

The Effect of Group Dynamics and Knowledge Transfer on Group Performance in The Reddoorz Digital Redseller Team

Salman Sirajuddin¹, Hafid Kholidi Hadi², Muhammad Fajar Wahyudi Rahman³

^{1,2,3} Bisnis Digital, Universitas Negeri Surabaya

Abstrak

Penelitian ini menganalisis pengaruh dinamika kelompok dan transfer pengetahuan terhadap kinerja kelompok pada tim digital, dengan menjadikan tim Redseller Program Magang Bersertifikat Kampus Merdeka Batch 4 di PT Commeasure Solutions Indonesia (RedDoorz) sebagai unit analisis. Penelitian menggunakan desain deskriptif kuantitatif dengan sampel total sebanyak 50 anggota tim. Transfer pengetahuan (TP) dan dinamika kelompok (DK) diposisikan sebagai variabel independen, sedangkan kinerja kelompok (KK) sebagai variabel dependen. Data dikumpulkan melalui kuesioner tertutup berskala Likert lima poin dan dianalisis secara deskriptif serta melalui uji korelasi Pearson. Hasil penelitian menunjukkan bahwa rata-rata skor TP, DK, dan KK berada pada kategori cukup hingga baik (masing-masing 3,569; 3,889; dan 3,870). DK menunjukkan korelasi positif yang kuat dengan KK ($r = 0,674$), diikuti oleh TP ($r = 0,631$), sementara korelasi antara TP dan DK tergolong cukup kuat ($r = 0,558$). Observasi kualitatif lebih lanjut mengungkapkan bahwa hambatan psikologis, seperti rasa tidak aman, keraguan menyampaikan pendapat, dan kekhawatiran beban kerja, membatasi efektivitas berbagi pengetahuan meskipun iklim kelompok secara umum positif. Penelitian ini merekomendasikan penggunaan platform dokumentasi pengetahuan yang terstruktur serta rutinitas koordinasi informal untuk memperkuat transfer pengetahuan pada tim digital yang bekerja jarak jauh.

Kata Kunci: *dinamika kelompok; kerja tim digital; kinerja kelompok; transfer pengetahuan*

Abstract

This study examines the effect of group dynamics and knowledge transfer on group performance in a digital team, using the Redseller team from the Kampus Merdeka Certified Internship Program Batch 4 at PT Commeasure Solutions Indonesia (RedDoorz) as the unit of analysis. A quantitative descriptive design was applied to a total sample of 50 team members. Knowledge transfer (KT) and group dynamics (GD) were treated as independent variables, while group performance (GP) served as the dependent variable. Data were collected through a closed-ended questionnaire using a five-point Likert scale and analyzed descriptively and through Pearson correlation. The results show that the mean scores for KT, GD, and GP fell into the fair-to-good category (3.569, 3.889, and 3.870, respectively). GD showed a strong positive correlation with GP ($r = 0.674$), followed by KT ($r = 0.631$), while the correlation between KT and GD was moderately strong ($r = 0.558$). Further qualitative observation revealed that psychological barriers, such as insecurity,

reluctance to voice opinions, and workload concerns, limited the effectiveness of knowledge sharing despite an overall positive group climate. This study recommends the use of structured knowledge documentation platforms and informal coordination routines to strengthen knowledge transfer within remote digital teams.

Keywords: *digital teamwork; group dynamics; group performance; knowledge transfer*

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✉ Corresponding author :

Email Address : salman.23126@mhs.unesa.ac.id, hafidhadi@unesa.ac.id,
muhammadrahman@unesa.ac.id

INTRODUCTION

The rapid growth of the digital industry compels companies to optimize technology-driven marketing strategies to maintain market relevance and customer engagement (Boufim & Barka, 2021). In response to this shift toward a multi-channel framework, the Redseller team at PT Commeasure Solutions Indonesia (RedDoorz) executes product promotions in a distributed manner, utilizing a collaborative remote work model based on digital communication media.

In practice, such digital team dynamics don't always function optimally. Performance gaps between members, communication barriers, and uneven knowledge distribution are common challenges faced by remote teams (Soonderjee & Laughton, 2025). These conditions are reflected in differences in understanding and competency among team members, which can ultimately hinder overall team performance.

