

Self Esteem as A Moderator in The Relationship Between Group Cohesiveness and Social Loafing in Students

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1 This research was intended to figure out whether the self-esteem moderates the relationship between group cohesiveness and social loafing in college student and to find out the relationship between group cohesiveness and self-esteem with social loafing in college students. The participants of this research were determined through the accidental sampling technique with the criterion being an active student at Raden Intan Lampung Islamic State University and 403 respondents were obtained. The data collection technique of this research covered three scales, i.e. social loafing scale, Group Environment Questionnaire (GEQ), Coopersmith Self-Esteem Inventory (CSEI). The set of data analysis techniques encompassed simple regression analysis, multiple regression analysis, and moderated regression analysis (MRA). Indicating self-esteem does not a role as moderator in the relationship between group cohesiveness and social loafing in college student. It was also found out that group cohesiveness and self-esteem have a contribution of 18.6% with social loafing. Apart from the two findings, this research also discovered that group cohesiveness and self-esteem play a role in lowering the rate of social loafing, the research results show that the group cohesiveness and self-esteem were negatively correlated with social loafing in college student.

Keywords: Social Loafing, Group Cohesiveness, Self-Esteem, Students

Introduction

College students are part of society engaging in education at the highest level in college [1]. As an individual dealing with college education, a college student is considered to have good competence for facing various situations. As a student in college, he or she is also responsible for his or her obligations [2]. College students have the chance to explore wide-ranging things, including academic assignments [3]. College students are also given multifaceted tasks and demanded to have the ability to fulfill them [4].

The tasks faced by college students include individual tasks, those done individually, and collective ones [5]. In the college learning

process, a lecturer usually gives a collective task to have students accustom themselves and adapt to teamwork as they work with others in groups [6]. Doing the assignment collectively is a combination of amounts of effort from the individuals within the group in order to achieve the goals they have set so that the process of fulfilling the given assignment is more effective and leads to a more optimal result [7]. Group work offers such benefits as the achievement of good interaction and relation among group members, which increase learning motivation [8]. The reality is working in a group can also decrease the determination and effort of the individuals in the group [9].

The effort intensity of individuals in a group is different. Not every group member puts

maximum effort in. In a group, there is constant interaction among members involved in certain work [10]. The fact is there are still members making too little endeavor. This potentially causes group work to be ineffective as not all the members are keen on making contributions to the given task [6]. The problematic phenomenon is known as social loafing.

According to Myers (2012) social loafing is usually done by someone who makes a little endeavor in a group compared to themselves when working individually [11]. This idea is in line with the research finding of Marlina (2019) in terms of the student social loafing phenomenon in group work, that someone lessens their effort for group work or unwillingly makes contributions to it. It is because they assume that they do not have to try their best to finish the task when other members are more capable of handling it. [12].

Myers (2012) infers that there are five aspects of social loafing. The first aspect is the decrease of the individual's motivation for the group work, meaning they are not motivated enough to involve themselves in it. Second, the passive attitude, which makes them prefer being silent in their group. The third one is responsibility dilution, where an individual thinks that they have contributed enough to the group so that they decide to stop making any more contributions till the end of the work and keep waiting for their groupmates to finish the work as the manifestation of their responsibility. The fourth aspect is free ride. As the name suggests, it refers to being a group parasite by making use of their groupmates to have the

work finished. They get their fellow group members to spoon-feed them without making any attempts to help them with the task. The last is the shrinkage of the awareness of others' evaluation of themselves [11].

Not only does social loafing negatively affect an individual, it also has negative impacts on the outcome of the group work and the groupmates due to the existence of injustice from the lack of the loafer's initiative [13]. The presence of a loafer can decrease collective productivity so that the work produced by the group is of low quality [14]. In another case, a loafer's presence causes desperation, or even envy, since the other group members do the task as well as possible, while the loafer does not actively participate in the process and hardly attempts to contribute, yet they all share the same score at the end [15].

