Analysis of Communication and Interaction Influence on Outbound Training Activities toward Employee Collaboration

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Abstract: This study aims to examine whether communication and interaction in outbound training activities influence employee working behaviour. The population of this study were employees, practitioners and teachers from several companies and educational institutions in the Malang region, Pasuruan, Mojokerto, Sidoarjo and Surabaya totaling 376 people, who held outbound training activities with the Training Institute and Human Resource Developers (LPP-SDM) Nabhan Star with a total sample of 79 people. Using classical assumption test analysis, the coefficient of determination and simultaneous and partial testing are then tested by hypothesis. The results of the study explained: 1).Outbound training activities through communication and interaction simultaneously have an influence on employee collaboration behaviour. This is evidenced by the results of F-Count of 16,360 with a significance value of 0,000.

2).Outbound training activities through communication have a partial influence on employee collaboration behaviour. This is evidenced by the results of t-count of 16,831 with a significance value of 0,000, while the outbound training activities through interaction do not partially influence the employee's collaborativebehaviour. This is evidenced by the results of t-count of 0.425 with a significance value of 0.672.

Keywords: communication, interaction, outbound training, employee collaboration.

I.   INTRODUCTION

Humans are social beings who cannot live alone, they are interconnected to each other need and complement one another. An organization or institution that is a collection of employees or employees is needed to work together to achieve goal from their respective institutions or organizations. In collaborating in carrying out their duties, each employee certainly cannot escape communication and interaction with others, whether directly or indirectly.

On the other hand humans have many different characteristics of different characteristics - different backgrounds, educational backgrounds, social status, and real differences in an institution or institution such as differences in duties and functions of responsibility and position in the organization. Various kinds of differences can also be an adhesive to build power in achieving a goal, but also not infrequently the differences that are not managed properly will be the trigger material for misinterpretations, misperceptions that can lead to the seeds of division and disharmony in an organization.

Many employees with knowledge and awareness can resolve their own relationship rigidity and disharmony between the employees themselves. And more among them because of limited knowledge and awareness and because they prioritize their respective egos so that they cannot resolve conflicts and even increase and increase conflict. Within certain limits internal conflicts between employees in an organization can still be tolerated as long as they do not interfere with the productivity and existence of the company. But another opinion states that no matter how small the existing conflict will have a psychological impact on each employee in the company, which in turn also has less influence on the company or organization.

For leaders who are sensitive to the atmosphere, of course, they must know as little as possible about the conditions that occur and occur among employees, especially the HRD leaders who are in charge and directly related to Human Resources must be able to respond and anticipate these problems. To overcome and solve various kinds of problems of these problems, lately organizations or companies often use Outbound Training as one of the learning media to improve employee competencies as well as a vehicle for increasing collaboration among employees. Outbound Training activities will be very helpful in building Human Resources (HR) that can adapt and socialize, both in the family environment, community and place to work professionally.

Broadly speaking there are two types of use of Outbound Training, the first is for capacity building in the field of organizational management, and second in the field of personal development. Both types of use of

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Outbound Training are widely used in training and learning efforts in order to develop and improve and develop Human Resources in an organization or institution.

A company is a social institution where people work in a social system (Gibson, et.al, 2001). Success in achieving organizational goals is largely determined by collaboration between fellow employees. To speed up decision making within the company, more and more company organizations are now changing their structure into a team based organization. The organizational approach based on the work team requires empowerment and work cohesiveness (Ray Brontein, 1995).

To change work habits from individual work to teamwork, new paradigm is needed in handling the company. This cross-functional approach is very necessary because there are fundamental changes in the implementation of task-based work activities into process-based work. This orientation shift has increased efficiency in productivity in organizational activities. To handle process from the beginning to the end of the process.

A compact team must have shared vision and mission that is developed together. This vision will bind the mutual interests of all team members. In addition, each team member must also have interdependence. Therefore, in order to increase the effectiveness of the team so that it performs well (high performing team), it is necessary to try so that among these fellow members there can be smooth communication, both formal and non-formal communication, the need for development:

a. Team work
b. Leadership
c. Culture Development
d. Managing Change
e. Strategic Planning
f. Personal Development
g. Self and other motivation

II. PREVIOUS RESEARCHES

Year	Name	Title	Findings
2006	Laras tris ambar suksesi edwardin	Analysis of the influence of communication competencies, intelligence emotional, and organizational culture on employee performance	The hypothesis testing conducted proves that there is significant and positive influence between communication competencies and employee performance, which is seen from significance value of 0.026 (at an error rate of 5%).
2011	Totong umar	The influence of outbound training on increasing self-confidence in leadership and teamwork	Outbound training does not contribute equally between self-confidence, leadership and teamwork. Where the biggest contribution most influenced by outbound training is self-confidence, which is equal to 7, 25%.
2013	Rindy jihan permatasari	Efforts to improve social interaction through experiential learning with outbound techniques in class students vii a in state junior high school 13 Semarang	There is a significant difference between students 'social interactions before and after being given treatment, where there is an increase in students' social interactions after being given treatment. The average percentage increased by 16% from the medium category (60%) to the high category (76%). That is, experiential learning with outbound techniques can increase social interaction in class VII students of junior high school 13 Semarang.
2013	Rizqi syafrina H. Fuad nashori Ratna s. Rachmahana	The influence of outbound training on the improvement of the madrasah tsanawiyah teacher work team " jb "	Based on data analysis and The discussion is done, so it can It was concluded that outbound training In this study it can improve Teacher work team
2015	Muhtadin	The role of outbound activities is a vehicle for developing social intelligence for the LP2KIS	Outbound activities contribute to the development of the LP2KIS outbound social intelligence team in Yogyakarta

		outbound team in Yogyakarta	

III. THEORETICAL BASES

The Outbound role according to Paulus Sukrisno: Improving the quality of Human Resources Apparatus is very strategic effort in order to improve organizational performance. One way to improve the quality of Human Resources (HR) is through systematic education and training.

