

# The Effect of Employee Engagement Training on Organizational Citizenship Behavior among Warehouse Employees at CV. X

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**Abstract:** The modern industrial technology era demands workers to exhibit Organizational Citizenship Behavior (OCB) to adapt and overcome workplace challenges. This study aims to examine the effectiveness of employee engagement training in enhancing OCB among employees. The subjects were 20 warehouse employees divided into an experimental group (EG) and a control group (CG) using random assignment. The instruments used were the OCB scale ( $\alpha=0.983$ ) and the employee engagement scale ( $\alpha=0.769$ ). Hypothesis testing employed the Mann-Whitney U test and Wilcoxon signed-rank test, revealing a statistically significant change in OCB levels before and after training ( $Z = -2.809$ ,  $p = 0.005$ ;  $p < 0.05$ ). The mean OCB score in the experimental group was 15.50, significantly higher than the control group's score of 5.50. This study is expected to contribute to the development of OCB enhancement strategies and serve as a reference for companies to implement employee engagement training as a preventive measure.

**Keywords:** Employee engagement, Organizational Citizenship Behavior (OCB), training

## 1 Introduction

Data from the Central Statistics Agency in 2024 shows that the manufacturing industry dominates as the main sector with the most significant contribution compared to other sectors. It is noted that the contribution of the manufacturing industry to GDP reached 18.98% in 2024, 18.67% in 2023, and 18.34% in 2022, which means that there has been an increase in the contribution made by the manufacturing industry every year. This figure indicates that the manufacturing industry is experiencing a phase of expansion or growth, signaling increased optimism among industry players [1]. The manufacturing sector is defined as a series of economic activities aimed at transforming goods through mechanical, chemical, or manual procedures to produce final or semi-final products. This process also includes increasing the value of goods that were originally of little value to become more valuable and more suitable for use by end consumers [1]. One of the manufacturing companies in Indonesia is CV. X.

CV. X is a company engaged in the manufacture of soil, concrete, asphalt, hydrology, and climatology testing equipment, located in the Yogyakarta area. Within the Warehouse area, there are two interrelated units, namely the Operations Department and the R&D Department. The Operations Department is responsible for *sales orders* coming from the Marketing Department. In addition to being responsible for the product manufacturing process, the Operations Department is also responsible for providing *after-sales service*.

Meanwhile, the R&D (Research & Development) Department is responsible for developing high-quality products that are competitive in the market. This department conducts research and development on existing products, as well as other products that serve as references. The results of the development or new findings from the research conducted by the R&D team are then coordinated with the Operations Department so that they can be produced in accordance with the existing design, and then coordinated with the Marketing Department for marketing.

Currently, more and more similar businesses are emerging and becoming competitors for CV. X. This is also a challenge for CV. X to attract customers to place orders and establish continuous cooperation. According to Sunarto & Muhid [2], increased business competition will certainly be a challenge for every company to be dynamic and innovative in developing their business. To remain relevant and competitive in this dynamic environment, companies often rely on employees who demonstrate superior performance and expertise [3]. This opinion is reinforced by Wahjunianto [4], who states that in this era of modern industrial technological development, the challenges faced by companies not only require employees to be equipped with high-tech devices, but also demand a workforce with extraordinary skills and resilience to overcome various obstacles in the workplace.

The key to achieving success in business lies in the workforce. The proactive contribution of workers in advancing business productivity is very important. This shows that the success of achieving business goals does not only depend on officially assigned tasks, but also on the initiative and willingness of workers to voluntarily provide additional effort [5]. Muhdar [6] also states that without employees who demonstrate organizational citizenship behavior (OCB), a company will not be able to achieve success or survive for long. Organizational citizenship behavior is defined as voluntary actions taken by individuals in the workplace to promote the collective well-being of the group [7]. According to Alhasani, Suswati, & Wahyono [8], the progress of a company's performance is closely related to the actions exhibited by its employees, where employees are expected to not only engage in behaviors related to standard task performance (in-role), but also engage in behaviors that go beyond these tasks (extra-role). As stated by Soedarmadi [9], one example of organizational citizenship behavior is voluntarily helping coworkers, which can improve harmonious relationships and team effectiveness. This is also important for employees of CV. X, where the company requires employees to perform beyond what they are expected to do. In other words, the company gives employees the freedom to help each other outside of their main duties and responsibilities, as well as to learn new things or take on new tasks outside of their main duties so that they can help and support each other in achieving the company's goals.