Based on previous research that discussed Referring to the previous studies discussing social loafing, certain factors affect this phenomenon. The factors are both internal and external factors. These factors include group cohesiveness [7], self-esteem [16], personality [6], self-efficacy [17] and deficiency of the motivation for achievement [18]. One of the external factors group cohesiveness. In reference to Carron, Widmeyer, and Brawley (1985), collective cohesiveness is the bond between an individual and their group. This bond is a reflection of closeness, similarity, and ties keeping the members in the group [19]. Group cohesiveness causes group members to unite, working together and supporting

each other, so social loafing stands no chance to come into existence within the group. [20].

In Carron, Widmeyer, and Brawley's (1985) view⁵ the aspects of group cohesiveness are the group integration task, group integration society, individual attraction to the group task, and individual attraction to the group society. The group integration task is the individual attraction to the similarity and closeness of the group in finishing the task. The group integration society is the reflection of the individual attraction to the closeness and fellowship¹⁶ of the group in social activity. Individual attraction to the group task is the individual attraction¹³ to the engagement in group work. Individual attraction to the group society is the individual attraction to the engagement in group social interaction [19].

High group cohesiveness causes group members to be bound to make contributions together so as to achieve the goal of the group, which results in the decline of social loafing [15]. Group cohesiveness can improve productivity and performance of a group. Cohesiveness can also heighten the motivation and work satisfaction of each group member. In addition, high collective cohesiveness also makes communication better, diminishes adversity, and raises group members' self-esteem. Besides collective cohesiveness as the external factor, there is also such an internal factor of social loafing as self-esteem. [21].

Coopersmith¹ define holds the view that self-esteem is a result of individual self-evaluation [16]. Coopersmith puts forward that self-esteem covering four aspects, i.e.

power, significance, virtue, and competence. Power is the individual ability to control one's behavior or others'. Significance is appreciation or attention from others. Virtue is the individual obedience and compliance to certain regulations. Competence is the individual ability to carry out one's responsibility [22].

Someone with low self-esteem¹⁷ is prone to problems in life. They tend to be more emotionally vulnerable to having negative attitudes towards themselves. They do not interact well with others either when working on a task [23]. These result in the decline of the individual's achievement ability. On the contrary, high individual self-esteem provides one with effort, endurance, and pleasure [24]. Someone of high self-esteem presents positive attitudes and self-evaluation, which are beneficial to the preparedness to participate in society in order to lessen the emergence of social loafing [16].

From the preliminary research on eight college students who often got group tasks, it was known that they had often faced the phenomenon of social loafing when they were in groups. Two of them admitted that they were social-loafing individuals, meaning they reduced their effort and contribution when dealing with group work. Then, three of them said that they often got social-loafing groupmates, meaning the groupmates were not willing to contribute enough, so the effectiveness of group work shrunk. Then, the other three said that they sometimes became loafers when they shared a group with those they did not quite like.

The social loafing phenomenon is harmful to every group member. Social loafing individuals are just idle, waiting for others, and count on them as they are considered to be more capable in the group. It of course impacts the performance of the social loafing individuals and their lives [25]. Individuals of high self-esteem have positive impacts on their surroundings, including on collective activities. High-self-esteemed individuals are accepted in society and can also optimize their capabilities so as to make contributions to the achievement of collective goals [26]. It means that high self-esteem produces high group cohesiveness [27]. So it lessens the emergence of social loafing in the individuals for optimal group work.

Taking into account the findings of the aforementioned previous studies, self-esteem and group cohesiveness play an important role in social loafing. The recent study of Rahayu and Rahman (2019), concerning the phenomenon of social loafing, put to the test self-efficacy as a moderating variable in the relationship between group cohesiveness and social loafing [28]. In this research, the moderating variable is a factor of social loafing, self-esteem, serving as a variable strengthening in the relationship between group cohesiveness and social loafing. Recent studies on social loafing mostly center on one of the factors only, while this research focuses on both an external factor and an internal factor of college students' social loafing, which are group cohesiveness and self-esteem.

Objective of the study

- To find out the role of self-esteem as a moderator between the relationship of group cohesiveness and social loafing in college student.
- To find out the relationship between group cohesiveness and self esteem with social loafing in college student.
- To find out the relationship between group cohesiveness and social loafing in college student.
- To find out the relationship between self esteem and social loafing in college student.