Outbound has recently become increasingly popular among practitioners in HR training. Many companies and government agencies utilize the outbound method in developing HR. This method is very popular, because this method is very effective in building an understanding of concept and building behaviour.

Outbound is learning method designed for self and group development through the formation of openness, tolerance, togetherness, sensitivity to taste

the needs and expectations of other groups/people who use nature as a medium or means of learning (Ministry of Home Affairs and Regional Autonomy, 2001).

The process of seeking experience through outdoor activities has existed since ancient Greece. According to Ancok (2002) education through outdoor activities began in 1821 when Round Hill School was established. Systematically education through outbound activities began in 1941 in England. The first outbound educational institution was built by Jermman educator named Kurt Hahn who collaborated with an English merchant named Lawrence Holt. These two people develop adventured based education. Education aims to foster awareness among young people that the actions taken during education bring consequences and foster a sense of togetherness and influenceon for others.

The success of the educational institution made many similar educational institutions built in various countries, including in the UK, Europe, Africa, Asia and Australia. Similarly in Indonesia, management education institutions have used outbound methods to teach management concepts.

Outbound methods have also been used for the benefit of psychiatric therapy, improving the self-concept of delinquent children, drug addicts and difficulties in social relations and the use of outbound methods now has also penetrated into apparatus education and training (Lumary, 2003).

The philosophy used in outbound training according to the Ministry of Home Affairs and Regional Autonomy (2001) is:

a. Humans need to learn from nature, learn from real experiences, including through interaction with nature and interactions between participants.

b. Get away from the shackles of routine.

c. Experiment on developing various alternative solutions to problems/ problems/ games.

d. Collective learning/shared understanding of other people's behaviour and more comprehensive understanding.

This philosophy was developed because the principles of learning with practice will provide the most optimal results. The famous Chinese philosopher Kon Fut Tze said that:

"I hear and I forget, Isee and I remember, I do than I understand" means I hear I forget, I see I remember, I did it I could.

In the dynamics of the group participants learn about the interaction process, such as communication, collaboration, problem solving, decision making, and leadership as a processindividuals in groups. Reflection activities are carried out at the end of each intended gameso that participants can immediately draw conclusions and benefits from the learning process in order to understand the meaning of the game to support the formation of effective leaders. Through reflection activities participants can reap the meaning of the learning process leading to the implementation of management functions and the benefits of the game for the development of teamwork and self-development to face the next challenge.

The method used in outbound training according to the Department of Home Affairs (2001) is an experience learning method (Experiential Learning Cycle). The outbound concept is conditioned on an interesting challenge with outdoor activities as learning medium. Physical and mental challenges are specifically designed to provide learning understanding without exceeding one's physical capacity.

Outbound excellence according to Ancok (2002) lies in the learning method used. In the outbound training learning methods used are experiential learning cycles. The outbound concept is conditioned on an interesting challenge with outdoor activities as a learning medium. Physical and mental challenges are specifically designed to provide learning experience without exceeding one's physical capacity.

In general, outbound training aims to:

- Improve the ability of collaboration, confidence, sensitivity to the responsibilities and needs of others. Instil love, solidarity and loyalty with the group. Increasing sensitivity to environmental sustainability fosters and increases the motivation and self-confidence of the members of their ability to be ready to play a role in achieving the group's vision and goals creatively.

- Giving an atmosphere of refreshment and solving bureaucratic rigidity.

According to Ancok (2002) the superiority of an organization is largely determined by the superiority of the people who run the organization. How large is the organization ability to provide infrastructure, how sophisticated the technology used by the organization and how well strategic planning is prepared will not mean that nothing will not be supported by qualified humans who run the organization. Therefore the development of Human Resources plays a strategic role in order to achieve organizational goals to achieve superior goals that are able to be oriented "we" rather than oriented "me".

The superior human beingsby Kovey (1993), are called effective human beings. According to Gordon (1994) human being is called an effective leader if the members of his group can feel that their needs are met while their own needs are not neglected (fair social exchange). Through the implementation of outbound in various education and training, it is expected to be able to support the formation of effective leaders in the apparatus environment.

The outbound method is designed as a training approach through a complex life simulation to be simple by using nature as a means and media for learning; outbound builds a reflective learning style so that adults who are full of experiences in their lives will learn through real experience, participation, willingness to share with their fellow students by using experiential learning cycles and in an atmosphere of "recreational and democratic" full of excitement because it is done with various games/games. Participants are directly involved in the game, feel it and will take lessons and find ways to improve.

According to the Directorate General of Livestock and the Department for International Development (1999) the effectiveness of learning is influenced by learning media. If through hearing alone people will remember 20%; effectiveness will increase to 40% when using listening and viewing methods; while having experienced it yourself/working on people will remember up to 80%.

According to Cremer and Siregar (1993) as seen in figure 1. From the learning pyramid it turns out that the use of learning media is related to the effectiveness of learning outcomes.

In its implementation, the outbound method has linked various learning media, from listening, seeing speaking to spelling out exercises/games/practices; this means that the implementation of outbound is very supportive of achieving learning goals. This was also supported by Roger C. Schank in Dryden, Gordon and Dr. Jeannette (1999) who says that to learn something, practice it!

According to Ancok (2002) there are various reasons why the outbound method is used, including the following:
1. The outbound method is a simple simulation of complex life.

Humans basically can understand this life from the universe. The universe is a source of wisdom, and a place of learning for everyone. Humans can read the meaning of life in this universe as a medium of learning. How birds fly together in a particular formation according to their respective bird types, how bees and ants have provided a lot of inspiration to management experts.

2. This method uses the adult learning/andragogy approach through learning based on experiential learning cycle experiences.

This method uses a method that provides a direct experience to the trainees. An organizational life is simulated through a game that is continuously felt by each trainee. The participants immediately felt a failed success in carrying out a task. If there is success the participants immediately know what behaviour makes them a successful work team. Conversely if the work team fails in carrying out the task, then immediately all participants know first-hand which behaviour causes failure.

