

## CHAPTER V

### CONCLUSION

In this chapter the researcher will elaborate the summary of all the findings from all of the measurement and the data analysis. The content of this chapter will include of the conclusion, managerial implications, researcher limitations, and suggestion for further research.

#### 5.1. Conclusion

Based on the result from the data analysis that has been conduct to test the independent variable which are the perceived importance of peer evaluation systems (X1) and the awareness of peer evaluation systems (X2), the dependent variable which is social loafing behavior (Y), and the moderating variable which is social loafing behavior (Z) within the student group in Faculty of Economic in Universitas Atma Jaya Yogyakarta, the researcher conclude that;

1. Based on the descriptive analysis, it can be conclude that;
  - a. The level of perceive importance of peer evaluation systems within the students is quite high. It shows that the students perceive peer evaluation systems as important assessment for the group.
  - b. The level of awareness of peer evaluation systems within the student group is not high but also it cannot be said it is high. It is enough to say that their awareness of peer evaluation systems is fair.

- c. The level of social loafing within the student group is quite high. The descriptive statistic reveals that the students' thinks that their group member still have the tendency to loaf.
- d. The level of self-monitoring within the students it turns out to be high. It shows that the self-monitoring of the students is high, the probability for the students to decrease social loafing while working within the group is also high.

2. Based on the regression analysis, it can be conclude that;

- a. The Adjusted R-Squared of hypothesis H1(a) and H1(b) indicate the value of 0,32 or equal to 32%. These results give a conclusion that the dependent variable (Y) gives 32% influence on the independent variable which is the perceived importance of peer evaluation systems and the awareness of peer evaluation systems. The rest 81% comes from the other variable besides both of the independent variable X1 and X2. In the other hand, for the moderation testing, it reveals that the adjusted r-square from the first moderation analysis (H2(a)), the value of interaction between the perceive importance of peer evaluation systems and self-monitoring is decreasing from 0,27%, to 0,28%, and the last interaction is 0,25%. In the other words, it can be explained that the interaction 1 (Self-monitoring x Perceived importance of peer evaluation systems) moderates a low contribution of both of the variable. The second moderation analysis reveals that the value of adjusted r-square of hypothesis H2(b) is decreasing from 0,13%, to

0,19%, and the last interaction ( $X_2*Z$ ) is 0,28%. It can be explained that the interaction 2 (Self-monitoring x the awareness of peer evaluation systems) moderates a high contribution of both of the variable. However, eventhough there is an increasing value of adjusted r-square; it did not give a high influence for the dependent variable (social loafing). It is because the value of Sig.F (0,099) overpassed 0,05.

- b. The multiple regression tests reveal that the perceived importance of peer evaluation systems has a positive influence over social loafing behavior. Whereas the awareness of peer evaluation systems have a negative influence over social loafing behavior. Hence, it can be concluded that hypothesis H1(a) is rejected and H1(b) is accepted.
- c. The test result of Moderating Regression Analysis (MRA) reveals that self-monitoring as a moderator does not give an influence over dependent variable and the independent variable. All of the independent variable which is the perceived importance of peer evaluation systems and the awareness of peer evaluation systems is not influenced by the moderating variable which is self-monitoring.

## **5.2. Managerial Implications**

In this research, it reveals that the independent variables which are the perceive importance of peer evaluation systems and the awareness of peer

evaluation systems will not influence of the dependent variable. The result emphasize that the value of adjusted r-square is not highly influence the dependent variable, with score 0,32 or equal 32%. The numbers explain that 32% of the independent variable influences the dependent variable which is the social loafing behavior. The rest 68% is influence by other independent variable besides the perceive importance of peer evaluation systems and the awareness the peer evaluation systems.

The Moderating Regression Analysis (MRA) also reveals that the moderating variables are not moderated between independent variable and the dependent variable. It shows from the regression that, self-monitoring will not highly moderate with the social loafing behavior and the independent variable which are the perceive importance of peer evaluation systems and the awareness of peer evaluation systems. The hypothesis that involve self –monitoring are all rejected because the Significance is more than 0,05. The bottom line is that there are other variables that more influencing than peer evaluation systems in social loafing behavior within student groups.

All of these findings are also influence by the situation of the group within the class itself. The lecture explains that while conducting the peer evaluation systems, they already discuss the score so that the entire group member gets a maximum score for the peers. However, while filling the peers it turns out that not all of the members give the maximum answer to all the members. Those students give an objective score. Hence, the probability for the awareness of the peer evaluation systems is low. However, the perceive importance of the peer evaluation systems is high because the lecture the results of the peer as the

indicator to determine the final grades. The lecture also implies that, most students who join the class did not have the interest to join the class. There are several students who taking the class because there is no other option. Based on the descriptive statistic, it shows that there are several students that belong to the old batch (2010, 2011, 2012, 2013). Most of them are taking the class to fix up their grades from the previous semester. Hence, they already take a particular subject twice or more. These become the key point to accommodate the hypothesis. From the self-monitoring point of view, the students have the ability to fit with the environment. The lecture also implies that in order to finish the assignment, they teaming up with other group to find the answer. Neither they cannot answer the question nor do they just not have an interest to fulfill the assignment. From the social loafing perspective, those students are a free rider for the other group. However, from self-monitoring perspective, they could adjust the behavior based on the situation they cope to. Those are the factor that could be used as a reason of why the hypothesis is rejected.

### **5.3. Researcher Limitations**

In this research, there are some limitations that the researcher faces. The samples only focus on the student group that use peer evaluation systems. Unfortunately, not all lectures are using peer evaluation systems in the class. Hence, there are only 6 classes that become the respondent. The student that chooses as a respondent is from Universitas Atma Jaya Yogyakarta. The questionnaires are distributed in the class.

Based on the descriptive statistic, it can be conclude that there are several question items that have a low mean variable. These results give an impact to the regression results. The researcher realizes that there is a several question that the students cannot understand the meaning. Before the students fill the questionnaire, the researcher first explains briefly about the research to make sure that the respondents understand the question. However, the researcher found that the respondent is not objective in answering the question. The researcher found that there are several questionnaire that most of the answer were answered "Neutral" by the students. This is one of the problems with using students as the respondents. There are big possibilities that they are not serious in filling the questionnaire. Also, from the validity analysis there are several questions that it turns out to be invalid to use.

#### **5.4. Suggestion**

Based on the entire summary from the managerial implications and limitations, the researcher has concluded several suggestions for future research. The researcher hopes that for further research, the topic of social loafing behavior can be develop more. Social loafing most likely to exist within the group, there are still many behavior of the group that can still be examine in order to accommodate for facts about social loafing behavior. Peer evaluations systems is famous tool to test and reduce the social loafing behavior. However, in this case the dimension of the peer evaluation systems turns out do not have a strong correlation with social loafing behavior. Group behavior is a dynamic environment that continuously change and the theory about this particular subject

will also develop. The researcher hopes that there are many dimensions that can be tested and can be implemented and can be used. The use of self-monitoring as the moderator variable turns out not does not have a high influence over both independent and dependent variable. There is a possibility that other self-management that can have more influence over the variable. The researcher also hope that the questionnaire is distribute to the respondent that experience and sensitive to group behavior. For example, group within a certain company or other group that involve a professional work environment instead of a student group. It will give a more significant result in order to prove the hypothesis.



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**APPENDIX 1**  
**QUESTIONNAIRE**

## PEER EVALUATION SURVEY

Jenis Kelamin: P/L

Angkatan: \_\_\_\_\_

Peer Evaluation Systems (PES) atau yang di sebut dengan evaluasi rekan adalah sebuah alat evaluasi kinerja suatu kelompok kerja dengan menggunakan pandangan dari anggota di dalam kelompok sebagai penilai. Satu persatu anggota akan mengevaluasi kinerja dari anggota lain sebagai penentu tingkat kinerja suatu kelompok. Di beberapa kelompok kerja, peer evaluation systems sangat penting untuk mengetahui performa setiap anggota, membantu dalam perbaikan kinerja, dan mengurangi tingkat kemalasan sosial di suatu kelompok.

Mohon kesediaanya untuk mengisi angket di bawah ini sebagai survei persepsi atas Peer Evaluation Systems. Terdapat 30 pertanyaan survey yang wajib untuk di isi. Terima Kasih.

### PART 1 (Percieve Importance of Peer Evaluation Systems)

No.	Please indicate your agreement with each of the following statement by placing a (v) in the scale at the right.	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1	<b>In my opinion the Peer Evaluation System is very useful</b>  Menurut saya, sistem evaluasi rekan sangat membantu					
2	<b>Peer evaluation system is an important part of the group project.</b>  Sistem evaluasi rekan merupakan hal yang paling penting di suatu kelompok.					
3	<b>I am interesting to knowing how my peers perceived me.</b>  Saya tertarik untuk mengetahui bagaimana dampak evaluasi dari rekan saya terhadap saya					
4	<b>The results of the PES are very important.</b>  Hasil dari evaluasi rekan sangat penting bagi saya.					

**PART 2 (The Awareness of Peer Evaluation Systems)**

No.	Please indicate your agreement with each of the following statement by placing a (v) in the scale at the right.	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1	<p><b>I am fully aware that I will be evaluated by my peers at the end of this semester.</b></p> <p>Saya mengetahui jika saya akan dievaluasi oleh teman group saya di akhir pembelajaran/semester.</p>					
2	<p><b>I thought frequently about the fact I was going to be evaluated by my friends.</b></p> <p>Saya sering berfikir bahwa faktanya, saya akan dievaluasi oleh rekan saya.</p>					
3	<p><b>During the semester, I forgot about the peer evaluation systems.</b></p> <p>Selama semester ini, saya lupa tentang evaluasi rekan, sehingga kinerja saya di dalam group kurang maksimal.</p>					
4	<p><b>I am well informed about the peer evaluation systems.</b></p> <p>Saya telah di informasikan secara lengkap tentang angket evaluasi rekan oleh dosen/pembimbing.</p>					

**PART 3 (Self-Monitoring)**

No	Please indicate your agreement with each of the following statement by placing a (v) in the scale at the right.	Dipastikan benar	Secara Umum Benar	Netral	Secara umum salah	Dipastikan salah
1	<p><b>In social situation, I have the ability to alter my behavior if I feel that something else is called for.</b></p> <p>Di situasi sosial, saya memiliki kemampuan untuk menyesuaikan perilaku saya jika ada sesuatu yang mendesak.</p>					
2	<p><b>I have the ability to control the way I come across to people, depending on the impression I wish to give them.</b></p> <p>Saya memiliki kemampuan untuk mengontrol sikap saya saat bertemu dengan orang, tergantung dengan kesan yang saya beri ke mereka.</p>					

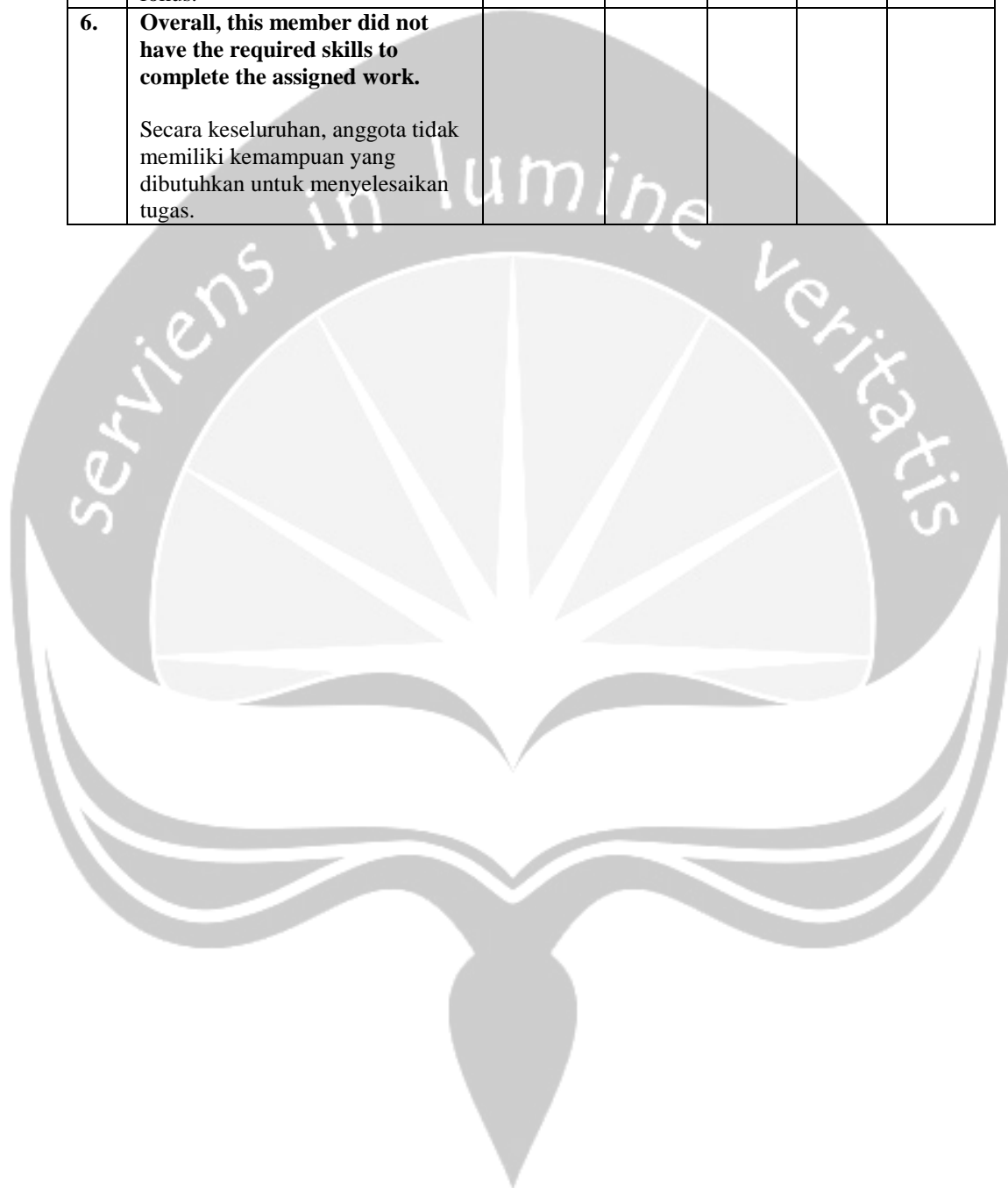
3	<p><b>When I feel that the image I am portraying is not working, I can readily change it to something that does.</b></p> <p>Di saat saya merasa bahwa apa yang saya bayangkan tidak berjalan sebagai mana mestinya, saya siap merubahnya menjadi lebih efektif.</p>					
4	<p><b>I have trouble changing my behavior to suit different people and different situation.</b></p> <p>Saya memiliki kesulitan untuk mengubah perilaku saya agar cocok dengan orang lain disituasi yang berbeda.</p>					
5	<p><b>I have found that I can adjust my behavior to meet the requirements of any situation I find myself.</b></p> <p>Saya dapat menyesuaikan perilaku saya agar sesuai dengan situasi yang melibatkan saya.</p>					
6	<p><b>Even when it might be to my advantage, I have difficulty putting up a good front.</b></p> <p>Pada saat saya berada di situasi yang mungkin menjadi keuntungan, saya mengalami kesulitan untuk memaksimalkan potensi yang saya miliki.</p>					
7	<p><b>Once I know what the situation calls for, it is easy for me to regulate my actions accordingly.</b></p> <p>Di saat saya mengetahui situasi yang sedang terjadi, mudah bagi saya untuk mengatur tindakan yang sesuai.</p>					
8	<p><b>I am often able to read people's true emotions correctly through their eyes.</b></p> <p>Terkadang saya mampu untuk membaca emosi seseorang dengan tepat melalui tatapan mereka.</p>					
9	<p><b>In conversation, I am sensitive to even the slightest change in the facial expression of the person I am conversing with.</b></p> <p>Di percakapan, saya sensitif/peka terhadap perbedaan ekspresi raut muka orang yang sedang berhadapan dengan saya.</p>					
10	<p><b>My powers of intuition are quite good when it comes to understanding other's emotion and motives.</b></p> <p>Ketepatan intuisi saya sangat baik ketika saya dapat memahami emosi dan alibi seseorang.</p>					

11	<p><b>I can usually tell when others consider a joke to be in bad taste even though they may laugh convincingly.</b></p> <p>Walaupun seseorang tertawa dengan meyakinkan, saya dapat mengerti bila mereka sedang menertawakan candaan yang buruk.</p>					
12	<p><b>I can usually tell when I have said something inappropriate by reading it in the listener's eyes.</b></p> <p>Biasanya saya dapat mengerti disaat saya mengatakan sesuatu yang tidak pantas dengan membaca mata mereka.</p>					
13	<p><b>If someone is lying to me, I usually know it at once from that person's manner of expression.</b></p> <p>Bila seseorang membohongi saya, biasanya saya dapat mengetahui langsung dari perilaku orang tersebut.</p>					

#### PART 4 (Social Loafing)

No.	Please indicate your agreement with each of the following statement by placing a (v) in the scale at the right.	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1.	<p><b>Overall, this member came well-prepared for the team meetings.</b></p> <p>Secara keseluruhan, kelompok ini sudah mempersiapkan pertemuan dengan baik.</p>					
2.	<p><b>Overall, this member did not have the ability to complete his/her assigned parts.</b></p> <p>Secara keseluruhan, kelompok ini tidak memiliki kemampuan untuk menyelesaikan tugas dengan baik.</p>					
3.	<p><b>Overall, this member created distractions during team meetings.</b></p> <p>Secara keseluruhan, anggota menimbulkan kegaduhan pada saat mengerjakan tugas.</p>					
4.	<p><b>Overall, this member contributed very little to the project.</b></p> <p>Secara keseluruhan, kontribusi anggota sangat kecil pada tugas.</p>					

5.	<p><b>Overall, this member helped team members focus during meetings.</b></p> <p>Secara keseluruhan, kelompok ini membantu para anggota untuk fokus.</p>					
6.	<p><b>Overall, this member did not have the required skills to complete the assigned work.</b></p> <p>Secara keseluruhan, anggota tidak memiliki kemampuan yang dibutuhkan untuk menyelesaikan tugas.</p>					







**APPENDIX 2**

**RESEARCH LETTER**



**UNIVERSITAS ATMA JAYA YOGYAKARTA**  
Fakultas Ekonomi

Nomor : 386/R/I

7 Juni 2016

Hal : Pencarian data dan penyebaran kuesioner  
untuk penulisan skripsi.

