

CHAPTER II

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

In this chapter the researcher will the elaborate the theoretical and the literature review that accommodate the research variable, which are the perceive importance and the awareness of peer evaluation systems, social loafing, and self-monitoring. This chapter also discuss about the previous research that similar to use in this research.

2.1. Groups

2.1.1. The Definition of Groups

Every organization needs the group participations in order to make a better job performance. The definition of group itself has many meaning. Group defines two or more individuals, interacting and interdependent, who have come together to achieve particular objective (Robbins and Judge, 2013). Within the group the members interact primarily to share information and make decision to help each of the members perform within his or her area of responsibility. According to Kreitner and Kinicki (2008), they define group as two or more freely interacting people with shared norms and goals and a common identity. In the other hand, Greenberg and Baron (2008) define group as a collection of two or more individuals who maintain stable patterns of relationship, share common goals, and perceive themselves as being a group. According to Greenberg and Baron (2008), before establishing a group, there are four criteria that must be accomplish; (1) there must be two or more people in social interaction, (2) they must share common goals, (3) they must have a

stable group structure, and (4) the individuals must perceive themselves as being a group.

2.1.2. Types of Groups

Groups are divided into many types based on the purposes of the group is form. Groups can be either formal or informal.

1. Formal Groups

By a formal group, we mean one defined by the organization's structure, with designated work assignments establishing tasks (Robbin and Judge, 2013). In formal groups, the behaviors team members should engage in are stipulated by and directed toward organizational goals (Robbins and Judge, 2013). Greenberg and Baron (2008) stated that formal groups are intentionally created by the organizations to direct members toward the organization goals. According to Kreitner and Kinicki (2008), formal groups typically wear labels as work group, team, committee, corporate board, or task forces.

Kreiner and Kinicki (2008) also emphasize the full detail about the functions of the formal group:

Organizational Functions	Individual Functions
1. Accomplish complex, interdependent tasks that are beyond the capabilities of individuals.	1. Satisfy the individual's need for affiliation.
2. Generate new or creative ideas and solutions.	2. Develop, enhance, and confirm the individual's self-esteem and sense of identity.
	3. Give individuals an

3. Coordinate interdepartmental efforts.	opportunity to test and share their perceptions of social reality.
4. Provide a problem-solving mechanism for complex problems requiring.	4. Reduce the individual's anxieties and feelings of insecurity and powerlessness
5. Implement complex decisions.	5. Provide a problem solving mechanism for personal and interpersonal problems.
6. Socialize and train newcomers.	

Table 2.1: Formal Groups Functions (Kreitner and Kinicki, 2008).

2. Informal Group

According to Greenberg and Baron (2008), an informal group is a group that develops naturally among people without any direction from the organization within which they operate. One key factor in the formation of informal groups is a common interest shared with the members Greenberg and Baron (2008). A more simple definition of informal group is that it is formed by friends or those with the common interest Kreitner and Kinicki (2008). Generally, the members within the group have known each other very well. Hence, they called themselves a friendship groups (Greenberg and Baron, 2008).

2.1.3. The Reason People Forms a Group

In the organization, it is very important that company's objective is fulfilled. In order to achieve several objectives, they need the effort and the skill of several people to get the job done. That is why organization forms a work group. The reason why a group is so popular is because of the effectiveness that

they are proposed and the members can satisfy their mutual interest and goals (Greenberg and Baron, 2008). For instance, individual cannot simply achieve all objective or wants in an effective time, then organization bind several people to work together as a group. (Robbins and Judge, 2013).

Groups offer many benefit to the organization and the members within the group itself. The achievement that the group gets will have impact on the members within the group. For instance, your groups does well and give a good performance, members tend to have a high self-esteem and will have a glorious reactions. Then it will also give a good impact on the group performance and effectiveness in the future, because the members within the group will expect to have e a better achievement in the meantime. However, when the groups do poorly, you might feel down and the willingness to work becomes less motivated. From those actions, they are some tendency that personal pride or offense for the accomplishment of a group is the territory of social identity theory. When do people develop a social identity? Several characteristics make a social identity important to a person: (Robbins and Judge, 2013).

1. Similarity

Not surprisingly, people who have the same values or characteristics as other members of their organization have higher levels of group identification. Demographic similarity can also lead to stronger identification for new hires, while those who are demographically different may have a hard time identifying with the group as a whole.

2. Distinctiveness

People are more likely to notice identities that show how they are different from other groups. Respondents in one study identified more strongly with those in their work group with whom they shared uncommon or rare demographic characteristics. For example, veterinarians who work in veterinary medicine (where everyone is a veterinarian) identify with their organization, and veterinarians in non-veterinary medicine fields such as animal research or food inspection (where being a veterinarian is a more distinctive characteristic) identify with their profession.