Based on interviews conducted with the Finance Manager, Support Manager, Marketing Manager, Operations Manager, and three employees, it was found that employees lack the organizational citizenship behavior necessary to achieve success in their work. Employees appear apathetic toward active participation in managerial activities, show an unwillingness to be promoted, and are not proactive in presenting strategic ideas during morning briefing sessions. Meanwhile, according to Gunnesch-Luca & Moser [7], individuals who exhibit positive organizational citizenship behavior tend to actively participate in organizational activities and pay attention to the survival of the organization (civic virtue). Employees tend to refuse to help colleagues with work problems, choosing to concentrate on individual tasks and responsibilities without offering help or asking about the difficulties faced by others. While according to Gunnesch-Luca & Moser [7], individuals who exhibit positive organizational citizenship behavior tend to take the initiative to provide assistance to coworkers or take over responsibilities when needed, are willing to set aside time to help

coworkers, and strive to handle and avoid problems that may arise (helping behavior); employees often express complaints about fluctuating bonuses and salary deductions as part of sanctions in joint sessions with HR, without trying to meet target on time at work or provide suggestions to increase turnover so that bonuses increase, whereas according to Gunnesch-Luca & Moser [7], individuals who exhibit positive organizational citizenship behavior tend to be calm and accepting of working conditions that are not in line with their wishes, but they remain committed to performing their duties to a high standard without showing dissatisfaction (sportsmanship); lack of dedication to completing tasks and a high employee turnover rate exceeding 10%, whereas according to Gunnesch-Luca & Moser [7], individuals who exhibit positive organizational citizenship behavior tend to protect and defend the organization (loyalty); and high rates of tardiness among warehouse employees compared to their counterparts in other offices, a habit of arriving at work but not immediately starting work, and a tendency to sleep during working hours, which indicates inefficient use of working time, whereas according to Gunnesch-Luca & Moser [7], individuals who exhibit positive organizational citizenship behavior tend to strive to work beyond the expectations set by the company (conscientiousness).

## **2 Literature Review**

To address the issue of organizational citizenship behavior, one approach that can be applied is through training programs [10]. Training is key for companies to equip their employees with the necessary skills so that they can act more productively and solution-oriented in facing challenges in the workplace [11]. Training is designed to strengthen organizational citizenship behavior by focusing on increasing employee engagement as one of the main factors that drive such behavior [12]. According to Organ [13], factors that can influence organizational citizenship behavior include internal and external factors, where employee engagement is an internal factor in influencing organizational citizenship behavior.

Santosa [14] reveals that employee engagement is a manifestation of employee dedication to work tasks that exceed organizational expectations, where employees participate actively and enthusiastically in their work. Apriwanti [15] adds that employee engagement is considered crucial because it can trigger positive attitudes among employees, including happiness at work, dedication to the organization, and a strong understanding of organizational identity. According to Phuangthuean et al [16], individuals who are actively involved in their work, characterized by a willingness to take part and take the initiative in completing their assigned tasks, tend to show high dedication to their duties. Employees will be focused and fully concentrated, giving their all in carrying out their responsibilities, displaying a deep level of attachment to the values, vision, and goals of the company to which they contribute. This high level of attachment fuels enthusiasm and motivation to complete every work challenge effectively, while low attachment can result in suboptimal work results, disappointment, and even a tendency to leave the company [17]. Meanwhile, according to Kahn [18], the aspects of employee engagement include intellectual engagement, social engagement, and affective engagement. The aspects according to Kahn [18] were used as the aspects of the training sessions conducted in this study.

The training method used is in line with Lewin's model theory, which explains that in order to change employee behavior, it is necessary to first introduce and provide knowledge about the behavior to be formed so that employees have the desire to change their behavior in accordance with the company's expectations [19]. Lewin's model theory includes stages in

making continuous changes in long-term organizational management, namely unfreezing, movement, and refreezing. Employee engagement training will be conducted using the structured experience method, where training participants will be invited to think and analyze an experience through a learning process. Structured experience consists of five stages, namely experiencing, publishing, processing, generalizing, and applying. The training is not only intended to provide additional knowledge to participants, but also to encourage them to apply what they have learned in the form of attitudes and behaviors in their work environment. The training is conducted using various learning methods, namely lectures, discussions, reflections, and games.