Kepada:

Yth. Pengampu Mata Kuliah Manajemen Kualitas (Kelas C)  
Fakultas Ekonomi Universitas Atma Jaya Yogyakarta, Jalan Babarsari No.44, YK

Dengan hormat,

Sehubungan dengan penulisan skripsi berjudul "**Perception of Peer Evaluation Systems: The Relation with Self-Monitoring and Social Loafing**" yang dilakukan oleh mahasiswa kami dengan identitas :

Nama : Ni Putu Christina Wulandari Rediana  
No\_Mhs/Prodi : 19501/IBMP  
No\_HP : 085743191064  
Alamat : Perumahan Tugu Asri J5, Sariharjo, Ngaglik, Sleman

kami mohon Ibu berkenan memberikan ijin kepada mahasiswa tersebut di atas untuk menyebarkan kuesioner di Kelas Ibu dan mendapatkan data yang diperlukan.

Skripsi yang ditulis oleh yang bersangkutan ini merupakan suatu karya ilmiah yang memiliki tujuan dan sifat keilmuan. Oleh karenanya tidak akan dipergunakan untuk hal-hal yang merugikan.

Demikian, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

An., Dekan,  
Wakil Dekan I,



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**UNIVERSITAS ATMA JAYA YOGYAKARTA**  
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Hal : Pencarian data dan penyebaran kuesioner  
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Dengan hormat,

Sehubungan dengan penulisan skripsi berjudul "**Perception of Peer Evaluation Systems: The Relation with Self-Monitoring and Social Loafing**" yang dilakukan oleh mahasiswa kami dengan identitas :

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Skripsi yang ditulis oleh yang bersangkutan ini merupakan suatu karya ilmiah yang memiliki tujuan dan sifat keilmuan. Oleh karenanya tidak akan dipergunakan untuk hal-hal yang merugikan.

Demikian, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

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Dengan hormat,

Sehubungan dengan penulisan skripsi berjudul "**Perception of Peer Evaluation Systems: The Relation with Self-Monitoring and Social Loafing**" yang dilakukan oleh mahasiswa kami dengan identitas :

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Skripsi yang ditulis oleh yang bersangkutan ini merupakan suatu karya ilmiah yang memiliki tujuan dan sifat keilmuan. Oleh karenanya tidak akan dipergunakan untuk hal-hal yang merugikan.

Demikian, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

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Hal : Pencarian data dan penyebaran kuesioner  
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kami mohon Ibu berkenan memberikan ijin kepada mahasiswa tersebut di atas untuk menyebarkan kuesioner di Kelas Ibu dan mendapatkan data yang diperlukan.

Skripsi yang ditulis oleh yang bersangkutan ini merupakan suatu karya ilmiah yang memiliki tujuan dan sifat keilmuan. Oleh karenanya tidak akan dipergunakan untuk hal-hal yang merugikan.

Demikian, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

An. Dekan,  
Wakil Dekan I,



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Alamat : Perumahan Tugu Asri J5, Sariharjo, Ngaglik, Sleman

kami mohon Ibu berkenan memberikan ijin kepada mahasiswa tersebut di atas untuk menyebarkan kuesioner di Kelas Ibu dan mendapatkan data yang diperlukan.

Skripsi yang ditulis oleh yang bersangkutan ini merupakan suatu karya ilmiah yang memiliki tujuan dan sifat keilmuan. Oleh karenanya tidak akan dipergunakan untuk hal-hal yang merugikan.

Demikian, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

An, Dekan,  
Wakil Dekan I,

A. Jatmiko W., SE.,SIP.,MSF.





**UNIVERSITAS ATMA JAYA YOGYAKARTA**  
Fakultas Ekonomi

Nomor : 386/R/I

9 Juni 2016

Hal : Pencarian data dan penyebaran kuesioner  
untuk penulisan skripsi.

Kepada:

Yth. Pengampu Mata Kuliah Operasi Riset (C)  
Fakultas Ekonomi Universitas Atma Jaya Yogyakarta, Jalan Babarsari No.44, YK

Dengan hormat,

Sehubungan dengan penulisan skripsi berjudul "**Perception of Peer Evaluation Systems: The Relation with Self-Monitoring and Social Loafing**" yang dilakukan oleh mahasiswa kami dengan identitas :

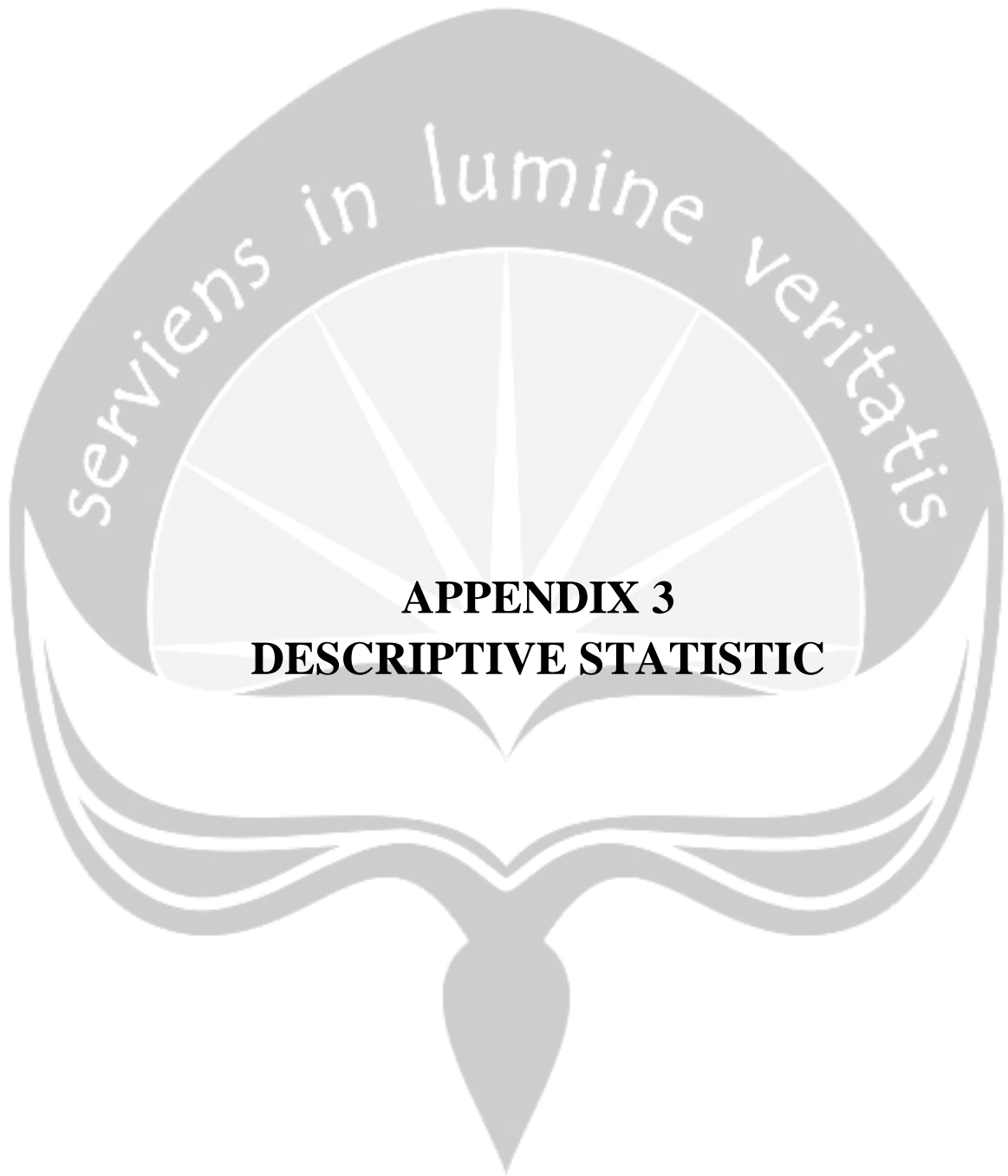
Nama : Ni Putu Christina Wulandari Rediana  
No\_Mhs/Prodi : 19501/IBMP  
No\_HP : 085743191064  
Alamat : Perumahan Tugu Asri J5, Sariharjo, Ngaglik, Sleman

kami mohon Bapak/Ibu berkenan memberikan ijin kepada mahasiswa tersebut di atas untuk menyebarkan kuesioner di lingkungan instansi Bapak/Ibu dan mendapatkan data yang diperlukan.

Skripsi yang ditulis oleh yang bersangkutan ini merupakan suatu karya ilmiah yang memiliki tujuan dan sifat keilmuan. Oleh karenanya tidak akan dipergunakan untuk hal-hal yang merugikan.

Demikian, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

UNIVERSITAS ATMA JAYA YOGYAKARTA  
A. Dekan,  
Wakil Dekan I,  
  
FAKULTAS EKONOMI  
A. Jatmiko W., SE.,SIP.,MSF.



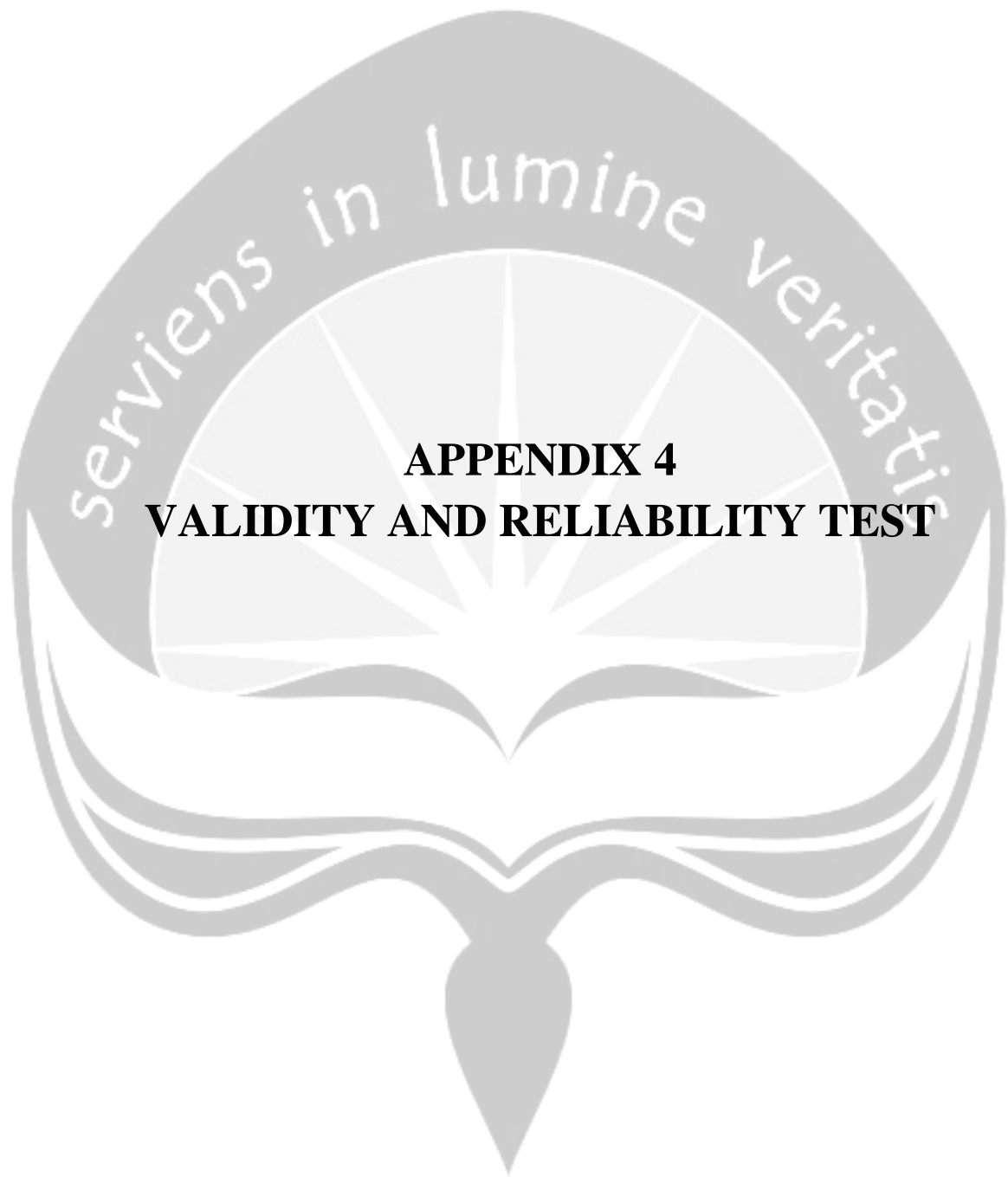
**APPENDIX 3**  
**DESCRIPTIVE STATISTIC**











**APPENDIX 4**  
**VALIDITY AND RELIABILITY TEST**

## 1. Validity Testing of the Perceptions of Peer Evaluation Systems

Correlations

		PERCP1	PERCP2	PERCP3	PERCP4	PERCEPTION OF PES
PERCP1	Pearson Correlation	1	,386*	,476**	,480**	,753**
	Sig. (2-tailed)		,014	,002	,002	,000
	N	40	40	40	40	40
PERCP2	Pearson Correlation	,386*	1	,158	,587**	,765**
	Sig. (2-tailed)	,014		,331	,000	,000
	N	40	40	40	40	40
PERCP3	Pearson Correlation	,476**	,158	1	,346*	,629**
	Sig. (2-tailed)	,002	,331		,029	,000
	N	40	40	40	40	40
PERCP4	Pearson Correlation	,480*	,587**	,346*	1	,820**
	Sig. (2-tailed)	,002	,000	,029		,000
	N	40	40	40	40	40
PERCPETIONOFPES	Pearson Correlation	,753**	,765**	,629**	,820**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	40	40	40	40	40

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

## 2. Validity Testing of The Awareness of Peer Evaluations Systems

Correlations

		AWRNS1	AWRNS2	AWRNS3	AWRNS4	AWARENESS OF PES
AWRNS1	Pearson Correlation	1	,579**	,128	,612**	,854**
	Sig. (2-tailed)		,000	,432	,000	,000
	N	40	40	40	40	40
AWRNS2	Pearson Correlation	,579**	1	,039	,411**	,758**
	Sig. (2-tailed)	,000		,812	,008	,000
	N	40	40	40	40	40
AWRNS3	Pearson Correlation	,128	,039	1	,164	,381*
	Sig. (2-tailed)	,432	,812		,313	,015
	N	40	40	40	40	40
AWRNS4	Pearson Correlation	,612**	,411**	,164	1	,797**
	Sig. (2-tailed)	,000	,008	,313		,000
	N	40	40	40	40	40
AWARENESSOFPES	Pearson Correlation	,854**	,758**	,381*	,797**	1
	Sig. (2-tailed)	,000	,000	,015	,000	
	N	40	40	40	40	40

