

Analysis of the Role of Training and Teamwork in Supporting Employee Performance at PT Elfatih Sarana Gemilang Sukses Cikokol Tangerang

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Abstract

This study aims to analyze the role of training and teamwork in supporting employee performance at PT Elfatih Sarana Gemilang Sukses Cikokol Tangerang. The research uses a descriptive qualitative approach. Data was collected through in-depth interviews, observations, documentation, and one Focus Group Discussion (FGD) session. The informants consisted of four employees who were purposively selected based on their status as permanent employees, a minimum of two years of service, experience in training, involvement in team-based work, and knowledge of training conditions, teamwork, and performance. Data analysis using Miles and Huberman's interactive model through collection, reduction, presentation, as well as conclusion drawing and verification; SWOT analysis is used as a supporting strategic analysis. The results showed that training supported the understanding of procedures, skills, readiness, and employee confidence, but there were still obstacles to material suitability, method interactivity, and program sustainability. Teamwork supports performance through task sharing, communication, coordination, mutual assistance, mentoring, and conflict resolution. The two aspects seem to complement each other: training builds individual competencies, while teamwork helps the application of competencies in work. The SWOT analysis yielded coordinates (2.00; 1.97) and placed the company in Quadrant I as the basis for its growth strategy recommendations. These findings are contextual interpretations of qualitative data, not evidence of cause-and-effect relationships or statistical significance.

Keywords: Training; Teamwork; Employee Performance; Qualitative Research.

INTRODUCTION

Human resources are a strategic element in the success of an organization because the quality of work is not only influenced by individual abilities, but also by the learning process and the ability of employees to collaborate. In this study, performance is understood through the quality and quantity of work, punctuality, and responsibility in the implementation of tasks. That focus is important for service companies because jobs often require coordination across functions and simultaneous completion of tasks.

The initial phenomenon was found at PT Elfatih Sarana Gemilang Sukses (ESGS) Cikokol Tangerang. Based on a pre-survey through an interview with the Supervisor Agent on December 1, 2025, the quality and quantity of work in general have met the company's standards, but there are still delays in the completion of the work. These conditions are

related to the volume of work, the characteristics of service work, and the need for coordination of more than one team. The pre-survey also showed that training was not always in accordance with job needs, the frequency was not routine, methods were still limited, and post-training evaluations were not systematic.

In terms of teamwork, work activities have been carried out collaboratively, but there are still differences in working methods, uneven member participation, suboptimal communication, and delays in information delivery. On the other hand, task sharing, communication, coordination, and mutual help are seen as helping to get work done. This phenomenon suggests that performance development needs to be seen as a process that connects individual competencies with collective work mechanisms.

State of the art shows that most cutting-edge research still uses quantitative design to

test the relationship between training, teamwork, and performance. Fahrozi et al. (2022) found a positive relationship between training and performance at PT Sarana Media Transindo; Ibrahim et al. (2021) show the role of teamwork in performance at PT Lion Superindo; Farica and Renwarin (2022) emphasized teamwork and communication; and Saifuddin et al. (2023) tested teamwork, empowerment, and training on performance. The study by Luruk et al. (2024) also tested the competence and teamwork on performance at PLN Sub ULP Betun. More recent research by Tanri and Soebadio (2025) again shows the relationship between training and teamwork and performance, while Tobing et al. (2025) use a qualitative approach to emphasize the importance of needs-based training strategies. Simanjorang et al. (2026) include training, work evaluation, and teamwork in performance testing.

These studies reinforce the importance of training and teamwork, but there are gaps that remain open. First, the dominant empirical evidence is in the form of testing the relationship between variables so that it has not explained in depth how employees undergo training, how competencies are applied in work, how coordination and conflict are managed, and how these two aspects complement each other in the context of service companies. Second, qualitative studies that integrate training, teamwork, and performance in a single organizational context are still limited. Third, the use of SWOT in this study is not intended as a test of variable relationships, but as a tool to translate field findings into strategic directions.

The novelty of the research lies in the integration of process perspectives: (1) the suitability of training with job needs; (2) the application of competencies after training; (3) communication, coordination, division of tasks, and mentoring in teams; (4) conflict management; and (5) the linkage of training and teamwork in supporting performance. Thus, this study fills the gap by providing contextual explanations of mechanisms, experiences, and constraints that cannot be fully captured through statistical numbers.

Based on this gap, this study aims to analyze the role of training in supporting competence and performance, analyze the role of teamwork in supporting work completion, and explain how training and teamwork complement each other in the context of PT

Elfatih Sarana Gemilang Sukses Cikokol Tangerang.

