The Impact of Voice Behavior on Team Performance Evidence From Indonesian Retail Firms

Devi Alpiani *
Management, Parahyangan
Catholic University,
Bandung , 40141, Indonesia
devialpiani@gmail.com
Corresponding author

Deti Mulyo Harsono
Management, Parahyangan
Catholic University,
Bandung, 40141, Indonesia
detty@unpar.ac.id

Abstract—This study aims to investigate the impact of voice behavior on team performance in Indonesian retail companies. Voice behavior refers to the discretionary communication of ideas, suggestions, concerns, or opinions with the intent to improve organizational or team functioning. Given the dynamic and competitive nature of the retail industry, especially in developing economies like Indonesia, enhancing team performance has become a critical concern for organizational success. This research employed a quantitative method with a purposive sampling technique, involving 99 retail employees from various companies across Indonesia. The data collection was conducted through a structured questionnaire, and the analysis was carried out using Statistical Package for the Social Sciences (SPSS) version 22. The results of the analysis revealed that voice behavior has a positive and significant impact on team performance. This means that when employees are encouraged to speak up and actively participate in communication within the team, overall team performance improves. The study highlights the importance of creating an open communication climate and fostering a culture where employees feel psychologically safe to express their opinions and contribute to team discussions. These findings can serve as a reference for managers and HR practitioners in Indonesian retail companies to design policies and practices that support voice behavior. By encouraging open dialogue and inclusive decision-making, companies can enhance collaboration, innovation, and ultimately team productivity. This study also emphasizes the strategic role of employee involvement and communication in achieving high-performing teams.

Keywords—Voice Behavior, Team Performance, Retail Firms, Employee Involvement

I. INTRODUCTION

Team performance is a critical factor in the increasingly competitive retail sector (Ulfa & Ridwan, 2015), among other things, because of the demands to provide excellent service and achieve tight sales targets (Listyorini, 2024). The retail industry faces rapid market dynamics, including changing consumer preferences and intense competition from e-commerce (Rajput & Gandhi, 2024). The retail industry faces rapid market dynamics, including changing consumer preferences and intense competition from e-commerce (Prayoga, Arianto, and Bengkulu, 2023). Without effective collaboration between team members, retail companies risk losing their competitive edge and the opportunity to grow in a crowded marketplace (Fadiya Maysaroh Lubis, Nauval Haiban Ginting, and Purnama Ramadani Silalahi, 2023).

One of the main challenges in improving team performance in the retail sector is the high employee turnover rate and uneven workload (Pham et al., 2019). Many retail companies grapple with poor coordination between shifts (Ramadhani & Khoirunnisa, 2018), ineffective communication (Listyorini, 2024), and low employee engagement. This condition often leads to inconsistent service and decreased customer satisfaction. Therefore, understanding the factors driving team performance, such as voice behavior (Reisa & Sudibjo, 2020), becomes crucial to creating a more productive and collaborative work environment (Purwanto & Hikmah Perkasa, 2023).

Voice behavior, or the employee's willingness to convey ideas, suggestions, or concerns (In et al., 2024), can play a key role in improving team performance in the retail sector. When team members feel heard and valued, they are more likely to be motivated to actively contribute to achieving common goals. On the other hand, self-efficacy, or an individual's belief in their ability to complete a task, also contributes to team performance by increasing initiative and resilience in the face of challenges (Reisa & Sudibjo, 2020). Combining these two factors can create a team that is competent and adaptive to change (Azzahrah & Prihatsanti, 2017). Voice behavior is a form of active employee participation in conveying opinions, suggestions, or ideas related to organizational improvement and development (Muhammad Ibrahim; Alice Salendu, 2020). This concept reflects the courage of employees to speak constructively about problems or opportunities they see at work, even though this may involve risks such as disapproval from superiors or coworkers (Setiawan, 2024). In an organizational context, voice behavior includes complaints and solutions offered by employees to improve efficiency, work quality, or

organizational climate (Nindyati, 2017). These behaviors are essential to employee engagement and organizational health (Rather, 2020).