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

### 3. Validity Testing Of Self-Monitoring

Correlations

		SM1	SM2	SM3	SM4	SM5	SM6	SM7	SM8	SM9	SM10	SM11	SM12	SM13	SMTOTAL
SM1	Pearson Correlation	1	,333*	-,034	,040	,354*	,067	,314*	,120	,567**	,248	,213	,008	-,007	,496**
	Sig. (2-tailed)		,036	,834	,806	,025	,683	,048	,459	,000	,122	,186	,962	,965	,001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM2	Pearson Correlation	,333*	1	-,193	,088	,239	-,220	,349**	,328*	,162	,112	,041	,059	,146	,389*
	Sig. (2-tailed)	,036		,232	,589	,137	,173	,027	,039	,317	,491	,804	,718	,370	,013
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM3	Pearson Correlation	-,034	-,193	1	,063	-,075	,103	,220	,366*	,007	,242	,194	,424**	,391*	,425**
	Sig. (2-tailed)	,834	,232		,700	,644	,525	,173	,020	,965	,132	,229	,006	,013	,006
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM4	Pearson Correlation	,040	,088	,063	1	-,183	,402*	-,034	,151	-,056	,041	-,001	,066	,146	,371*
	Sig. (2-tailed)	,806	,589	,700		,258	,010	,835	,353	,732	,799	,997	,686	,368	,018
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM5	Pearson Correlation	,354*	,239	-,075	-,183	1	-,197	,589**	,195	-,006	-,061	,094	-,104	,098	,278
	Sig. (2-tailed)	,025	,137	,644	,258		,223	,000	,228	,970	,709	,566	,522	,548	,082
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM6	Pearson Correlation	,067	-,220	,103	,402*	-,197	1	-,265	,023	,113	,040	,268	,243	,064	,364*
	Sig. (2-tailed)	,683	,173	,525	,010	,223		,099	,890	,486	,808	,095	,130	,697	,021
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM7	Pearson Correlation	,314*	,349**	,220	-,034	,589**	-,265	1	,465**	-,042	,240	-,147	-,151	,244	,412**
	Sig. (2-tailed)	,048	,027	,173	,835	,000	,099		,002	,799	,136	,366	,354	,129	,008
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM8	Pearson Correlation	,120	,328*	,366*	,151	,195	,023	,465**	1	,183	,168	,286	,134	,500**	,636**
	Sig. (2-tailed)	,459	,039	,020	,353	,228	,890	,002		,258	,299	,074	,408	,001	,000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM9	Pearson Correlation	,567**	,162	,007	,056	-,006	,113	-,042	,183	1	,381*	,614**	,137	,239	,519**
	Sig. (2-tailed)	,000	,317	,965	,732	,970	,486	,799	,258		,015	,000	,399	,138	,001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM10	Pearson Correlation	,248	,112	,242	,041	-,061	,040	,240	,168	,381*	1	,306	,236	,323*	,518**
	Sig. (2-tailed)	,122	,491	,132	,799	,709	,808	,136	,299	,015		,054	,143	,042	,001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM11	Pearson Correlation	,213	,041	,194	-,001	,094	,268	-,147	,286	,614**	,306	1	,488**	,172	,573**
	Sig. (2-tailed)	,186	,804	,229	,997	,566	,095	,366	,074	,000	,054		,001	,288	,000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM12	Pearson Correlation	,008	,059	,424**	,066	-,104	,243	-,151	,134	,137	,236	,488**	1	,195	,452**
	Sig. (2-tailed)	,962	,718	,006	,686	,522	,130	,354	,408	,399	,143	,001		,228	,003
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SM13	Pearson Correlation	-,007	,146	,391*	,146	,098	,064	,244	,500**	,239	,323*	,172	,195	1	,581**
	Sig. (2-tailed)	,965	,370	,013	,368	,548	,697	,129	,001	,138	,042	,288	,228		,000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40
SMTOTAL	Pearson Correlation	,496**	,389*	,425**	,371*	,278	,364*	,412**	,636**	,519**	,518**	,573**	,452**	,581**	1
	Sig. (2-tailed)	,001	,013	,006	,018	,082	,021	,008	,000	,001	,001	,000	,003	,000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### 4. Validity Of Social Loafing

##### Correlations

		SL1	SL2 REV	SL3	SL4	SL5	SL6 REV	SOCIALLOAFING
SL1	Pearson Correlation	1	,251	-,314 <sup>*</sup>	,086	,126	,204	,548 <sup>**</sup>
	Sig. (2- tailed)		,119	,048	,597	,439	,208	,000
	N	40	40	40	40	40	40	40
SL2REV	Pearson Correlation	,251	1	-,484 <sup>**</sup>	-,444 <sup>**</sup>	,273	,532 <sup>**</sup>	,444 <sup>**</sup>
	Sig. (2- tailed)	,119		,002	,004	,088	,000	,004
	N	40	40	40	40	40	40	40
SL3	Pearson Correlation	-,314 <sup>*</sup>	-,484 <sup>**</sup>	1	,409 <sup>**</sup>	-,347 <sup>*</sup>	-,406 <sup>**</sup>	,085
	Sig. (2- tailed)	,048	,002		,009	,028	,009	,601
	N	40	40	40	40	40	40	40
SL4	Pearson Correlation	,086	-,444 <sup>**</sup>	,409 <sup>**</sup>	1	-,429 <sup>**</sup>	-,504 <sup>**</sup>	,195
	Sig. (2- tailed)	,597	,004	,009		,006	,001	,227
	N	40	40	40	40	40	40	40
SL5	Pearson Correlation	,126	,273	-,347 <sup>*</sup>	-,429 <sup>**</sup>	1	,545 <sup>**</sup>	,408 <sup>**</sup>
	Sig. (2- tailed)	,439	,088	,028	,006		,000	,009
	N	40	40	40	40	40	40	40
SL6REV	Pearson Correlation	,204	,532 <sup>**</sup>	-,406 <sup>**</sup>	-,504 <sup>**</sup>	,545 <sup>**</sup>	1	,515 <sup>**</sup>
	Sig. (2- tailed)	,208	,000	,009	,001	,000		,001
	N	40	40	40	40	40	40	40
SOCIALLOAFING	Pearson Correlation	,548 <sup>**</sup>	,444 <sup>**</sup>	,085	,195	,408 <sup>**</sup>	,515 <sup>**</sup>	1
	Sig. (2- tailed)	,000	,004	,601	,227	,009	,001	
	N	40	40	40	40	40	40	40

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## 1. Reliability Testing of the Perceptions of Evaluation Systems

Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	40	100,0
	Excluded <sup>a</sup>	0	,0
	Total	40	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,721	4

## 2. Reliability Testing of the Awareness of Peer Evaluation Systems

Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	40	100,0
	Excluded <sup>a</sup>	0	,0
	Total	40	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,684	4



### 3. Reliability Testing of Self-Monitoring

#### Scale: ALL VARIABLES

##### Case Processing Summary

		N	%
Cases	Valid	40	100,0
	Excluded <sup>a</sup>	0	,0
	Total	40	100,0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	N of Items
,668	13

### 4. Reliability OF SOCIAL LOAFING (AFTER QUESTION DELETED)

#### Scale: ALL VARIABLES

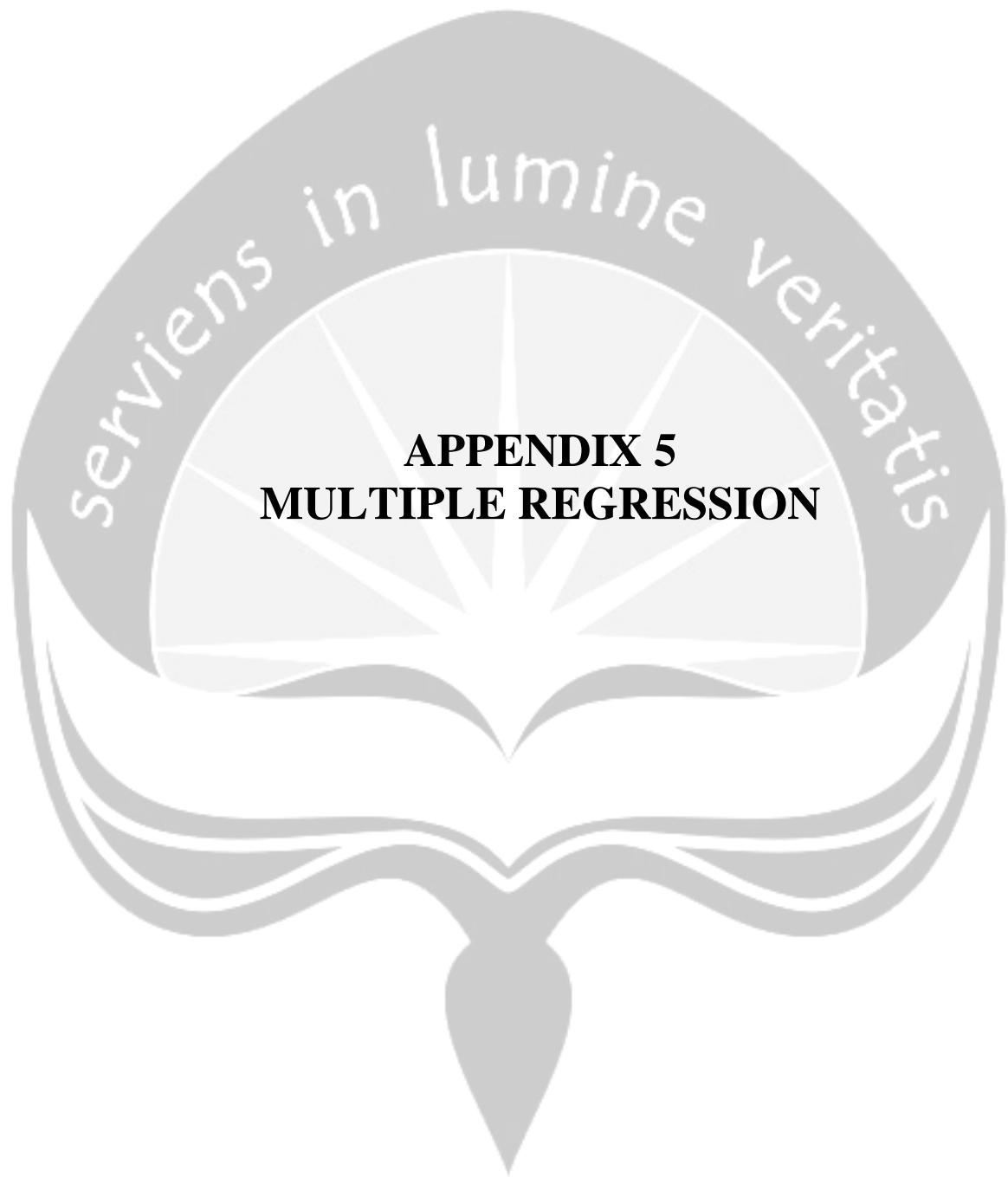
##### Case Processing Summary

		N	%
Cases	Valid	40	100,0
	Excluded <sup>a</sup>	0	,0
	Total	40	100,0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	N of Items
,687	4



**APPENDIX 5**  
**MULTIPLE REGRESSION**

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	X2: Awareness of PES, X1: Perception of PES <sup>b</sup>		Enter

a. Dependent Variable: Y: Social Loafing

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,201 <sup>a</sup>	,040	,032	2,087

a. Predictors: (Constant), X2: Awareness of PES, X1: Perception of PES

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40,157	2	20,078	4,610	,011 <sup>b</sup>
	Residual	953,789	219	4,355		
	Total	993,946	221			

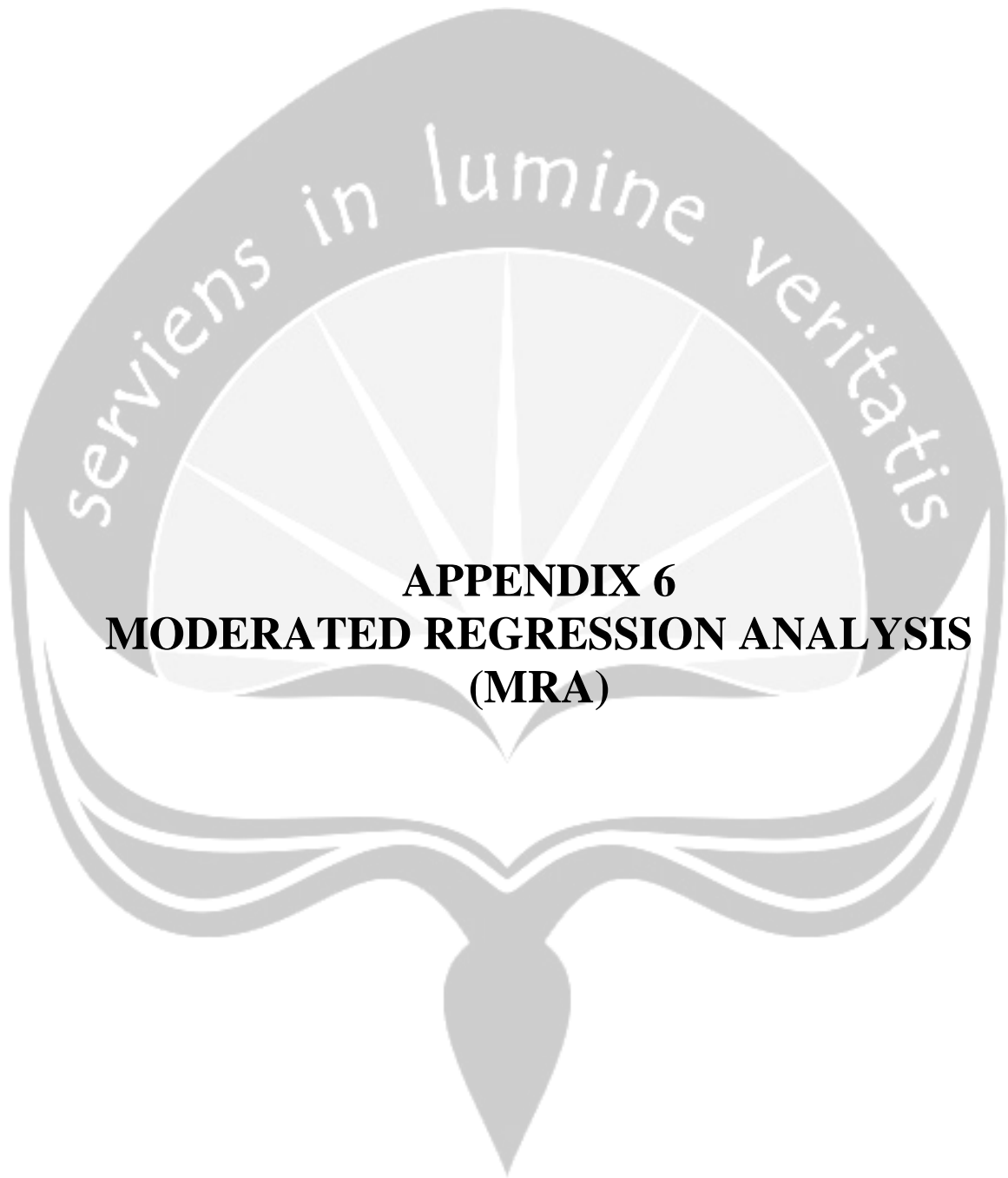
a. Dependent Variable: Y: Social Loafing

b. Predictors: (Constant), X2: Awareness of PES, X1: Perception of PES

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,701	1,051		8,275	,000
	X1: Perception of PES	,134	,058	,156	2,303	,022
	X2: Awareness of PES	,073	,051	,097	1,427	,155





**APPENDIX 6**  
**MODERATED REGRESSION ANALYSIS**  
**(MRA)**

# 1. Interaction Testing of Self-Monitoring in Moderating the Perceived Importance of Peer Evaluation Systems and Social Loafing Behavior

## 1.1. Regression Analysis of Y to X1

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	X1 <sup>b</sup>	.	Enter

a. Dependent Variable: Y

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,177 <sup>a</sup>	,031	,027	2,092	,031	7,149	1	220	,008

a. Predictors: (Constant), X1

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31,284	1	31,284	7,149	,008 <sup>b</sup>
	Residual	962,662	220	4,376		
	Total	993,946	221			

a. Dependent Variable: Y

b. Predictors: (Constant), X1

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,372	,943		9,942	,000
	X1	,153	,057	,177	2,674	,008

a. Dependent Variable: Y

## 1.2. Regression Analysis of Y to Z and X1

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Z: Self-Monitoring, X1: Perception of PES <sup>b</sup>		Enter

a. Dependent Variable: Y: Social Loafing

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,193 <sup>a</sup>	,037	,028	2,090	,037	4,239	2	219	,016

a. Predictors: (Constant), Z: Self-Monitoring, X1: Perception of PES

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37,047	2	18,524	4,239	,016 <sup>b</sup>
	Residual	956,899	219	4,369		
	Total	993,946	221			

a. Dependent Variable: Y: Social Loafing

b. Predictors: (Constant), Z: Self-Monitoring, X1: Perception of PES

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,063	1,479		5,452	,000
	X1: Perception of PES	,138	,058	,160	2,356	,019
	Z: Self-Monitoring	,035	,030	,078	1,148	,252

a. Dependent Variable: Y: Social Loafing

### 1.3. Regression of Y to Z, X1, ZX1

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Interaction Z*X1, Z: Self-Monitoring, X1: Perception of PES <sup>b</sup>		Enter

a. Dependent Variable: Y: Social Loafing

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,195 <sup>a</sup>	,038	,025	2,094

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37,845	3	12,615	2,876	,037 <sup>b</sup>
	Residual	956,101	218	4,386		
	Total	993,946	221			

a. Dependent Variable: Y: Social Loafing

b. Predictors: (Constant), Interaction Z\*X1, Z: Self-Monitoring, X1: Perception of PES

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,063	1,479		5,452	,000
	X1: Perception of PES	,138	,058	,160	2,356	,019
	Z: Self-Monitoring	,035	,030	,078	1,148	,252

a. Dependent Variable: Y: Social Loafing





## 2. Interaction Testing of Self-Monitoring in Moderating the Awareness of Peer Evaluation Systems and Social Loafing Behavior

