



## SOLUTION-FOCUSED TRAINING AND ITS PSYCHOLOGICAL IMPACT ON ORGANIZATIONAL COMMUNICATION: EVIDENCE FROM PMII RAYON NUSANTARA

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### Abstract:

Organizational communication is essential for maintaining effective collaboration and collective decision-making within student organizations. This study aims to examine the role of Solution-Focused Training and its psychological impact on organizational communication within a student organization. The research employed a qualitative case study approach involving organizational members as participants, with data collected through in-depth interviews, participant observation, and document analysis. Thematic analysis was used to identify patterns of communication change following the training intervention. The findings reveal three main outcomes: communication patterns became more structured and solution-oriented during meetings, member participation in discussions increased significantly, and members demonstrated stronger psychological readiness reflected in higher motivation, confidence, and resilience. These results indicate that the training not only improved communication techniques but also strengthened the psychological conditions that support effective interaction. The study contributes by extending the application of solution-focused approaches to value-based student organizations and recommends integrating psychological training into leadership development programs to enhance the sustainability of organizational communication.

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## INTRODUCTION

Organizational communication plays a crucial role in shaping the effectiveness of collective activities in modern society, particularly within youth and student organizations that function as spaces for leadership development and social participation. Effective communication allows members to exchange ideas, coordinate tasks, and resolve disagreements constructively, thereby strengthening institutional performance and social cohesion (Khodijah et al., 2024; Lase et al., 2025; Nasichah et al., 2024). In many youth-based organizations, communication competence also contributes to the formation of democratic values, collaborative attitudes, and problem-solving abilities among members. Empirical studies in organizational psychology demonstrate that groups with strong communication patterns tend to exhibit higher levels of motivation, trust, and collective achievement than groups with poor communication systems (Aidah et al., 2024; Nurhasanah et al., 2024; Saputri et al., 2025). Consequently, improving communication competence is not only important for organizational sustainability but also for preparing young individuals to participate productively in broader social structures. Therefore, research on strategies to enhance organizational communication is increasingly significant.

Despite its importance, many student organizations continue to struggle to maintain effective communication. In practice, interaction among members is often influenced by psychological barriers, including limited listening skills, defensive responses, unequal participation in discussions, and the dominance of certain individuals during meetings (Fidya et al., 2024; Indika et al., 2024). These conditions frequently lead to misunderstandings, reduced collaboration, and internal conflicts, thereby hindering organizational performance. Such phenomena are commonly observed in youth organizations where members possess diverse backgrounds, perspectives, and communication styles. Similar dynamics are also observed within PMII Rayon Nusantara at Universitas Nurul Jadid, where communication during meetings and program coordination can be ineffective and unbalanced. Discussions sometimes fail to involve all members equally, leading to misinterpretations and reduced decision-making quality. These realities indicate that improving communication competence requires not only structural adjustments but also psychological approaches that strengthen members' interaction skills (Sasmita et al., 2025; Sholihah et al., 2024).

Previous studies have attempted to address communication challenges through various psychological and organizational interventions. For instance, Su et al. (2023) and Yin et al. (2021) emphasized the effectiveness of solution-focused approaches in encouraging constructive interaction by directing attention toward individual strengths rather than problems. Similarly, Veloso et al. (2024), Pettersson (2021), and MacLean (2021) demonstrated that solution-focused coaching improves team collaboration and internal communication in organizational contexts. Research Brown et al. (2021) also found that solution-focused interventions can enhance interpersonal communication skills among youth groups. Meanwhile, Mansy et al. (2021) and Chen et al. (2021) reported that psychological training programs based on solution-focused principles positively influence well-being and interaction quality in teams. However, most of these studies focus on professional organizations, counseling settings, or formal institutions. Limited attention has been given to student organizations, particularly those grounded in religious and ideological values. Consequently, the psychological impact of solution-focused training on communication dynamics within such organizations remains insufficiently explored.

Considering these limitations, examining the application of Solution-Focused Training in student organizations with value-based orientations represents an important research direction. Student organizations such as PMII operate not only as administrative structures but also as ideological and social learning communities that emphasize solidarity, collective identity, and moral values (Aziz et al., 2025; Razak et al., 2025). These characteristics create unique communication dynamics that differ from those in corporate or formal institutional environments. Integrating solution-focused psychological training into this context may provide a new framework for strengthening communication patterns by emphasizing positive interaction, active listening, and collaborative problem solving (López et al., 2023; Pollock et al., 2020). The novelty of this research lies in introducing a solution-focused intervention model specifically designed for value-based student organizations and examining its psychological effects on members' communication behavior. By focusing on both communication outcomes and psychological processes, this study offers a new perspective that bridges organizational communication studies with applied psychological training approaches.