3. Status

Because people use identities to define themselves and increase self-esteem, it makes sense that they are most interested in linking themselves to high-status groups. Graduates of prestigious universities will go out of their way to emphasize their links to their alma maters and are also more likely to make donations. People are likely to not identify with a low-status organization and will be more likely to quit in order leaving that identity behind.

4. Uncertainty reduction

Membership in a group also helps some people understand who they are and how they fit into the world. One study showed how the creation of a spin-off company created questions about how employees should develop a unique identity that corresponded more closely to what the division was becoming. Managers worked to define and communicate an idealized identity for the new organization when it became clear

employees were confused. The bottom line is that, it is necessary to build in a group within the organization to create a dynamic change within the people in the organizations. It will propose the organization with much benefit, not only in term of company's achievement but also the development of the members itself. Groups can make them to push their potential to produce a better output.

2.1.4. Group Decision Making

1. Group versus individual

i. Strengths of group decision making

Groups generate more complex information and knowledge. By aggregating the resources of several individuals, groups bring more input as well as heterogeneity into the decision process. They offer increased diversity of views. This opens up the opportunity to consider more approaches and alternatives. Finally, groups lead to increased diversity. This opens up the opportunity to consider more approaches and alternatives. Finally, groups lead to increased acceptance of a solution.

ii. Weakness of group decision making

Group decisions are time consuming because group typically takes more time to reach a solution. There are conformity pressures. The desire by group members to be accepted and considered an asset to the group can squash any overt disagreement. Group discussion can be dominated by in or a few members.

iii. Effectiveness and efficiency

Group decisions are generally more accurate than the decision of the average individual in group, but less accurate than the decision of the average individual in a group but less accurate than the judgment of the most accurate. In terms of speed, individuals are superior. If creativity is important, groups tend to be more effective. And if effectiveness means the degree of acceptance the final solution archives, then nod again goes to the group.

2. Groupthink and Groupshift

i. Groupthink

Groupthink is a phenomenon in which the norm for consensus overrides the realistic appraisal of alternative courses of action.

ii. Groupshift

Groupshift is a change between a group's decision and an individual decision that a member within the group would make; the shift can be toward either conservatism or greater risk but it generally is toward a more extreme version of the group's original position.

2.1.5. Group Properties

1. Roles

In organization, many roles are assigned by virtue of an individual's position within the organization (Greenberg and Baron, 2008). According to Greenberg and Baron (2008) role is typical behaviors that characterize a person in a specific social context. Robbin

and Judge (2013) have divided the type of roles based on the specific context;

i. Role Perception

The definition of role perceptions is the view of how a person supposed to act in a given situation (Robbin and Judge, 2013). The role perception comes from stimuli of all around us.

ii. Role Expectations

Role expectations are the way others believe one should act in a given context (Robbin and Judge, 2013). Greenberg and Baron (2008) also stated that a role expectation is the behaviors expected of someone in a particular role.

iii. Role Conflict

The compliance with one role requirement may take it difficult to comply with another is the result of role conflict (Robbin and Judge, 2013).

iv. Norms

Stated by Robbin and Judge (2013) the definition of norm is an acceptable standards behavior within the group that are shared by the group's member. Another definition of norm stated by (Kreitner and Kinicki, 2008) is a shared of attitudes, options, feelings, or actions that guide social behavior.

Kreitner and Kinicki (2008) also emphasize the reason of why norms are enforced:

1. Help the group organization survive.
2. Clarify or simplify behavioral expectations.
3. Help individual avoid embarrassing situations.
4. Clarify the groups or organization's central values and/or unique identity.

Robbin and Judge (2013) also stated the reason of why norms are enforced:

1. Conformity

The definition of conformity is the adjustment of one's behavior to align with the norm of the group (Robbin and Judge, 2013).

2. Deviant Workplace Behavior

Voluntary behavior that violates significant organization norms and, in so doing, threatens the well-being of the organization or its members, also called antisocial behavior or workplace incivility (Robbin and Judge, 2013).

3. Status

According to Robbin and Judge (2013), status is socially defined position or rank given to groups or group members by others.

4. Determinations of Status

According to status characteristic theory, status tends to derive from one of three sources; (Robbin and Judge, 2013).

The first one is the power a person wields over others. The second is a person's ability to contribute to a group's goals.

The last is an individual's personal characteristics.

5. Status and Norms

Status has a big influence of someone of that person perceived. Status has some interesting effects on the power of norms and pressures to conform. An individual who is highly valued by a group but does not need or care about the group's social rewards is particularly able to disregard conformity norms (Robbin and Judge, 2013).

