

Social Loafing Behavior in Group Task Completion of University Student

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Abstract. A student is a person or group of people who are currently studying at a university, of course, students have duties and responsibilities that must be completed. One of them is a group task. Tasks in groups should be able to help the performance of the group, but social loafing is often found when doing group work. This study aims to see the description of social loafing behavior in group task completion among Nusa Cendana University students. This research is descriptive quantitative research. Participants in this study were 379 students aged 18-25 years. The result showed hows the behavior of social loafing in group assignments completion at Nusa Cendana University students is in the medium category. This shows that Undana students experience social loafing when working on group tasks but can still contribute to the group.

Keywords: *social loafing, group assignment, university student*

Abstrak. Mahasiswa adalah seorang atau sekelompok orang yang sedang mengenyam pendidikan di bangku Perguruan Tinggi, tentunya mahasiswa mempunyai tugas dan tanggung jawab yang harus diselesaikan. Salah satunya yaitu tugas kelompok. Penugasan secara berkelompok harusnya dapat membantu kinerja dari kelompok tersebut namun sering ditemui ada perilaku kemalasan sosial saat mengerjakan tugas kelompok (*social loafing*). Penelitian ini bertujuan untuk melihat gambaran perilaku kemalasan sosial dalam mengerjakan tugas kelompok pada mahasiswa Universitas Nusa Cendana. Jenis penelitian ini adalah penelitian kuantitatif deskriptif. Partisipan dalam penelitian ini sebanyak 379 mahasiswa yang berusia 18-25 tahun. Berdasarkan hasil analisis data menunjukkan bahwa perilaku kemalasan sosial dalam mengerjakan tugas kelompok pada mahasiswa Universitas Nusa Cendana berada pada kategori sedang. Hal tersebut menunjukkan bahwa mahasiswa Undana mengalami perilaku kemalasan sosial saat mengerjakan tugas kelompok namun masih dapat memberi kontribusi dalam kelompok.

Kata kunci: *Kemalasan sosial, tugas kelompok, mahasiswa*

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Introduction

Humans interact socially with other humans in various environments, one example of interaction is in the lecture environment. Social interaction in the lecture environment occurs between lecturers and students, academic staff and students as well as students and students. Interaction between students is marked by group learning activities. The group context is not only found in a student organization but is also found in group tasks (Sinambela, 2018). Tasks in groups are not only a component of the assessment but also a training tool for students in practicing teamwork skills (Fitriana and Saloom, 2018). Chapman, Meuter, Toy, and Wright (2006) mention that group work is important for students because it is a means to develop the ability to communicate, cooperate, collaborate, and compromise with others. This ability will be useful when students enter the world of work. Students also learn to develop tolerance among other students when placed in group tasks (Narotama and Rustika, 2019).

Mukti (2013) states that group assignments are the responsibility of each member. However, in working on a group task, individuals tend not to participate or play an active role in completing group tasks. This phenomenon is called social loafing. Piezon and Ferree (2008) research found that social loafing behavior occurs among students. The results showed that as many as 227 students with a percentage of 37.8% had an unpleasant experience because social loafing appeared when doing group assignments. Research by Atikah and Hariyadi (2019) found that 300 students were showing social loafing from the aspect of inhibiting behavior and destructive behavior in doing group tasks.

Social loafing has a bad impact on students. Students cannot develop their potential because they are accustomed to relying on the abilities of group members by playing a passive role when doing group tasks (Ying, Li, Jiang, Peng, & Lin, 2014). The impact of social loafing on group members is that it can burden the workload of other members and hamper time in doing tasks. Another impact of social loafing is the reduced ability of students to absorb new knowledge and

information (Bacon, 2005). Social loafing behavior has a psychological impact on the individual. Research by Taruna and Susatyo (2018) found the psychological impact of social loafing in the form of individuals feeling guilty, the emergence of insecurity, self-dissatisfaction, and receiving reprimand or criticism from other members.

The following are the results of a pre-research conducted on students at Nusa Cendana University as many as 30 students randomly. The data is taken with a google form. Number of students 57% of students tend to social loaf in doing group tasks, and as many as 43% of students do not tend to social loafing behavior when doing group tasks. Based on the results of the pre-research, it can be concluded that the problem of social loafing occurs when students work on group assignments at Nusa Cendana University. The phenomenon of social loafing in students is important to be studied further because the impacts are very detrimental to students. In addition, this research is still little found in the city of Kupang. With this in mind, the authors are interested in conducting research regarding "Description of Social Loafing Behavior in Group Tasks Completion on Students at Nusa Cendana University".