Based on the background above, a critical research problem emerges regarding how psychological training interventions can improve communication dynamics within student organizations. Although communication challenges frequently occur in youth organizations, systematic efforts to address them through structured psychological training remain limited. Within PMII Rayon Nusantara, difficulties in maintaining balanced discussions, mutual understanding, and constructive dialogue often influence the effectiveness of organizational activities and program implementation. These issues highlight the need for an approach that not only teaches communication techniques but also strengthens the psychological capacities that support them, such as confidence, openness, and solution-oriented thinking. Therefore, this research examines the role of Solution-Focused Training as an intervention to enhance organizational communication. Specifically, the study investigates whether such training can produce measurable psychological impacts that contribute to improved communication patterns among members.

This study argues that Solution-Focused Training can serve as an effective psychological approach to improving organizational communication within student organizations. By emphasizing strengths, constructive dialogue, and solution-oriented thinking, the training is expected to foster more balanced interactions, encourage active participation, and reduce defensive communication patterns among members. The underlying assumption is that when individuals shift their attention from problems to achievable solutions, they become more open to collaboration and mutual understanding. Consequently, this research contributes both theoretically and practically to the field of organizational psychology. Theoretically, it expands the application of solution-focused approaches to student organizations with religiously oriented values. Practically, it provides an intervention model that can be implemented to improve communication competence and organizational effectiveness among youth groups, thereby supporting healthier interaction dynamics and stronger collective performance.

## RESEARCH METHODS

This study employed a qualitative case study design. The case study method was chosen because the research aims to gain an in-depth understanding of the dynamics of organizational communication in a real-life context, namely, within PMII Rayon Nusantara, Universitas Nurul Jadid. This approach allows the researcher to explore the phenomenon contextually while considering social, psychological, and organizational-cultural factors (Eltama et al., 2024). The research specifically focuses on the implementation of *Solution-Focused Training* and its psychological impact on the quality of organizational communication.

Data collection techniques included in-depth interviews, participant observation, and document analysis (Zahroh et al., 2025). In-depth interviews were conducted to explore the experiences, perceptions, and reflections of PMII members regarding organizational communication before and after participating in *Solution-Focused Training*. Participant observation was conducted during meetings, training sessions, and informal interactions among members to capture real-world practices of organizational communication. Document analysis involved reviewing organizational archives, meeting minutes, and training modules used. The research site was located within PMII Rayon Nusantara at Universitas Nurul Jadid, one of the student organizations actively developing members' capacities through value-based approaches.

The data were analyzed using thematic analysis. The analytical process consisted of data transcription, coding, categorization, and identifying key themes relevant to the research focus (Nurrisa et al., 2025). Thematic analysis was chosen because it enables the researcher to highlight patterns of communication, psychological experiences, and changes that emerged after the *Solution-Focused Training* intervention. To ensure the validity and reliability of the findings, this study employed source and method triangulation, peer debriefing, and member checking to verify results (Ruhendi et al., 2025). Through these strategies, the study maintains high credibility and provides both theoretical and practical contributions to the development of applied organizational psychology in student organizations.

## **RESULTS AND DISCUSSION**

### **Results**

This section presents the main findings of the study concerning the implementation of solution-focused training and its impact on organizational communication within PMII Rayon Nusantara. The results are derived from observations, documentation, and field analysis that reveal changes in communication patterns, member involvement, leadership coordination, and members' psychological conditions following the training activities.

### **Changes in Organizational Communication Patterns**

Changes in organizational communication patterns refer to the transformation of how members exchange ideas, identify problems, and formulate decisions during meetings and organizational discussions. In this research, the concept is operationally defined through several observable indicators in the field, including the clarity of discussion topics, the focus of conversation toward solutions, the efficiency of meeting duration, and the structured delivery of ideas by members. Within PMII Rayon Nusantara, communication patterns before the training were often characterized by lengthy discussions, repetitive arguments, and unclear conclusions. After implementing solution-focused training, communication began to demonstrate clearer structure, with members first identifying the main problem and then proposing practical solutions. Therefore, this sub-finding examines how the communication process in meetings shifted from unfocused dialogue toward more structured, concise, and solution-oriented interaction among organizational members. To support this finding, the research is reinforced by visual documentation collected during the training and organizational meetings. The following documentation illustrates the transformation of communication patterns:



**Figure 1. Participants Engaging in Small-Group Discussions to Develop Solutions**

Observations from several meetings after the training show noticeable changes in how discussions were conducted. Members appeared more organized when presenting opinions and tended to begin discussions by identifying the main problem before proposing possible solutions. The flow of meetings became more structured, with members taking turns speaking and responding to ideas in a more focused manner. In addition, discussions became more efficient because participants avoided repetitive arguments and focused on reaching practical conclusions. The researcher interprets these observations as evidence that the training influenced the way members communicate during organizational interactions. Members began applying the solution-oriented thinking practiced during training sessions, resulting in clearer, more directed discussions that were easier for participants to follow.