Forms of voice behavior can vary, from formal suggestions (such as through employee idea-gathering programs) to informal discussions with superiors or coworkers (Olamide & Ogbechie, 2021). Concrete examples include suggesting improvements to work processes, providing input on company policies, or raising concerns about ethical issues. It is important to distinguish voice behavior from exit behavior or neglect behavior (Muhammad Ibrahim; Alice Salendu, 2020) because voice behavior reflects the employee's desire to improve the organization rather than leaving it or being passive. Various studies have supported the positive impact of voice behavior on the organization. For example, a study by Morrison (2011) showed that voice behavior (Morris, 2009) can increase innovation, job satisfaction, and team performance. However, its effectiveness depends on a supportive organizational climate, such as inclusive leadership and a culture that values openness (Anshori, Yusuf, and Nur Hasan, 2023). The main challenge is to create an environment where employees feel psychologically safe to express their opinions without fear of punishment. Thus, organizations must actively build mechanisms encouraging voice behavior, such as clear communication channels, reward systems, and manager training to respond constructively to employee input (Wahyuni Agnia; Ramayani Yusuf, 2023).

Although the concepts of voice behavior and team performance have been widely studied separately, empirical studies that specifically test the direct relationship between these two variables in the context of the retail industry are still minimal. Most previous studies on voice behavior have focused more on individual outcomes, such as job satisfaction or organizational commitment. In contrast, studies on team performance tend to explore factors such as leadership or group dynamics (Morrison, 2015). The unique characteristics of the retail industry—such as intense team interaction with customers and the pressure of daily sales targets—create an ideal context for testing how voice behavior can directly impact team performance (Reisa & Sudibjo, 2020).

Existing literature on voice behavior in the retail sector is primarily qualitative or focused on the individual employee level (e.g., the influence on turnover intention). Quantitative studies that empirically measure the collective impact of voice behavior on retail operational team performance have not been widely conducted, especially in developing countries such as Indonesia. Previous studies also ignore specific retail characteristics, such as shift-based work systems and high-turnover environments, that may moderate the X-Y relationship. In addition, most studies were conducted in Western countries, so the findings are not necessarily applicable to Indonesia's more hierarchical work culture (Morrison, 2015).

Some previous studies, such as Frazier and Bowler (2015), have examined the relationship between voice behavior and several organizational outcomes but did not specifically address the mechanism of its influence on team performance in retail environments. Existing studies often examine voice behavior as an outcome (e.g., influenced by leadership) rather than an antecedent of team performance (Park et al., 2018). Nevertheless, voice behavior should theoretically improve team performance through knowledge sharing and collaborative work process improvement - crucial mechanisms in day-to-day retail operations. (Mudashiru *et al.*, 2014).

This gap is compounded by the lack of research integrating a multi-level analysis perspective in examining the X-Y relationship. Most studies only focus on the individual level (e.g., the effect of an employee's voice behavior on his or her performance) without considering the aggregation effect at the team level, even though in retail, the team is the most important factor (Rajput & Gandhi, 2024), performance is essentially a collective outcome. In addition, there is no consensus on the specific performance measurement of retail teams, whether based on operational metrics (such as inventory accuracy), service metrics (such as customer satisfaction score), or a combination of both. This research is expected to make significant contributions theoretically and practically by filling these methodological and contextual gaps.

The study of the influence of voice behavior on team performance is urgent because, in an increasingly dynamic business environment, such as the retail sector, the active participation of team members in conveying ideas and feedback (voice behavior) is key to rapid adaptation and improved collective performance. Nevertheless, there is insufficient empirical evidence on the extent of its contribution. The high turnover rate and low employee engagement in the retail industry - especially in Indonesia - demand evidence-based solutions to improve team collaboration, where voice behavior is potentially an effective strategy that has not been optimally utilized. The findings of this study will provide practical guidance for retail managers to design interventions such as communication training or reward systems that encourage employee participation while filling a gap in the literature on the mechanisms of voice behavior's influence on team performance in high-pressure environments that have been overlooked in previous studies.

II. LITERATURE REVIEW

A. Voice Behavior

The underlying theory of voice behavior is Social Exchange Theory (Blau, 1964), which explains that employees tend to exhibit these behaviors when they feel the organization treats them fairly and values their contributions (In et al., 2024). When employees believe their voices are heard and considered, they will be more motivated to contribute proactively. In addition, the Theory of Planned Behavior (Ajzen, 1991) is also relevant, as attitudes, subjective norms, and perceived

control over the action influence voice behavior. Thus, voice behavior is not simply spontaneous but results from psychological considerations and organizational context (Muhammad Ibrahim; Alice Salendu, 2020).