6. Size

The size of group is important to enhance effectiveness while doing the task. Smaller group are faster at completing task than larger ones, and individual perform better in smaller groups. In problem solving large group consistently get better marks than their smaller counterpart (Robbin and Judge, 2013). However, the larger the group will not always give the best result. The most important findings about the size of a group concerns social loafing is the tendency for individuals to expend less effort when working collectively than alone (Robbin and Judge, 2013).

The reason why social loafing often happens in a group is because one may believe that others in the group are not carrying the same share.

7. Cohesiveness

Cohesiveness is the degree which members are attracted to each other and motivated to stay in the group. Some work groups are cohesive because the members have spent a great deal of time together, or the group's small size facilitates high interaction, or external threats have brought members close together. Diversity

Robbin and Judge (2013) emphasize the definition of diversity is the extent to which members of a group are similar to, or different from, one another. Group will consist of diversity among the group members. However, diversity sometimes will become one of the triggers to conflict. Diversity appears to increase group conflict, especially in the early stages of group's tenure, which often lowers group morale and raises dropout rates (Robbin and Judge, 2013).

2.2. Social Loafing

2.2.1. The Origin of Social Loafing

The origins of social loafing begin with “The Ringelmann Effects”, which describe the tendency of individuals to lower their productivity when in a group (Ringelmann, 1913 in Simms and Nichols, 2014). Maximilien Ringelmann conducted an experiment called a rope-pulling task that he observed when a group of people pulled on a rope; the output was less than when group members individually pulled on the rope (Kravitz and Martin, 1986, Ringelmann, 1913 in Simms and Nichols, 2014). Then later, Ingham, Levinger, Graves and Pechkham (1974) relabeled these effects “social loafing”, when they were successful in demonstrating individual effort declines in a curvilinear fashion when people work in a group. As Robbin and Judge (2013) emphasize the definition of social loafing itself is the tendency for individuals to expend less effort when working collectively than when working individually.

After Ringelmann's observation, five years after the landmark Ingham et al. (1974) study, Latane, Williams, and Harkins replicated the experiment called cheering and clapping (Simms and Nichols, 2014). As Latane et al. (1979) stated that the research contributed to two important advances; they demonstrated Ringelmann's results were replicable, and because of the simplistic nature of yelling and clapping, they also made clear that the results of decreased efforts were not simply because of coordination

problem between group members or the difficulty of the task (Simms and Nichols, 2014).

After far observation conduct by the researchers, in the end they came to the conclusion that social loafing is “a kind of social disease” it has a negative consequences for individuals, social institutions and societies (Latane et al, 1979 in Simms and Nichols, 2014). However, even though the researchers described social loafing in such a harsh terms, they did mention in their discussion that people may have decided to loaf in groups because they wanted to save their energy for times when they would need to work as an individual, and would be able to earn rewards (Harkins, Latane, and Williams, 1980).

2.2.2. Social Loafing Behaviors

Social loafing behavior has been examined by many researchers since a hundred years ago by Ringelmann. After the Ringelmann findings about social loafing, many other researchers interested to find out more facts about this social disease. Stated in a meta-analytic review by Karau and Williams (1993) it has been noted that there has since been over 80 studies on social loafing, both laboratory experiments and fields studies. Many facts reveals by the researcher about the social loafing. As stated by Karau and Williams (1993), social loafing as defined in the literature is a reduction in motivation and or effort by an individual when working in a team as opposed to working alone. Often people miss confused with the free rider mechanism or the sucker effects defined by Orbell and Dawes

(1981) (Nicholson, 2012). Free rider is when an individual reaps the benefits of being a group but does not offer a fair share of the work.

Besides, the sucker effect is when an individual reduces individual effort in order to avoid pulling the weight of a fellow group member who is not performing (Nicholson, 2012). Nicholson (2012) stated that social loafing is a major issue when it comes to teamwork and there has been an extensive amount of research outlining some of negative effects it has on overall group performance, group cohesiveness, and group satisfaction. Jassawalla (2009) found that groups could not make up for the distracting behaviors of team members and overall grades were negatively affected.

Social loafing phenomenon has been explained by social impact theory (Greenberg and Baron, 2008). The theory explains social loafing in terms of the diffused responsibility for doing what is expected of each member of a group. The larger the size of a group, the less each member is influenced by the social forces acting on the group. A study conducted by Jassawalla et al. (2009) found that in fact social loafing was perceived by individuals as two distinct facets. The first social loafing behavior is the lack of willingness to perform and doing poorly, which stems from lack of task ability or knowledge of the task (Jassawalla et al. 2009). The second thing is distractive behaviors consist of members engaging in disruptive behavior and not paying attention.

Social loafing can be an active or a passive behavior. Nicholson (2012) stated that the element of doing less in work quality demonstrate

that the team member is taking a passive approach, such as withholding performance or withdrawal from work. Distractive behaviors on the other hand involve the team member actively engaging in counterproductive, delinquent, and annoying behavior (Spector and Fox, 2002). However, findings by Jassawalla et al. (2009) stated that students do in fact perceive distracters as “loafers”.