### 2.1. Regression Analysis of Y to X2

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	X2 <sup>b</sup>		Enter

a. Dependent Variable: Y

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,131 <sup>a</sup>	,017	,013	2,107	,017	3,841	1	220	,051

a. Predictors: (Constant), X2

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17,055	1	17,055	3,841	,051 <sup>b</sup>
	Residual	976,891	220	4,440		
	Total	993,946	221			

a. Dependent Variable: Y

b. Predictors: (Constant), X2

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,555	,683		15,445	,000
	X2	,099	,050	,131	1,960	,051

a. Dependent Variable: Y

## 2.2. Regression Analysis of Y to Z and X2

### 3. Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	Z: Self-Monitoring, X2: Awareness of PES <sup>b</sup>		Enter

a. Dependent Variable: Y: Social Loafing

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,168 <sup>a</sup>	,028	,019	2,100	,028	3,183	2	219	,043

a. Predictors: (Constant), Z: Self-Monitoring, X2: Awareness of PES

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28,079	2	14,039	3,183	,043 <sup>b</sup>
	Residual	965,867	219	4,410		
	Total	993,946	221			

a. Dependent Variable: Y: Social Loafing

b. Predictors: (Constant), Z: Self-Monitoring, X2: Awareness of PES

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,525	1,453		5,865	,000
	X2: Awareness of PES	,094	,050	,124	1,862	,064
	Z: Self-Monitoring	,047	,030	,106	1,581	,115

a. Dependent Variable: Y

### 2.3. Regression of Z, X2, ZX2 to Y

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Interaction Z*X2, Z: Self-Monitoring, X2: Awareness of PES <sup>b</sup>		Enter

a. Dependent Variable: Y: Social Loafing

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,168 <sup>a</sup>	,028	,015	2,105	,028	2,115	3	218	,099

a. Predictors: (Constant), Interaction Z\*X2, Z: Self-Monitoring, X2: Awareness of PES

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28,114	3	9,371	2,115	,099 <sup>b</sup>
	Residual	965,832	218	4,430		
	Total	993,946	221			

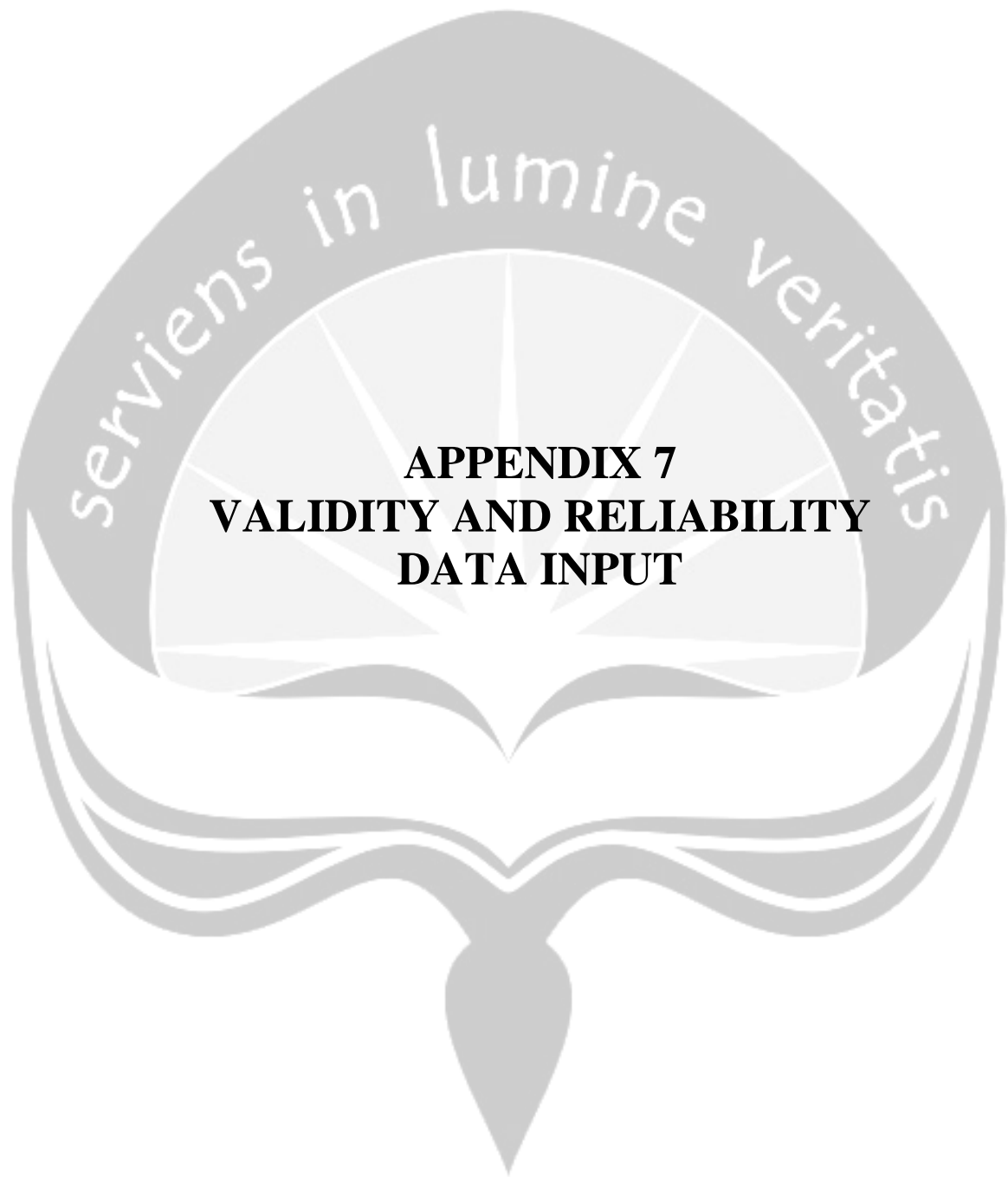
a. Dependent Variable: Y: Social Loafing

b. Predictors: (Constant), Interaction Z\*X2, Z: Self-Monitoring, X2: Awareness of PES

**Coefficients<sup>a</sup>**

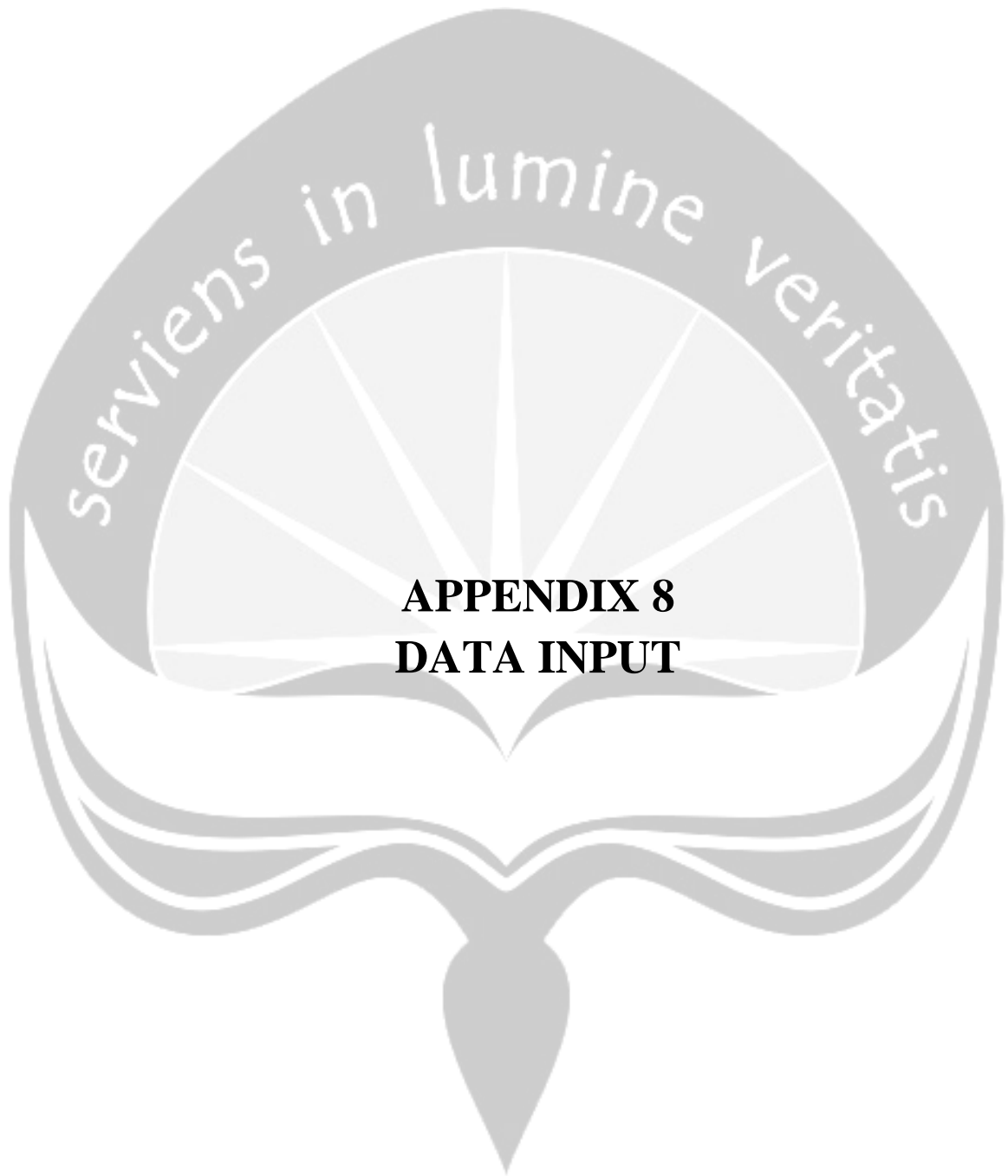
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,943	6,655		1,194	,234
	X2: Awareness of PES	,138	,490	,182	,281	,779
	Z: Self-Monitoring	,059	,145	,134	,410	,682
	Interaction Z*X2	-,001	,011	-,066	-,090	,929

a. Dependent Variable: Y



**APPENDIX 7**  
**VALIDITY AND RELIABILITY**  
**DATA INPUT**

NO	Timestamp	Jenis Kelamin	Angkatan	PART 1 (PERCEIVE IMPORTANCE OF PES)				PART 2 (THE AWARENESS OF PES)				PART 3 (SELF-MONITORING)													PART 4 (SOCIAL LOAFING)					
				1. Menurut saya, sistem evaluasi rekan sangat membantu	2. Sistem evaluasi rekan merupakan hal yang paling penting di antara kelompok	3. Saya tertarik untuk mengetahui bagaimana dampak evaluasi dari rekan saya terhadap saya	4. Hasil dari evaluasi rekan sangat penting bagi saya	5. Saya mengetahui jika saya akan di evaluasi oleh teman group saya di akhir pembelajaran/semester	6. Saya sering berpikir bahwa faktanya saya akan dievaluasi oleh rekan saya	7. Selama semester ini, saya lupa tentang evaluasi rekan sehingga kinerja saya kurang maksimal.	8. Saya telah di informasikan secara lengkap tentang angket evaluasi rekan oleh dosen saya	1. Di situasi sosial saya memiliki kemampuan untuk mengorganisir orang-orang yang akan berinteraksi dengan rekan saya jika ada sesuatu yang mendesak	2. Saya memiliki kemampuan untuk mengorganisir orang-orang yang akan berinteraksi dengan rekan saya jika ada sesuatu yang mendesak	3. Di saat saya merasa bahwa saya memiliki kemampuan untuk mengorganisir orang-orang yang akan berinteraksi dengan rekan saya jika ada sesuatu yang mendesak	4. Saya dapat membantu rekan saya agar sosial dengan rekan yang melibatkannya	5. Saya dapat membantu rekan saya agar sosial dengan rekan yang melibatkannya	6. Pada saat saya berada di situasi yang mungkin mengancam diri saya, saya dapat membantu rekan saya agar sosial dengan rekan yang melibatkannya	7. Di saat saya merasa bahwa saya memiliki kemampuan untuk mengorganisir orang-orang yang akan berinteraksi dengan rekan saya jika ada sesuatu yang mendesak	8. Pada saat saya berada di situasi yang mungkin mengancam diri saya, saya dapat membantu rekan saya agar sosial dengan rekan yang melibatkannya	9. Di percakapan, saya dapat membantu rekan saya agar sosial dengan rekan yang melibatkannya	10. Ketika saya merasa bahwa saya memiliki kemampuan untuk mengorganisir orang-orang yang akan berinteraksi dengan rekan saya jika ada sesuatu yang mendesak	11. Walaupun seseorang dengan saya dapat membantu rekan saya agar sosial dengan rekan yang melibatkannya	12. Biasanya saya dapat membantu rekan saya agar sosial dengan rekan yang melibatkannya	13. Bila seseorang dengan saya dapat membantu rekan saya agar sosial dengan rekan yang melibatkannya	Secara keseluruhan, kelompok ini tidak memiliki kemampuan untuk menyelesaikan tugas dengan baik.	Secara keseluruhan, anggota kelompok ini tidak memiliki kemampuan untuk menyelesaikan tugas dengan baik.	Secara keseluruhan, anggota kelompok ini tidak memiliki kemampuan untuk menyelesaikan tugas dengan baik.	Secara keseluruhan, anggota kelompok ini tidak memiliki kemampuan untuk menyelesaikan tugas dengan baik.	Secara keseluruhan, anggota kelompok ini tidak memiliki kemampuan untuk menyelesaikan tugas dengan baik.	Secara keseluruhan, anggota kelompok ini tidak memiliki kemampuan untuk menyelesaikan tugas dengan baik.
1	2004/2016 10-09-20	Perempuan	2012	5	4	4	5	4	4	3	5	5	4	3	1	5	1	5	5	5	3	3	1	4	4	4	3	4	3	2
2	2004/2016 10-11-20	Perempuan	2013	4	4	4	4	1	4	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	4	2	2	4	2	4
3	2004/2016 11-02-18	Laki-Laki	2012	5	2	4	4	3	2	3	4	5	5	3	4	5	5	3	5	3	5	3	5	2	2	4	4	2	4	2
4	2004/2016 12-02-13	Perempuan	2013	4	4	4	4	3	3	3	2	4	2	4	5	2	5	3	4	5	4	4	5	4	4	1	1	1	3	1
5	2004/2016 12-05-20	Laki-Laki	2012	5	4	5	3	3	2	3	3	5	4	5	1	5	2	4	4	5	4	4	5	4	4	4	3	3	4	2
6	2004/2016 12-12-28	Perempuan	2013	4	4	4	4	4	4	3	3	4	4	3	2	4	4	3	2	3	3	3	4	2	4	2	3	3	4	2
7	2004/2016 12-22-16	Perempuan	2012	5	4	4	4	4	2	2	4	2	4	4	3	3	3	3	4	4	3	4	4	4	4	4	5	5	2	3
8	2004/2016 12-22-05	Perempuan	2014	4	4	4	3	4	4	3	4	4	4	3	3	3	3	3	3	4	3	4	4	3	4	4	3	3	3	3
9	2004/2016 12-24-20	Perempuan	2013	3	2	4	3	4	4	3	4	3	4	5	4	2	5	2	5	5	3	5	5	5	4	2	3	5	3	2
10	2004/2016 12-28-10	Laki-Laki	2012	4	4	4	4	4	4	4	3	4	4	4	1	4	1	4	5	5	4	5	5	5	2	3	3	4	4	3
11	2004/2016 12-30-12	Perempuan	2013	4	4	4	5	3	5	3	2	4	3	3	4	2	4	3	4	4	4	3	2	4	4	2	4	1	5	1
12	2004/2016 13-03-26	Perempuan	2013	5	4	5	4	4	4	3	4	4	5	5	2	5	2	4	5	5	3	5	5	5	4	4	4	4	3	4
13	2004/2016 13-04-02	Laki-Laki	2013	4	3	4	4	1	3	3	2	4	4	4	2	4	2	4	4	4	4	4	4	3	4	4	5	5	4	2
14	2004/2016 13-04-26	Laki-Laki	2013	5	5	4	5	5	5	4	4	4	4	4	3	4	2	4	4	4	5	4	4	4	3	4	2	2	4	4
15	2004/2016 13-05-06	Perempuan	2013	4	3	4	4	3	4	3	2	4	4	5	2	3	2	4	4	3	5	4	4	5	5	1	3	4	4	1
16	2004/2016 13-01-30	Laki-Laki	2012	3	4	3	3	2	2	2	3	4	3	5	2	1	4	3	4	4	4	4	3	4	1	4	3	4	2	2
17	2004/2016 13-11-27	Laki-Laki	2012	4	5	4	4	2	2	2	2	4	5	3	2	4	4	4	4	4	4	4	4	5	4	2	2	4	4	2
18	2004/2016 13-11-18	Perempuan	2012	4	4	5	4	5	5	4	5	5	4	5	2	4	5	4	5	5	5	5	5	4	4	2	4	4	1	4
19	2004/2016 13-02-04	Laki-Laki	2013	4	4	2	4	2	5	3	4	4	5	4	5	2	3	3	5	4	5	5	4	5	5	3	2	3	3	3
20	2004/2016 13-09-13	Perempuan	2013	5	4	5	4	2	4	3	2	4	4	4	2	4	3	4	3	4	2	3	3	4	4	2	3	2	3	2
21	2004/2016 13-09-17	Laki-Laki	2013	4	3	5	3	4	3	2	4	4	4	4	3	4	3	4	4	5	4	5	5	5	5	1	1	1	4	1
22	2004/2016 13-11-16	Perempuan	2013	4	3	3	3	1	4	5	3	5	5	4	2	5	1	5	3	4	4	3	4	4	1	4	5	1	4	2
23	2004/2016 13-10-28	Laki-Laki	2014	4	4	4	4	4	4	4	5	4	5	4	5	4	5	5	5	5	5	4	4	4	3	1	4	1	4	1
24	2004/2016 13-12-27	Perempuan	2012	5	5	5	5	2	2	2	2	3	4	5	5	4	1	5	5	1	3	2	3	5	4	1	2	3	4	1
25	2004/2016 14-07-30	Perempuan	2012	5	5	5	5	4	5	2	4	5	4	5	4	3	4	5	5	4	5	4	5	3	2	3	2	4	2	2
26	2004/2016 14-03-18	Perempuan	2013	5	4	5	5	4	4	3	4	4	4	4	2	4	3	4	4	3	4	4	3	4	4	2	3	3	4	2
27	2004/2016 14-06-06	Perempuan	2014	5	5	4	4	4	4	3	5	4	5	4	4	3	4	4	4	4	3	2	4	4	5	4	5	4	3	4
28	2004/2016 17-06-30	Laki-Laki	2013	3	3	3	3	4	4	5	3	5	4	2	5	2	4	2	4	3	4	3	4	4	3	4	4	4	2	3
29	2004/2016 18-02-17	Perempuan	2012	5	5	4	5	4	4	3	2	4	4	3	3	4	2	4	3	5	4	5	3	2	5	2	2	3	3	2
30	2004/2016 18-04-20	Laki-Laki	2012	5	4	5	3	4	4	4	3	4	4	4	2	4	2	4	4	4	4	4	4	4	4	4	4	4	3	3
31	2004/2016 18-08-09	Laki-Laki	2012	4	4	4	4	3	3	3	2	4	4	3	2	4	3	3	3	3	4	4	5	4	4	4	2	3	2	4
32	2004/2016 19-08-09	Laki-Laki	2014	5	5	4	4	1	1	4	1	5	4	5	2	4	1	4	5	5	5	4	4	5	2	4	5	5	2	4
33	2004/2016 07-20-13	Perempuan	2013	4	3	4	4	4	4	2	1	4	4	4	2	4	2	4	4	2	4	2	4	5	2	5	1	4	3	4
34	2004/2016 07-20-13	Laki-Laki	2013	4	5	4	4	4	4	3	4	5	4	2	2	1	4	4	5	5	4	4	5	4	4	2	3	4	3	2
35	2004/2016 07-20-13	Laki-Laki	2013	5	4	4	4	5	5	3	3	1	5	1	5	5	5	3	4	4	4	4	4	5	3	2	5	2	2	2
36	2004/2016 09-09-16	Laki-Laki	2012	4	4	5	4	5	5	3	3	5	5	4	5	4	4	5	4	5	4	4	4	4	4	4	2	3	2	4
37	2004/2016 11-07-08	Laki-Laki	2012	5	2	4	2	4	4	2	5	4	5	3	3	4	2	4	5	4	4	4	4	4	4	2	2	5	2	3
38	2004/2016 14-09-24	Laki-Laki	2012	5	5	5	5	3	4	5	2	1	5	5	4	1	4	3	4	4	5	5	4	4	4	4	3	3	3	3
39	2004/2016 14-02-17	Perempuan	2012	5	5	5	5	2	4	4	2	4	2	4	3	3	4	2	2	4	4	4	4	4	4	1	1	2	4	1
40	2004/2016 22-03-14	Perempuan	2013	4	2	5	4	4	4	2	2	4	2	4	3	3	4	2	2	4	4	4	4	4	4	4	2	3	2	2