Voice Behavior, as referred to by Premeaux & Bedeian (2003) in (Nikolaou et al., 2008), is when employees dare to express opinions, criticisms, or suggestions to others in their work, voice information related to problems that occur related to work, and take a communicative approach in activities and relationships with colleagues in the scope of work. Voice behavior is critical, considering that the information about employees' voices can impact organizational changes. So, the existence of voice behavior gives employees a more significant role in the company. Their presence in the company's organization is significant because their voice is needed to support its sustainability.

Morrison (2015) (Morrison, 2015) explains that several factors cause and can affect employee voice behavior. Among them are individual dispositions, job and organizational attitudes and perceptions, emotions, beliefs, and schemas, supervisor and leader behavior, and other contextual factors (Azzahrah & Prihatsanti, 2017)

The extent to which employees communicate with superiors to provide suggestions, ideas, and information on issues of concern contributes to the organization. Leaders or upper management need information from lower-level employees to survive and respond to dynamic business conditions, make good decisions, and fix problems before they become more significant and insurmountable. Similarly, teamwork requires members to talk to each other effectively to make effective decisions (Indrawati, 2018). Morisson (Morrison, 2015) also explains that the definition of voice behavior includes a voice directed toward superiors or other senior managers and a voice directed toward members of one's team. Typically, voice scholars do not specify the target of voice or focus solely on one or the other, either upward voice or voice toward teammates. However, as I will discuss, the decision whether or not to voice, as well as the antecedents and outcomes of this decision, are likely to differ significantly depending on whether the behavior is directed toward superiors or peers, so there is a need to consider the target of voice more fully (Dominique-Ferreira & Antunes, 2020).

Gatenby (2013) and commitment to the organization state that if employees do not dare to voice their opinions in the workplace (Ramadhani & Khoirunnisa, 2018), it poses potential disadvantages to the organization, such as weak performance, corruption, and low employee morale (Wahyu Rahmat Maulana, 2016). It also causes harm to oneself, such as feelings of dissatisfaction, stress, and cynicism. On the other hand, this study's findings show a relationship between voice and job performance. (Daning Fitri Hafidha , SL Triyaningsih, 2015).

B. Team Performance

Performance comes from the word job performance and is also called actual performance, work performance, or actual performance that an employee has achieved (Ulfa & Ridwan, 2015). Experts state many definitions or understandings of performance; one definition of performance is the work results that can be achieved by a person or group of people in an organization, following their respective authorities and responsibilities in order to achieve the goals of the organization concerned legally, without violating the law, and under morals and ethics (Tuyan *et al.*, 2023) Hery (2020) stated that performance is managing organizational resources to achive the organization's goals.Armstrong and Baron (Ulfa & Ridwan,2015)said the performance is the result of work that strongly relates to the organization's strategic goals and costumer satisfaction and provides economic contribution.furthermore,Indra Bastian (Nurpratama & Anwar, 2020) states the performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the organization's goals, objectives,mission, and vision as stated in formulating an organization's strategic scheme.Lastly, Ruky (Kuntadi & Puspita, 2022),After trying to combine the desfinition of performance referring to the exford Dictionary and Webster's Dictionary, concluded that performance is related to two definitions: achievement and how a task is carried out. Furthermore, Kuntandi (2022) links performance with achievement. From the definitions collected from the three authors, it seems that performance is more associated with the results or achievements of work or activities (Yusianto, 2024)

C. Retail Industry.

Retail business is the sale of goods in various retail outlets such as kiosks, markets, department stores, boutiques, and others (including sales with a delivery service system) (Martinus, 2021), which is generally used directly by the buyer concerned. Retail businesses in Indonesia can be divided into 2 large groups: traditional retail and modern retail (Chinakidzwa & Phiri, 2020). Modern retail is a development of traditional retail. This retail format emerges and develops along with the development of the economy, technology, and people's lifestyles, making people demand more convenience in shopping. The retail industry continues to grow rapidly, not only in Indonesia but also in Asia. The modern retail era ahead of the ASEAN Economic Community (AEC) 2015 is predicted to grow even faster. It is supported by many foreign companies that will invest in Indonesia (Martinus, 2021).

Modern markets sell household goods, including daily necessities. Sales are made in a self-service and retail setting, with customers taking goods from the shelves and paying at the cashier. Therefore, markets with this form are also called Supermarkets (Mandalika *et al.*, 2024).