2.2.3. Antecedents of Social Loafing

According to Greenberg and Baron (2008), social loafing shares an important characteristic. Each requires only single individual to perform it, but several people's work can be pooled to yield a greater outcomes. It all related to the group task. Sometimes several of the group members share the same interest about the task that they will accomplish. This called an additive task. Greenberg and Baron (2008) see additive task as a types of group task in which the coordinated efforts of several people added together to form the group's product. However, not everyone was excited to get the job done, because they are not addicted to it. Then social loafing arises within the group members and just simply act as a free rider. Laboratory studies refined these stories by identifying situational factors that moderated the social loafing effects. Social loafing occurs when (Kreitner and Kinicki, 2008); (1) the task was perceived to be unimportant, simple, or not interesting, (2) group members thought their individual output was not identifiable, (3) group members expected their co-workers to loaf.

Nevertheless, Comer (1995) also emphasizes in detail the cause of social loafing;

1. Perceived Lack of Potential for Evaluation of One's Contributions

Olson (1965) stated that individuals reduce their contributions to endeavors in larger collectives because their efforts are not noticeable to others (Comer, 1995). It also stated that, when participants in these studies worked alone, they thought their outputs could be evaluated by comparison to those of group members performing the same tasks. However, when participants worked in group, members output were pooled, leading them to believe their contributions could not be gauged according to those group members (Comer, 1995). Goethals and Darey (1987) proposed that social comparison occurs at the group level, such that individuals are motivated to glean information about their group's standing relative to that of the other groups (Comer, 1995).

In the bottom line is that, social loafing seems occur when individuals lack motivation to perform either because there is no potential for external evaluation of their individual contributions or for internal evaluation (Comer, 1995).

2. Perceived Dispensability of Effort

Comer (1995) stated that another explanation for social loafing is that individuals work less as group members than as solo performers because they deem their efforts as dispensable to the

group's task accomplishment. Olson (1965) asserted that in a small group, each member's input makes a considerable impact on group performance as it represent a significant portion of all input made towards task accomplishment; as a group size increases, however, anyone member's contribution has a lesser impact, as it constitutes a smaller proportion of input (Comer, 1995). As Jassawalla et al. (2009) found that social loafing behaviors are perceived by group members as two distinct facets; poor work qualities which consist of both doing less and doing poorly, and engaging in distracting behavior.

3. Perceived Lack of Influence over Task Outcomes

Price (1987) emphasize a reason that just as the perception that one is dispensable may increase social loafing, so may the perception that one cannot directly influence a task outcomes (Comer, 1995). A study conducted by Comer (1984) found a link between sensed lack of influence and social loafing. It was predicted that those performing as dyad and group members would exert less effort because they would reason that even their most diligent displays could not compensate for possibly incompetent or lazy co-workers. Whereas a single worker directs the outcomes of a task as a function of his or her own effort, as people are added to the task group, the individual feels less certain about his or her ability to influence the successful accomplishment of the task (Comer, 1984; Comer, 1995).

4. Perceived Loafing by Other Group Members

Group members who believe their co-workers are generally unwilling to commit themselves to accomplishing the task at hand will reduce their own contributions to the task (Veiga, 1991, p.882; Comer, 1995). It has been proposed that people reduce their own contributions in groups because they wish to avoid playing of being taking advantage by group members who loaf while they contribute, sucker role (Kerr, 1983; Comer, 1995). He has documented that individuals are more likely to loaf if their able co-workers loaf over time.

Perceive loafing by one's fellow group members may promote one's own loafing not only by engendering one's wish to avoid being exploited by group members, but also by reducing one's sense of influence (Comer, 1995).

5. Individualism versus Collectivism

Early (1989) found that collectivist loafed less at an in basket task, even when their efforts were pooled with those of others and thus could not be evaluated (Comer, 1995). He reasoned that individualism versus collectivism moderates one's tendency to loaf.

6. Unmotivating Task

Price (1993) reported that business student research participants who were highly aroused by their experimental task will likely because they thought their performance would affect

their course grade, did not loaf (Comer, 1995). It appears that task motivations moderates the extent to which perceived lack of potential for evaluation and the wish to avoid the sucker role that lead to social loafing (Comer, 1995). If the motivation is high because the task and/or its outcomes matters to the performer, loafing will be less likely.

2.2.4. Social Loafing in Real Work Groups

1. Perceived Group Performance Problem

Comer (1995) stated that in a group when nothing seems to click, the feedback of this trouble status may contribute to one's loafing by reducing one's sense of influence over task outcomes. Tindale, Kulik, and Scott (1991) have reported that individual group is performing poorly expect their group will also perform poorly on a similar task in the future (Comer, 1995).