Restating the findings, the data indicate that organizational communication patterns shifted significantly following the implementation of solution-focused training. Before the training, discussions often developed without a clear structure, making meetings lengthy and sometimes difficult to conclude. After the training, members demonstrated a different communication approach, identifying issues more clearly and proposing solutions in a more organized manner. Meetings also became more systematic, with members presenting ideas sequentially and engaging in constructive responses. This restatement emphasizes that the change was not limited to the technical format of meetings but also reflected a transformation in how members approach communication problems. The organization gradually moved from unstructured dialogue toward communication that prioritizes clarity, efficiency, and collaborative problem-solving.

The pattern emerging from these findings indicates a gradual transformation in the organization's communication culture. Initially, discussions were characterized by unfocused dialogue and prolonged exchanges of opinions without clear conclusions. After the training, communication began to follow a more structured pattern: members first identified problems, discussed possible solutions, and then agreed on specific actions. This pattern indicates that members increasingly adopt a solution-oriented approach when interacting with one another. As a result, meetings become more productive, and decisions are reached more efficiently. The pattern also demonstrates that members have developed a shared understanding of how discussions should be conducted, emphasizing clarity, participation, and constructive dialogue. These changes

reflect the development of a communication environment that supports more effective collaboration within the organization.

### **Member Involvement in Organizational Discussions**

Member involvement in organizational discussions refers to the level of active participation members demonstrate during meetings, deliberations, and collective decision-making processes. In this study, involvement is operationally defined by several observable indicators in the field, including members' willingness to express opinions, ask questions, respond to other members' ideas, and lead or facilitate discussions. This concept also includes psychological readiness, such as confidence, openness to dialogue, and the courage to communicate ideas to other members. In the context of PMII Rayon Nusantara, member involvement reflects a shift from passive attendance at meetings to more active, interactive participation. Therefore, this sub-finding examines how members engage in communication within discussion forums after the implementation of solution-focused training and how these behavioral changes indicate improvements in the internal dynamics of organizational communication.

The first interview result shows a clear change in members' participation in organizational discussions. One informant explained, "Before the training, discussions were often dominated by only a few senior members, while the others tended to listen without giving opinions." Another informant stated, "After the training sessions, more members began to speak during meetings, even those who previously remained silent started sharing their thoughts." These statements indicate that the training created a supportive psychological atmosphere that encouraged members to participate more actively. The researcher interprets these responses as evidence that members experienced an increase in confidence in their communication and felt more comfortable expressing their perspectives in group discussions. This change suggests that the training not only provided communication techniques but also strengthened members' psychological readiness to engage in dialogue within the organizational environment.

Further interview data also reveal similar experiences among other members regarding their involvement in discussions. One female member explained, "Previously I felt hesitant to speak because I thought my opinion might not be important, but after the training I felt more confident to contribute during meetings." Another informant stated, "The training made discussions feel more open, so we feel encouraged to exchange ideas rather than just waiting for instructions from the leaders." These statements demonstrate that the training helped reduce psychological barriers that previously limited participation. The researcher interprets this situation as a shift in the organization's communication culture, in which members begin to perceive discussions as collaborative spaces rather than hierarchical forums dominated by certain individuals. As a result, communication becomes more balanced, and members feel more responsible for contributing to collective decision-making.

Observational data from several organizational meetings show visible changes in member participation during discussion sessions. Members who had previously remained quiet were observed asking questions, responding to arguments, and volunteering to present ideas to the group. In some meetings, discussion leadership was also shared among different members rather than being handled solely by senior figures. These observations indicate that interaction during discussions became more dynamic and inclusive. Restating the findings, the data show that participation among members

increased after the training activities were conducted. The pattern emerging from these observations shows a gradual shift from passive communication behavior toward active engagement among members. This pattern reflects a broader shift in the organization’s discussion culture, in which members increasingly recognize their role in contributing ideas and participating in collective dialogue.