One can learn from real experiences that have been faced. This process runs since someone starts thinking, then acts. From the abstract state to a real situation. The cycle will provide enrichment for someone so that someone can draw lessons from what has been done.

3. This method is full of excitement because it is done with the game.

Outbound activities use a lot of activities similar to games. This method is based on the fact that the game is basically liked by everyone. According to Eric Berne (in Ancok 2002) it is said that in every adult there is a component of life as a parent, as an adult, and as a child. The component of self as a parent is manifested in the behaviour of advising others. Personal components as adults are shown when someone has a dialogue with common sense with other people. While the personal components of children can be seen from attention-seeking behaviour, affection, and playing behaviour like children.

Training activities in the form of games tend to be liked by many people. Organizing outbound can stimulate emotions and excitement in the trainees. This is supported by Drygen's opinion, Gordon and Dr. Jeannette Vos (1999) that for most people, learning will be very effective if done in a pleasant atmosphere

To change work habits from highly individual jobs to teamwork requires a new paradigm in handling work. Old patterns of work that are fragmented in small work units that stand on their own, the free bureau needs to be dismantled by a cross-functional approach. This function approach will increase efficiency and productivity in organizational activities. A compact team must have a shared vision that is jointly developed. This vision will bind the mutual interests of all team members.

The success of an organization is largely determined by the ability of its leaders to mobilize all members to achieve organizational goals.

A reliable leader must be a synergistic leader, namely a leader who is able to integrate individual competencies from each member into work team that works in an integrated manner that relies on the team synergistically.

Government organizations and their apparatus need to anticipate changes that occur in accordance with the demands of the times. If government organization is not sensitive to changes, the organization will not make progress, and on the contrary it will experience setbacks.

Today's government organizations face many competitors who appear in service to the community, by bringing superior products, government organizations must be able to gain public trust.

Organizations that are sensitive to changes that occur at both global, national and local levels, will immediately benefit by immediately analysing the strengths, weaknesses, opportunities, challenges and obstacles faced by the organization. Outbound training is very effective for promoting unproductive behaviour that needs to be transformed into productive behaviour that will eventually bring more advanced and successful government organizations.

Self-development of organizational members is needed in era of competition and change that is increasingly open today.

Outbound motto "one for all; all for one"will clearly support the formation of moral organizational members that are needed by effective leaders in their environment.

After the outbound attitude is expected to form:
- Apparatus orientation changes from "I" to "we"
- The development of creative, innovative and communicative apparatus.
- Formed an assertive apparatus, willing to share in interacting in a mutually beneficial togetherness.
- The development of the nature of trustworthiness, and trust in others, can resist emotions, forgive, be patient, and sincere.

According to Budi Sujiono: human resources as strategic resource is organizational potential whose basic form is a work culture in the form of values or attitudes. Organizational potential (work culture, values, attitudes) must always be developed in order to improve organizational performance in achieving the organization's vision, mission and goals.

Training is effective process when the organization wants to create/develop appropriate employee attitudes to deal with change.

The attitude that is gained through experience creates a direct influence on the next behaviour, and a free situation will give rise to actual behaviour as a reflection of the real attitude.

Training Management Outbound is very suitable to be used as an attitude development training because it uses learning methods through experience and is held in the wild so as to provide a free atmosphere without pressure. Organizational potential can be in the form of: commitment to the task, openness in attitude, skills in work, togetherness in social relations and high personal integrity.

In the early 21st century the world economy showed developments that led to the achievement of free trade. This new development is increasingly driven by the rapid growth of information technology, which allows for paperless transaction, information dissemination in a very short time, and other global activities that turn the world into an infinite region.

Such conditions influence the change in the development of professionalism organizations etc. To increase the potential of Human Resources so that they are able to face future challenges.

Human resources (HR) are strategic resources in organizations/companies. In the case of HR stored the potential that is very influential in behaviour and work; this potential is the value/attitude possessed. Each organization/company will have an agreed formulation of values /attitudes that are believed to produce a set of norms that influence the pattern of behaviour and behaviour in working as a handle in carrying out obligations/duties.

The human attitude or for brevity is called attitude is defined by Allen et al. (1980), "A pattern of behaviour, tendency or anticipatory readiness, predisposing to adjust to social situations, or simply, attitude is a response to conditioned social stimulation".

Whereas according to Scord and Backman (1964), "As certain order in terms of feelings (affections), thoughts (cognitions), and predisposing actions (conation) someone to an aspect surrounding the environment.

The attitude is said to be evaluative response, the response will only arise if the individual is faced with a stimulus that requires an individual reaction. Evaluative responsemeans that the form of reaction that is expressed as attitude arises based on the evaluation process in the individual who gives conclusions to the stimulus in the form of bad, positive-negative, pleasant-unpleasant, which then crystallizes as a potential reaction to the object's attitude. Will the potential for the reaction finally be expressed in the form of a consistent behaviour reaction or according to the individual faced with a stimulus attitude.

According to Breckler and Wiggins (1989), "That attitude obtained through experience will cause a direct influence on the next behaviour".

Direct influence is more of a behavioural predisposition that will be realized only if conditions and situations permit. What conditions, time, and situation when the individual must express his attitude is part of the determinants that greatly influence the consistency between attitudes and statements and between attitude statements and behaviour.

If the individual is in a situation that is truly free from various forms of pressure or obstacles that can interfere with the expression of his attitude, it can be expected that the forms of behaviour that are shown are expressions of the actual attitude. This means that the potential reaction that has been formed in the individual will appear in the form of actual behaviour as a reflection of the real attitude towards something.

In achieving the organization/company vision/mission it will be effective if there is integration between vision, mission, goals, structural strategies, and organizational/work culture. Work culture or values /attitudes as a potential organization/company should have a simple and clear formulation so that it is easily understood by every employee and can be applied in organization/company.

Training Management Outbound is a method of self-development through experience (learning by experience) as a form of outdoor activities that are full of excitement and challenges. Training effectiveness is achieved through five stages of the process, namely action, discussion, reflection, planning for improvement and implementation.