Methodology

Study Site and Population

The population of this research was the active students of Raden Intan Lampung Islamic State University. The sampling was done with the accidental sampling technique, done by choosing anyone accidentally met, meaning anyone fulfilling the required criteria for being a research respondent was eligible to be one [29].

Research Design

This research employed the correlational quantitative method. A correlational study is one that has the goal of finding out a correlation between two variables or more to discover how strong the correlation between the researched variables [30]. This research comprises three variables, i.e. social loafing as the dependent variable, collective cohesiveness as the independent variable, and self-esteem as the moderating variable.

Research Instruments

The research data collection technique involved Likert Scale. Likert Scale is a scaling method for knowing people's attitudes towards, views of, or feelings about certain situations through scored responses [31]. The applied scale in this research covered four responses, i.e. SS (*Sangat Setuju*, meaning "completely agree"), S (*Setuju*, meaning "agree"), TS (*Tidak Setuju*, meaning "disagree"), STS (*Sangat Tidak Setuju*, meaning "completely disagree"). The scale for the respondents had two statements, i.e. favorable and unfavorable.

This research employed three instruments, i.e. Social Loafing Scale, Group Environment Questionnaire (GEQ), and Coopersmith Self-Esteem Inventory (CSEI). The social loafing was measured with the social loafing scale adapted of Frisye research in 2020 [32]. This social loafing scale consists of 18 items and refers to the social loafing aspects put forward by Myers. Cronbach's α of the social loafing scale was 0,866. Group cohesiveness was measured with the Group Environment Questionnaire (GEQ) scale modified by Saidah research in 2016 [33]. The Group Environment Questionnaire (GEQ) scale is comprised of 12 items and refers to the aspects of collective cohesiveness proposed by Carron, Widmeyer, and Brawley in 1985. Cronbach's α of the Group Environment Questionnaire GEQ scale was 0,759. The self-esteem was measured with the scale adapted from Coopersmith Self-Esteem Inventory (CSEI), which was developed by Coopersmith and comprises 36 items based on the self-esteem aspects crystallized by Coopersmith. Cronbach's α of the the

Coopersmith Self-Esteem Inventory (CSEI) scale was 0,905.

Research Procedure

This research was conducted in September 2022. It was done in two phases. The distribution of the scales was done online and onsite through Google Form. The scales were distributed to the active students of Raden Intan Lampung Islamic State University. The distribution took eight days and resulted in 403 respondents. The Google Form results were then processed by scoring each item chosen by the respondents. Then, scoring results served as the data of this research.

Data Analysis Techniques

A parametric statistic-based data analysis requires assumption testing. In this research, the set of assumption tests was limited to the normality, linearity, multicollinearity, and heteroscedasticity tests [34]. After that, the hypothesis testing was performed. In this test, the moderated regression analysis (MRA) was involved to answer the first hypotheses. It is a special linear multiple regression analysis to test the effects of two or more independent variables on a dependent variable, where the regression equation bears an interaction element or a multiply of two or more independent variables [35]. The multiple regression analysis was employed to answer the second hypothesis. Next, to answer the third and fourth hypothesis the simple regression analysis was performed. Data analysis in this study using the help of statistical analysis software JASP 16.0 for windows.

Result

The results of the descriptive analysis, which categorized the scores on the social

loafing, group cohesiveness, and self-esteem variables, can be seen in the following tables.

Table 1. Descriptive Analysis

Variables	Categorization		Composition	
	Category	Score	F	F(%)
Social Loafing	High	X > 38	49	12
	Medium	26 - 38	290	72
	Low	X < 26	64	16
Group Cohesiveness	High	X > 37	38	9
	Medium	30 - 37	318	79
	Low	X < 30	47	12
Self Esteem	High	X > 111	48	12
	Medium	80 - 111	297	74
	Low	X < 80	58	14

⁶ The results of the analysis and categorization of the scores on social loafing show that 72% of 290 respondents from Raden Intan Lampung Islamic State University had a medium level of social loafing. The results of the categorization of the scores on group cohesiveness demonstrate that 79% of 318 respondents from Raden Intan Lampung Islamic State

University had a medium level of group cohesiveness. The results of the categorization of the scores on self-esteem present the information that 74% of 297 respondents from Raden Intan Lampung Islamic State University had a medium level of self-esteem (See table 1 for details).