2. Perceived Relative Task Ability

Goethals and Darley (1987) pointed out that individuals typically compare their abilities with those of their group members because real groups generate feedback on each member's contributions, member's relative task abilities will be discernible as well as salient (Comer, 1995). Veiga (1991) found that group members who deem another member more qualified to perform the task will curb their own effort (Comer, 1995). Yamagishi (1988) also stated that students subjects who were the highest performance

in their co-active groups more frequently elected to exit their groups, so as to avoid having their scores pooled with those of group members, than did the medium or lowest score (Comer, 1995).

2.2.5. Overcoming Social Loafing

Harkins and Petty (1982) set out to discover if making the task more interesting or harder would decrease social loafing (Simms and Nichols, 2014). Simms and Nichols (2014) summarized that their data suggest that when people are given a difficult task, they work on it just as hard in a group as they would individually. Additionally, when an individual is given a task that they have much knowledge about, or that they skilled at, then social loafing is reduced (Harkins and Petty, 1982; Simms and Nichols, 2014). Robbin and Judge (2013) also pointed out several ways to reduce social loafing behavior; (1) set group goals, so the group has a common purpose to strive toward; (2) increase intergroup competition, which again focuses on the shared outcome; (3) engage in peer evaluation so each person evaluates each other person's contribution; (4) select members who have high motivation and prefer to work in group; (5) base group reward in part on each member's unique contribution. Greenberg and Baron (2008) also stated a several way to overcoming social loafing; (1) make each performer identifiable, (2) make work tasks more important and interesting, (3) reward and individuals for contributing to their group's performance. (4) use punishment threats.

2.3. Peer Evaluation Systems (PES)

2.3.1. The Definition

Research has shown that the overall social loafing behaviors of an individual decrease when his or her performance is being evaluated (Brooks and Ammons, 2003; Harkins and Szymanski, 1989; Karau and Williams, 1993; Weldon and Gargano, 1985; Nicholson, 2012). A peer evaluation, or assessment, is a process in which individuals evaluate the amount, level, value, worth, quality, or success of the products or outcomes of the other members of their team (Topping, 1998; Nicholson, 2012).

A meta-analysis by Karau and Williams (1993) showed that some researchers have defined social loafing as a loss motivation in teams caused by reduced evaluation or identifiability. Researchers also suggested that making individual's evaluate each other's input may be enough to eliminate social loafing altogether in many situation (Harkin and Jackson, 1985, Harkins and Szymanski, 1989; Nicholson, 2012).

2.3.2. Background of Peer Evaluations

The major problem with group work is how to evaluate its members and their individual contributions (Aggarwal and O'Brien 2008; Brutus and Donia, 2010). In order to mitigate this problem, professors have implemented the use of peer evaluation to ensure individual members are held accountable for their inputs (Brooks and Ammons, 2003; Brutus and Donia, 2010). Right now, at the very least of university courses now provide

students with the experience of team work (Johnson and Johnson, 1987; Topping, 1998; Brutus and Donia, 2010).

2.3.3. Peers as Evaluators

Peer evaluations are well accepted as accurate sources performance assessment in organizational and higher education (Bernadin et al. 1993; Fox et al. 1989; Huber et al. 1987; Scogin et al. 1992; Brutus and Donia, 2010). In addition peer evaluation systems is being recognized as reliable and valid evaluation tools, peer evaluations have also been found to have a significant impact on individual and group processes. Peer evaluations can take the roles of both dependent and independent variables (Brutus and Donia, 2010).

The use of a peer evaluation system is important in order to really understand what took place throughout the process of the group projects (Comer, 1995). Peers evaluations have been shown to have many positive effects such as promoting sense of ownership, personal responsibility, and motivating for the evaluators (Topping, 1998; Comer, 1995).

2.3.4. The Dimension of Peer Evaluation Systems

1. The Awareness of Peer Evaluation Systems

Paulus and Murdoch (1971) suggest that anticipated evaluations of performance produced a greater emission of dominant responses in individual performance than no anticipation of evaluation (Nicholson, 2012). Nicholson (2012)

stated that the presence of other group members has positive effects on individual performance only when their presence is a sign that the individual will be evaluated. It is cleared that individual performance (work quality) is related to the individual willingness (motivation) and ability to perform the task (Nicholson, 2012). Presumably, if one individual is aware and expects the evaluation by his or her peers, the willingness to put large efforts and to hand in assignment on time will be affected.

2. Perceive Importance of Peer Evaluation Systems

There are many factors that contribute social loafing behavior. One of the ways to overcoming this loaf behavior is by conducting a peer evaluation among the members. However, none of this matter if the members do not have a high perceived in peer evaluations. According to Nicholson (2012) in order to show that user's perceived importance or acceptance of the systems does not in fact result in an increased intent to use it (Chen and Tan, 2004; DeSanctis and Courtney, 1983). There enough to suggest that if there a students who perceive the peer systems very important, he or she will take the task more seriously and therefore engage in less social loafing behavior.