**APPENDIX 8**  
**DATA INPUT**

BUSINESS STATISTIX (A) QUESTIONNAIRE 1-41 (41)																														
NO. KUISSION ER	BATC H	SE X	PART 1 ( THE PERCEPTIONS OF PES)				PART 2 (THE AWARENESS OF PES)				PART 3 (SOCIAL LOAFING)						PART 4 (SELF-MONITORING)													
			Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q2 REV	Q 3	Q 4	Q 5	Q6 REV	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q1 0	Q1 1	Q1 2	Q1 3	
1	2015	P	5	5	5	5	4	4	3	5	4	2	2	2	3	1	3	3	4	3	4	4	4	5	4	4	4	3		
2	2015	L	4	4	4	3	1	4	3	3	3	4	3	4	4	2	4	5	5	3	4	4	4	4	3	4	4	4		
3	2015	L	3	2	2	4	3	2	3	4	3	2	2	2	3	2	4	4	4	2	4	3	3	4	2	2	3	4	3	
4	2015	L	4	3	4	4	3	3	3	2	3	3	3	3	4	3	4	3	5	2	4	3	3	3	4	3	4	3	5	
5	2015	L	5	4	3	5	3	2	3	3	3	4	3	5	3	3	3	5	3	5	4	4	3	5	4	3	5	4	3	
6	2014	L	4	4	4	4	4	3	3	3	4	3	4	3	3	3	4	4	4	3	4	3	3	4	4	3	4	4	4	
7	2015	P	4	4	3	3	2	2	4	2	3	4	2	2	3	3	3	4	3	2	4	4	4	4	5	5	5	5	5	
8	2015	L	5	4	5	5	4	4	3	4	4	2	2	1	4	2	4	4	4	3	3	4	4	4	4	3	3	4	4	3
9	2015	P	4	4	4	4	4	4	3	4	5	2	1	3	4	1	4	4	4	2	4	4	4	5	4	4	5	4	5	
10	2015	P	3	3	4	3	4	4	2	3	3	4	2	4	3	3	4	5	3	2	5	2	4	4	4	2	5	3	3	
11	2015	P	3	4	3	5	3	5	3	2	2	3	3	4	2	2	4	4	4	2	4	2	3	5	5	4	4	4	5	
12	2015	P	3	4	3	4	4	3	4	4	2	2	3	2	1	2	4	4	3	3	3	3	3	4	4	3	4	4	5	
13	2015	L	3	4	5	4	1	1	3	2	4	2	5	2	3	2	5	4	5	2	4	4	4	3	4	4	3	4	4	
14	2015	L	4	4	4	3	5	5	5	4	4	3	4	3	2	2	4	5	2	5	4	4	3	5	4	4	5	5	5	
15	2015	L	5	5	4	4	3	4	3	3	4	1	1	1	5	1	4	4	5	1	3	3	3	4	5	4	3	3	3	
16	2015	P	4	5	4	4	2	2	2	3	4	4	2	1	5	1	4	4	4	5	4	4	4	3	4	2	4	4	3	
17	2014	L	5	4	4	3	2	2	2	2	5	1	1	1	5	1	4	5	4	4	4	2	4	5	5	5	5	4	5	
18	2015	P	4	5	4	5	5	5	4	5	2	1	2	1	5	2	5	5	5	1	5	2	5	5	5	5	5	5	4	
19	2015	P	5	5	5	4	2	5	3	4	4	1	3	2	4	2	5	4	5	5	4	5	4	5	4	5	5	5	5	



20	2015	L	4	4	5	5	2	4	3	2	4	2	4	5	4	5	3	3	4	4	4	3	5	4	2	2	4	3	2
21	2015	L	4	5	2	4	4	3	2	4	2	4	4	5	2	3	4	5	4	5	4	3	4	2	3	4	3	5	3
22	2015	L	4	4	4	3	5	4	5	5	3	3	2	2	4	5	5	5	5	4	5	4	2	5	5	5	5	4	5
23	2015	P	3	2	3	1	3	2	3	2	2	3	1	2	3	2	5	4	4	4	4	2	4	2	1	2	5	1	4
24	2012	L	4	4	4	4	2	2	2	2	4	2	5	1	4	4	5	4	4	4	4	2	2	2	4	4	4	4	4
25	2015	P	4	5	5	4	4	5	2	4	3	2	1	3	2	3	4	4	4	3	4	4	4	5	5	4	4	4	4
26	2015	P	4	4	3	4	5	4	3	4	3	4	2	2	4	3	4	3	4	4	3	2	3	4	4	4	5	4	4
27	2015	L	3	4	4	5	4	4	3	5	3	3	2	3	3	4	4	4	5	3	3	3	3	5	4	4	4	4	4
28	2015	L	5	5	4	5	4	5	3	5	4	2	2	2	4	3	4	4	3	4	4	3	4	4	3	2	3	3	3
29	2015	L	4	4	3	4	4	4	3	3	4	2	2	2	4	2	4	4	3	5	5	4	4	3	3	3	3	3	3
30	2015	P	4	5	4	5	3	4	4	3	4	1	3	1	4	1	4	4	4	1	1	2	4	4	5	3	4	3	4
31	2015	L	5	4	4	4	3	3	3	2	3	4	3	2	5	1	4	4	4	4	4	3	5	4	4	3	4	4	3
32	2015	P	5	5	4	4	1	1	4	1	4	4	3	5	2	4	5	5	4	3	4	3	4	4	3	3	4	3	5
33	2015	L	5	5	4	5	4	4	2	3	4	1	1	2	4	2	4	4	4	2	4	2	5	4	4	4	4	4	5
34	2015	L	5	5	4	5	4	3	4	3	5	3	3	2	3	3	4	4	4	4	5	4	4	5	5	3	4	3	4
35	2015	L	5	4	5	3	5	5	3	3	2	3	5	5	1	5	5	5	3	1	5	1	5	5	5	4	5	5	4
36	2015	P	5	5	5	3	5	5	3	3	3	2	1	2	3	2	5	5	4	3	4	3	3	4	3	3	3	3	4
37	2015	L	4	4	5	4	4	4	2	5	5	1	2	2	3	2	4	4	5	2	4	2	5	3	4	4	2	4	5
38	2015	P	5	5	4	4	3	5	2	1	5	1	1	2	5	2	4	3	4	5	5	2	4	5	3	4	4	4	1
39	2015	L	4	4	4	4	2	4	4	2	5	1	1	2	4	2	4	4	4	2	4	2	4	4	4	4	4	4	2
40	2015	P	4	4	4	3	4	4	2	2	4	2	2	2	3	1	4	4	3	3	4	3	4	4	5	4	4	3	5
41	2015	L	4	4	4	4	2	3	2	2	4	2	3	3	4	2	4	5	4	3	4	4	4	5	4	4	4	3	4

**BUSINESS STATISTIC (K) QUESTIONNAIRE: 2-71 (30)**

NO. KUISSIONER	BAT CH	SE X	PART 1 ( THE PERCEPTIONS OF PES)				PART 2 (THE AWARENESS OF PES)				PART 3 (SOCIAL LOAFING)						PART 4 (SELF-MONITORING)												
			Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q2 REV	Q 3	Q 4	Q 5	Q6 REV	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q1 0	Q1 1	Q1 2	Q1 3
42	2015	L	3	4	5	5	5	4	1	5	4	1	3	1	5	2	5	4	5	4	4	1	3	3	3	3	5	3	4
43	2015	P	4	4	4	4	4	4	2	4	4	3	2	1	2	3	4	5	4	2	4	3	4	4	4	5	4	4	4
44	2015	P	4	4	4	4	4	4	2	4	4	2	3	2	3	2	4	3	3	3	3	2	3	4	4	3	3	3	3
45	2015	P	5	5	5	5	1	2	4	1	5	4	3	3	4	1	4	4	4	4	3	4	4	4	4	3	1	3	3
46	2015	L	5	5	5	5	5	4	2	2	4	1	1	3	4	2	4	4	4	3	4	3	4	3	4	3	3	3	4
47	2015	P	4	5	5	4	5	4	1	5	3	3	2	3	3	2	5	5	4	5	4	2	5	3	3	4	4	5	4
48	2015	P	4	4	5	4	4	3	1	1	2	3	3	1	4	2	5	4	4	2	5	2	4	4	4	3	5	4	5
49	2015	L	4	5	5	5	4	5	3	5	5	1	2	2	4	1	4	4	4	2	4	3	4	4	5	5	4	5	3
50	2015	P	4	5	5	4	4	3	1	4	4	1	1	1	2	2	4	5	4	4	4	2	5	4	5	4	3	4	2
51	2015	L	5	5	3	5	3	3	1	5	5	5	3	1	5	1	5	5	5	1	3	3	5	5	5	3	5	4	5
52	2015	P	5	4	4	4	2	5	2	1	4	1	2	1	3	2	4	4	5	5	4	4	5	5	3	4	4	4	3
53	2015	P	4	5	5	5	4	4	1	4	5	5	1	1	4	3	5	5	5	5	5	5	5	5	5	5	5	5	5
54	2015	P	4	3	4	3	3	3	3	3	3	2	4	2	4	3	4	4	4	2	4	2	4	3	3	3	3	3	4
55	2015	L	3	2	5	3	5	4	1	5	3	1	1	1	5	1	5	5	5	1	5	1	3	3	5	3	1	1	1
56	2015	P	5	5	5	5	3	2	2	1	2	3	4	2	3	1	5	4	5	2	5	4	3	4	5	4	3	3	3
57	2015	P	2	4	3	3	5	3	1	4	4	2	2	3	3	3	3	2	4	2	4	4	4	4	5	4	4	4	2
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59	2015	L	4	4	4	5	4	4	4	4	4	5	4	4	5	1	4	4	4	4	3	4	4	3	4	4	3	4	4
60	2015	L	5	5	5	5	5	5	5	5	5	1	1	1	5	1	5	5	5	5	5	3	5	3	5	4	5	4	3

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62	2015	P	4	4	4	4	5	2	2	4	2	2	4	2	2	2	4	4	4	2	4	4	2	4	4	4	4	4	4	
63	2015	P	5	4	4	4	5	5	4	4	2	2	1	2	4	3	4	4	4	3	3	3	4	4	4	4	5	4	4	
64	2015	P	3	4	5	5	3	3	4	3	3	4	3	3	4	3	3	4	4	3	4	3	4	5	3	4	4	3	4	
65	2015	P	4	5	5	4	5	5	1	4	4	2	4	2	2	4	5	4	2	4	4	4	4	4	5	4	4	4	2	
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67	2015	L	4	5	4	3	1	4	2	3	4	2	2	2	4	3	5	4	4	2	4	3	4	5	4	4	4	4	4	
68	2015	L	5	4	3	3	4	3	2	2	2	3	3	3	3	4	3	4	4	3	4	2	4	4	4	4	5	5	4	
69	2015	P	4	4	4	3	4	5	2	1	4	2	1	3	3	4	4	3	3	4	3	4	3	4	4	4	4	4	4	
70	2015	P	3	3	4	4	2	3	3	4	4	4	5	3	2	2	4	3	4	4	4	4	3	3	5	5	4	4	4	
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89	2014	P	3	4	5	4	2	2	4	1	4	4	2	2	2	2	4	3	4	3	4	4	4	4	4	4	4	5	4
90	2014	L	4	5	3	5	3	1	3	4	5	1	2	4	3	2	3	5	4	3	3	4	3	5	5	3	4	3	2
91	2014	L	4	4	4	5	3	4	4	3	5	2	2	2	5	2	4	5	4	4	4	5	4	4	3	5	4	4	5
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93	2014	L	4	4	4	4	3	4	4	2	3	2	4	2	4	2	2	2	4	4	4	2	4	4	4	4	2	3	3
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95	2012	L	4	4	4	4	2	2	2	2	4	2	2	2	4	2	5	4	4	1	4	2	5	5	4	5	4	4	4
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97	2014	P	4	4	4	4	4	4	4	3	3	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3
98	2014	L	4	4	4	4	3	3	4	4	4	2	1	1	3	1	3	5	3	2	5	4	3	2	3	2	3	4	3
99	2014	P	4	4	4	4	3	4	2	3	4	1	2	4	4	1	4	4	4	3	4	2	4	4	4	4	3	4	4
100	2014	P	5	5	5	4	5	5	3	5	4	2	2	3	3	3	3	4	4	1	4	3	3	3	5	3	5	5	5
101	2014	P	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4	4	3
102	2014	L	5	5	5	5	5	5	2	5	5	2	3	2	3	2	5	4	5	3	5	3	3	4	4	3	3	3	2
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104	2014	P	4	3	4	4	5	4	3	4	5	1	1	2	4	4	4	3	4	4	4	2	4	4	3	3	5	4	4
105	2014	P	4	3	3	2	3	3	2	1	2	3	3	1	4	1	4	4	4	3	3	1	4	3	3	3	3	3	3
106	2014	L	5	5	4	4	5	5	4	4	5	5	3	2	5	2	4	4	4	2	4	4	4	3	3	3	3	3	3
107	2014	L	3	3	3	3	5	5	5	3	4	3	3	4	4	5	3	4	3	3	2	3	3	4	4	3	3	3	3