Training Management Outbound has a goal to make the development of human resources strong, dignified and a strong attitude based on four main values, namely professionalism, innovation, patriotism, and love of nature with the main goal of development and the empowerment of human resources.

According to Adila Hapsari: All organizations/companies will put their vision and mission in the best form so that the organization/company will achieve rapid development and progress. The optimal development and progress of the organization/company must be in line with the dynamics of change both from the internal side and from the external side of the organization/company. One of the important improvements and changes from the internal side of the organization/company is the development of Human Resources to fit the needs and developments that occur. Employees with excellent performance are capital that is very important for the survival and progress of the organization/company. This is in accordance with the statement of Rudianto (2010) which states that if an organization/company wants to develop rapidly, the organization must have human resources capable of displaying good performance.

Problems regarding human resources are often considered to be trivial classical problems, even if they are not taken seriously, organizations will be vulnerable to setbacks, unpreparedness to face changes or run over by competitors (Ismara, 2006). One effort to overcome the problem regarding human resources as the driving force of an organization is to sharpen their competencies.

Thateher (in Susilo, 2000) says that success can only be achieved by hard work. Hard work does not always lead to the peak of achievement, but certainly brings us very close to success.

In the world of work, according to Edison (in Stolz, 2001), success is needed to set work goals in the form of productivity and achievement. To achieve both, thought, planning, intelligence, clarity of purpose, and sweat are needed. But what often happens is that individuals as competent owners fail because of their decision to give up (Dryden, 2001).

According to Stolz (2001), It is also said that AQ is rooted in how we feel and connect with challenges. People who have higher AQ do not blame others for the setbacks that occur and they are responsible for solving the problem. AQ will stimulate itself to rethink the current formulation of self-success.

In the Adversity Quotient, the spotlight is how far a person's ability to survive when he gets into trouble and can overcome his difficulties. Many individuals give up before competing when faced with life's challenges... This shows how low resistance to threats. Endurance against these threats we often know with courage. Toto Tasmara (2001) states that those who have stoicism are those who are able to deal with pressure.

An increase in AQ is important because it can improve person's resilience to face a variety of circumstances, both pleasant and difficult at work (Ismara, 2006).

According to Djamaluddin Ancok (2007) outbound training is one of the most effective methods for developing employee competencies, including improving adversity and increasing competence. A person's competency can be improved through the development of knowledge, skills and attitudes/characters, because in outbound training there are games that aim to explore and improve the character and attitude of the individual.

Judging from its history, outbound is actually an outdoor training activity that requires resilience and great physical challenge. Forms of outbound activities, namely in the form of life simulations through creative, recreational and educative games, both individually and in groups, with the aim of personal development and group development. Through Outbound is expected to be born a strong personal (Adversity Quotient) (Asti, 2009).

Outbound methods are basically carried out by experiential learning which is presented in various forms of play. The activity participants will feel the implementation directly, so that they get experience from outbound activities. Regarding experiential learning Danuminarto and Santoso (2007: 11) said: "Experiential learning is a form of concrete support for the relationship of theory to practice in the real world, where participants involved in the learning process will get the best results".

As is known, the learning process is always related to the three realms of development, namely cognitive, effective and psychomotor. Ideally, these three domains must be achieved in every learning activity. This is in accordance with the concept of comprehensive education.

Djoko Kusumowidagdo (2002) in www.outwardboundindo.org stated "outward bound leads to people who never give up, try and try again, and who reach for limits otherwise unknown". The core of the boundary is that outward bound plays an important role for people who never give up, who want to try and try again, and who try to reach an unknown deadline. Therefore, it can be understood that outbound activities have the purpose to build people who have strong mental endurance, never give up, always want to try, respect others and so on. In outbound activities, they will try to explore the potential that has been hidden.

There are several reasons for using outbound as a benefit in learning to develop students' potential as a whole, including:

1. This method is a simulation of life; In our daily lives that are very complex can be simulated in very simple activities. Such a complex life will be very difficult to live if not made simple. Therefore in this outbound activity can simulate complex life to be simple.
2. This method uses experiential learning; the proverb says experience is the best teacher, experience is the best teacher. Therefore, the outbound method is a method by providing experience directly through game simulation. Participants in this activity will feel directly by practicing it.
3. This method is designed with joy because it is done with the game.

Thus the cognitive abilities possessed are not only limited to understanding information, but are far apart to be able to understand, compare, even analyse, to evaluate.

This is the basis for how important critical thinking skills are, because in critical thinking there are several skills, one of which is skills in evaluating. In connection with this Missimer (1990) quoted by Filsaime (2007) Sunarni's language transfer (2008: 69) explains that: "The ability to evaluate argument is the basic and most important element in critical thinking". Furthermore Filsaime (2007) Sunarni's language transfer (2008: 84) also explains that the theories of critical thinking show on; "The involvement of analytical, interpretation, inference, explanation and evaluation abilities."

This process is very obvious with outbound game styles that involve challenging, thinking, working hard, collaborating and disciplined values and responsibilities. Critical thinking students are students who are able to identify, evaluate, and construct arguments and are able to solve problems with Spliter 1991) in Redhana (2003: 12-13)

Critical thinking has been accepted as one of the oldest and most well-known approaches to intelligence skills. The importance of critical thinking in daily human activities can state that only capable individuals have the ability to continue to develop. Regarding critical thinking, Robbert Ennis (1989) in Fisher (2007) Hadinata language transfer (2009: 4) defines that: "Critical thinking is reasonable and reflective thinking that focuses on deciding what to believe or do". In this case it is clear that the ability to understand and reflect on what is felt, seen, experienced, and heard is the definition of critical thinking.

Similar opinions are expressed by Screven and Paul (1995) and Anggelo (1995) in Filsaime (2007)Sunarni language transfer (2008: 56), critical thinking as an intelligent discipline process of conceptualization, application of analysis, active and skilled synthesis and evaluation collected from, or produced by observation, experience, reflection, reasoning, or communication as a guide to trust and action.