III. METHOTDS

This study uses a quantitative approach with a correlational design to analyze the influence of voice behavior on team performance. The survey method was chosen to collect primary data from 99 respondents who are retail company team members. The selection of a sample size of 99 people has met the minimum requirements of regression analysis with adequate power

tests. The research instrument was a closed questionnaire using a 1-5 Likert scale to measure voice behavior and team performance variables.

Population in the context of research is the entire group or individuals who are the focus of the research and have characteristics relevant to the research objectives (Sugiyono, 2022). Population includes all elements that meet the study's inclusion criteria and are potential data sources. In the previously mentioned study, the population was employees at a Retail company in Bandung, totaling 99 people. This population is the main object of the study, and all members of the population are included as respondents in the study. A sample in the research context is a group of individuals or elements selected from a population to be observed or measured to collect data. This study's sample consisted of 99 respondents who were employees of a retail company in Bandung. The sample was selected using a saturated sampling technique, where all population members were taken as samples. Thus, this sample includes all individuals who are part of the population, and the data collected from this sample is expected to reflect this.

Data analysis begins with classical assumption tests, including normality, linearity, and multicollinearity tests. Furthermore, a simple linear regression analysis is carried out to test the effect of voice behavior on team performance. The results of the analysis will display the coefficient of determination (R²), beta value (β), and significance level (p-value). Additional analysis in the form of descriptive statistics and Pearson correlation tests were also carried out to enrich the research findings. Data visualization is presented in the form of tables and graphs.

This study ensures construct validity through the use of instruments that have been tested for validity and reliability. As shown in Table 1, the measurement tools used demonstrated acceptable levels of validity and reliability, supporting the accuracy of the constructs examined. However, several limitations exist, such as the limited generalization of results to the retail sector and the potential for bias due to the self-report method. For further research, it is recommended to add moderator or mediator variables and expand the scope of the sample to various industries. The findings of this study are expected to provide practical contributions to management in improving team performance through the development of employee voice behavior.

Table 1. Operational variables

No	Variable	Indicator
1	Voice Behavior (X) (Setiawan, 2024)	I proactively engage in developing and offering ideas for issues that could impact the unit. I proactively make recommendations for new initiatives that would benefit the work unit. I make recommendations to improve the way the unit operates. I generate positive,

No	Variable	Indicator
		proactive ideas that help the unit achieve its goals. I make recommendations that help improve the unit's performance. I advise coworkers on how to avoid bad habits that could interfere with their ability to do their jobs. I advocate openly on issues that could seriously disrupt the work unit, especially in the face of opposing viewpoints. I am willing to express ideas about issues that could impact the work unit's efficiency, even if they make others uncomfortable. I am willing to bring up issues within the unit when I see them, even if it means straining relationships with coworkers. Reporting collaboration proactively My team collaboration reduces work content redundancy My team collaboration improves team efficiency. My team collaborates with all team members to coordinate efforts. My team collaboration facilitates the innovation of new ideas
2	Team Performance (Y) Lin & Peng (2010)	

IV.   RESULTS AND DISCUSSION

A. *Respondent Profile*

In this study, the number of respondents was 99 people with the following profile:

Table 2. Profile Respondent

No	Profile	Amount
1	*Sex*	
	Man	31
	Woman	68
2	Work Period	
	< a year	12
	1- 3 years	24
	3 – 5 years	26
	5 – 7 years	27
	>7 years	10
3	Last Education	
	Senior High School	14
	Diploma 3	35
	Bachelor	20
	Other	30

Table 2. Respondent Profile provides an overview of the characteristics of participants in the research or survey. Regarding gender, respondents were dominated by women (68 people or around 69%) compared to men (31 people or 31%). This indicates a gender imbalance in the sample, which may affect the analysis results if the research variables are related to gender differences. However, if the research does not focus on gender, this composition may still represent specific populations, such as in female-dominated fields of work or education.

Regarding tenure, most respondents had work experience between 1-7 years (77 people or 77.8%), with the 5-7 years group being the largest (27 people). Meanwhile, respondents with less than 1 year or more than 7 years of service were relatively small (12 and 10 people, respectively). This distribution indicates that most respondents, not beginners or seniors, are in the middle phase of their careers. This result can be considered if the research is related to productivity, job satisfaction, or workplace adaptation.