108	2014	L	5	5	4	5	4	4	3	4	4	3	4	5	4	4	4	4	3	4	4	3	4	3	4	4	3	3	5	
109	2014	L	4	4	4	4	4	4	2	3	5	1	1	1	4	1	3	5	3	3	5	3	3	5	5	5	5	5	4	3
110	2014	P	3	4	4	3	1	1	3	3	3	2	1	1	5	2	4	4	4	3	3	3	4	4	4	4	4	3	4	4
111	2014	L	5	5	5	5	5	5	5	5	5	2	2	2	5	4	5	4	4	1	3	3	4	4	4	4	4	4	4	4
112	2014	L	5	5	5	4	5	5	1	1	5	1	3	1	3	1	5	5	5	2	5	2	2	5	4	4	4	4	4	5
113	2014	P	5	5	4	4	5	5	4	4	4	2	2	2	4	2	4	4	5	4	4	2	4	2	4	2	2	4	3	
114	2014	L	5	5	5	5	4	3	4	4	2	3	3	3	3	3	4	3	4	3	4	4	4	4	4	4	4	4	4	4
115	2015	L	5	4	4	5	3	3	3	1	3	2	1	1	4	4	4	4	4	3	4	3	3	4	4	3	4	4	3	
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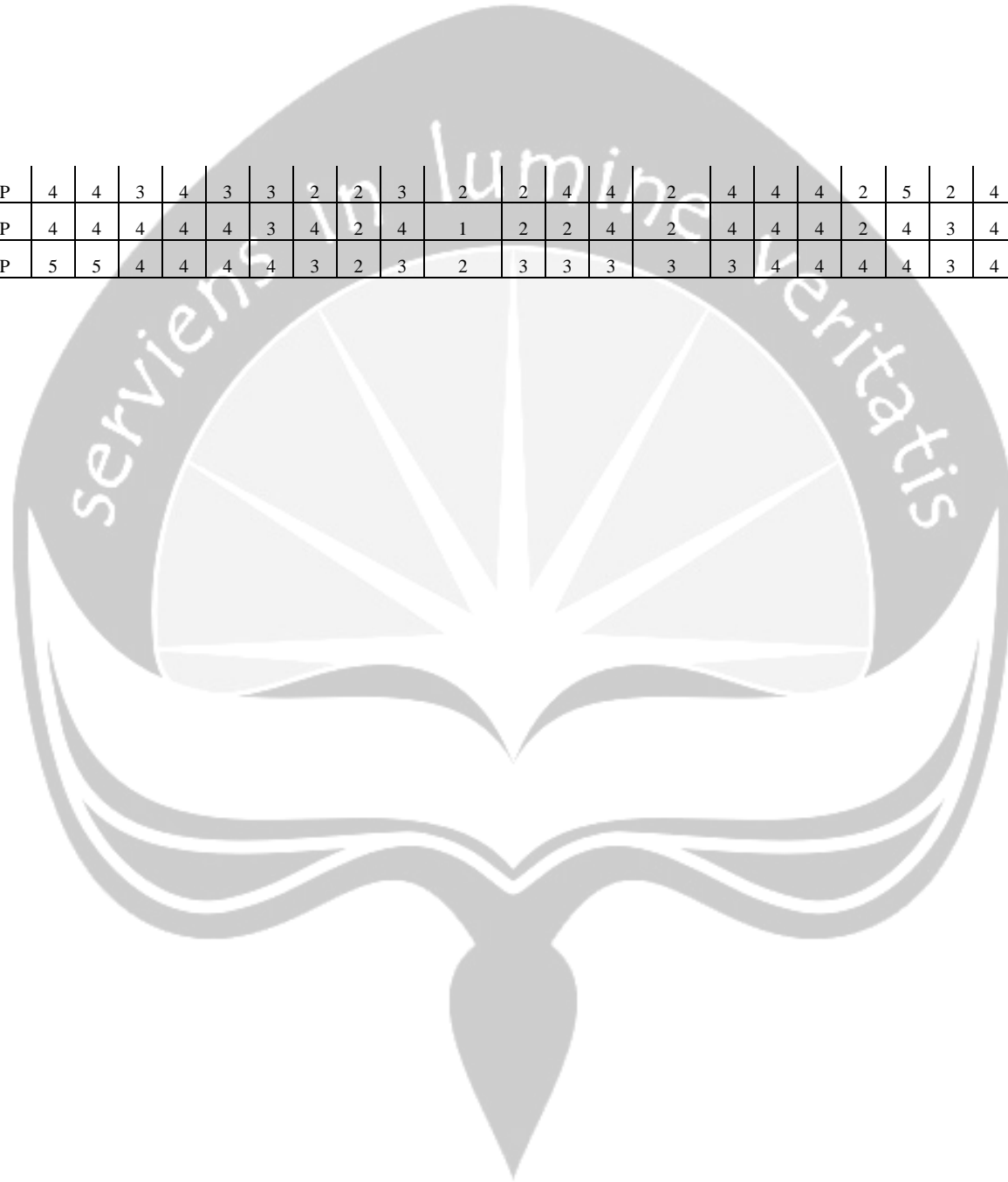
OPERATIONN CONTROL (F) QUESTIONNAIRE: 117 - 163

NO. KUISSION ER	BAT CH	SE X	PART 1 ( THE PERCEPTIONS OF PES)				PART 2 (THE AWARENESS OF PES)				PART 3 (SOCIAL LOAFING)						PART 4 (SELF-MONITORING)												
			Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q2 REV	Q 3	Q 4	Q 5	Q6 REV	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q1 0	Q1 1	Q1 2	Q1 3
117	2014	P	4	3	4	4	4	5	3	3	2	3	4	4	4	2	4	4	5	3	4	2	3	4	4	4	3	4	4
118	2014	P	4	4	4	4	3	3	1	3	4	1	1	1	3	3	3	2	3	3	4	2	3	3	3	3	4	3	3
119	2014	P	4	5	4	4	3	4	3	3	4	3	3	2	4	3	3	3	3	4	4	3	4	3	3	3	3	3	4
120	2014	P	3	3	3	3	2	2	1	2	4	1	1	1	4	1	4	4	4	4	4	3	3	5	5	4	4	4	4
121	2014	L	4	4	4	3	4	3	4	4	4	3	3	4	4	3	4	3	4	4	4	3	5	4	3	4	3	5	4
122	2014	P	3	3	4	4	2	3	3	2	3	3	3	4	2	3	3	3	3	3	3	3	3	2	3	2	3	2	2
123	2014	P	5	4	5	4	5	5	2	2	2	4	2	4	2	4	5	5	2	2	4	2	4	4	4	3	4	4	3
124	2014	L	3	4	3	3	4	4	2	4	3	1	2	2	3	2	4	2	4	3	3	2	4	4	4	4	4	3	2
125	2014	P	5	3	4	4	5	5	2	5	4	2	2	2	3	1	5	4	5	1	4	1	5	4	4	4	4	4	4
126	2014	L	4	5	5	5	5	4	4	2	2	3	4	3	4	2	4	4	3	4	2	3	4	4	4	3	4	4	4
127	2014	L	4	4	4	4	3	3	3	4	4	2	2	2	4	1	4	4	4	1	4	2	4	4	4	4	4	4	4
128	2014	L	4	4	4	4	3	3	1	4	5	1	1	1	1	1	5	5	5	4	5	3	5	4	5	4	5	5	5
129	2014	L	3	4	4	3	4	5	3	4	4	3	4	4	4	2	4	4	5	3	4	3	3	3	4	3	5	3	4
130	2014	L	3	4	2	4	3	3	4	4	4	4	3	4	3	2	2	4	4	3	2	2	5	4	3	4	4	4	4
131	2014	P	4	5	3	3	2	2	4	2	3	2	3	1	2	2	3	4	2	4	4	2	4	4	4	3	4	4	4
132	2014	P	4	5	5	4	4	4	3	5	3	3	2	3	3	2	4	3	3	3	4	3	4	3	4	3	3	3	3
133	2014	L	4	4	5	4	5	5	4	3	3	2	3	2	3	3	5	5	3	4	3	2	5	4	4	4	4	5	4
134	2014	L	4	2	5	4	1	5	3	2	2	1	4	2	1	2	5	4	4	2	5	3	4	5	5	4	3	4	2
135	2014	P	5	5	5	5	2	3	4	3	4	2	2	2	5	5	4	5	5	2	4	2	4	5	5	3	5	3	2
136	2014	P	5	5	4	4	5	5	3	4	5	2	4	2	3	2	4	4	3	2	4	2	5	4	3	2	5	4	3

137	2014	L	3	4	4	4	5	4	4	1	4	1	4	3	4	1	4	3	2	4	4	4	3	5	4	5	5	4	5	
138	2014	L	3	3	4	4	4	5	2	3	4	1	1	2	5	2	5	4	3	4	4	3	4	3	3	4	3	4	4	
139	2014	P	5	5	5	5	3	3	4	1	4	4	3	4	2	3	4	4	5	1	4	4	5	5	3	3	4	1	3	
140	2014	P	5	5	5	5	3	4	3	3	3	2	2	2	4	2	5	4	5	2	5	2	4	3	3	3	3	4	3	
141	2014	L	5	5	5	5	5	5	4	3	4	1	2	1	4	1	4	4	4	3	4	3	3	3	4	3	3	4	3	
142	2014	P	5	4	4	4	5	5	3	3	2	4	2	2	3	2	3	4	4	2	3	4	3	3	4	3	2	3	3	
143	2014	P	5	4	4	4	5	4	1	4	4	1	1	3	3	1	4	4	3	2	3	2	3	3	2	2	4	2	5	
144	2014	P	5	4	3	4	3	3	2	3	5	1	1	1	4	1	4	4	3	2	4	3	3	3	4	3	4	3	4	
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147	2014	L	4	3	4	5	5	5	3	2	4	2	3	4	5	2	5	5	2	2	4	4	4	4	5	4	4	5	5	
148	2014	L	5	2	5	4	5	5	5	1	5	5	1	1	5	1	4	5	4	1	5	2	4	5	5	5	5	3	4	
149	2014	L	4	4	3	3	3	1	1	3	4	2	2	2	3	1	4	5	4	1	4	2	5	5	4	4	5	5	4	
150	2014	P	4	2	3	3	2	4	4	3	3	3	2	4	3	3	4	2	4	3	4	4	3	3	4	3	4	4	3	
151	2014	L	5	4	4	5	3	4	3	3	3	3	3	2	4	2	4	4	3	2	4	3	4	4	3	3	4	4	3	
152	2014	L	2	2	3	2	3	2	3	4	3	2	4	4	3	4	2	3	2	4	3	2	1	5	3	4	5	4	3	
153	2014	L	5	5	5	5	3	4	2	3	4	3	2	1	3	4	5	4	5	5	4	4	4	2	4	4	5	5	4	
154	2014	P	4	4	4	4	3	3	3	2	4	2	2	3	3	1	4	4	4	2	4	2	4	4	4	4	3	3	3	
155	2014	P	4	4	3	4	3	3	4	2	4	2	2	2	4	2	3	3	3	3	4	2	3	4	4	3	4	4	4	
156	2014	L	5	4	4	4	4	4	3	3	4	3	4	2	3	3	5	4	4	4	4	4	4	4	3	4	3	4	4	
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158	2013	L	4	3	4	4	4	4	3	3	3	2	2	2	3	2	3	3	4	3	4	2	3	4	4	3	4	3	3	
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161	2014	P	4	4	3	4	3	3	2	2	3	2	2	4	4	2	4	4	4	2	5	2	4	5	5	4	4	4	5	
162	2014	P	4	4	4	4	4	3	4	2	4	1	2	2	4	2	4	4	4	2	4	3	4	4	4	3	4	3	4	
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**OPERATION RESEARCH (A) QUESTIONNAIRE 164-197**

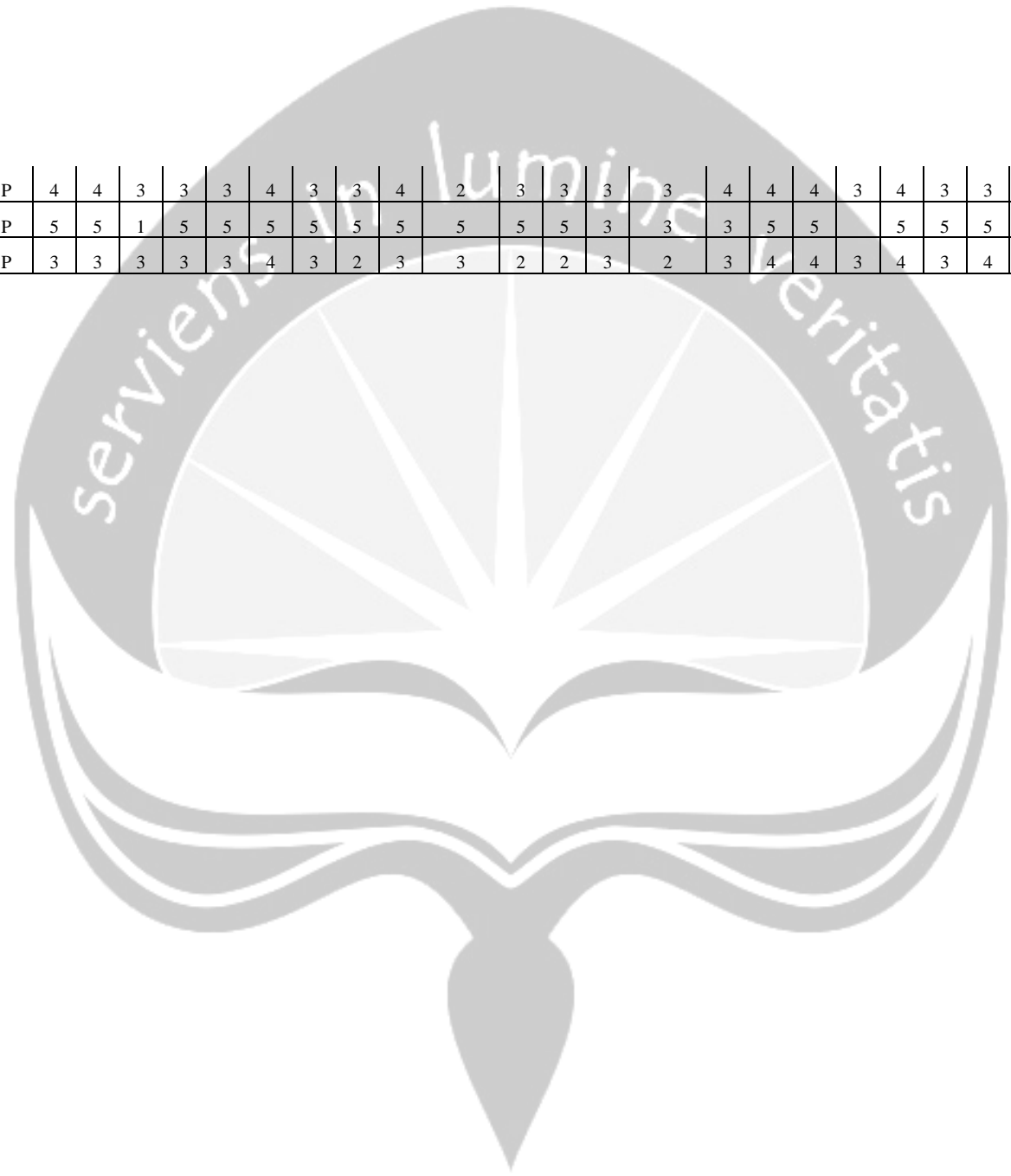
NO. KUISIONER	BAT CH	SE X	PART 1 ( THE PERCEPTIONS OF PES)				PART 2 (THE AWARENESS OF PES)				PART 3 (SOCIAL LOAFING)						PART 4 (SELF-MONITORING)												
			Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q2 REV	Q 3	Q 4	Q 5	Q6 REV	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q1 0	Q1 1	Q1 2	Q1 3
164	2012	P	5	5	5	5	5	5	2	5	4	1	1	1	5	1	5	5	5	5	5	5	5	4	5	5	5	5	5
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170	2013	L	3	4	5	5	4	3	3	2	3	3	3	2	3	2	4	4	4	3	4	3	4	4	4	4	5	4	4
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173	2014	P	4	4	4	4	5	4	4	4	3	3	3	4	4	1	5	5	5	1	5	4	5	5	5	5	5	5	5
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175	2012	L	4	4	4	4	4	4	3	3	4	2	2	4	2	4	3	4	3	3	3	3	3	3	3	4	3	3	4
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178	2013	L	4	4	5	5	3	4	2	2	3	2	2	3	3	2	5	4	5	2	5	3	5	5	3	5	4	3	5
179	2014	P	4	5	4	4	3	2	4	1	5	1	2	5	2	3	4	2	3	4	5	2	4	3	1	5	2	3	3
180	2014	L	5	5	4	5	3	4	2	2	2	4	2	2	3	2	5	5	5	2	5	3	3	3	3	4	4	4	4
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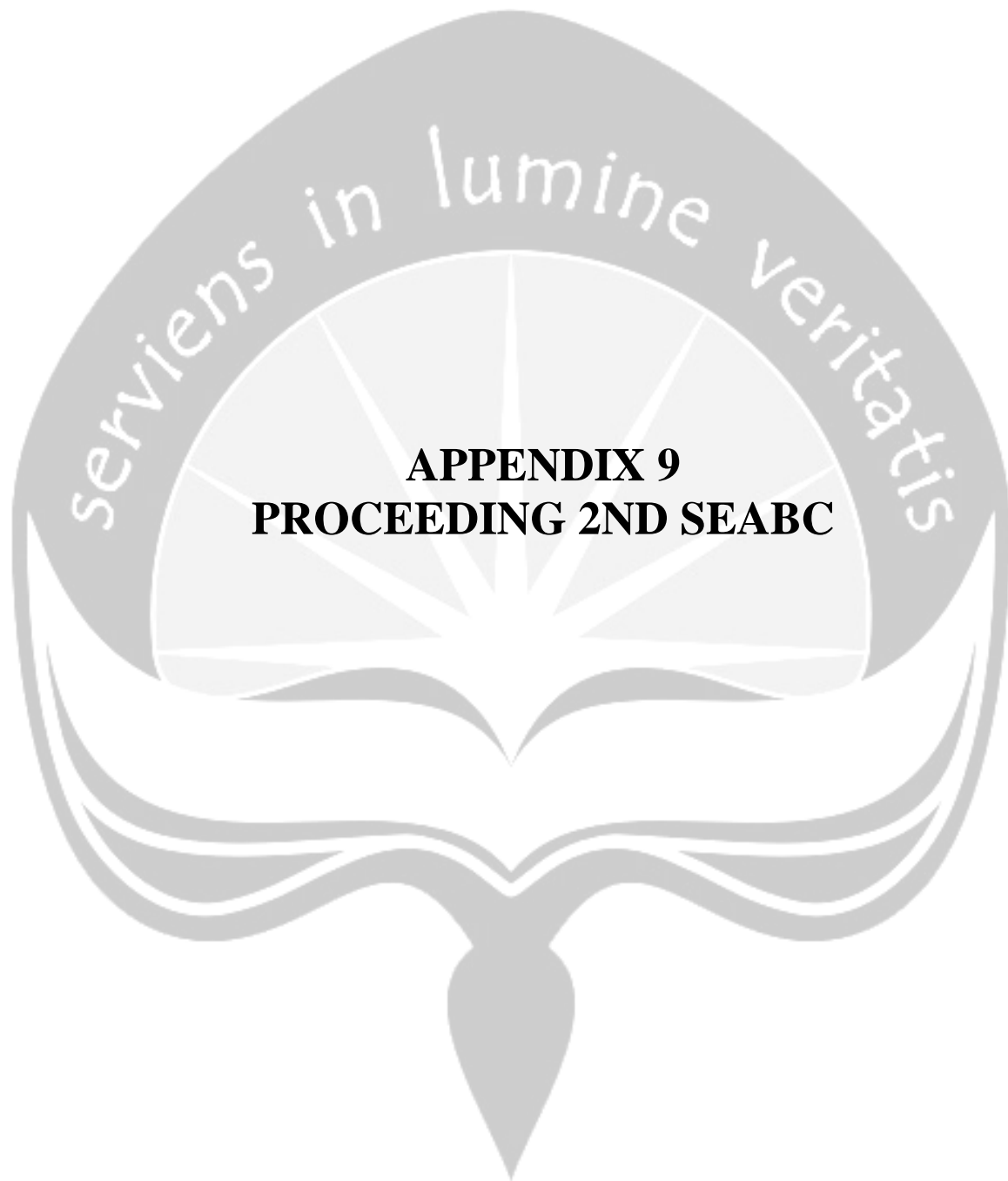
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187	2014	L	3	3	4	4	2	3	3	4	4	1	1	1	1	1	5	3	4	3	5	4	4	5	5	4	4	4	5
188	2014	L	3	3	4	4	2	3	3	4	4	1	1	5	1	1	5	3	4	3	5	3	4	4	4	5	4	4	4
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**PROCEEDING 2ND SEABC**