Table 2. Moderated Regression Analysis

Variable	Unstandardized	r	r ²	Sig.
Group Cohesiveness * Self Esteem	-0,003	0,432	0,187	0,427

As represented by Table 12, the fourth hypothesis test resulted in a regression coefficient value of -0.003, which was the value of the interaction between the collective cohesiveness and the self-esteem. The significance value was

⁶ 0.427 ($p > 0.05$). Considering these results, it can be interpreted that the self-esteem did not moderate the correlation between the collective cohesiveness and the social loafing of the college students. It means that the fourth hypothesis is rejected.

Table 3. Multiple Regression Analysis

Model	r	r ²	F	Sig.
1	0,431	0,186	45,550	0,001

As represented by Table 3, the second hypothesis test resulted in a correlation coefficient (r) value of 0.431 with an F value of 45.550 and a significance value of 0.001 ($p < 0.05$), meaning the group cohesiveness and self-esteem were both correlated with social loafing. Taking these results into account, the second hypothesis is accepted. The results of the second hypothesis test also show a determination coefficient (r^2) value of 0.186. This indicates that the amounts of contribution of the group cohesiveness and self-esteem to social loafing were 18.6% and 81.4%. The rest was affected by other factors. The regression equation $Y = a + b_1X_1 + b_2X_2$

was $Y = 57.329 + -0.552 X_1 + -0.076 X_2$, so it is logical to interpret that without the increases or additions of the collective cohesiveness and self-esteem values, the value of the social loafing would be 57.329. The regression coefficient value of the group cohesiveness was -0.552, indicating that every increase or addition of a group cohesiveness value lowered the rate of social loafing as much as -0.552. The regression coefficient value of the self-esteem was -0.076, indicating that every increase or addition of a self-esteem value lowered the rate of social loafing as much as -0.076.

Table 4. Simple Regression Analysis

Variable	r	r ²	Sig.	Information
X ₁ -Y	-0,392	0,154	0,001	Negative Significant

Note. X₁-Y= group cohesiveness-social loafing

The hypothesis testing represented by Table 3 resulted in a correlation coefficient (r) value of -0.392 with a significance value of 0.001 ($p < 0.05$), so the third hypothesis is accepted. It means that there was a significant negative correlation between the collective cohesiveness and social loafing variables. For this reason, it can be interpreted that the higher the group cohesiveness, the lower the social loafing of the students of Raden Intan Lampung Islamic State University. The

results of the third hypothesis test also show a determination coefficient (r^2) value of 0.154.

This indicates that the amounts of contribution of the group cohesiveness to social loafing were 15.4% and 84.6%. The rest was affected by other factors. The regression equation $Y = a + bX_1$ was $Y = 54.869 + -0.697 X_1$, so it is logical to interpret that without the increase or addition of the collective cohesiveness value, the

value of the social loafing would be 54.869. The X1 regression coefficient value was -0.679, indicating that every increase or

addition of a group cohesiveness value lowered the rate of social loafing as much as -0.679.

Table 5. Simple Regression Analysis

Variable	r	r ²	Sig.	Information
X ₂ -Y	-0,325	0,106	0,001	Negative Significant

Note. X₂-Y= group cohesiveness - self-esteem

The hypothesis testing represented by Table 5 resulted in a correlation coefficient (r) value of -0.325 with a significance value of 0.001 ($p < 0.05$). For this reason, fourth hypothesis is accepted. It means that there was a significant negative correlation between the self-esteem and social loafing variables. With this in mind, it can be interpreted that the higher the self-esteem, the lower the social loafing of the students

of Raden Intan Lampung Islamic State University. The results of the fourth hypothesis test also show a determination coefficient (r^2) value of 0.106. This indicates that the amounts of contribution of the self-esteem to social loafing were 10.6% and 89.4%. The regression equation $Y = a + bX_2$ was $Y = 43.831 + -0.126 X_2$ so it is logical to interpret that without the increase or addition of the self-esteem value, the value of the social loafing would be 43.831. The X₂ regression coefficient was -0.126, indicating that every increase or addition of a self-esteem value lowered the rate of social loafing as much as -0.126.