2.4. Self-Monitoring

2.4.1. The Definition of Self-Monitoring

The theory of self-monitoring first introduced almost three years ago, is a concern about the situational appropriateness of how people express their self-presentation behavior for the sake of desired public appearances (Gangstad and Snyder, 2000). The definition of self-monitoring according to Kreitner and Kinicki (2008) is the extent to which a person observes their own self-expressive behavior and adapts it to the demands of the situation. The goals of self-monitoring individuals were thought to include communication of genuine emotional experiences, communication of arbitrary emotional experiences, and concealment of inappropriate emotional experiences (Leone, 2006). Establishing and maintaining effective work relationships allows for task coordination, information flow, and other work processes that are necessary for accomplishing the goals and objectives of an organization (Day and Schleicher, 2006). Self-monitoring personality is an important construct in understanding how such relationships are formed and maintained.

2.4.2. High and Low Self-Monitoring

Every individual has their own degree of self-monitoring to express their self-presentation behavior towards the public. There are two types of self-monitoring, high and low self-monitoring. For some people, they may not concern how well they should be presenting themselves in public. A high self-monitorer may be highly responsive to social and interpersonal cues of

situationally appropriate performance. In the other hand, a low self-monitors expressive behaviors are not controlled by deliberate attempts to appear situationally appropriate (Gangestad and Snyder, 2000). It is also explained by Gangestad and Snyder (2000) that a high self-monitors can be likened to consummate social pragmatists, willing, and able to project social images appearances. A low self-monitoring person seems not only unwilling but also unable to carry off appearances According to Leone (2006) a High self-monitors were also believed to use a variety of interpersonal strategies to organize their social relationships such that their social worlds were compartmentalized. Low self-monitors were also believed to use a variety of interpersonal strategies to organize their social relationships such that their social worlds were compartmentalized.

In the managing perspective, in general, high self-monitors (in comparison to low self-monitors) tend to be more involved in their jobs, have higher levels of cognitive ability, perform at a higher level, are rated as better managers, and are more likely to emerge as leaders. Based on this positive picture of the high self-monitor, a question might be asked as to why any organization would ever want to hire a low self-monitor. In terms of positive outcomes, low self-monitors were only found to have lower levels of reported role stress and stronger commitment to the organization.

According Kreitner and Kinicki (2008) both high and low monitors are subject to criticism. High self-monitors are sometimes called chameleons, who rapidly adapt their self-presentations to surrounding. On the other hand, a low monitoring is not too insensitive to others or they have

their own place. Self-monitoring theory by Gangaestd and Synder (2000) emphasize that individual differs in the extent to which they can control their expressive and self-presentational behavior. High self-monitors have an easier time reading others and figuring out what is expected of them. On the other hand, low self-monitors are not necessarily less able but are less concerned with assessing the situation at hand. Low self-monitor behave based on their own belief of what is appropriate and not in the way of someone perceive is appropriate (Nicholson, 2012).

Self-monitoring has a relationship with how one perceive peer evaluation. For instance, if a student have a high monitoring orientation, they will have a high awareness of peer evaluation (Nicholson, 2012). Nevertheless, a student that has low perceived of peer evaluations may be so friendly and outgoing that he or she is seen as outstanding group members (Nicholson, 2012).

2.5. Previous Research

Peer evaluation as an indicator to determine the degree of social loafing and enhance group effectiveness: A study of university student group is neither a duplicate nor a plagiarism. It is purely come from the idea of the writers.

1. Amanda Nicholson from Concordia University writes about the Perception of the Peer Evaluation Systems: Relation with Social Loafing Behaviors. In this research the hypothesis that the writer propose is first is the awareness of the peer evaluation systems will have a negative relationship with social loafing and the results of this research is

significant. The second hypothesis is perceived importance of peer evaluation systems will have a negative relationship with social loafing and the result was not significantly related to work quality. The third is self-monitoring orientation will moderate the relationship between perceived importance of the peer evaluation system and social loafing behaviors such that the relationship will be stronger for high self-monitors than it will be for low self-monitors and the analysis revealed no significant interaction between perceived importance of the peer evaluation systems and self-monitoring in the prediction. The last is Self-monitoring orientation will moderate the relationship between awareness of the peer evaluation system and social loafing behaviors such that the relationship will be stronger for high self-monitors than it will be for low self-monitors. Analyses revealed no significant interaction between awareness of the peer evaluation systems and self-monitoring in the prediction of work quality.