# PROCEEDING

2<sup>ND</sup> SRIWIJAYA ECONOMICS, ACCOUNTING, AND BUSINESS CONFERENCE 2016

GLOBAL COMPETITIVENESS:  
THE DYNAMICS OF LOCAL, REGIONAL, & NATIONAL CHANGES

ORGANIZED BY:



UNIVERSITAS  
SRIWIJAYA



2<sup>nd</sup> SEABC 2016



ISEI  
CHAPTER PALEMBANG

PALEMBANG, INDONESIA

NOVEMBER

23<sup>RD</sup> - 24<sup>TH</sup>

2016

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# FOREWORD

Assalamualaikum Wr. Wb

I am delighted to welcome you to Palembang and the 2nd Sriwijaya, Economics, Accounting and Business Conference (SEABC). SEABC is a scholarly activity consists of international seminar and conference that is expected to give contribution and identify national economic policy, especially in facing ASEAN economic community. In 2016, SEABC is running its second year and taking a theme of “Global Economy Competitiveness: The Dynamics of Local, Regional and National Changes”.

The Economics Faculty of Universitas Sriwijaya and Ikatan Sarjana Ekonomi Indonesia (ISEI) Palembang Branch together have organized this important seminar and conference. Many individuals have put that hard work to make this event becomes reality.

The papers presented at this conference and included in this proceedings are expected to give contribution to research and technology development (IPTEK). We also hope that this can be a reference to build our nation and country.

We hope this proceeding book can give contributes to research and technology development (IPTEK) and give much benefits to all of us. Beside that, we hope that this can be a reference for building our nation and country. Finally, we would like to thank presenters that are willing to present their ideas and make this conference possible. We hope you enjoy Palembang.

Wabillahi taufiq wal hidayah wassalamualaikum Wr. Wb.

Palembang, November 23<sup>rd</sup> - 24<sup>th</sup> 2016  
Dean of Economics Faculty  
Universitas Sriwijaya

Prof. Dr. Taufiq, SE, M.Si



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## THE MODERATING ROLE OF SELF-MONITORING ON DIMENSION OF PEER EVALUATION SYSTEMS ON THE INFLUENCE OF SOCIAL LOAFING AMONG STUDENT GROUP

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### ABSTRACT

The purpose of conducting this research is to know the influence of the dimension of Peer Evaluation Systems (PES) which are the awareness and the perceive importance of peer evaluation systems to social loafing behavior. This research also involving the role of moderator variable, in this case self-monitoring, to increase the interaction of the dependent variable and the dependent variable. The respondents of this research come from the student groups those conducting peer evaluation systems in the class. The number of respondents that collected is 221 students. The analysis methods of this research are by using Multiple Regression Analysis and Moderated Regression Analysis (MRA). The result of this research shows that there is an influence between the perceive importance of peer evaluation systems to social loafing behaviors. As for the awareness of peer evaluation and the moderating role of self-monitoring cannot give a strong influence over social loafing behavior.

**Keywords:** *Student group, perceived importance of peer evaluation systems, the awareness of peer evaluation systems, social loafing, self-monitoring.*

# **THE MODERATING ROLE OF SELF-MONITORING ON DIMENSION OF PEER EVALUATION SYSTEMS ON THE INFLUENCE OF SOCIAL LOAFING AMONG STUDENT GROUP**

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## **ABSTRACT**

The purpose of conducting this research is to know the influence of the dimension of Peer Evaluation Systems (PES) which are the awareness and the perceive importance of peer evaluation systems to social loafing behavior. This research also involving the role of moderator variable, in this case self-monitoring, to increase the interaction of the dependent variable and the dependent variable. The respondents of this research come from the student groups those conducting peer evaluation systems in the class. The number of respondents that collected is 221 students. The analysis methods of this research are by using Multiple Regression Analysis and Moderated Regression Analysis (MRA). The result of this research shows that there is an influence between the perceive importance of peer evaluation systems to social loafing behaviors. As for the awareness of peer evaluation and the moderating role of self-monitoring cannot give a strong influence over social loafing behavior.

*Keywords: Student group, perceived importance of peer evaluation systems, the awareness of peer evaluation systems, social loafing, self-monitoring.*

## **BACKGROUND**

Group has become one of the most favorite tools to gain effectiveness in completing some task. People have to work as a group to make their work more effective and will result in good performance. From the academic until the organization level, group has become an important aspect in order to build an individual development. As we know, the definition of group itself is two or more individuals interacting and interdependent who have come together to achieve particular objectives (Robbins and Judge, 2013). Indeed, the group is the appropriate work unit when it is desirable to bring multiple perspectives to bear on a task (Comer, 1995). Group can produce a high caliber solutions, especially complex problem that independently working individuals (Comer, 1995). The existence of group will help the individual demonstrate their potential in working together in the group.

However, the question of why and how working in a group will always give a best result is still debatable. As groups have become more prevalent as performance units in organizations, there has been a parallel interest in enhancing productivity by eliminating from these groups those “dysfunctional behaviors that interfere with the attainment of desirable interpersonal and task outcomes” (Greenbaum, Kaplan and



Damiano, 1991 in Comer, 1995). A group behavior phenomenon called social loafing has frequently happen in a group. Karau and Williams (1993) describe social loafing as the decrease in individual effort while working collectively. It has been described as a “social disease” because of its detrimental effects on teams, social institutions, and societies (Cotter, 2013).

It can be conclude that social loafers will most likely exist within the group. In order to determine the degree of social loafing within the group, some assessment has to be conducted. An assessment to know and reduce social loafing behavior is by using a tool of examination called Peer Evaluation Systems (PES). Peer evaluations systems are well-accepted as accurate sources of performance assessment in organizations and higher education (Brutus and Donia, 2010). Some may perceive that peer evaluation will give a good result in decreasing social loafing. Nicholson, (2012) stated that there are two dimension of Peer Evaluation Systems (PES). There are the awareness of peer evaluation systems and perceived importance of peer evaluation systems. In this case, Peer Evaluation Systems (PES) may work if there is in the awareness and perceived importance within individual.

The degree of social loafing can be managed by how someone maintains its own attitude or behavior towards the task. Self-monitoring is defined as a personality trait that refers to an ability to regulate behavior to accommodate social situations (Robbins and Judge, 2013). People who closely monitor themselves are categorized as high self-monitors and often behave in a manner that is highly responsive to social cues and their situational context. However, if someone has a low self-monitoring, peer evaluation will not be influencing one person. Interestingly, although most people try to get along, get ahead, and make sense at work. It has been noted that there are substantial individual differences in how their efforts are evaluated by others (Day and Schleicher, 2006).

Self-management, in this case self-monitoring, is one of the key point to enhance the individual development toward changes that one pursue. As it emphasize by Synder (1974) personal attitude play an important role at the group particularly self-monitoring personality has in work context plays an important role within the organization. With the help of group dynamics, individual expected to have a high self-monitoring over them. The indicator for the individual determines the degree of their development is by their assessment, in this case the peer evaluation systems. Being aware and perceived the importance of peer evaluation systems should have encourage them to enhance their performance. However, making changes is not always be supported by the surrounding. In this case, social loafing is one of the major problems from the group dynamic. These groups dynamic can produce two different sides of development. The environment where the individual works with is very decisive. Social loafing is simply consequences of participants who are working together as a group (Szymanski and Harkins, 1987). This research is important not only for the student groups within a university, but also for the organization level. Both of those environments are the place for people to develop and to compete in order to make some changes. The purpose of this research is to know how much influence does the peer evaluation systems to reduce social loafing behavior in groups. This research also test the role of moderating variable, in this case is self-monitoring.

## **LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT**

### **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). Then later, Ingham, Levinger, Graves and Pechkham relabeled this effects “social loafing”, when they were successful in demonstrating individual effort declines in a curvilinear fashion when people work in a group. Social loafing is a social disease that often occurs among the group member. Robbins and Judge (2013) stated that tendency for individuals to expend less effort when working collectively than alone. Social loafing becomes one of the reasons why the group cannot run very well. 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 conduct 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. However, findings by Jassawalla et al. (2009) stated that students do in fact perceive distracters as “loafers”.

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. However, it is possible to eliminate social loafing behaviors. According to Robbin and Judge (2013) there 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.

### **PEER EVALUATIONS SYSTEMS (PES)**

Peer Evaluation Systems (PES) is a tool to measure group dynamics. This tool used to measure member performance by using other member’s evaluation. Peer evaluations are well accepted as accurate sources performance assessment in organizational and higher education (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 Evaluation Systems (PES) is one of the ways to reduce social loafing (Robbins and Judge, 2013). 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).

According to Nicholson (2012), peer evaluation systems (PES) are influence by the awareness of the peer evaluation systems, and perceive importance. 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. Paulus and Murdoch suggest that anticipated evaluations of performance produced a greater emission of dominant responses in individual performance than no anticipation of evaluation (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.*

As for perceive importance, in order to show that user's perceived importance or acceptance of the systems does not in fact results in an increased intent to use it (Nicholson, 2012). 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.*

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).

## **THE MODERATING EFFECTS OF SELF-MONITORING**

The theory of self-monitoring first introduce almost three years ago, an concern about the situational appropriateness about how people express their self-presentation behavior for the sake of desired public appearances (Gangstad and Snyder, 2000).Self-monitoring is one of the personality traits that relevant to organization behavior. According to Robbins and Jude (2013), self-monitoring refers to individual ability to adjust his or her behavior based on situational factors. 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).

Every individual have 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 present themselves in public. A high self-monitors 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). 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).

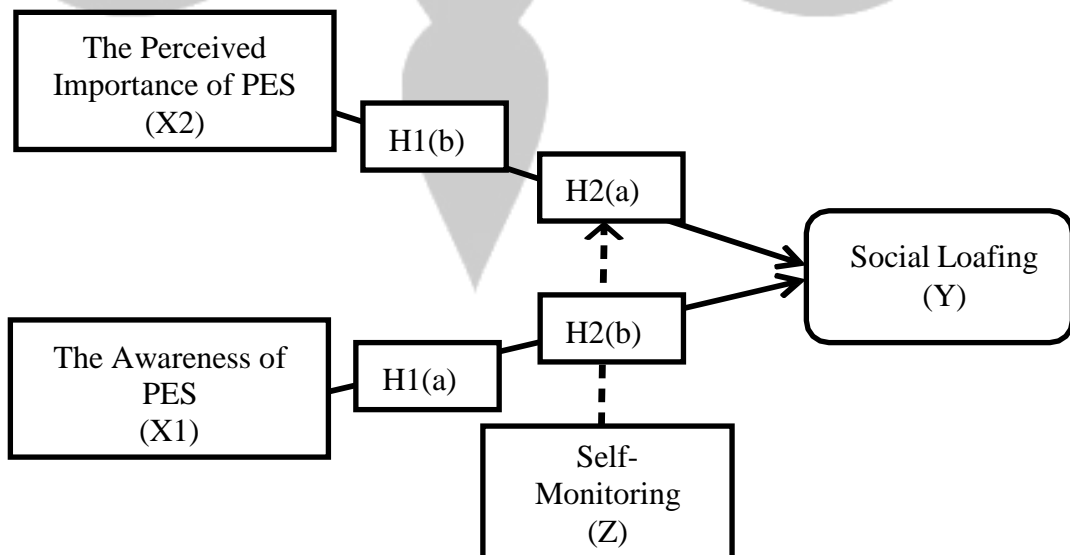
Nevertheless, individual with well-developed abilities to modify their self-presentation in different situation and for different audiences will fare better in terms of rating outcomes than who lack such abilities (Nicholson, 2012). Nicholson (2012) implies that if a student have a high self-monitor, 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.

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

figure 1.1. research model (Nicholson, 2012)



## **METHODS**

### **SAMPLING AND PROCEDURES**

The data that will be used to in this research is a primary data source. The data comes from the student who participate in certain subject that involving Peer Evaluation Systems in the class. Genuinely, the researcher collecting the data from the questionnaire that distributed to selected class.

The population comes from a number of students that involve in group project from selected class and under the supervision of Peer Evaluation Systems to determine the performance in the class. The class should also involve a group dynamic and it became the indicator for choosing the respondents. There are in total six classes that qualified for testing. All of the classes are teach by the same lecture with the same method of teaching. In total of 221 undergraduate students from economics faculty become the population for this study. This research is using total population sampling. In this case, all of 221 students is act as the sample for this research. This research is using peer evaluation systems questionnaire and social loafing scale adapting from Concordia University by Nicholson (2012).

According to frequency statistic, it shows that the number of male respondent is 117 (53,2%) and the number of female respondent is 104 (46,8%). From the frequency distribution it shows that 2014 batch is 113 (51,4%) which is the most, 2010 batch is the least one in total of 1 (0,5%) respondent. Batch 2011 is 3 (1,4%) respondent, batch 2012 is 9 (4,1%) respondent, batch 2013 is 25 (11,3%) respondent, and batch 2015 is 70 (31,5%) respondent.