METHODS

The research uses a qualitative approach with a descriptive type. This approach was chosen because the purpose of the research is not to test hypotheses or statistical significance, but rather to understand experiences, perceptions, processes, and actual conditions related to training, teamwork, and performance. The research was carried out at PT Elfatih Sarana Gemilang Sukses Cikokol Tangerang from December 2025 to June 2026.

Informants were selected by purposive sampling. Four informants met the criteria: permanent employees, a minimum of two years of service, having attended company training, engaging in team-based work, understanding training conditions, teamwork, and performance, and being willing to provide information. The composition is one supervisor and three employees with different work experiences and functions. The adequacy of the four informants was not based on the size of the statistical sample, but on the relevance of the information to the focus of the research and the recurrence of the theme. Data were considered adequate when interviews, FGDs, observations, and documentation had provided consistent information to explain the main themes and no new substantive themes emerged that changed the focus of the analysis.

Data collection was carried out through in-depth interviews, observations, documentation, and FGDs. The main interview with the key informant will be conducted on December 1, 2025 at 09.00–10.30 WIB. The FGD will be held in one session on December 3, 2025 at 09.00–12.00 WIB with four participants, namely one supervisor, two senior employees, and one administrative employee. The FGD is directed at training experience, teamwork, conflict management, team achievement, and the relationship between training and teamwork and performance. The FGD mechanism consists of opening and explaining the objectives, triggering questions, deepening of answers between participants, clarification, and closing.

The coding process is carried out in stages. First, interview transcripts and FGDs are read repeatedly to mark the unit of meaning. Second, the researcher gave the initial code, for example, PL for training, KT for teamwork, KF for conflict, PC for achievement, and KJ for

performance. Third, adjacent codes are grouped into categories, such as material relevance, direct practice, communication, coordination, task sharing, and conflict resolution. Fourth, categories are compared between sources and formulated into the main theme. The identity of the informant is presented with codes KI-1, I-2, I-3, and I-4 to maintain consistency of reporting.

The validity of the data is carried out through source triangulation, technique triangulation, member check, and diligence improvement. Source triangulation compares information between four informants; triangulation techniques comparing interviews, FGDs, observations, and documentation; Member Check is used to confirm a summary of results to the informant; Meanwhile, increasing diligence is carried out through

repeated checks on the suitability of data, codes, categories, themes, and conclusions.

SWOT is used as a supporting strategic analysis. Internal and external factors were compiled based on the findings of interviews, FGDs, observations, and documentation, then given weight and rating according to the researcher's assessment of the identified strategic factors. The final score is a weighted score. Based on the recapitulation of research data, the score of Strengths (S) = 4.21, Weaknesses (W) = 2.21, Opportunities (O) = 4.43, and Threats (T) = 2.46. The coordinates are calculated by the formula $X = S - W = 2.00$ and $Y = O - T = 1.97$. Because both are positive, the position is in Quadrant I. The number is used to determine the direction of the strategy, not to prove a causal relationship.

RESULTS AND DISCUSSION

Results

Table 1. Characteristics of Informants and Empirical Evidence

Code	Departments	Role
TO-1	Supervisor Agent	Key informants and supervisors of the implementation of teamwork
I-2	Operational Staff (Senior Agent)	Informant with operational experience
I-3	Operational Staff (Senior Agent)	Informant with operational experience
I-4	Administrative Staff	Administrative employee perspective

Source: Interview and FGD data, processed by researchers (2025).

Training and work competencies

The results of interviews and FGDs show that training helps employees understand work procedures, SOPs, technical skills, and job stages. The summary of the KI-1 and I-2 statements emphasizes the benefits of training

on job understanding and hands-on practice, while I-4 shows that training helps the process of adaptation to tasks and work environments. These findings suggest that the benefits of training especially arise when the material can be applied directly.

Table 2. The results of interviews and FGDs

Aspects	Encoded empirical evidence	The Significance of the Findings
Job Understanding	KI-1, I-2: better understanding of procedures and SOPs after training	Training supports job readiness
Skills	I-2, I-3: hands-on practice helps understand the stages of work	Competencies are easier to apply
Confidence	KI-1, I-3: training helps to work more systematically and reduce errors	Training supports confidence in carrying out tasks
Adaptasi	I-4: training helps understand duties and responsibilities	Accelerate adjustments to work
Constraints	KI-1, I-2, I-3: the material is not always as needed, the method is not interactive, the program is not sustainable	Effectiveness requires needs analysis and evaluation

Source: Interviews and FGD, processed by researchers (2025).