Zaman and Helmi (2010: 4) assert that: "The games presented in outbound have indeed been arranged in such way that the psychomotor (physical) participants are" touched "but also affection (emotions) and cognition (thinking ability)".

Communication in terminology refers to the process of delivering a statement by someone to someone else. So in this sense human involvement is involved in communication. Because it refers to the understanding of Ruben and Steward (1998: 16) regarding human communication, namely:

Human communication is the process through which individuals in relationships, group, organizations and societies respond to and create messages to adapt to the environment and one another. That human communication is a process that involves individuals in a relationship, groups, organizations and communities that respond and create messages to adapt to each other's environment.

In the word communis there is the meaning of 'sharing' or 'belonging together', which is a business that has a purpose for togetherness or similarity of meaning. So, Communication is a process of delivering

information (messages, ideas, ideas) from one party to another. In general, communication is carried out verbally or verbally that can be understood by both parties. If there is no verbal language that can be understood by both, communication can still be done by using body movements, showing certain attitudes, such as smiling, shaking your head, shrugging your shoulders. This way is called nonverbal communication. Communication can occur if there is an equation between delivering a message and the person receiving the message.

Understanding of Communication According to the Big Indonesian Dictionary (KBBI published by Balai Pustaka, 2002), communication is: (1) Sending and receiving messages between two or more people so that the message in question can be understood, relationships, contacts. (2). Transportation

Understanding Interaction according to Hormans is an event when an activity or sentiment carried out by someone against another individual is rewarded or punished by using an activity or sentiment by another individual who becomeshis partner. The concept of understanding the interaction proposed by Hormans is an actiondone by someone in an interaction is a stimulus for the actions of other individuals who become partners.

In every interaction it always implies the existence of interpersonal communication, and vice versa, every interpersonal communication always contains interactions within it. It's difficult to separate the two. On this basis, Shaw suggested the following forms of interaction.

(1) Verbal interaction is one form of interaction that occurs when two or more people make contact with each other using articulation tools. The process occurs in the form of conversation with each other.
(2) Physical interaction is one form of interaction that occurs if there are two or more people making contact using body languages. Examples of this interaction: body position, facial expressions, body movements and eye contact.
(3) Emotional interaction is one form of interaction that occurs when individuals make contact with each other by making outrage of feelings. Examples of this interaction: removing tears as a sign of being sad, sad or even too happy.

IV. RESEARCH FRAMEWORK

The research framework is a concept that describes the relationship pattern of all research activities to provide answers to the questions raised in the formulation of the problem. From the background of the problem raised, we can determine the formulation of the problem as follows:

a. Does communication and interaction in the simulation of Outbound Training activities influence simultaneously employee collaboration?

b. Does communication and interaction in the simulation of outbound training activities influence partially on employee collaboration?

The following is the research model:
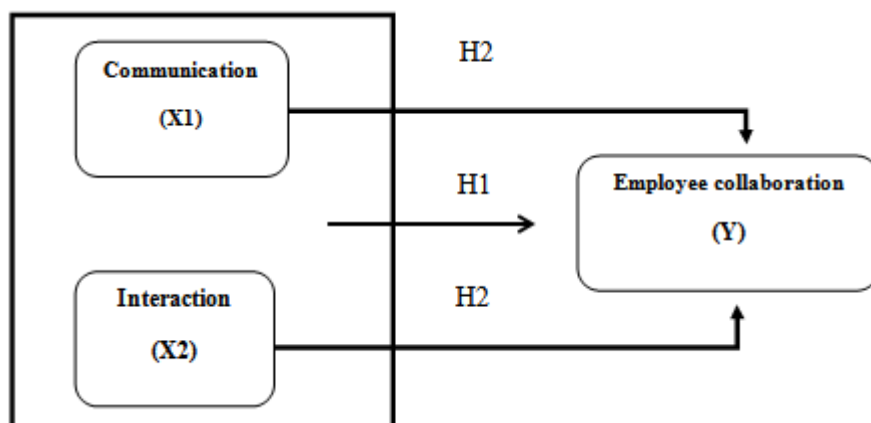
V. HYPOTHESES

H1: Communication and Interaction in the simulation game of Outbound Training activities have simultaneous influence on employee collaboration

H2: Communication and Interaction in game simulation of Outbound Training activities have partial influence on employee collaboration

VI. RESEARCH METHOD

This type of research is exploratory research, which is carried out by collecting data through questionnaires (interviews), interviews and documentation. The quantitative approach is used to measure the Outbound Training Benefit- independent variable through communication and the interaction of its influence on the dependent variable of employee collaboration.

The research objects (population) of this study are employees, practitioners and teachers, from several companies and educational institutions in the regions of Malang, Pasuruan, Mojokerto, Sidoarjo and Surabaya which hold Outbound Training activities with the Institute for Training and Development - Human Resources (LPP -SDM) NABHAN STAR. Within 7 months of research it was found 10 companies and educational institutions that held Outbound Training, which every time Outbound Training activities were attended by participants with a number of between 40 - 150 people. Of the 10 companies and educational institutions that hold Outbound Training activities there are 6 companies and educational institutions that hold Outbound Training activities with the theme Communication and Interaction with a total number of participants of 376 people.

Samples from portion of the population chosen to represent objects of observation, observation and investigation in study were selected and adjusted for the type of research, population, population characteristics so that the sample is truly representative and can describe and represent the population.

Sampling using the formula proposed by Slovin
(Umar, 1999: 108) namely as follows:

$$n = \frac{N}{1+ N e^2}$$

Information :

n   : Number of samples
N   : Population
e   : 10% error rate

So that the number of samples can be determined and calculated as follows:

$$n = \frac{376}{1 +376 (0.10)^2} = 79 \text{ employee}$$

The sampling is using the Proportional Stratified Random Sampling technique that is by dividing the population into several groups and then randomly selecting samples from each group. According to Kuncoro (2003: 45) * The number of samples will be proportional to the number of elements of each sample selection unit.