### **MEASURES**

The primary data is all taken by using questionnaire. The entire questionnaire is adapted from Concordia University by Nicholson (2012). The questionnaire is using 5-point Likert scale. The questionnaires are consisting of;

**Peer Evaluation Systems.** Peer Evaluation Systems was measured by using 5-point Likert scale. The scales referred to how the students aware and perceived importance of peer evaluation systems. This questionnaire is divided into two parts. The first parts consist of item of questions regarding the awareness of peer evaluation systems. The second part consist of the question to measure the perceive importance of peer evaluation systems. Each part of the questionnaire consists of four item of question.

**Social Loafing.** Social loafing was measured by using 5-point Likert scale. The scale refers to how the student sees the performance of the group. The question consists of four items.

**Self-Monitoring.** In this section, the questionnaire consists of twelve questions. The question refers to the degree of the self-monitoring within the group members.

## RESULTS

### MULTIPLE REGRESSION ANALYSIS

In order to find out the degree of influence that the variables have, multiple regression analysis is used to find out the results between the dimension of peer evaluation systems and the social loafing behavior. Table 1.1 summarizes the results of adjusted r-square that both of the dimension have. There is an influence over the variable with the value 32%. It elaborates that both of the dimension of peer evaluation systems influenced social loafing by 32%, which is quite low. This number emphasizes there are other variables that give a more influence to the social loafing behavior. The rest of 68% is influence by other variables beside perceived importance of peer evaluation systems and the awareness of peer evaluation.

table 1.1 the result of coefficient determination

Independent Variable	R	R-Square	Adjusted R-Square
Perceived Importance of Peer Evaluation Systems (X1)	0,201	0,40	0,32
The Awareness of Peer Evaluation Systems (X2)			

Source: tested primary data, 2016

table 1.2. the result of f-test

Independent Variable	F-count	Result	Sig.	Result
The Perceive Importance of Peer Evaluation Systems (X1)	4,610	Influence	0,011	Significant
The Awareness of Peer Evaluation Systems (X2)				

Source: tested primary data, 2016

F-table can be found by finding the degree of freedom (df) which is 221 and df of Regression which is 2 and the significance level is 0,05 or equal to 5%. From the calculation, the f-table is 3,04. Based on the result above, the value of Sig. is  $0,011 < 0,05$  which means the result is significant. From the f-test value, it shows that  $4,610 > 3,04$ . Hence, it can be concluded that overall there is an influence between social loafing behaviors (Y) as the dependent variable with the independent variable which are the perceived importance of peer evaluation systems (X1) and the awareness of peer evaluation systems (X2).

table 1.3. the result of t-test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8,701	1,051		8,275	0,000
X1: Perception of PES	0,134	0,058	0,156	2,303	0,022
X2: Awareness of PES	0,073	0,051	0,097	1,427	0,155

Source: tested primary data, 2016

The value of t-table must be calculated before doing a compare ration. The value of the t-table can be find by looking the degree of freedom (df) which is 221 with the level of significance of 5% or 0,05. Then it can be conclude that the value of t-table is 1,972. From the t-table, it can be conclude that, the sig. for the perceived Importance of peer evaluation systems is less than 0,05 ( $0,022 < 0,05$ ) so the result is significant. The t-test result for the perceived Importance of peer evaluation systems (X1) is  $2,303 > 1,972$ . For the awareness of peer evaluation systems, it shows that  $0,155 > 0,05$ , so the result is not significant. The result of the t-test is  $1,427 < 1,972$ . The regression also implies that the value of Constanta (a) is 8,701 or equal to 8,7%. In the other hand the value of coefficient b(X1) is 0,156 or equal to 0,156% and the b(X2) is 0,097. The result reveals that the dependent variable has a positive result. In the other words, the level of social loafing behavior is high among the students group which is 8,7%. Eventhough, all of the independent variable have a positive results, however it is not high enough influence the social loafing behavior. It indicates that the level of the awareness and perceptions of peer evaluation systems is still low, and it will increase the social loafing behavior within the student groups.

### **MODERATED REGRESSION ANALYSIS (MRA)**

A moderator (Z) is a variable that affects the strength and/or direction of the relationship between an independent variable (X) and a dependent variable (Y). Moderator variable (Z) can be also known as interaction variable. Linear regression is one of the common ways to test moderating variable. By adapting from Baron and Kenny (1986), Moderated Regression Analysis was used in order to determine the influence of the moderating variable over the dependent and the independent variable.

### **MODERATOR 1 (PERCEIVED IMPORTANCE OF PEER EVALUATION SYSTEMS X SELF-MONITORING)**

table 1.4 interaction testing of self-monitoring in moderating the perceive importance of peer evaluation systems and social loafing behavior

	<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Adjusted R-Square</b>	<b>Sig. F</b>
1	The Perceive Importance of Peer Evaluation Systems (X1)	Social Loafing (Y)	0,27	0,08
2	The Perceive Importance of Peer Evaluation Systems (X1) and Self-Monitoring (Z)		0,28	0,16
3	Interaction X1*Z		0,25	0,37

Source: tested primary data, 2016

The table above explains the interaction between dependent variable and the dependent variable follow with the interaction of moderating variable. The table summarize the influence of each attempt had. It compares the results of the of the adjusted r-square and the level of significant that each attempt. The first attempt is the regression between the perceptions of peer evaluation systems (X1) and social loafing (Y). The value of adjusted r-square is 0,27 or equal by 27%.The second attempt is to test the interaction between perceive importance of peer evaluation systems (X1), self-monitoring (Z), and social loafing (Y). The value of adjusted r-square reveals that the interaction is 0,28 or equal by 28%. It also indicates that there is an interaction enhancement from 27% to 28%. The last attempt is to see the interaction between the

multiplication of the perceive importance of peer evaluation systems  $x$  self-monitoring ( $X1*Z$ ) and the social loafing ( $Y$ ). The results reveal that the value of adjusted r-square is 0,25 or equal by 25%. It indicates that there is a decreasing interaction from 28% to 25%. In the other words, it can be explained that the interaction 1 (Self-monitoring  $x$  Perceived importance of peer evaluation systems) moderates a low contribution of both of the variable. The table shows that there is an inconsistency over the results of adjusted r-square. Besides that, the value of each attempts have the value that less than 0,5. It indicates that the moderating role of self-monitoring have a low influence over both of the dependent and the independent variable.

The results of the regression above also indicate the level of significance of each variable. The first attempt is the regression between the perceptions of peer evaluation of peer evaluation systems ( $X1$ ) and the social loafing ( $Y$ ). The regression reveals that the value of Sig.F is 0,08. The second attempt is the interaction between the perception of peer evaluation systems ( $X1$ ), self-monitoring ( $Z$ ), and social loafing ( $Y$ ). It results show that the value of Sig.F is 0,16. From the results of the first attempt, there is an increasing level of Sig.F from 0,08 to 0,16. The last attempt is the interaction of the perceptions of peer evaluation systems and self-monitoring ( $X1*Z$ ) and social loafing ( $Y$ ). The results reveals that the level of Sig.F 0,37 with the value of F-count of 2,876. There is an increasing value over the variable of each attempt indicates that the interaction is not significant. The Sig.F of all attempt show that the value is  $> 0,05$ , it indicates that the interaction is not significant. It can be conclude that the hypothesis moderating 1 is rejected.

**MODERATOR 2 (THE AWARENESS OF PEER EVALUATION SYSTEMS X SELF-MONITORING)**

table 1.6. interaction testing of self-monitoring in moderating the awareness of peer evaluation systems and social loafing behavior

	<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Adjusted R-Square</b>	<b>Sig. F</b>
1	The Awareness Importance of Peer Evaluation Systems ( $X2$ )	Social Loafing ( $Y$ )	0,13	0,51
2	The Awareness of Peer Evaluation Systems ( $X2$ ) and Self-Monitoring ( $Z$ )		0,19	0,43
3	Interaction $X2*Z$		0,28	0,099

Source: tested primary data, 2016

Based on the table above, the adjusted r-square between the independent variable ( $X2$ ) and the dependent variable ( $Y$ ) is 0,13. The second attempt of the regression shows that the value of adjusted is increasing from 0,13 to 0,19. The final attempt shows that the value of adjusted R-square in the interaction between the awareness of peer evaluation systems and social loafing behavior ( $Z*X2$ ) is 0,28. It can be conclude that, self-monitoring contribute 28% of the influence between  $Z$  and  $X2$ . From the table, it show that the adjusted R-square for the awareness of peer evaluation systems and social loafing behavior is 0,13 (13%) and 0,19 (0,28). There is increasing value of the interaction between the variable. However, eventhough the results of adjusted r-square is consistent, the influence level is low, because it is less than 0,5. The table above also summarize the value of Sig.F from the first attempt between the awareness of peer evaluation systems and the social loafing behavior is 0,51. The value emphasize that the level of Sig.F is high and it overpassed 0,05. The



second attempt between the awareness of peer evaluation, self-monitoring, and social loafing behavior indicates the value of Sig.F is 0,43. The results shows that there is an decreasing value from 0,51 to 0,43. However, it is still overpassed 0,05. The last attempt is to test the interaction of the moderating variable (X2\*Z). The results reveals that there is also a decreasing value Sig.F from 0,43 to 0,099 with the value of F-test 2,115. It can be conclude that the self-monitoring as the moderated variable contribute less influence to the awareness of peer evaluation systems and social loafing behavior, with the level of significant that overpassed 0,05. It can be conclude that the hypothesis moderation 2 is rejected.

## DISCUSSION

There are several reasons that become the evidence of why this hypothesis is not supported. Based on the lecture information, when the group conducting a peer evaluation, they already discuss and decide what score that they will give to each other. However, it turns out that those who contribute a lot effort on the group give an objective score to the person who put a less effort on the group project. In addition, the lecture also asks the students to not submit the peer evaluation along with their group. Surprisingly, eventhough the groups already discuss to make each other peers to look good, not all of the members give the same score.

According to Harkins (1987), when participant work together, their outputs were pooled (combined). Thus, the individual outputs were “lost in the crowd”, and the participants could receive neither credit nor blame for their performance (Szymanski and Harkins, 1987). In other word, the students that loaf who thought that their peer will be fine is a kind of students that fully aware of the peer evaluation systems but do not give a high attention to it. The reason is that they know that their peers (evaluator) will give a good mark eventhough they did not contribute to the task. The lecturer also implies that peer evaluations systems is the most important aspect to determine the performance of each student and also their final grade in the end of the semester. Hence, the students who contribute well in the group project and aware of peer evaluation systems take their evaluation in serious thought. According Clark and Baker (2011), who have done research on student group, students’ perception that methods of assessing group work were unfair particularly when a common group mark was awarded to all members of the group. Group members who had contributed least to the group outputs received the same mark as those who had contributed most and, in fact, benefitted from “free riding” in the group.

In the other hand, the result of the regression shows that, perceive importance of peer evaluation systems will positively influence social loafing behavior. It is supported by the value of Sig. is less than 0,05. Hence, it is can be concluded that hypothesis H1(b) is accepted. The lecturer implies that, their anxiety within the group and finish the task in a good score is important. Also, because of the lecturer use the peer evaluation systems as one of the main indicator for giving grades, many students aware and also perceive it is important. Supposedly, for those who aware of peer evaluation systems will possibly think that it is an also important aspect. However, the results show that being aware is not enough to influence social loafing behavior. The students need to perceive it is important in order to influence social loafing behavior. From the results, it can be conclude the student perceptions of peer evaluation systems is high and it

will give influence with social loafing behavior. Follow with the lecturer methods of giving grades, students perceive peer evaluation systems is an important thing.

The results also emphasize that the role of the moderating variable has a low influence over the dependent and the independent variable. There is an inconsistency over the results that become the reason why the third and the fourth hypothesis are rejected.

In order to accommodate the hypothesis, the researcher has gathered evidence to support the findings. The lecture explains the student's way of working in the class. The lecturer stated that in order to complete the task effectively, the student divided the task among the members. Hence, there will be an equal contribution to the task. The lecturer also implies that, among one group to another group, they sometimes work together if one group found difficulties in completing the task. However, sometimes there is a member of group that only search for the answer of the task. Hence, it shows that there are a number of high contributed students and there is a pack of students who most likely to loaf because of some of them cannot finish the task. The reason behind this is that, according from the lecture, there are students that take the college subjects because they have no other particular subject that fit with their interest. They do not have any choice but taking the class that still available. Hence, there is a possibility that they actually can finish the task, but they do not have any interest to do so. From the social loafing points of view, this could be called as passive social loafer. 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 or they really cannot done finish the task at all. As for the students that cannot finish to the task, they can be classified as an active social loafer.

However, each of the members has to contribute to the task equally. In order to do so, a self-presentation has to adjust to make it appropriate behavior. From the self-monitoring points of view, the student manage to act based on the situation that the environment ask. As it emphasizes Snyder (1974), one of the goals of self-monitoring is to conceal adaptively an inappropriate emotional state and appear to be experiencing an appropriate one. When a person are made uncertain of their emotional reactions, they look to the behavior of others for cues to define their emotional states and model the emotional expressive behavior of others in the same situation who appear to be behaving appropriately (Schachter and Singer, 1962 in Snyder, 1974). Hence, they become a free rider to the other group.

From the findings emphasize in the first (H1(a)) and second (H1(b)) hypothesis, the student who contribute to the task, tend to take peer evaluation systems more seriously that those who most likely to loaf. They will take an objective evaluation to the person who not contributes to the task. In this case, there are much evidence that fit with the theory social loafing and low self-monitoring. Follow with a low score of peer evaluation, it can be possible that those reason could support the findings of why the third and the fourth hypothesis are rejected. Other factors that become the reason why the hypotheses are rejected is that the questionnaires were not fill with an objective answer. There is a possibility that the students did not understand the purpose of the questionnaire, eventhough it already been explained by the researcher before the questionnaires are distributed.

## CONCLUSION

From the findings emphasize in the first and second hypothesis, the student who contribute to the task, tend to take peer evaluation systems more seriously than those who most likely to loaf. They will take an objective evaluation to the person who not contributes to the task. In this case, there are much evidence that fit with the theory social loafing and low self-monitoring. Follow with a low score of peer evaluation, it can be possible that those reason could support the findings of why the third and the fourth hypothesis are rejected. From the descriptive statistic, it shows that the number of questions in the awareness and perceived importance of peer evaluation systems, they all have a high means. However, the items of questions from the social loafing behavior also have a high means. Eventhough the dimensions of the peer evaluation systems have a high means, the degree of social loafing within the group is still high. It is not enough to eliminate the social loafing behavior. The Moderating Regression Analysis (MRA) also reveals that the moderating variables are not moderated between independent variable and the dependent variable. It shows from the regression that, self-monitoring will not highly moderate with the social loafing behavior and the independent variable which are the perceive importance of peer evaluation systems and the awareness of peer evaluation systems. The hypothesis that involve self – monitoring are all rejected because the Significance is more than 0,05. The bottom line is that there are other variables that more influencing than peer evaluation systems in social loafing behavior within student groups.

### Managerial Implications

In the managerial perspective, working within group is something common. Presumably, in managerial level, the people within the group most likely are form with a specific purpose. A formal group was formed that fill with selected individual that capable to complete organization objectives. However, this is not a guarantee that a group of selected people will able to finish in smoothly. The type of the task can actually influence the social loafing behavior. When an individual is given a task that they have much knowledge about, or that they are skilled at, social loafing is reduced (Simms and Nichols, 2014). However, there is a possibility that not the entire member is familiar with the task that given. If one member find out that there is a member that capable to do the task, then he or she will not have the desire to accomplish the task. Based on these results, they suggested that management or group leaders may want to evaluate the difficulty of a task before deciding if it should be completed individually or as a group.

The role of self-monitoring in managerial perspective is important not only to eliminate social loafing, but also to enhance self-development. As it is stated before, a person has a different characteristic of self-monitoring. In the managing perspective, in general, high 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.

## **Researcher Limitations**

Not all lectures are using peer evaluation systems in the class. Hence, there are only 6 classes that become the respondent. The student that chooses as a respondent is from Universitas Atma Jaya Yogyakarta. The questionnaires are distributed in the class. The researcher also realize that the variable that use for this study is only limited. The researcher believes that there are many variables that can be use and fit with this research.

## **Suggestion**

Based on the entire summary from the managerial implications and limitations, the researcher has concluded several suggestions for future research. The researcher hopes that for further research, the topic of social loafing behavior can be develop more. Social loafing most likely to exist within the group, there are still many behavior of the group that can still be examine in order to accommodate for facts about social loafing behavior. Peer evaluations systems is famous tool to test and reduce the social loafing behavior. However, in this case the dimension of the peer evaluation systems turns out do not have a strong correlation with social loafing behavior. Group behavior is a dynamic environment that continuously change and the theory about this particular subject will also develop. The researcher hopes that there are many dimensions that can be tested and can be implemented and can be used. The use of self-monitoring as the moderator variable turns out not does not have a high influence over both independent and dependent variable. There is a possibility that other self-management that can have more influence over the variable. The researcher also hope that the questionnaire is distribute to the respondent that experience and sensitive to group behavior. For example, group within a certain company or other group that involve a professional work environment instead of a student group. It will probably give a more significant result in order to prove the hypothesis.

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