### Psychological Impact on Members

Psychological impact on members refers to the mental and emotional changes experienced by organizational members after participating in solution-focused training activities. In this study, the psychological impact is operationally defined through several observable indicators in the field, including members’ motivation to participate in organizational activities, confidence in expressing ideas, emotional readiness to face organizational challenges, and enthusiasm when responding to problems during meetings or discussions. These indicators are identified through direct observation of members’ behavior during organizational activities and evaluation notes from training sessions. Within PMII Rayon Nusantara, psychological impact is reflected in a shift from hesitant, passive attitudes to more confident, optimistic, and proactive behavior among members. Therefore, this sub-finding focuses on how the training strengthened members’ psychological readiness, which, in turn, influenced their involvement and engagement in organizational communication processes.

**Table 1. Research Findings**

Research Aspect	Interview Data	Observational Results	Documentary Evidence
Organizational communication patterns	Meetings are more focused on solutions (Chairperson PMII)	Discussions are more concise and structured	Meeting minutes became more concise and systematic
Member involvement	Members are more confident in expressing opinions (Chairperson Kopri)	Active participation, especially by female members	Videos show increased frequency of participation
Leadership coordination	Faster and clearer coordination (PMII member)	Inter-divisional cooperation is more cohesive	WhatsApp chats are more concise, direct, and solution-oriented
Psychological impact	Members are more optimistic and resilient (Chairperson PMII)	Members are more enthusiastic and proactive	Evaluation notes show increased motivation

The observational data presented in the table indicate that the training produced notable psychological changes among members. Members appeared more motivated to engage in organizational activities, demonstrated greater confidence when expressing opinions, and showed more proactive attitudes when addressing challenges during discussions. These observations suggest that the training strengthened members’ psychological readiness to face organizational dynamics. Restating these findings, the data show that members experienced a shift in their psychological orientation from passive, hesitant attitudes to more optimistic, confident behavior. The researcher also observed that members interacted more supportively, which helped create a collaborative atmosphere during meetings and organizational activities. This interpretation confirms that the training influenced not only communication skills but

also the internal psychological conditions that support active participation in organizational life.

The pattern emerging from the data demonstrates a consistent relationship between psychological development and organizational participation among members. Initially, members tended to demonstrate limited confidence and lower enthusiasm when participating in organizational discussions. After the training activities were implemented, observable behavioral patterns showed increased motivation, stronger confidence in expressing ideas, and greater resilience when facing organizational challenges. Members also displayed more positive emotional interactions, which contributed to a supportive communication environment. This pattern indicates that psychological readiness gradually developed alongside members' participation in training activities. As a result, members became more engaged in organizational processes and demonstrated greater responsibility toward collective goals. The overall pattern suggests that strengthening psychological capacity among members significantly improves the quality of interaction and sustains productive communication within the organization.

## Discussion

The findings of this study reveal that solution-focused training plays a significant role in shaping more efficient, directed, and solution-oriented patterns of organizational communication. This result aligns with and extends Keller et al. (2021) In the *Journal of Counseling Psychology*, it was demonstrated that solution-focused approaches enhance interpersonal communication effectiveness by emphasizing message clarity and goal orientation. However, the findings at PMII Rayon Nusantara reveal a different context: communication patterns improved not only at the interpersonal level but also collectively within meetings and organizational forums. Thus, this study broadens the understanding of the broader applicability of solution-focused interventions, strengthening organizational communication at structural and collective levels, not merely individual relationships (Azizah, 2021; Wang, 2024).

In addition, the increased member engagement following the training highlights the significant psychological impact of participation. Lopez et al. (2024) and Owan et al. (2025) A study in the *International Coaching Psychology Review* found that solution-focused coaching improves team engagement by enhancing self-efficacy and confidence. This finding resonates with the current study, as previously passive members became more willing to voice their opinions and even assume leadership roles in discussions. Nevertheless, this research provides new evidence that such transformation occurs collectively within student organizations rooted in religious values, which typically feature strong social hierarchies (Ishak et al., 2025; Wahid et al., 2020). Thus, solution-focused training not only enhances personal confidence but also shifts the organizational communication culture toward more democratic participation.

The findings regarding improved coordination among organizational leaders further reinforce the work of Itzick et al. (2020) and Brière et al. (2021) in the *Journal of Applied Social Psychology*, which showed that solution-focused interventions strengthen team cohesion and communication effectiveness in professional organizations. However, the present study adds a new dimension, as the context is a student organization in which limited resources, limited experience, and limited formal authority often constrain coordination. Improving coordination through concise, straightforward communication demonstrates that solution-focused training can be a practical strategy to overcome

communication barriers common in non-professional organizations (Habsy et al., 2024; Petkovic et al., 2021; Yunus et al., 2023). Therefore, this study underscores the relevance of solution-focused training as a flexible applied psychological method for enhancing communication efficiency even in volunteer-based, value-driven organizations like PMII.