Teamwork and Work Execution

Teamwork is realized through task sharing, communication, coordination, mutual

help, and mentoring. The summary of KI-1, I-2, and I-3 answers shows that coordination before and during work helps members understand

targets as well as constraints. As the workload increases, helping each other becomes a mechanism to maintain job completion. I-4

shows that the administrative perspective also requires the flow of information and coordination with other functions.

Table 3. Task Sharing, Communication, Coordination, Mutual Help, and Mentoring

Aspects	Encoded empirical evidence	Findings
Task division	KI-1, I-2	Tasks are divided according to abilities and responsibilities
Communication	KI-1, I-3, I-4	Information is used for coordination and problem solving
Helping each other	I-2, I-3	Member-to-member support arises as workload increases
Bimbingan	I-2, I-4	Experienced employees assist members who need support
Coordination	KI-1, I-2, I-3	Coordination helps work be more directed and timely

Source: Interviews and FGD, processed by researchers (2025).

Conflict and Team Achievements

Conflict is found in the form of differences of opinion, miscommunication, and work pressure. The summary of the FGD shows that conflicts are usually managed through clarification, open communication, discussion,

deliberation, and the involvement of the Team Leader as a mediator when needed. At the same time, team achievement is associated with coordination, division of tasks, communication, mutual help, and commitment to completing work on target.

Table 4. Conflict and Team Achievements

Sources of conflict	Settlement mechanism
Differences of opinion	Discussion and exchange of opinions
Miscommunication	Clarification and open communication
Job pressure	Coordination and division of tasks
Conflict between members	Deliberation to reach an agreement
Conflicts are difficult to resolve	Mediasi Team Leader

Source: FGD, processed by researchers (2025).

The Linkage of Training, Teamwork, and Performance

The findings show a complementary pattern. Training provides knowledge and skills, while teamwork provides a social and operational context for applying competencies. The FGD summary shows that the

understanding gained from training becomes easier to apply when team members communicate, coordinate, and help each other. In contrast, teamwork requires individual competencies so that the division of tasks can be carried out effectively.

Table 5. The linkage of training, teamwork, and performance

Factors	Mechanism	Performance support
Training	Knowledge, skills, understanding of SOPs	Readiness and quality of work
Teamwork	Communication, coordination, division of tasks	More targeted work completion
Both	Individual competencies are applied through collaboration	Quality, timeliness, and target achievement

Source: Results of interviews and FGD, processed by researchers (2025).

SWOT Analysis

Table 6. SWOT Analysis

Factors	Value	Calculation
Strengths (S)	4,21	Positive internal factor weighted score
Weaknesses (W)	2,21	Negative internal factor weighted score
$X = S - W$	2,00	$4.21 - 2.21$
Opportunities (O)	4,43	Positive external factor weighted score
Threats (T)	2,46	Negative external factor weighted score
$Y = O - T$	1,97	$4.43 - 2.46$

Source: SWOT analysis, processed by researchers (2025).

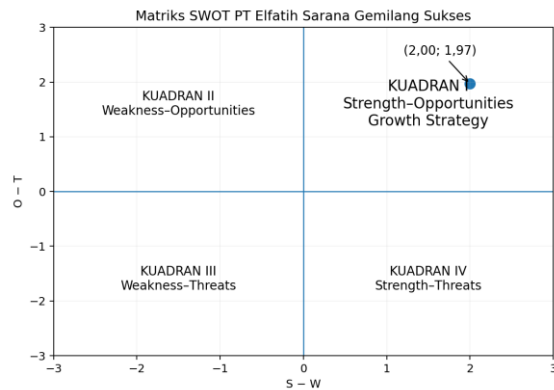


Figure 1. SWOT position of PT Elfatih Sarana Gemilang Success. Source: SWOT calculation results of the research.

The coordinates (2.00; 1.97) are in Quadrant I (Strength–Opportunities). The position suggests that internal strengths outweigh weaknesses and external opportunities outweigh threats. A relevant strategy is to leverage the strengths that have been possessed to seize opportunities, especially through the development of needs-based training and strengthening teamwork.

Table 7. Strategic Direction

Strategy	Strategic Direction
N-O	Optimize training and teamwork programs to utilize learning technology and the needs of a competent workforce.
W-O	Adapting the material to the needs of the job, increasing practice/simulation, and developing e-learning.
S-T	Maintain communication, coordination, leadership, and division of tasks to face competition and technological change.
W-T	Strengthen post-training evaluation, performance monitoring, communication, and conflict management.

