement of organizational objectives.

Vocational high school internship students are individuals undergoing the transition from an educational environment to the professional workplace. Consequently, they require a period of adaptation to organizational culture, communication patterns, and collaborative work practices. During internships, students are expected not only to complete assigned tasks but also to cooperate effectively with colleagues from different departments, communicate professionally, and demonstrate initiative in supporting team activities. However, in practice, many internship students remain passive, show limited initiative in assisting colleagues, and hesitate to participate actively in teamwork. These conditions may reduce team effectiveness and limit the overall success of internship programs within animation companies.

This perspective is consistent with Experiential Learning Theory, which emphasizes that knowledge, skills, and work-related behaviors are developed through direct experience, reflection, conceptualization, and active experimentation in authentic work settings (Kolb, 2014). Within vocational internship programs, workplace learning enables students to internalize collaborative values and behavioral competencies through continuous interaction with colleagues and supervisors. According to Experiential Learning Theory, the learning process involves three interconnected aspects: knowledge, which refers to concepts, facts, and information; activities, which involve the application of knowledge in practical situations; and reflection, which encourages individuals to analyze the impact of their experiences on personal and professional development. Accordingly, developing Organizational Citizenship Behavior through structured training provides internship students with opportunities to acquire knowledge, engage in collaborative activities, and reflect on their experiences, thereby strengthening teamwork competencies in workplace settings.

One psychological factor that is considered essential in supporting effective teamwork is Organizational Citizenship Behavior (OCB). Organizational Citizenship Behavior refers to discretionary and voluntary behaviors that are not formally required by job

descriptions but contribute positively to organizational effectiveness (Hasibuan & Pasaribu, 2025). Within collaborative work environments, OCB functions as more than a complementary behavior; it serves as a strategic element that enhances collaboration, team cohesion, and interpersonal relationships, thereby facilitating the achievement of collective organizational goals (Hanyanti et al., 2026). Organizations that cultivate a collaborative culture through OCB, in addition to emphasizing formal job performance, are more likely to achieve sustainable competitive advantages. Therefore, OCB represents an important psychological and social resource for human resource development.

Based on these conditions, an intervention is needed to enhance teamwork among vocational internship students. One potential intervention is Organizational Citizenship Behavior (OCB) training. Such training is expected to help internship students understand the importance of voluntary work behaviors beyond formal job responsibilities, including helping colleagues, demonstrating concern for team success, maintaining harmonious interpersonal relationships, and actively supporting organizational objectives. Consequently, OCB training is expected to become an effective strategy for strengthening teamwork among vocational high school internship students during their placement in animation companies, thereby fostering stronger collaboration, a more supportive work environment, and improved team productivity and creativity.

Previous studies have consistently demonstrated that Organizational Citizenship Behavior (OCB) positively influences teamwork, organizational effectiveness, employee performance, and collaborative work environments (Hasibuan & Pasaribu, 2025; Hanyanti et al., 2026). Likewise, research on teamwork has emphasized the importance of communication, coordination, mutual support, and shared commitment in achieving organizational goals (Ariyani & Riady, 2026; Nafiah & Maulida, 2024). Collectively, these studies suggest that structured behavioral and teamwork interventions consistently improve communication, collaboration, and team effectiveness across various organizational contexts. However, most existing studies have focused on permanent employees across various organizational settings, while limited attention has been given to vocational high school internship students who are still adapting to workplace demands. Furthermore, previous studies have predominantly employed correlational approaches to examine the relationship between OCB and teamwork, whereas intervention-based studies evaluating the effectiveness of OCB training in improving teamwork among internship students remain scarce. This research gap highlights the need for empirical studies investigating whether structured OCB training can effectively strengthen teamwork among vocational internship participants.

Based on the identified research gap, this study aims to examine the effectiveness of Organizational Citizenship Behavior (OCB) training in improving teamwork among vocational high school internship students in an animation studio. Specifically, this study seeks to determine whether participation in an OCB training program leads to significant improvements in participants' teamwork following the intervention.

This study contributes to the existing literature in several ways. First, it extends previous Organizational Citizenship Behavior research by focusing on vocational high school

internship students rather than permanent employees. Second, it adopts an intervention-based approach by implementing a structured OCB training program instead of merely examining the relationship between OCB and teamwork through correlational analysis. Finally, the findings are expected to provide empirical evidence regarding the effectiveness of OCB training while offering practical recommendations for vocational education institutions and animation companies in designing competency development programs that strengthen teamwork among internship students.

METHOD

This study was conducted using a quantitative research method with a pre-experimental approach, employing a one-group pretest–posttest design. This design was selected to examine the effectiveness of Organizational Citizenship Behavior (OCB) training in improving teamwork among vocational high school internship students. Participants' teamwork levels were measured before and after the implementation of the training program to determine whether significant differences occurred following the intervention.