Furthermore, the psychological impacts, such as increased optimism, resilience, and enthusiasm among members after the training, expand theoretical understanding of the relationship between communication and an organization's emotional state. Chu et al. (2024) and Lucisano et al. (2023) emphasized that a solution-focused orientation fosters self-confidence and reduces tendencies to become stuck in problems. At the same time, the present findings provide concrete evidence within student organizations that such training can shape a more positive and productive communication climate. This also highlights a gap in previous studies, which primarily placed solution-focused training in individual counseling or professional organizational contexts (Chaika, 2025; Iskandar et al., 2025). Hence, this study offers an important novelty: solution-focused training integrates technical communication improvements with collective psychological well-being, a dimension largely underexplored in prior literature.

The implications of this study emerge at both academic and practical levels. Academically, it broadens the discourse in organizational psychology by showing that solution-focused training is not only relevant in professional workplaces but also effective in value-based student organizations. These findings enrich organizational communication theory by incorporating religious, ideological, and cultural dimensions, thereby opening opportunities for multidisciplinary academic exploration (Anshori, 2024; Mukti, 2025; Suhaedin et al., 2024). Solution-focused training proved effective in enhancing the confidence, optimism, and collaborative skills of PMII Rayon Nusantara members in addressing organizational challenges. This underscores the importance of structured psychological approaches in strengthening the internal dynamics of student organizations and provides a valuable reference for similar organizations, both locally and nationally, in designing training programs that emphasize not only technical communication but also psychological and motivational reinforcement as the foundation for organizational sustainability (Leuhery et al., 2025; Pramesti et al., 2025).

Another important theoretical implication of this study is its contribution to expanding the use of solution-focused approaches in organizational communication within youth-based institutions. Previous literature has largely positioned solution-focused training within counseling practices, coaching environments, or professional organizational development. The findings of this study demonstrate that the same psychological principles can also function effectively in student organizations where collective learning processes, ideological commitments, and voluntary participation shape interaction patterns. This expands the theoretical framework of applied organizational psychology by illustrating that communication effectiveness is not solely determined by structural management factors but is also strongly influenced by members' psychological orientation toward solutions rather than problems. Consequently, the results of this research strengthen the argument that solution-focused perspectives can serve as an integrative theoretical bridge between communication studies, organizational psychology, and youth leadership development.

From a practical perspective, the findings provide concrete guidance for student organizations and youth-based institutions in designing programs to strengthen internal communication and organizational sustainability. The implementation of solution-

focused training demonstrates that relatively simple training interventions can produce meaningful changes in how members interact, participate in discussions, and coordinate organizational tasks. This suggests that student organizations may benefit from incorporating structured psychological training into their leadership development programs. By encouraging members to focus on solutions, recognize personal strengths, and communicate ideas more constructively, organizations can create a more collaborative and productive communication climate. Furthermore, the results imply that educational institutions and student movement organizations can adopt similar approaches to build leadership capacity, enhance collective decision-making processes, and foster a healthier organizational culture that supports long-term institutional development.

## CONCLUSION

This study demonstrates that Solution-Focused Training plays a crucial role in improving organizational communication within PMII Rayon Nusantara. The most significant finding is that the training successfully transformed communication patterns from unfocused, lengthy discussions into more structured, concise, and solution-oriented interactions. Members also demonstrated increased involvement in organizational discussions, indicating higher confidence and willingness to participate actively in collective decision-making processes. Furthermore, the training produced important psychological impacts, including stronger motivation, optimism, and resilience among members when facing organizational challenges. These findings highlight an important lesson that strengthening communication within student organizations requires not only technical communication skills but also psychological reinforcement that encourages members to adopt a solution-oriented mindset. By focusing on strengths and constructive dialogue, solution-focused training can foster a more supportive communication climate, improve collaboration among members, and contribute to the development of more productive and democratic organizational dynamics.

From an academic perspective, this research contributes to the development of organizational psychology and communication studies by expanding the application of solution-focused approaches to student organizations with value-based orientations. The study provides empirical evidence that psychological training can influence both communication practices and the emotional climate of an organization. However, this research also has several limitations. The study focuses on a single case within a single student organization, which may limit the generalizability of the findings to broader contexts. In addition, the qualitative design emphasizes in-depth understanding rather than large-scale measurement of impact. Future research is recommended to involve multiple student organizations, apply mixed-method approaches, and examine the long-term sustainability of solution-focused training interventions. Such studies would further strengthen theoretical development and provide broader practical guidance for improving communication and leadership capacity in youth and student organizations.

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