Source: SWOT and TOWS analysis, processed by the researcher (2025).

Discussion

The findings of the study show that training functions primarily as a competency formation mechanism. This is in line with Fahrozi et al. (2022) who found a relationship between training and performance, but this study provides a different explanation at the process level: the benefits of training in ESGS depend on the suitability of the material to the

job and the opportunity to do practice. The findings are also in line with Tobing et al. (2025), who use a qualitative approach and emphasize the importance of training strategies based on the needs of the company. The difference is that ESGS research links the need for training to the dynamics of teamwork and the application of competencies in daily work.

In the aspect of teamwork, the findings on communication, coordination, division of tasks, and mutual help are consistent with Ibrahim et al. (2021) and Farica and Renwarin (2022), which show the importance of cooperation and communication for performance. Luruk et al. (2024) also found the role of teamwork in performance in the context of PLN Sub ULP Betun. However, ESGS research expands this understanding by showing the mechanisms that accompany cooperation, namely mentoring experienced employees, clarification during miscommunication, deliberation when conflicts occur, and leadership mediation.

The linkage of training and teamwork is the main contribution of the research. Quantitative studies such as Saifuddin et al. (2023) and Tanri and Soebadio (2025) provide evidence of a positive relationship between these factors and performance. The study did not test the relationship statistically, but explained how the relationship took place: training resulted in individual competencies, while teamwork provided a social and coordinated process for using those competencies. Thus, performance in the context of ESGS is understood as the result of the interaction between individual capabilities and collective capabilities.

SWOT analysis reinforces strategic implications, but is not used as causal evidence. The position of Quadrant I shows that the company has internal capital and external opportunities that can be utilized. The most appropriate strategy is to integrate the strength of training and teamwork with learning technology, competency needs analysis, work practices, and strengthening coordination. The use of SWOT in this study serves as a bridge from empirical findings to managerial recommendations.

Managerial Implications

Table 7. Implications

Priorities	Actions	Person in charge	Success indicators
1	Conduct periodic Training Needs Analysis based on competency gaps and job needs.	Operations Manager & Supervisor	A map of training needs and relevant materials is available each period.
2	Transform training to be more applicative through hands-on practice, simulations, case studies, coaching, and e-learning.	Supervisor/HR	Increasing the portion of practice and evaluation of the application of competencies at work.
3	Conduct post-training evaluations to see the application of knowledge and skills.	Supervisor/HR	There are evaluation and follow-up records after training.
4	Strengthen briefings, task sharing, and information flows between teams.	Supervisor/Team Leader	Coordination is more documented and delays due to miscommunication are reduced.
5	Establish senior-junior mentoring and conflict resolution procedures.	Team Leader/Senior Agent	Work problems are clarified faster and conflicts do not hinder the completion of tasks.

This implication places competency development and strengthening collaboration as two agendas that run simultaneously. Indicators of success are directed at evidence of processes and changes in work practices, rather than claims of statistical significance.

CONCLUSION

Research shows that training and teamwork have complementary roles in supporting the performance of employees of PT Elfatih Sarana Gemilang Sukses Cikokol Tangerang. Training mainly supports the formation of knowledge, skills, understanding of procedures, readiness, and confidence. Teamwork supports the application of competencies through communication, coordination, division of tasks, mutual assistance, mentoring, and conflict management. The main finding is not a causal relationship, but a pattern that individual competencies are easier to apply when supported by collective work mechanisms.

From the strategic side, SWOT produces coordinates (2.00; 1.97) and places the company in Quadrant I. This position is the basis for recommendations to utilize internal strengths in the form of training programs and teamwork to capture learning technology opportunities and the need for a competent workforce. The priority for improvement is Training Needs Analysis, applicable training, post-training evaluation, strengthening coordination, and conflict resolution mechanisms.

The limitations of the study lie in the limited number of informants to four people, the context that includes only one company, as well as the use of SWOT as a supporting analysis that relies on the assessment of strategic factors. In addition, the review sources available for this revision contain a summary of the informant's answer, not a verbatim transcript, so direct quotations cannot be added without reference to the original transcript. Further research is suggested to involve more informants from different work functions, compare multiple units or companies, use longer observations, and combine qualitative findings with longitudinal performance data to deepen explanations of the application of competencies and teamwork dynamics.

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