One factor suspected of influencing this condition is the knowledge transfer mechanism (hereinafter abbreviated as TP) within the team. According to (Abdillah et al., 2024), organizational knowledge is formed through the conversion of tacit and explicit knowledge between individuals, the effectiveness of which is largely determined by the quality of social interactions within the group. When knowledge sharing systems are unstructured, the learning process within the team is less than optimal, especially for teams operating without a shared physical location (Darwish et al., 2025). Group dynamics (hereinafter abbreviated as DK) also play a crucial role in determining the effectiveness of TP. Interactions between members, communication patterns, and a collaborative work culture are factors that influence how knowledge is disseminated and optimally utilized within the workgroup (Aggrawal et al., 2024). In the context of digital teams like Redseller, positive DK is expected to strengthen the sharing of technical knowledge related to promotional strategies, customer handling, and content optimization among members.

Remote work conditions also shape knowledge-sharing behavior patterns that differ from conventional teams, as demonstrated by (Natu & Aparicio, 2022) in a virtual software development team, and (Chatterjee et al., 2022) who found that remote work flexibility can improve organizational performance if supported by appropriate policies and management.

Research on the relationship between DK, TP, and group performance (hereinafter abbreviated as KK) in the context of certified internship programs is still relatively limited. While structured internships by industry are recognized as playing a crucial role in enhancing student competencies and facilitating transitions into the professional ecosystem

(Putra et al., 2026), empirical reports incorporating real-time performance data from small, fully remote operational teams are scarce. Previous studies on digital engineering and marketing teams tend to highlight communication barriers and information confidentiality (Apasrawirote et al., 2022); (Sharma et al., 2024), but few have specifically quantified the strength of the relationship between DK, TP, and KK in project-based internship teams. This gap is what this study aims to fill: providing simultaneous quantitative measurements of all three variables in a real-life digital workgroup of 50 members, while also integrating qualitative findings on participants' psychological barriers, which have rarely been explicitly addressed in previous studies of digital internship teams.

Based on the description above, this study aims to analyze the levels of TP, DK, and KK within the Redseller team and test the strength of the relationship between these three variables. This study also aims to identify actual barriers faced by participants in the knowledge sharing process and provide a basis for formulating practical recommendations for managing remote digital teams.

Knowledge Transfer and Group Performance

Effective TP enables team members to acquire technical understanding more quickly and equitably, which logically contributes to improved KK. This alignment is rooted in the premise that when critical insights and operational skills are successfully institutionalized among individuals, the group develops a collective capability base that becomes a key source of competitive advantage (Argote et al., 2022). This finding also aligns with (Deng et al., 2023), who asserted that digital technology-based knowledge sharing positively contributes to both individual and group work performance. Therefore, a positive relationship between TP and KK is expected.

H1: Knowledge transfer is positively related to group performance.

Group Dynamics and Group Performance

A healthy remote team—characterized by smooth communication and supportive collaboration—is also expected to directly contribute to the team by facilitating task coordination and collaborative problem-solving. In a virtual environment, structural alignment alone is not enough; the strength of interpersonal relationships, trust, and shared commitment within a remote team directly determine how effectively team goals are achieved (Luo, 2022).

H2: Group dynamics are positively related to group performance.

Group Dynamics and Knowledge Transfer

The growth of the digital industry is driving companies to optimize their technology marketing strategies to maintain market relevance (Boufim & Barka, 2021). Adopting a multi-channel framework, the Redseller team at PT Commeasure Solutions Indonesia (RedDoorz) executes distributed promotional activities. This digital-based remote work arrangement necessitates sustained, effective team interaction dynamics (Delice et al., 2019).

H3: Group dynamics are positively related to knowledge transfer.

METHODOLOGI

This study uses a quantitative descriptive method to describe the conditions of knowledge transfer (TP), group dynamics (DK), and group performance (KK) within the Redseller team, and to test the strength of the relationships between these variables through correlation analysis. The descriptive approach was chosen because this study aims to describe actual field conditions in a specific population of internship teams, rather than generalizing the findings to a broader population.