Table: Sample amount based on area

No.	Area	Population	Sample allocation	Sample amount
1.	Malang	83	83/376 X 79	17
2.	Pasuruan	86	86/376 X 79	18
3.	Mojokerto	60	60/376 X 79	13
4.	Sidoarjo	53	53/376 X 79	11
5.	Surabaya	94	94/376 X 79	20
	Total	**376**		**79**

VII.   DATA ANALYSIS TECHNIQUE

Quantitative data analysis is analysis form that uses numbers and calculations with statistical methods, then the data must be classified in certain categories by using certain tables to facilitate analysis. The following is an explanation of the two analyzes:

1. Classical assumptions test

The classical assumption is the conditions that must be met in the OLS linear regression model so that the model becomes valid as an estimator. Linear OLS regression is a linear regression model with the least squares calculation method or in English called ordinary least square.
The classical assumption in linear regression includes:

a. Assumption of Multicollinearity
Multicolinerity test according to Ghozali, (2013: 91) this test aims to test whether in the regression model found a correlation between independent variables, in a good regression model should not occur between independent variables and independent variables.

b. Assumption of Heteroscedasticity.

According to (Ghozali 2013: 105) the Heteroskedacity test aims to test whether in the regression model variance or residual inequality occurs one observation to another observation, if the residual variable is one observation to another observation it is called homokedasticity and if it is different heteroscedacity.

c. Assumption of Autocorrelation
A good regression equation is not having an autocorrelation problem. If there is an autocorrelation, the equation will not be good or not suitable for use. Measures in determining whether there is a problem with autocorrelation with the Breusch-Godfrey (BG) test. Testing with BG is based on the null hypothesis: $\rho 1 = \rho 2 = ... = \rho p = 0$ which indicates that there is no autocorrelation in each order.

d. Assumption of Normality
The normality test is done to see whether the residual value is normally distributed or not. One error factor normality test is Jarque-Berra or J-B test. With the null hypothesis which states that errors are normally distributed, then the decision criteria are as follows:
Comparing the calculated J-B values with the values $\chi 2$ (2) tables with rules:
- If the value of J-B counts> value $\chi 2$ (2) table, then the hypothesis which states that error u_i is normally distributed is rejected.
- If the value of J-B counts <value $\chi 2$ (2) tables, then the hypothesis that error u_i is normally distributed is accepted.

2. Multiple Regression Analysis
The analysis technique used to test the hypothesis is by multiple linear regression analysis using the SPSS help method used to examine the influence of several independent variables on the dependent variable. According to Dr. Suliyanto,the multiple linear regression equation is formulated:
$Y = a + b1X1 + b2X2 + e$
Information:
Y   = Employee Collaboration
a   = Constant
X1   = Communication
X2   = Interaction
b1,2,3   = regression coefficient
e   = Error

3. Hypothesis testing, including:
  a. Test F (Simultaneous)
According to Ghozali (2012: 98), the F statistical test basically shows whether all independent variables or independent variables included in the model have a joint influence on the dependent variable or dependent variable. To test this statistic, F statistics are used with the following decision-making criteria:
• If the F value is greater than 4 then HO is rejected at the 5% confidence level in other words we accept the alternative hypothesis which states that all independent variables simultaneously and significantly influence the dependent variable
• If the F value is greater than 4 then HO is rejected at the 5% confidence level in other words we accept the alternative hypothesis which states that all independent variables simultaneously

b. T test (Partial)
Ghozali (2012: 98), Different test t-test is used to test how far the influence of the dependent variable in this study individually in explaining the dependent variable partially to the basis of decision making used in the t test as follows:
• If the probability value is significant> 0.05, the hypothesis is rejected. The rejected hypothesis means that the independent variable has no significant influence on the dependent variable
• If the probability value is significant <0.05, then the accepted hypothesis cannot be rejected means that the independent variable has a significant influence on the dependent variable.

4. Coefficient of Determination
According to Ghozali (2012: 97), the coefficient of determination (R^2) is a tool to measure how far the ability of the model in explaining the variation of the dependent variable. The coefficient of determination is between Zero or One. a small R^2 value means that the ability of independent variables in explaining the variation of the dependent variable is very limited and vice versa if the value close to 1 variable independent variables provide almost all the information needed to predict the dependent variables.

VIII. RESULTS AND DISCUSSION

Based on the problems that have been raised, to provide an answer to the research hypothesis entitled Analysis of the Influence of Communication and Interaction on Outbound Training Activities on Employee Collaboration, the quality of instruments and data testing which includes the classical assumption test, the coefficient of determination and simultaneous testing is then carried out hypothesis testing which includes regression analysis, t test and path analysis, along with the description:

Test of Instruments and Data Quality, which includes:
1. Test of Classical Assumptions

The classical assumption test is carried out by using multiple regression analysis of the independent variables and dependent variables, and intervening variables. Whereas in this study the independent variable used is outbound training, and the intervening variable is communication and interaction. While the dependent variable used is employee collaboration. The classical assumption test that has been done and the results are as follows:

2. Multicollinearity Test

Testing in the multicollinearity test by looking at the Pairwise Correlations value must be below 0.8, this will be explained in the following table:

Table: Multicolinearity test output

	X1	X2	
X1	1.000000	0.691329	
X2	0.691329	1.000000	

Based on the table above, it can be seen that the results of the multicollinearity test show that Pairwise Correlations value is less than 0.8 for each variable. These results indicate that the variables studied did not have multicollinearity.

3. Autocorrelation Test

To test whether there is autocorrelation in this study, the Breusch-Godfrey test is used. The hypothesis used in this test is as follows:

$H0$: there is no autocorrelation
           : there is autocorrelation

The decision whether or not autocorrelation is seen is based on the value generated when processing using Eviews in the model summary table.

$H0$ is accepted or the data is said to have no autocorrelation if it meets certain requirements, namely probability obs value * R-Squared> 0.05. The test results in this study will be shown in the table below:

Table: Autocorrelation Test Output

Breusch-Godfrey Serial Correlation LM Test:

F-statistic	0.005236	Probability	0.994778
Obs*R-squared	0.011179	Probability	0.994426

Test Equation:
Dependent Variable: RESID
Method: Least Squares
Date: 09/03/18   Time: 12:31
Presample missing value lagged residuals set to zero.