Organizational citizenship behavior can be improved through training methods, where employee engagement training is expected to increase organizational citizenship behavior among employees. Based on research conducted by Setyawan & Sahrah [10] and Widayanti [19], the training methods provided were able to improve organizational citizenship behavior in employees. In addition, based on research conducted by Wibowo & Izzati [21]; Sari, Harahap, & Sari [22]; Priskila, et al. [23] state that employee engagement plays an important and significant role in improving organizational citizenship behavior, where employees who are engaged in their organization will do more than what is required by the organization where they work, take less sick leave, increase productivity, and have a high level of commitment to the organization. Therefore, it is crucial for companies to invest time and resources in developing and improving employee engagement as a strategy to achieve optimal work performance.

The hypothesis proposed in this study is: (1) There was a difference in organizational citizenship behavior between the experimental group and the control group. The level of organizational citizenship behavior in the experimental group was higher than in the control group after participating in the training. (2) There is a difference in organizational citizenship behavior between the experimental group before and after participating in training employee engagement. The level of organizational citizenship behavior in the experimental group after participating in the training was higher than before participating in the training.

This study aims to determine the effect of employee engagement training on organizational citizenship behavior among warehouse employees at CV. X. This study is expected to contribute to the development of psychology, particularly in the field of industrial and organizational psychology, from a theoretical perspective. It is hoped that these findings will serve as a useful guide for further research aimed at enriching the science of organizational citizenship behavior and exploring employee engagement training strategies in greater depth. The practical benefits of this study lie in the research results, which serve as a contribution to thinking and a reference for companies in formulating strategies related to training programs to improve workforce effectiveness and prepare employees to anticipate the dynamics of change. This study aims to broaden the understanding of employee engagement and its influence on increasing workforce productivity. Furthermore, companies and practitioners can implement employee engagement training strategies when faced with issues related to organizational citizenship behavior.

### **3 Method**

The subjects of this study were warehouse employees at CV. X who had moderate and low

levels of organizational citizenship behavior based on the results of a pretest. There were 20 research subjects divided into two groups, namely 10 people in the experimental group and 10 people in the control group. The researcher divided the respondents randomly using a drawing system to divide the subjects into the experimental group and the control group. The measurement tool used in this study was the Organizational Citizenship Behavior Scale developed by Gunnesch-Luca & Moser [7], which includes five (5) dimensions, namely civic virtue, helping behavior, sportsmanship, loyalty, and conscientiousness, and the Employee Engagement Scale developed by Phuangthuean, et al [16], which includes three (3) dimensions, namely intellectual engagement, social engagement, and affective engagement. Both scales underwent an adaptation process based on the theory proposed by Douglas & Craig [24], which states that there are two stages in the adaptation process of measurement tools with a cross-cultural context, namely forward translation and back translation. After testing, the organizational citizenship behavior scale showed a reliability coefficient of 0.983, so that the scale can be categorized as highly reliable for use in this study [25]. Then, the employee engagement scale showed a reliability coefficient of 0.769, so that the scale can be categorized as quite reliable for use in this study [25].

This study used a quasi-experimental research design by dividing the subjects into two groups, namely a number of subjects who received treatment as the experimental group and a number of subjects who did not receive treatment or became the comparison group as the control group [26]. In this study, the experimental group and the control group were given a pretest, then the experimental group was given treatment in the form of employee engagement training, while the control group was not given any treatment beforehand. Next, a posttest will be conducted on the experimental group and the control group after the experimental group has been given training to determine the results or differences before and after the treatment was given. This is done to determine whether employee engagement training has an effect on increasing the level of organizational citizenship behavior in the research subjects compared to the pretest scores.

The employee engagement training program was developed based on the theory of Phuangthuean, et al. [16] in the form of an employee engagement training module. The steps taken during the training included the Opening Session, Session I Affective Engagement: Think Positive!, Session II Intellectual Engagement: Be Productive!, Session III Social Engagement: Same Goals!, Session IV Conclusion and Reflection, and Closing Session: Training Evaluation. The evaluation was conducted using the Kirkpatrick model after the training activities were completed, consisting of three levels: reaction level, learning level, and behavior level.