Besides, Nicholson (2012) there are some researches that similar with the writer's title;

2. Student's Perception of Social Loafing: Its Antecedents and Consequences in Undergraduate Business Classroom Teams (2009), written by Avan Jassawala, Hemant Sashittal, Avinash Malshe .

In this journal, Jassawal et.al conduct a study about student's perceptions of social loafing as it occurs in undergraduate business classroom teams. The purpose of this journal is to develop

preliminary findings and spurs new thinking about social loafing in this context. A definition of the construct was developed, and its key antecedents and consequences identified by a way of exploratory analysis of students' perceptions. The resulting hypotheses and conceptual model were tested using structural equations model by way of a survey of 349 students taking classes in undergraduate business program. Student perceptions of social loafing seem more complex than current views suggest. They point to student apathy and social disconnectedness as antecedents, and note that they take compensatory action when members of their teams social loaf.

3. Improving the Effectiveness of Students in Groups with a Centralized Peer Evaluation Systems (2010), written by Stephane Brutus and Magda B.L. Donia.

In this journal, it describes about the impact of a centralized electronic peer evaluation systems on the group effectiveness of undergraduate business students' over the semesters. Using a quasi-experimental design, 389 undergraduate students evaluated, and were evaluated by their peers using web-based systems that capture peer evaluations in quantitative and qualitative formats and allow the reception of anonymous feedback. The results show that effectiveness of students, as perceived by their peers, increased over semesters. This effect could be directly linked to the use of the system. The results of this study underscore the benefit of

centralizing peer evaluations for the assessment of important skills and their development in higher education. The implication of these results and possible avenues of research are detailed.

2.6. Hypothesis Development

The hypothesis in this research consisting of two different role of variable. The first one is the impact of the dimension of peer evaluation systems towards social loafing behavior, and the role of moderating variable (self-monitoring) toward the independent variable and the dependent variable. The first and the second hypothesis emphasize about how much impact that the independent variable would give for the dependent variable. As for the third and the forth hypothesis emphasize the role of moderating variable to give impact on the independent variable and social loafing behavior. In this case, the researcher would like to know whether the moderating variable will become increasingly or lower the influence of the dependent variable. The researcher would like to see the probability that self-monitoring will excellently moderate the dimension of Peer Evaluation Systems (PES) and social loafing behaviors.

2.6.1. The Awareness of Peer Evaluation Systems (PES) and Social Loafing Behavior

This research aim to find out the degree of awareness that one individual perceive of social loafing behavior. Paulus and Murdoch (1971) suggest that anticipated evaluations of performance

produced a greater emission of dominant responses in individual performance than no anticipation of evaluation (Nicholson, 2012).

Nicholson (2012) stated that the presence of other group members has positive effects on individual performance only when their presence is a sign that the individual will be evaluated. It is cleared that individual performance (work quality) is related to the individual willingness (motivation) and ability to perform the task (Nicholson, 2012). Presumably, if one individual is aware and expects the evaluation by his or her peers, the willingness to put large efforts and to hand in assignment on time will be affected.

H1(a): The awareness of the peer evaluation systems will influence social loafing behavior.

2.6.2. The Perceived Importance of Peer Evaluation Systems (PES) and Social Loafing Behavior

There are many factors that contribute social loafing behavior. One of the ways to overcoming this loaf behavior is by conducting a peer evaluation among the members. However, none of this matter if the members do not have a high perceived in peer evaluations. According to Nicholson (2012) in order to show that user's perceived importance or acceptance of the systems does not in fact result in an increased intent to use it (Chen and Tan, 2004; DeSanctis and Courtney, 1983).

There enough to suggest that if there a students who perceive the peer systems very important, he or she will take the task more seriously and therefore engage in less social loafing behavior.

H1(b): Perceived importance of the peer evaluation system will influence social loafing behavior.

2.6.3. Self-Monitoring as Moderator Variables for the Perceived Importance of Peer Evaluation Systems (PES) and Social Loafing Behavior.

Self-monitoring is one the importance factors to drive one individual to enhance awareness of the situation. Self-monitoring also becomes an important ability to use among group members. Miiler and Cardy, 2000 stated that individual with well-developed abilities to modify their self-presentation in different situation and for different audiences will fare better in terms of rating outcomes than who lack such abilities (Nicholson, 2012).

Self-monitoring within individual can be high or low it depend on the trait of the individual itself. Nicholson (2012) implies that if a student have a high self-monitor, then if he or she feels that the peer evaluation is unimportant or he or she was not aware of it. The impact is that he or she might still get good feedback and not be seen as social loafer because he or she was simply altering his behavior to make people like him or her. According to Day et al. (2002) found that high self-monitor tend to receive better

performance rather than low self-monitor and are more likely to emerge as leaders (Nicholson, 2012).

H2(a): Self-monitoring will moderate the influence between perceived importance of the peer evaluation systems and social loafing behavior.