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.031086	2.608982	0.011915	0.9905
X1	-0.001928	0.260027	-0.007416	0.9941
X2	-0.000388	0.236190	-0.001641	0.9987
RESID(-1)	-0.004726	0.117960	-0.040062	0.9682
RESID(-2)	-0.011204	0.118159	-0.094823	0.9247

R-squared	0.000142	Mean dependent var	-7.60E-16
Adjusted R-squared	-0.053905	S.D. dependent var	2.428081
S.E. of regression	2.492665	Akaike info criterion	4.725781
Sum squared resid	459.7900	Schwarz criterion	4.875746
Log likelihood	-181.6684	F-statistic	0.002618
Durbin-Watson stat	1.933151	Prob(F-statistic)	0.999986

Based on the table above it can be seen that the results of the autocorrelation test on the probability obs * R-Squared value are 0.994426> 0.05, then the conditions are met or $H0$ accepted, and it can be concluded that the data used in this study are free from autocorrelation.

4. Heterocedasticity test

Tests for this study will be used White Test statistically. to get away from this classical assumption, every variable has a probability obs value * R-Squared> 0.05. The test results will be shown in the following table:

Table: Heterocedasticity Test Output

White Heteroskedasticity Test:

F-statistic	1.030547	Probability	0.406203
Obs*R-squared	5.208596	Probability	0.390957

Test Equation:
Dependent Variable: RESID^2
Method: Least Squares
Date: 09/03/18   Time: 12:32
Sample: 1 79
Included observations: 79

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	29.43753	79.23977	0.371499	0.7113
X1	-17.11068	15.00411	-1.140399	0.2578
X1^2	0.759657	0.681574	1.114563	0.2687
X1*X2	-0.290642	0.662971	-0.438393	0.6624
X2	12.82386	11.46817	1.118214	0.2671
X2^2	-0.279769	0.501752	-0.557584	0.5788

|			
R-squared	0.065932	Mean dependent var	5.820950
Adjusted R-squared	0.001954	S.D. dependent var	9.040963
S.E. of regression	9.032124	Akaike info criterion	7.312363
Sum squared resid	5955.287	Schwarz criterion	7.492321
Log likelihood	-282.8383	F-statistic	1.030547
Durbin-Watson stat	1.975777	Prob(F-statistic)	0.406203

Based on the table above, it can be seen that none of the variables has a sig value. 0.390957> 0.05 which states that the data has escaped heterocedasticity.

5. Normality Test

In this study using the Jarque-bera statistical test to see whether the residuals are normally distributed or not. A good regression model is normal or near normal data distribution. Then there is a hypothesis that must be made for the test, the hypothesis is:

$H0$: residual data is normally distributed

        : residual data is not normally distributed

Based on the processing of Eviews related to the normality test, the results obtained from the Jarque-bera test will be shown in the Table as follows:

Table: Normality Test Output
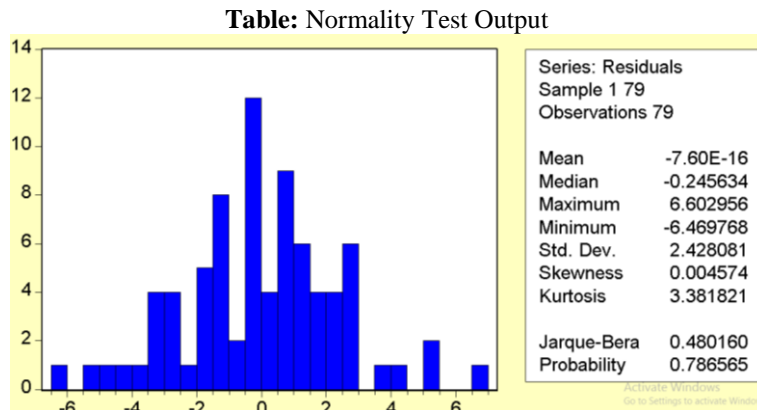
From the table above, it is known that the probability of Jarque-bera is 0.786565, which is more than 0.05. This states that $H0$ is accepted, or means that the data studied is normally distributed in the study.

Coefficient of Determination

The coefficient of determination (R Square) is used how much the independent variable can explain the dependent variable. The value of determination is determined by the value of R square for simple regression and adjusted R square for multiple regression. Based on data processing using SPSS 22, the coefficient of determination obtained from the three research models in the following table:

Table: Coefficient of Determination on Output

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549[a]	.301	.283	2.45982

The results of the calculation of the correlation coefficient (R), indicate that equal to 0.549 or 54.9% has a low level of relationship from the independent variable, namely communication (X1) and interaction (X2) to the dependent variable, namely employee collaboration (Y). While the results of the coefficient of determination (R Square), it is known that the value of R Square from the independent variable, namely communication (X1) and interaction (X2) to the dependent variable, namely employee collaboration (Y) obtained at 0.301 or 30.1%. This can be interpreted that around 30.1% of employee collaboration variables can be explained by communication and interaction variables while the remaining 69.9% are influenced by other variables not examined in this study.

Simultaneous Testing

The F statistical test aims to show whether all independent variables in the study can influence the dependent variable simultaneously or together in the research model.