This study was conducted at a company in the animation industry. It involved vocational high school students who were participating in an internship program at the company. The research process began with a preparation phase, followed by a pre-test, the delivery of Organizational Citizenship Behavior (OCB) training, a post-test, data analysis, and the drawing of conclusions regarding the effective nature of the training in improving the interns' teamwork skills. All stages of the research were carried out systematically to obtain accurate data on changes in teamwork skills following the intervention.

The population in this study consisted of all vocational high school students participating in an internship program at an animation company. The study sample comprised 13 interns selected using total sampling, in which all participants who met the study criteria were included in the sample. The inclusion criteria included students who had participated in the internship program for at least one month and were actively involved in teamwork activities during the animation production process.

The instruments used in this study consisted of an Organizational Citizenship Behavior (OCB) training module, an OCB questionnaire, and a teamwork questionnaire. The OCB questionnaire was adapted from a previously validated instrument and was used to measure participants' Organizational Citizenship Behavior. The instrument demonstrated good internal consistency, with a Cronbach's alpha coefficient of 0.89. Meanwhile, the teamwork questionnaire demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of 0.954, indicating high reliability for assessing teamwork among internship participants. The teamwork questionnaire was used to measure participants' teamwork competencies, while the training module served as the intervention designed to improve Organizational Citizenship Behavior, including helping behavior, responsibility, courtesy, civic virtue, and sportsmanship. Prior to data collection, participants received an explanation regarding the objectives, procedures, benefits, and voluntary nature of the study, after which they provided written informed consent. Participants were assured that all personal information and research data would remain confidential and would be used

solely for research purposes. The data collection procedure consisted of four stages: administering the pre-test, implementing the OCB training program, administering the post-test, and compiling the collected data for further analysis.

The collected data were analyzed quantitatively through several stages, including editing, coding, scoring, and tabulation. Descriptive statistical analysis was first performed to describe participants' pre-test and post-test scores. Prior to hypothesis testing, the normality of the data distribution was examined using the Shapiro–Wilk test. If the data were normally distributed, a paired-samples t-test was conducted to determine whether there was a significant difference between the pre-test and post-test scores. Conversely, if the data were not normally distributed, the Wilcoxon Signed-Rank Test was employed as a non-parametric alternative. Statistical significance was determined at the 0.05 significance level.

FINDING AND DISCUSSION

RESEARCH RESULT

A total of 13 internship students participated in this study. The respondents were classified based on age and internship division. The characteristics of the respondents are presented in Table 1.

Table 1: Characteristics of Participants (N = 13)

Variable	Category	Frequency	Percentage
Age	15 years old	1	7,7%
	16 years old	5	38,5%
	17 years old	7	53,8%
Division	Animation	6	46,2%
	Modeling	4	30,8%
	Rigging	1	7,7%
	LRC	2	15,4%

Source: *Research Data (2026)*.

A paired-samples t-test was conducted to determine whether the training intervention resulted in significant improvements in participants' teamwork and organizational citizenship behavior (OCB).

Table 2: Uji Paired Sample t-Test

Variables	Mean Difference	95% CI of the Mean Difference	t	df	p	Cohen's d
Teamwork (Pretest–Posttest)	-2.923	[-5.396, -0.450]	-2.576	12	.024*	0.714
Organizational Citizenship Behavior (Pretest–Posttest)	-9.692	[-17.673, -1.712]	-2.646	12	.021*	0.734

The results indicated a statistically significant improvement in teamwork following the intervention ($M_{diff} = -2.923$, 95% CI [-5.396, -0.450], $t(12) = -2.576$, $p = .024$, Cohen's $d = 0.714$). The 95% confidence interval excluded zero, supporting the statistical significance of the observed improvement. Furthermore, the corresponding Cohen's d indicated a moderate-to-large practical effect, suggesting that the intervention produced a meaningful improvement in participants' teamwork.

Similarly, Organizational Citizenship Behavior (OCB) significantly increased after the intervention ($M_{diff} = -9.692$, 95% CI [-17.673, -1.712], $t(12) = -2.646$, $p = .021$, Cohen's $d = 0.734$). The 95% confidence interval also excluded zero, supporting the statistical significance of the findings. The corresponding effect size indicated a moderate-to-large practical effect, demonstrating that the intervention meaningfully enhanced participants' organizational citizenship behavior.

Overall, the paired-samples t-test findings demonstrate that the training intervention significantly improved both teamwork and Organizational Citizenship Behavior among internship participants. The moderate-to-large effect sizes indicate that the intervention was not only statistically significant but also practically meaningful.