Discussion

The results of this research hypothesis can generally support the results of previous

studies, but in the first hypothesis self-esteem did not have a significant moderating effect on the relationship of group cohesiveness to social loafing. This may happen because the self-esteem measuring instrument used is a direct adaptation of the Coopersmith Self-Esteem Inventory (CSEI) measuring instrument designed by Coopersmith in 1978 so that the context of the statement on the self-esteem scale still includes the context in 1978. This is what can affect the shortcomings in measuring instruments in revealing self-esteem variables in students of Raden Intan State Islamic University Lampung.

The results of the study on the second hypothesis show that group cohesiveness and self-esteem together have a significant relationship to social loafing. A person with group cohesiveness and also good self-esteem will have an improvement in performance that is carried out when inside a group. A good group will provide an increase in self-esteem to its members, this is due to the feeling of pride of the individual when he is in a group that has good group cohesiveness [36]. So that group cohesiveness and self-esteem are important things for someone to have, because with

cohesiveness and good self-esteem, individuals will live life more positively.

¹¹ The results of the study on the third hypothesis showed that there was a significant negative relationship between group cohesiveness and social loafing. This is in line with research conducted by Wahyuni (2022) that there is a significant negative relationship between group cohesiveness and social loafing, where the higher the group cohesiveness, the lower the social loafing. Conversely, the lower the cohesiveness of the group, the higher the social loafing [37].

The existence of a group consisting of a group of people will give rise to continuous interaction and will also raise the awareness of each individual as a member of a group, as well as give rise to the role of mutual reciprocity in each of its members to achieve goals and also the satisfaction resulting from good relationships between group members [38]. This will reduce social loafing in each member of the group due to the creation of good cohesiveness in the group. However, in a group there are also varied interactions, so that it can give rise to compact groups and tenuous groups [39]. The existence of a group that does not have this cohesiveness is one of the things that can cause the emergence of social loafing behavior in members of the group.

The results of the study on the fourth hypothesis also showed a significant negative relationship between self-esteem and social loafing. These results are in line with research conducted by Pramono in 2019 on the phenomenon social loafing, where a person with high self-esteem will have a low level of

social loafing, while someone with low self-esteem will cause social loafing in himself to be higher [40]. The behavior of a person in social life is influenced by the assessment or evaluation that the individual gives to the individual himself, a person who has a positive assessment of himself will have self-confidence that will give rise to positive actions as well. Meanwhile, person with a negative self-assessment will produce bad self-confidence, so that in solving something becomes bad anyway. Positive and negative assessments made by a person on him become one of the conditions that can affect the level of social loafing in a person [41].

Although one of the hypotheses in this study is not proven, this study still has implications where the predictor variables in this study look at the influence of the relationship between the variables of group cohesiveness and self-esteem partially and also the influence of the variables of group cohesiveness and self-esteem together on group cohesiveness, where in previous studies group cohesiveness and self-esteem were only expressed individually against social loafing. With the influence of group cohesiveness and self-esteem on social loafing, it will make us more aware to be able to increase group cohesiveness and also positive self-esteem so that we can avoid social loafing behaviors that have a negative impact on life.

Suggestions

The first two suggestions to the students are they should increase group cohesiveness in order to achieve the desired group goals and

raise the solidarity among groupmates. It is important to do them as human life is never free of social interaction. Apart from group cohesiveness, positive self-evaluation needs to be increased as well since positive self-esteem has positive effects on us. With the enhancement of collective cohesiveness and self-esteem, it is expected that the potential for the emergence of social loafing in us will shrink.