2.6.4. Self-Monitoring as Moderator Variables for the Awareness of the Peer Evaluation Systems (PES) and Social Loafing Behavior.

As it is stated before, if a student perceives the peer evaluation systems as a very important, they will take the task more seriously and therefore engage in less social loafing behaviors (Nicholson, 2012). In addition, Nicholson (2012) stated that there are many researchers have found links between differences in self-monitoring orientation and job outcomes such job performance, leadership, and impression management (Day et al, 2002; Mehra & Brass, 2001). The researcher expects that self-monitoring will moderate the awareness of peer evaluation systems (PES).

H2(b): Self-monitoring will moderate the influence between the awareness of the peer evaluation systems and social loafing behavior.

2.6.5. Theoretical Framework

Briefly, the theoretical framework of this research can be described:

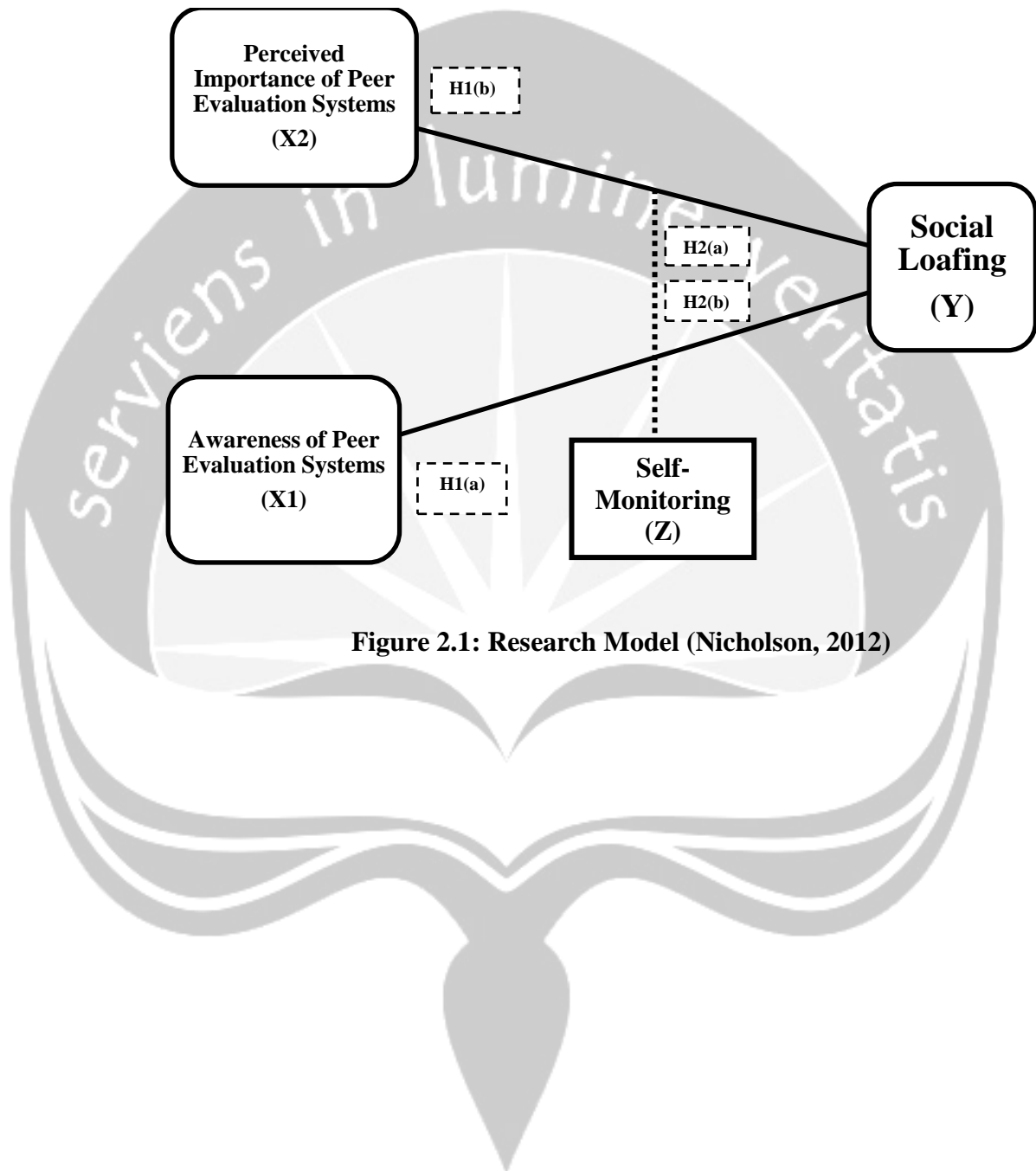


Figure 2.1: Research Model (Nicholson, 2012)