In the last education category, Diploma 3 is the most common level of education (35 people or 35%), followed by the "Other" category (30 people). Meanwhile, only 20 people (20%) have a Bachelor's degree, and 14 people (14%) have a High School degree. The dominance of Diploma 3 graduates and the "Other" category (e.g., vocational schools or non-formal training) indicates that respondents may come from a practical or vocational educational background. If "Other" includes higher education, such as a master's or doctorate, further clarification is needed to ensure accurate interpretation. This educational profile can affect the research findings, especially regarding the respondents' competencies or perceptions.

B. Validity Test

The validity test is used to test the extent to which the accuracy of the measuring instrument can reveal the concept of the symptom or event being measured. The question items used in the questionnaire are declared valid if the correlation (r) with the total value of each variable is $\geq$ 0.3202. Items with a value (r) count $\leq$ 0.3202 (invalid) will be discarded because they can cause errors in the following measurement process. The validity test results show that all items are declared valid (validity output attached). The simplification of the form tabulation of the results of testing the validity of training and competency development variables are shown in Table 3.

Table 3. Validity Test

No	Indicator	Amount	Validation
1	X1	0,371	Valid
	X2	0,608	Valid
	X3	0,428	Valid
	X4	0,662	Valid
	X5	0,662	Valid
	X6	0,428	Valid
	X7	0,662	Valid
	X8	0,417	Valid
	X9	0,662	Valid
	X10	0,417	Valid

No	Indicator	Amount	Validation
2	Y1	0,421	Valid
	Y2	0,414	Valid
	Y3	0,421	Valid
	Y4	0,427	Valid

Table 3 The Validity Test shows the results of validity testing for each indicator of variable X (X1-X10) and variable Y (Y1-Y4) by comparing the correlation value of each indicator to the total score. All indicators are declared valid because the correlation value (Amount) generally exceeds the minimum limit of 0.3, although with varying degrees of relationship strength. Indicators X4, X5, X7, and X9 have the strongest correlation (0.662), while X1, X8, and X10 show the lowest correlation (around 0.371-0.417) but still meet the validity requirements. In variable Y, all indicators (Y1-Y4) are also valid with relatively uniform correlation values (0.414-0.427). These results confirm that all items in the research instrument are statistically capable of measuring the intended construct, making them suitable for further analysis.

C. Reliability Test

Reliability testing shows how much a measuring device can be trusted or reliable. Reliability testing uses the Cronbach Alpha test> 0.05.

Table 4. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,912	14

Table 4. Reliability Test shows the research instrument reliability test results using Cronbach's Alpha, with a value of 0.912 for 14 items. This value far exceeds the minimum limit of 0.7, which is generally accepted in social research, indicating that the instrument has very high internal consistency and is reliable. Thus, all items in the questionnaire or measuring instrument can be trusted to assess the same construct consistently, ensuring that the data collected is stable and reliable for further analysis. The high value of Cronbach's Alpha also indicates that no items need to be removed to improve reliability.

D. Normality Test

The normality test is carried out before the data is processed, which aims to understand the data distribution in one variable indicator used in the study. The normality test was carried out using the Kolmogorov-Smirnov test. The criteria that apply in the normality test are that if the significant value results show a value greater than 0.05 or (p>0.05), the data is usually distributed. Vice versa, if the significance value shows a value smaller than 0.05 or (P>0.05), the data is declared not normally distributed.

Table 5. One-Sample Kolmogorov-Smirnov Test
Unstandardized Residual

N			149
Normal	Mean		,0000000
Parameters,b	Std. Deviation		,87415215
Most Extreme	Absolute		,315
Differences	Positive		,148
	Negative		-,315
Test Statistic			,315
Asymp. Sig. (2-tailed)c			<,001
Monte Carlo	Sig.		<,001
Sig. (2-tailed)d	99% Confidence	Lower	,000
	Interval	Bound	
		Upper	,000
		Bound	

Table 5 show the results of the One-Samplekolmogorov-Smirnov (K-S) test used to test the normality of the distribution of unstandardized residuals in a statistical model. Residuals are the difference between observed values and predicted values of the model. In this Table, the number of samples (N) is 149, with a residual mean close to zero (0.0000000) and a standard deviation (Std. Deviation) of 0.87415215. The K-S test statistic 0.315 indicates the maximum difference between the residual and normal distributions. The very small Asymp. Sig. (2-tailed) value (<0.001) indicates that the residuals are not normally distributed because the significance value is below 0.05. Monte Carlo Sig supports this. Results are also significant (<0.001), with a 99% confidence interval that does not include values above 0.