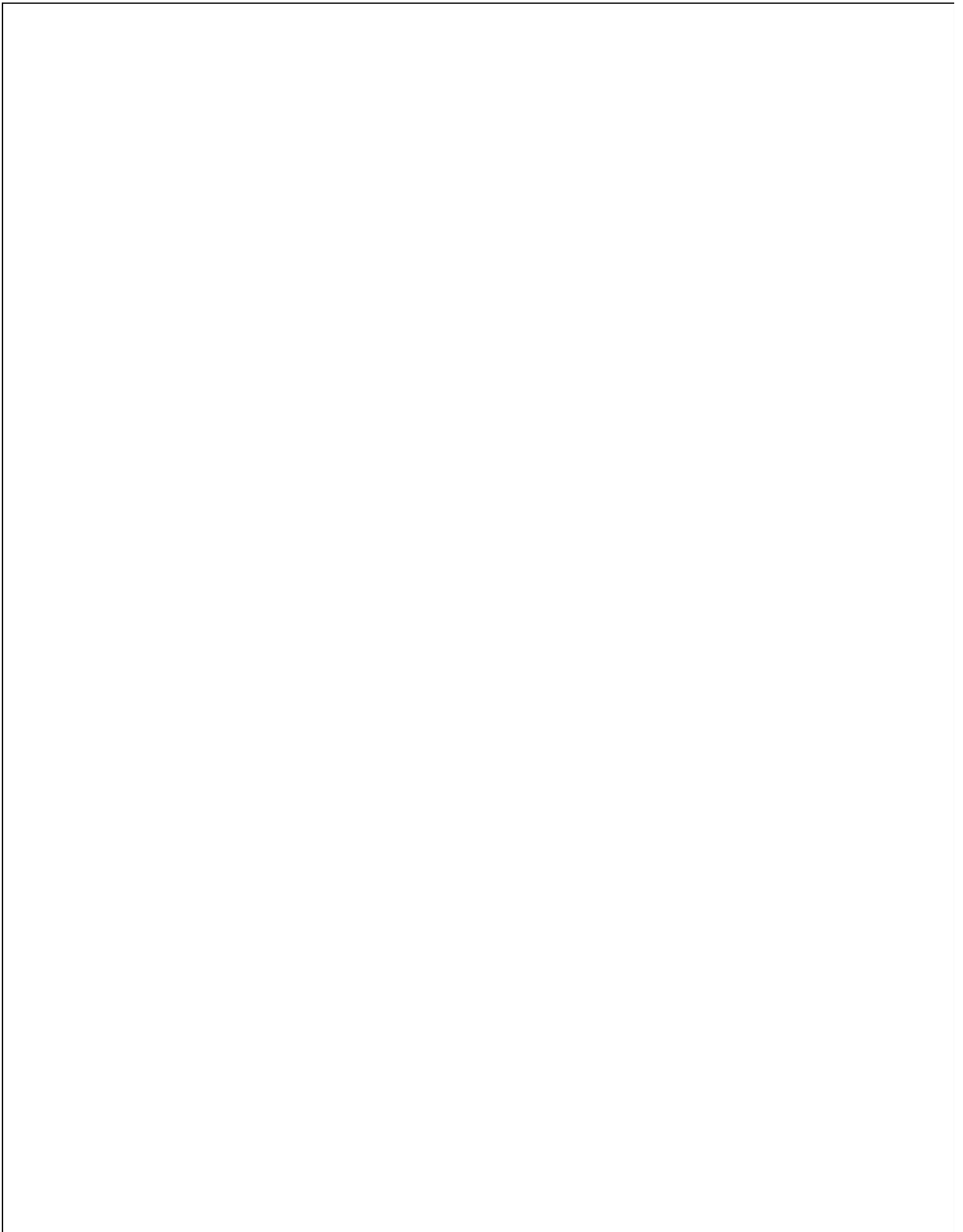
This study is not limitation-free. It still has some potential limitations. Therefore, it is hoped that the next researchers interested in this field will use instruments containing questions more suitable for the current conditions. In addition, it is also hoped that the next researchers will conduct the research to figure out the other factors of social loafing as well. Last but not least, the next researchers should also choose another type of sample, not college students, in order to find out broader information pertaining to this phenomenon of social loafing.

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