DISCUSSION

The findings of this study demonstrate that the training program significantly improved both teamwork and organizational citizenship behavior (OCB) among internship participants. The paired-samples t-test revealed significant differences between the pretest and posttest scores for teamwork ($p = .024$) and OCB ($p = .021$). These findings indicate that the training intervention contributed to positive behavioral changes among participants after completing the program.

The improvement in teamwork can be explained by the collaborative learning activities incorporated into the training program. Through group discussions, problem-solving exercises, and interactive simulations, participants were encouraged to communicate effectively, coordinate their responsibilities, and support one another in achieving shared goals. Such learning experiences strengthen interpersonal communication and collaboration skills, which are essential components of effective teamwork. These findings are consistent with previous intervention studies showing that structured

teamwork training improves communication, collaboration, and teamwork competencies among individuals working in team-based environments (Campbell et al., 2025; Wu et al., 2024). Similarly, Campbell et al. (2025) proposed that effective teamwork training should provide participants with repeated opportunities for planning, action, reflection, and adjustment through structured practice and reflective learning. Their findings indicate that these iterative learning processes enhance teamwork competencies and collaborative performance. Likewise, Wu et al. (2024) found that simulation-based training improved communication, team cooperation, situational awareness, and leadership among healthcare teams. Although conducted in a different context, their findings demonstrate that experiential, team-based learning activities can strengthen teamwork competencies across collaborative work environments. Consistent with these studies, the OCB training implemented in the present study combined collaborative discussions, simulations, and reflective activities that provided participants with opportunities to practice communication, coordination, and mutual support, thereby contributing to the observed improvement in teamwork.

Similarly, organizational citizenship behavior (OCB) showed a significant increase following the intervention. This finding suggests that the training encouraged participants to engage in voluntary behaviors beyond their formal job responsibilities, such as helping colleagues, demonstrating initiative, and maintaining a positive attitude in the workplace. According to Aziz et al. (2025), OCB reflects discretionary behaviors that contribute to organizational effectiveness without being formally rewarded. Training programs that foster interpersonal awareness, responsibility, and organizational commitment have been found to promote higher levels of OCB, supporting the results obtained in the present study (Wachita, 2025). This indicates that structured behavioral training may strengthen participants' willingness to engage in discretionary behaviors that support team functioning and organizational effectiveness.

Despite these promising findings, this study has several limitations. First, the study employed a one-group pretest–posttest design without a control group, limiting the ability to attribute the observed improvements solely to the training intervention. Second, the sample size was relatively small, consisting of only 13 internship participants from a single animation company. Consequently, the findings may not be generalizable to other organizations or industries. Future studies should involve larger and more diverse samples, employ randomized controlled or quasi-experimental designs, and examine the long-term effects of OCB training across different industries. Such studies would provide stronger evidence regarding the effectiveness, generalizability, and sustainability of OCB training programs in vocational internship settings.

The practical implications of this study suggest that teamwork-based training can serve as an effective human resource development strategy for internship programs, particularly in creative industries where collaboration is fundamental to project success. Organizations may consider integrating similar training programs into internship orientation or employee development initiatives to enhance teamwork competencies and encourage organizational citizenship behavior, ultimately supporting individual performance and

organizational effectiveness. Vocational schools may also integrate OCB-based teamwork training into internship preparation programs in collaboration with industry partners, enabling students to develop collaborative competencies before entering workplace environments.

CONCLUSION

This study examined the effectiveness of an Organizational Citizenship Behavior (OCB) training program in improving teamwork and Organizational Citizenship Behavior among vocational high school internship students at an animation company. The findings demonstrated statistically significant improvements in both teamwork and OCB following the intervention, indicating that the training effectively enhanced participants' collaborative skills and voluntary organizational behaviors. These findings support the use of OCB training as an effective intervention for strengthening interpersonal competencies during internship programs.

Beyond its statistical findings, this study contributes to the growing body of knowledge on competency development in vocational internships by demonstrating that OCB training can be integrated into internship preparation and workplace learning programs. In project-based industries such as animation, where collaboration, communication, and mutual support are essential, strengthening OCB and teamwork competencies may improve both individual performance and organizational effectiveness.

Practically, vocational education institutions are encouraged to incorporate OCB and teamwork training into internship preparation programs to better equip students for workplace demands. Likewise, industry partners are recommended to provide structured behavioral training and continuous mentoring during internships to foster collaborative work behaviors and positive organizational attitudes among interns.

Despite these encouraging findings, this study was limited by the use of a one-group pretest–posttest design without a control group, which limits the ability to attribute the observed improvements solely to the training intervention. In addition, the relatively small sample size may limit the generalizability of the findings. Future studies should involve larger and more diverse samples, employ randomized controlled or quasi-experimental designs, and examine the long-term effects of OCB training across different industries. Such studies would provide stronger evidence regarding the effectiveness, generalizability, and sustainability of OCB training programs in vocational internship settings.

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