Method

This research is quantitative descriptive research. The variables in this study consisted of social loafing behavior. The population in this study were students of Nusa Cendana University. The total active students for the 2021/2022 academic years are 29,816 students. The sample of this study contains 379 students at Nusa Cendana University. Subjects were taken using proportionate stratified sampling.

Table 1.
Distribution of Samples for Each Faculty

No.	Faculty	Population	Sample
1	FKIP	7.197	91
2	FISIP	4.568	59
3	FAPERTA	2.358	30
4	FH	2.536	32
5	FST	4.544	58

6	FKM	2.308	29
7	FKKH	555	7
8	FEB	2.259	29
9	FPKP	3.491	44
Amount		29.816	379

The scale in this study was the social loafing scale. The social loafing scale is a developed scale by Jennifer M. George. George (1992) created 10 items to measure social loafing behavior. The scale has been adapted into Indonesian by Agung, Susanti, and Yunis (2019). The data collection process takes place via social media using Google Forms. The research used in the quantitative approach is descriptive. Descriptive quantitative research design aims to describe the situation objectively by using numbers. This research design will conduct data collection, interpretation of the data as well as appearance and results.

Result

Nusa Cendana University is the first State University in East Nusa Tenggara Province which was inaugurated on September 1, 1962. Nusa Cendana University was established by the Ministry of Higher Education and Science. Nusa Cendana University is located on Jl. Adisucipto, Penfui, Kupang, East Nusa Tenggara. Nusa Cendana University is accredited "B" based on Decree No. 38/SK/BAN-PT/Akred/PT/III/2018 issued by BAN-PT. Nusa Cendana University consists of 9 Faculties with 49 Study Programs.

Description of participants by age and gender can be seen in the diagram below this:

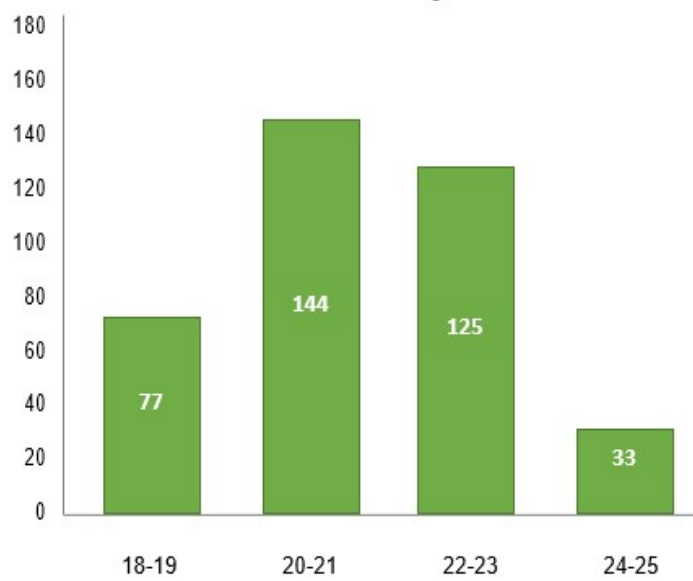


Figure 1. Age of Participants

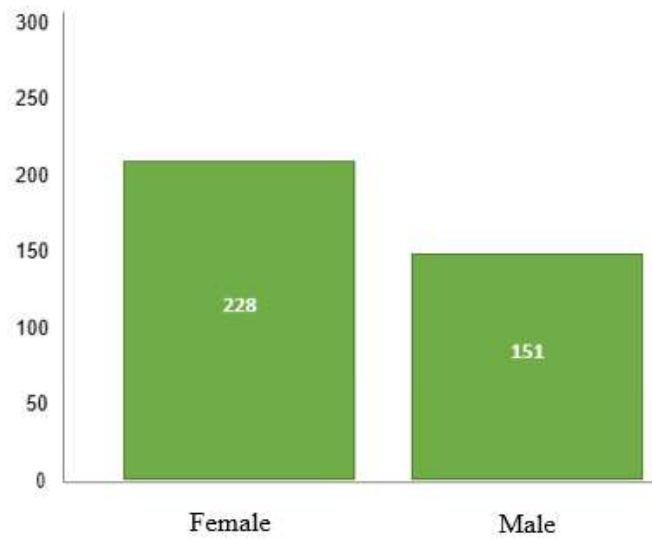


Figure 2. Gender of Participants

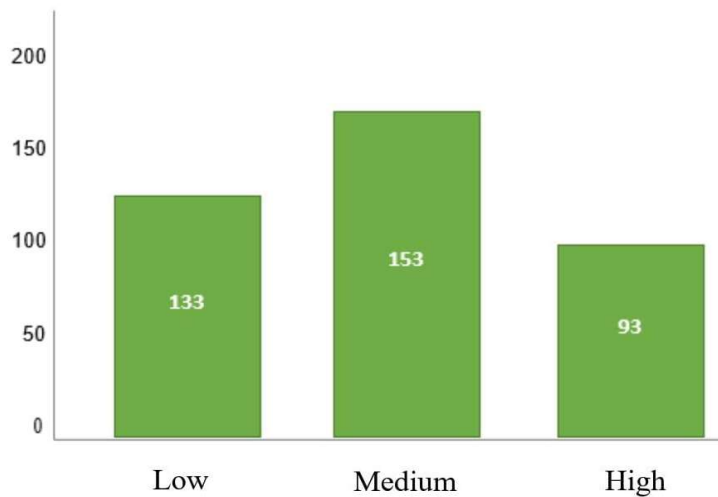


Figure 3. Categories of Social Loafing Behavior Score

Based on the diagram, the score of social loafing behavior in doing group assignments at Nusa Cendana University students is in the low category of 35.10%, namely 133 participants, the medium category is 40.37% as many as 153 participants and the high category is 24.53% as many as 93 participants.

Discussion

This study aims to describe the behavior of social loafing in doing group assignments among Nusa Cendana University students. Based on the results of the 44 descriptive tests, it showed that social loafing behavior in doing group assignments at Nusa Cendana University students was in the medium category as many as 153 students and as many as 93 students were in the high category. These results indicate that Nusa Cendana University students exhibit social loafing behavior but can still contribute to group assignments. George (1992) in his theory explains that social loafing behavior in doing group assignments is influenced by two factors, namely extrinsic factors and intrinsic factors. Extrinsic factors are a form of individual effort and contribution in doing group tasks that are ignored or appreciated by members in the group, as well as other people related to group task work. Intrinsic factor, talking to the sense of involvement and responsibility of

group members towards the given task. Another study that supports this research is from Marlina (2019) who found that social loafing behavior in active students at the State University of Semarang is in the medium category.

The results showed that as many as 14 female students and as many as 76 male students were in the high category. In addition, the results of the odd ratio show that male students tend to engage in social laziness in doing group assignments 23.3 times more than female students. The results of the study are in line with Kugihara's theory which explains that women have an orientation towards maintaining group coordination more than men. This is in line with research conducted by Zahra, et al (2015) which found that men tend to engage in social laziness in doing group tasks compared to women. Supported by research from Andaru (2019), it was found that gender affected increasing social loafing behavior.

Data on the odd ratio of social loafing behavior in doing group tasks at Nusa Cendana University students based on the age of the participants showed that those aged 18-21 years were 1.42 times more likely to engage in social sloth behavior compared to students aged 22-25 years. In line with research conducted by Wildanto and Pratisti (2016), it was found that the older you get, the less likely you are to engage in social loafing. This is because, at the age of 18-21 years, individuals are still in the initial adjustment to their environment to achieve group cohesiveness (Pinem & Siswati, 2015).

Conclusion

Based on the results of the study showed that the description of social loafing behavior in doing group assignments for students at Nusa Cendana University with a research sample of 379 students was in the moderate category as many as 40.37% of participants which means that Nusa Cendana University students tend to lower their motivation in doing group assignments, but can still contribute to the group

Suggestion

For Nusa Cendana University students, the results of this study can add to the contribution of information related to social loafing behavior in doing group assignments and students can try to reduce social loafing behavior by increasing contributions in working on group tasks and fostering a sense of responsibility for the division of group tasks. For the Lecturers and Teachers to be able to choose effective grouping methods such as dividing into small groups to reduce the occurrence of social loafing behavior. Further researchers should be able to examine the factors that cause social loafing behavior in doing group assignments on students and be able to see the relationship between social loafing behavior in doing group tasks with other variables such as group cohesiveness.

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