The following are the results of simultaneous tests for the second model in this study:

Table: Simultaneous Testing Outputs

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	198.221	2	99.110	16.380	.000[b]
	Residual	459.855	76	6.051		

Total	658.076	78			

It is known based on the table F-count value of 16,380 with the value of sig. 0,000 <0,05. With this, it can be concluded that Communication and interaction in the simulation of outbound training activities have an influence on simultaneously on employee collaboration

IX. RESEARCH RESULTS (HYPOTHESIS TEST)

1. Analysis of Multiple Linear Regression

The test in this study is using multiple regression where testing of the dependent variable can use two or more independent variables and must meet the BLUE (Best Linear Unbiased Estimator) criteria. Based on the results of the classical assumption test, it is known that the data in the study met the criteria, or in other words the absence of multicollinearity, free of autocorrelation, no heterocedasticity, and normal distribution. So from that the data has fulfilled the requirements for multiple linear regression. The variables tested in this regression analysis are Communication (X1) and Interaction (X2) towards Employee Collaboration (Y). The following is the output of multiple regression analysis that has been processed using SPSS:

Table: Output of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.498	2.538		3.348	.001
	X1	.974	.254	.508	3.831	.000
	X2	.099	.233	.056	.425	.672

The results of multiple linear regression analysis using probability with a significance level of 5%. Based on the table it can be seen that the coefficient value (B) which is positive which shows that the independent variables and the dependent variable have a positive relationship, so that a regression equation is formed, namely:

Y = 8.498 + 0. 974 X1 + 0.099 X2 + E

The results of the equation show Communication (X1) has a positive coefficient direction. This shows that the increase in Communication will also increase Employee Collaboration.

Also Interaction (X2) has a positive coefficient direction. This shows that increased interaction will also increase Employee Collaboration.

H2: Communication and interaction in game simulation Outbound Training activities have partial influence on employee collaboration

2. T test (Partial Regression Coefficient Test)

Partial test is used to test the influence of communication and interaction on employee collaboration partially. Partial testing in this study was conducted to determine the influence of each of the three communication and interaction variables on employee collaboration. Testing of partial regression coefficients is based on the three research models described previously. The results of the partial communication test show that the value of t count is 3.831 with a significance value of 0.000 <0.05, which means that communication has a significant positive influence on employee collaboration. The partial test results of the interaction show the value of t count of 0.425 with significance of 0.672> 0.05, which means that the interaction does not have a significant positive influence on employee collaboration.

X. DISCUSSION

1. Communication and interaction in game simulation of outbound training activities have a simultaneous influence on employee collaboration

Testing the first hypothesis testing communication and interaction in the game simulation outbound training activities have simultaneous influence on employee collaboration, where the simultaneous results of communication and interaction testing in the simulation of outbound training activities show F-count value of 16,380 with a significance value of 0,000 <0.05 which means that communication and interaction in game simulation of outbound training activities have a significant positive influence on employee collaboration. In other words, H1 is accepted, meaning that there is a joint influence between the communication and interaction variables on employee collaboration. In its implementation, the outbound method connects various learning media, ranging from listening, seeing, talking to doing exercises/games/practices. This supports the results of research that outbound and speaking activities in this case communication and interaction together will have an impact on employee collaboration.

2. Communication in game simulation outbound training activities have a partial influence on employee collaboration.

Testing the second hypothesis testing communication in the game simulation of outbound training activities has a partial influence on employee collaboration, where the results of partial communication testing on game simulation of outbound training activities show t count value of 3.831 with a significance value of 0.000 <0.05 which means communication in simulation Outbound training activities have significant positive influence on employee collaboration. In other words, H2 for communication is accepted, meaning that the better and often communication is carried out in the simulation of outbound training activities, the better the collaboration between employees will be.

According to Budi Sujiono, Training Management Outbound is a method of self-development through experience (learning by experience) as form of outdoor activities that are full of excitement and challenges. Training effectiveness is achieved through five stages of the process, namely action, discussion, reflection, planning for improvement and implementation.

The description of the above process supports the results of the research that the outbound activities carried out require participants to discuss in this case the communication in the game simulation of outbound training activities will have an impact on employee collaboration.

3. Whereas the interaction in game simulation of outbound training activities does not have partial influence on employee collaboration. The partial test results of outbound training show a value of t count of 0.425 with significance of 0.672> 0.05, which means that the interaction in the game simulation of outbound training activities does not have a significant positive influence on employee collaboration. In other words H2 for interaction is rejected, meaning that there is no interaction in the simulation of the outbound training activities conducted, the collaboration between employees will not change (remain).

Explanation of Interaction, in the method of data collection carried out in this study mentioned by using questionnaires, interviews and documentation. To complete the results of the research after data processing, researchers also conducted interviews with respondents. Associated with the interaction of some respondents stated that interaction is also communication (some consider the same), so that in submitting answers in questionnaires tend to not pay attention to interactions and consider it to be lacking interaction. After interviews, respondents understand that a series of processes are stages of outbound activities, namely: action (there are elements of interaction and communication), discussion (there are elements of interaction and communication), reflection, planning and implementation (all of which contain elements of interaction and communication). And respondents said that in the simulation of outbound training games there were interactions with communication and there were interactions and communication that each and together could improve employee collaboration.

The following forms of interaction as Shaw has explained, verbal interaction which is one form of interaction that occurs in the form of conversation with each other, then physical interaction, which is one form of interaction that occurs using body language and emotional interaction as one form of interaction that happens by doing an outpouring of feelings of interaction, these forms that in the study do not have an impact on the collaboration in outbound training activities, which means that whether there is interaction or not, employee collaboration will not change.

Filsaime (2007) Sunarni's language transfer (2008: 84) explains that the theories of critical thinking show on; "The involvement of analytical, interpretation, inference, explanatory, and evaluation abilities." This process is very obvious with outbound game styles that involve challenging, thinking, working hard, collaborating and disciplinary values and responsibilities. Based on this, the collaboration in outbound activities mostly demands to think and prioritize the ability to work hard and the value of discipline and responsibility not only through interaction when the outbound activities take place.

XI. CONCLUSION

Based on the results of statistical tests and discussions, some conclusions can be drawn as follows:

1. Communication and interaction in game simulation of outbound training activities have a simultaneous influence on employee collaboration. This is evidenced by the F-count value of 16,380 with the sig value. 0,000 <0,05.
2. Communication in the game simulation of outbound training activities has partial influence on employee collaboration. This is evidenced by the t-count value of 3,831 with the sig value. 0,000 <0,05. Whereas the interaction in the game simulation of outbound training activities does not partially influence employee collaboration. This is evidenced by the value of t-count of 0.425 with the value of sig. 0.672> 0.05.

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