Population and Sample

The population of this study consisted of all Redseller team members participating in the Certified Internship Program (Independent Campus) Batch 4, placed at PT Commeasure Solutions Indonesia (RedDoorz). A saturated sampling technique (total sampling) was applied, resulting in the entire population of 50 team members being selected as respondents. The respondent profile consisted of 34 women (68%) and 16 men (32%), with an age range of 20–27 years, with the majority aged 21 years (50%).

Data Collection Techniques and Research Instruments

Primary data were collected through a closed-ended questionnaire developed based on three research variables: Knowledge Transfer (TP) with 9 indicators, Group Dynamics (DK) with 15 indicators, and Group Performance (KK) with 19 indicators. Each indicator was measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). TP and DK were positioned as independent variables, while KK was positioned as the dependent variable. The selection of the five-point Likert scale refers to the recommendation of (Taherdoost, 2019) that a five-point scale provides an optimal balance between response reliability and ease of completion by respondents.

Data Analysis Techniques

Data analysis was conducted in two stages using IBM SPSS Statistics software version 26. The first stage was descriptive analysis to determine the average score of each variable and its category, with an interpretation range: a score of 1.00–2.33 was categorized as low, 2.34–3.66 as sufficient, and 3.67–5.00 as good/high. The second stage was Pearson correlation analysis to measure the strength and direction of the relationship between TP, DK, and KK, with interpretation criteria: 0.00–0.19 as very weak, 0.20–0.39 as weak, 0.40–0.59 as quite strong, 0.60–0.79 as strong, and 0.80–1.00 as very strong.

To enrich the interpretation of the quantitative findings, this study also includes supporting qualitative data obtained through direct observation and informal communication with team members during the internship period, particularly regarding psychological barriers in the knowledge sharing process.

RESULTS AND DISCUSSION

Description of Research Variables

The results of data processing for 50 respondents are explained as follows.

Table 1. Descriptive Statistics of Research Variables

Variables	N	Rate-rate	SD	Min	Max	Category
Knowledge Transfer (TP)	50	3,569	0,454	2,556	4,444	Quite Supportive
Group Dynamics (DK)	50	3,889	0,459	2,667	4,933	Positive
Group Performance (KK)	50	3,87	0,544	2,789	5	Good

Source: Processed primary data (2026)

Table 1 shows that the average TP score of 3.569 is considered quite supportive, indicating that technical knowledge sharing among team members has occurred but is not yet optimal or equitable. The average DK score of 3.889 is considered positive, indicating that interaction, communication, and collaboration within the team are generally going well. The average KK score of 3.870 is considered good, indicating that the Redseller team as a whole is able to achieve relatively satisfactory work targets despite operating remotely.

Table 2. Results of the Correlation Test between Variables

Variable Relationship	Correlation Coefficient (r)	Category
Group Dynamics - Group Performance	0,674	Strong
Knowledge Transfer - Group Performance	0,631	Strong
Knowledge Transfer - Group Dynamics	0,558	Strong Enough

Source: Processed primary data (2026)

The Influence of Group Dynamics on Group Performance

The correlation analysis results show that DK has a strong positive relationship with KK ($r = 0.674$), thus H2 is supported by the data. This finding is consistent with (Aggrawal et al., 2024) who found that groups that have passed the norm formation and collaborative performance stages tend to show more stable performance. In the Redseller team, this condition is reflected in the pattern of routine coordination between members in carrying out property promotion activities through Facebook Marketplace and TikTok, which are carried out on a schedule and support each other in meeting daily posting targets.

The strength of these relationships confirms that in remote work teams, the quality of social interactions is just as important a determinant of performance as individual technical competence. Consistent with (Soonderjee & Laughton, 2025), communication barriers in remote teams can reduce work effectiveness if not balanced by consistent coordination mechanisms. In the Redseller team, relatively well-maintained coordination through regular discussions was one factor that maintained high levels of team performance.