The data analysis method used in this study employed IBM SPSS version 25. The data will be analyzed using non-parametric tests, namely the Mann-Whitney test to test whether there is a difference in organizational citizenship behavior between the experimental group and the control group; and the Wilcoxon test to test the difference between the two related data groups to determine whether there is a difference in the level of organizational citizenship behavior in the experimental group before and after employee engagement training.

## **4 Results**

Reaction evaluation is the result of participants' assessment of the material, organizers, facilities, and trainers. Based on the results of the reaction evaluation that has been carried out, it was found that the average reaction evaluation score was very good with an average

score of 4, which means that the material provided was relevant and useful, the activities carried out were liked by the participants, the trainers mastered the material and were able to transfer knowledge to the participants, the tools used during the training process were considered helpful and supported the training process, and the refreshments provided were liked by the training participants. Regarding the material presented, participants gave a rating of 4, which means that the research subjects felt that the material presented was in line with the needs and conditions of their work in carrying out their duties in the work environment. Furthermore, the Activities aspect had an average score of 4, which is in the very good category, but in terms of timeliness, it received a score of 3.9 due to delays in the implementation of training activities. Furthermore, the Trainer aspect received an average score of 4, which is in the very good category, meaning that participants easily understood the material provided by the trainer, the trainer also mastered the material clearly and explained it systematically, was able to answer participants' questions, and encouraged a desire to work together. Furthermore, in terms of Tools, it has an average score of 4, which is in the very good category, meaning that the facilities and tools during the training process were in good condition and able to support the ongoing training process. Furthermore, in terms of Others, it has an average score of 4, which is in the very good category, meaning that participants were satisfied with the food provided and felt that the training was beneficial.

1. Knowledge Evaluation. Based on the results of the knowledge evaluation, it can be seen that after the employee engagement training was conducted, the participants' understanding of the material provided increased. Before the training was given, the average overall knowledge score on the pretest was 46, which is in the low category, meaning that before the training was given, the participants did not yet know about the concepts and knowledge of the training that would be conducted. However, after the training was given, the total average knowledge evaluation score was 100, which is in the high category, meaning that after the training was given, the participants already knew about the concepts and knowledge of the training that was conducted.
2. Behavior Evaluation. The behavior evaluation results used a pretest-posttest employee engagement scale. Based on the mean score before the training was conducted, the score was 22.40, and after the training was conducted, the score was 30.40. This indicates a change in the behavior of the training participants after the training was conducted, where after the training it was higher than before the training, so there was a difference between the posttest and pretest in the experimental group.

### Hypothesis Test

The results of the *Mann-Whitney* test that has been carried out are shown in the table below, namely.

**Table 1 Mann-Whitney Test**

	<b>OCB</b>
Mann-Whitney U	.000
Wilcoxon W	55.000
Z	-3.819
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 <sup>b</sup>

Table 2. *Mann-Whitney Test Ranks*

	Group	N	Ranks	
			Mean Rank	Sum of Ranks
OCB	Experimental Group	10	15.50	155
	Control Group	10	5.50	55.00
	Total	20		

Based on the *Mann-Whitney* test results, a *Z* value of -3.819 with a significance of 0.000 ( $p < 0.005$ ) was found. This indicates a difference between the *organizational citizenship behavior* scores on the *posttest* of the experimental group and the control group. This difference can be seen in the *rank* of the experimental group with a score of 15.50 and the control group with 5.50. Based on the table above, it can be concluded that the *organizational citizenship behavior* scores in the experimental group are higher when compared to the *organizational citizenship behavior* scores in the control group, with an average *rank* difference of 10.5. The second hypothesis test used the *Wilcoxon* test, with the results shown in the table below.

Table 3 Wilcoxon Test Ranks

	N	Mean Rank	Sum of Ranks
Posttest OCB - Pretest OCB	Negative Ranks	0 <sup>a</sup>	.00
	Positive Ranks	10 <sup>b</sup>	55.00
	Ties	0 <sup>c</sup>	
	Total	10	

- a. Posttest OCB < Pretest OCB
- b. Posttest OCB > Pretest OCB
- c. Posttest OCB = Pretest OCB

Based on the *Wilcoxon Rank Test* data table above, it can be seen that 10 subjects experienced an increase in *organizational citizenship behavior* after being given *employee engagement* training compared to before being given *employee engagement* training.