   a. Test distribution is Normal
   b. Calculated from data
   c. Lilliefors Significance Correction
   d. Lilliesfor's method is based on 10000 Monte Carlo samples with a starting seed 2000000

This Kolmogorov-Smirnov test uses the Lilliefors correction because the normal parameters (mean and standard deviation) are estimated from the data and are not predetermined. The Most Extreme Differences results show the most considerable absolute difference between the empirical distribution of the residuals and the theoretical normal distribution, with negative values (-0.315) more dominant than positive (0.148), indicating a departure from normality. In conclusion, the residuals do not meet the normality assumption so that further analysis may require data transformation or non-parametric methods.

Monte Carlo results with 10,000 samples and a seed of 2,000,000 strengthen the reliability of these findings, as simulations provide consistent results with Sig. <0.001.

E. Simple Linear Regression Test

Simple linear regression analysis aims to determine the independent variable's influence on the dependent. This test requires a valid and reliable data distribution and a normal and linear data distribution.

Tabel 6. Coefficients

Model	Unstandardized Coefficients		Standardized		Sig.
(Constant)	B	Std. Error	Beta	t	
Voice Behavior	2,873	,430			<,001
	,332	,094	,280	6,687	<,001
a. Dependent Variable: BT12					

Table 6 shows the results of a simple linear regression analysis that tests the effect of the independent variable, Voice Behavior, on the dependent variable, Team Performance. The Unstandardized Coefficient (B) for the constant (intercept) is 2.873, which means that when voice behavior is zero, the predicted value of team performance is 2.873. Meanwhile, the regression coefficient for voice behavior of 0.332 indicates that the team performance value will increase by 0.332 units for every one-unit increase in voice behavior, assuming other variables remain constant. Standard Error (Std. Error) measures the variability of the coefficient estimate, where the smaller the value, the more precise the estimate.

The Standardized Coefficient (Beta) of 0.280 indicates that voice behavior moderates team performance on a standard scale. The t-statistic value and Sig. (p-value) are used to test the significance of the regression coefficient. For the constant, the t value = 6.687 with p <0.001 indicates that the intercept is statistically significant. Similarly, the voice behavior coefficient has t = 3.533 and p < 0.001, which means that the influence of voice behavior on team performance is very significant. Thus, voice behavior is a meaningful predictor of team performance. These results were obtained from SPSS analysis by the author in 2025 and meet the assumptions of linear regression, such as linearity, homoscedasticity, and the absence of multicollinearity (because there is only one predictor).

Based on the results in Table 6: Coefficients, the simple linear regression equation can be written as follows.

Team Performance = 2,873 + 0,332 *voice behavior*

The linear regression equation shows that when voice behavior = 0, the baseline value of team performance is 2.873 (intercept), which is statistically significant (p < 0.001), indicating that this constant makes a real contribution to the model. Meanwhile, the regression coefficient of voice behavior of 0.332 (p < 0.001) indicates that for every 1 unit increase in voice behavior, the team performance value is predicted to increase by 0.332 units, so that voice behavior has a positive and significant effect on team performance. Thus, this model is statistically valid and can be used to predict the relationship between the two variables.

V. CONCLUSION

The results of the analysis in this study provide two important findings. First, the Kolmogorov-Smirnov normality test in Table 5 shows that the residual distribution does not meet the normality assumption (p < 0.001). This finding indicates that although the linear regression model can still be used, further examination of classical assumptions, such as heteroscedasticity or consideration of using non-parametric methods, if

necessary, is needed. Second, the regression analysis in Table 6 successfully proves a positive and significant influence between the voice behavior variable and team performance with a regression coefficient of 0.332 ($p < 0.001$). The team performance regression equation = 2.873 + 0.332 voice behavior can be used as a basis for predicting team performance values based on the voice behavior variable.

However, residual abnormality findings require researchers to interpret the results carefully. For further research, it is recommended to increase the sample size, transform the data, or consider more robust analysis techniques to obtain more accurate and reliable results.

These findings still provide valuable contributions to understanding the relationship between voice behavior variables and team performance in the context of this study.

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