The Effect of Knowledge Transfer on Group Performance

TP also showed a strong positive correlation with KK ($r = 0.631$), thus supporting H1. This finding reinforces (Abdillah et al., 2024) argument that knowledge sharing, both tacit and explicit, is a crucial element in enhancing teamwork capabilities. In the context of

Redseller teams, shared technical knowledge related to closing strategies, customer response, and content optimization among members has been shown to contribute to increased consistency and quality of teamwork.

However, the average TP score (3.569), which is in the moderately supportive category, is lower than the average scores for the DK and KK, indicating room for improvement in this aspect. The relatively wide variation in scores between individuals on several TP indicators also indicates that the intensity of knowledge sharing among members is not yet fully equitable.

The Relationship between Knowledge Transfer and Group Dynamics

The relationship between TP and DK shows a fairly strong positive correlation ($r = 0.558$), so H3 is supported by the data, although with a relatively weaker relationship strength than the previous two relationships. This indicates that although positive DK is an important prerequisite for the knowledge sharing process, other factors beyond the quality of social interactions also play a role in determining the effectiveness of TP.

Qualitative findings from observations and informal communication during the internship confirmed the presence of psychological barriers among some team members, including a lack of confidence (insecurity) when sharing work experiences or strategies, feelings of awkwardness in open discussions, concerns about expressing erroneous opinions in front of other members, and concerns about increasing workload if they are too active in helping teammates. In the context of virtual teams, trust between colleagues has been shown to be an important prerequisite for creating a climate of psychological safety that encourages knowledge sharing (Hao et al., 2022) (Castellani et al., 2021). These findings align with (Risman, 2024) who stated that psychological elements, such as motivation, engagement, and mental well-being, contribute to individual well-being and performance within an organization. When these aspects are not adequately managed, openness in knowledge sharing among members tends to be hampered, as reflected in the situation in the Redseller team. These findings are also consistent with (Darwish et al., 2025) and (Saeed et al., 2023), who highlight that the challenges of knowledge transfer in remote teams are not only structural but also psychological and interpersonal. This explains why the correlation between DK and TP is not as strong as the correlation between either variable and KK. A generally positive group climate alone is not enough to encourage all members to share knowledge openly if individual psychological barriers are not specifically addressed. Furthermore, limited opportunities for face-to-face interaction due to remote work patterns also increase the tendency for members to retain technical knowledge individually (Apasrawirote et al., 2022).

Practical Implications

Based on these findings, two practical recommendations are relevant for managing Redseller teams and similar digital teams. First, companies can provide a structured knowledge documentation platform, such as Notion or Google Drive, so that promotional strategies, customer experience, and other best practices can be documented and accessed by all team members without requiring potentially awkward face-to-face communication. This approach is consistent with (Sharma et al., 2024) recommendation that structured documentation can be a more inclusive TP tool in the early stages of digital adoption.

Second, companies are advised to hold regular informal coordination activities, such as short sharing sessions or casual discussions outside of formal evaluation forums, to build a sense of psychological safety among team members, gradually reducing barriers such as insecurity and reluctance to express opinions. The combination of structured documentation and consistent informal interactions is expected to strengthen the relationship between the DK and TP, ultimately contributing to a more equitable improvement in the KK.

CONCLUSION

This study concludes that group dynamics (DK) and knowledge transfer (TP) have a positive relationship with group performance (KK) in the Redseller team, with DK showing the strongest correlation ($r = 0.674$), followed by TP ($r = 0.631$). The relationship between TP and DK is quite strong ($r = 0.558$), weaker than the other two relationships, indicating that a positive group climate does not fully guarantee openness in sharing knowledge if individual psychological barriers—insecurity, hesitation in expressing opinions, and workload concerns—have not been addressed. All three research hypotheses (H1, H2, H3) are supported by the data.

Recommendations are directed at two areas: (1) providing a structured knowledge documentation platform to support more inclusive TP that does not rely on direct interaction; and (2) establishing informal coordination routines to strengthen team psychological safety, so that interpersonal barriers can be gradually reduced. Future research is recommended to expand the scope of the cross-team sample and measure psychological safety separately as an explicit mediating variable.

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