Table 4 Wilcoxon Test

Test Statistics <sup>a</sup>	
<b>Z</b>	2.809 <sup>b</sup>
<b>Asymp. Sig. (2-tailed)</b>	.005

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Based on the results of the *Wilcoxon* test, it is known that the *Z* value is -2.809 with a significance of 0.005 ( $p < 0.05$ ). This indicates that the hypothesis is accepted, namely that there is a change in *organizational citizenship behavior* in the experimental group before and after being given *employee engagement* training.

## 5 Discussion

The training was provided to employees who met the characteristics, namely warehouse employees of CV. X. The training subjects were predominantly male, numbering 8 people, while there were 2 female employees; the length of service of the employees was 3 people for 1 year, 2 people for 2 years, 2 people for 3 years, 2 people for 5 years, and 1 person for 10 years. The age range of the training subjects was from 23 to 40 years old. Based on the results of the hypothesis test to determine the difference in *organizational citizenship behavior* before and after the *employee engagement* training was given, a *Z* value of -2.809 with a significance of 0.005 ( $p < 0.05$ ) was found, so the proposed hypothesis was accepted. Furthermore, based on the *Wilcoxon Test Ranks* data table, it can also be seen that 10 subjects experienced an increase in *organizational citizenship behavior* after receiving *employee engagement* training compared to before receiving *employee engagement* training, so it can be concluded that *organizational citizenship behavior* has increased significantly.

This accepted hypothesis is also supported by the training process that took place. This can be seen from the results of the evaluation of participants' responses to the material, activities, trainers, teaching aids, and so on. Participants' positive reactions to the *employee engagement* training contributed to the overall success of the training program. When participants felt satisfied with the material, the delivery method, and the trainers' abilities in

By explaining the topic clearly, practically, and systematically, training participants will show a high level of engagement during the training process. Based on research conducted by Sahrah & Yuniasanti [27] it is explained that training methods that use game models will encourage each training participant to participate actively, making participants feel more involved and eager to practice the results of the training.

This is also reinforced by the results of knowledge evaluations, which show a significant increase in knowledge scores before and after the *employee engagement* training was provided. Based on research by Siregar [28], high participant satisfaction can influence the training implementation process in an effort to increase participant knowledge, which will influence changes in participant behavior. Furthermore, Siregar [28] also explains that increased knowledge will have a positive impact on the transfer of learning to employees in carrying out their daily tasks or work. Thus, the positive reactions of training participants are not only an indicator of satisfaction, but also serve as the main driver for achieving training objectives. The new knowledge gained during training provides training participants with the ability to recognize and utilize aspects of *employee engagement* in the context of their daily work.

Based on the results of behavioral evaluation, it can also be seen that there were behavioral changes experienced by training participants after being given *employee engagement* training. The results show a significant increase in scores before and after the training, with a mean score of 22.40 before the training and 30.40 after the training. This indicates a change in behavior among training participants after the training, where the post-training score is higher than the pre-training score, showing a difference between the post-test and pre-test in the experimental group.

Based on the Mann-Whitney test results, it is known that there is a posttest value in *organizational citizenship behavior* between the experimental group and the control group,



which shows a Z value of -3.819 with a significance of 0.000 ( $p < 0.005$ ), where a difference was found between the organizational citizenship behavior scores in the posttest of the experimental group and the control group. This difference can also be seen in the ranks of the experimental group with a score of 15.50 and the control group with a score of 5.50, which shows that the level of organizational citizenship behavior in the experimental group that received employee engagement training was higher than in the control group that did not receive employee engagement training. Thus, it can be concluded that employee engagement training can increase organizational citizenship behavior among CV. X warehouse employees.

In the civic virtue dimension, the average pretest score obtained before participating in the training was 5.6, while the average posttest score after participating in the training was 10.5. Based on this data, it can be seen that there was an increase in the civic virtue dimension, indicating that after the training was given, the level of employees' contribution to company activities and a high sense of responsibility for the continuity of the company in each individual increased. This increase shows that employees care and are willing to be actively involved in the organization by attending meetings, providing input, and caring about the policies and direction of the organization's development, where employees feel that they are part of the organization and have a moral responsibility to contribute fully to the organization.

In the helping behavior dimension, the average pretest score obtained before participating in the training was 4.6, while the average posttest score after participating in the training was 6.4. Based on this data, it can be seen that there was an increase in the helping behavior dimension, indicating that after the training was given, the level of support provided to coworkers increased. This increase shows that employees voluntarily help their coworkers by providing support, sharing information, helping to complete tasks, and showing empathy in difficult situations experienced by coworkers, even though this is not part of their formal responsibilities.

In the sportsmanship dimension, the average pretest score obtained before participating in the training was 3, while the average posttest score after participating in the training was 6. Based on this data, it can be seen that there was an increase in the sportsmanship dimension, indicating that after the training was given, employees had increasingly optimistic views and a willingness to put the collective needs of the company above their personal interests. This improvement shows that employees are more tolerant of challenges or changes that occur in the current work environment and are able to maintain a professional attitude at work even when faced with stressful situations, obstacles, or organizational decisions that may not be in line with employees' personal expectations, thereby reducing the potential for unproductive complaints, gossip, or interpersonal conflicts.

In the loyalty dimension, the average pretest score obtained before participating in the training was 2, while the average posttest score after participating in the training.

Based on this data, it can be seen that there was an increase in the loyalty dimension, indicating that after the training was given, the level of employee dedication to completing tasks, positions, and overall roles within the organization increased. This increase shows that employees have a desire to continue to support, maintain a positive image, and defend the organization when it faces challenges or criticism from internal or external parties, as well as to maintain the good name of the organization by conveying the good things about the organization to the surrounding environment.

In the conscientiousness dimension, the average pretest score obtained before participating in the training was 7, while the average posttest score after participating in the training was 14. Based on this data, it can be seen that there was an increase in the conscientiousness dimension, indicating that after the training was given,

Employees' initiative to expand their knowledge and skills, willingness to take on more

responsibilities beyond their formal duties, arriving at work earlier than scheduled, and using working hours as efficiently as possible are on the rise. This increase indicates that employees have a high sense of responsibility, discipline, punctuality, and compliance with organizational rules and procedures without the need for strict supervision by the organization.

The contribution of employee engagement in improving organizational citizenship behavior is oriented towards the dimensions that build employee engagement, which include intellectual engagement, social engagement, and affective engagement. The level of intellectual engagement refers to the cognitive involvement of employees in their work, which includes attention, concentration, and critical thinking towards the tasks at hand, where employees with high levels of intellectual engagement tend to exhibit organizational citizenship behavior in the form of conscientiousness and civic virtue, which not only completes tasks according to standards but also takes the initiative to improve the quality of work and actively participates in organizational activities [29]. Furthermore, social engagement refers to employees' social involvement, including positive interactions with coworkers and participation in the work environment, where employees with high social engagement tend to exhibit organizational citizenship behavior in the form of helping behavior and sportsmanship, namely employees who are willing to help coworkers, maintain harmonious working relationships, and show tolerance for less than ideal working conditions in the organization. Finally, affective engagement refers to employees' emotional attachment to their work and organization, characterized by enthusiasm, spirit, and pride in their work, where employees with high affective engagement tend to exhibit organizational citizenship behavior in the form of loyalty and civic virtue, employees will show loyalty to the organization, actively participate in organizational activities, and support organizational goals.

## 6 Conclusion

Based on the results of the study, it can be concluded that there is a difference in the level of organizational citizenship behavior between the experimental group that received employee engagement training and the control group that did not receive employee engagement training. Employee engagement training was able to increase the level of organizational citizenship behavior in the experimental group. This can be seen from the organizational citizenship behavior scores in the experimental group, which were higher than the organizational citizenship behavior scores in the control group. Furthermore, there was a difference in the level of organizational citizenship behavior in the experimental group between before and after receiving the treatment in the form of employee engagement training. This can be seen from the Wilcoxon Rank Test data, which shows that there were 10 participants experienced an increase in organizational citizenship behavior levels after receiving employee engagement training, compared to before receiving organizational citizenship behavior training.

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