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# The Role of Active Social Loafing and Psychological Encouragement in Human Capital Development

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## Abstract

**Research aims:** The general purpose of this study is to look at previous research on individual performance and several factors that can effect it, such as psychological encouragement and social loafing.

**Design/Methodology/Approach:** Surveys were used to collect data for this type of quantitative study. The census method was employed in this study, with 124 respondents from the Instructors Department of Central Java National Police School representing 100% of the population. Simple regression analysis was utilized to determine the influence of independent and dependent variables.

**Research findings:** Active social loafing negatively and significantly influenced instructor's individual performance at a National Police School, while psychological encouragement positively and significantly influenced the instructors' individual performance. In addition, psychological encouragement moderated the influence of social loafing on the Instructor's Department of the Central Java National Police School, representing individual performance.

**Theoretical Contribution/Originality:** This literature can be used as a recommendation and additional information concerning management practices at the Central Java National Police School, in which social loafing has mainly occurred.

**Practitioners/Policy Implications:** This observation's data and findings can be a reference point for for future social, psychological, and individual development research.

**Research Limitations/Implications:** Demographic factors might affect an individual's performance and were not used in this research as control variables.

**Keywords:** Social Loafing; Individual Performance; Psychological Encouragement

## Introduction

The organization's effectiveness is significantly influenced by the overall performance of its personnel. In real life, individuals all have different jobs and responsibilities, so a process needs teamwork, which means everyone has to participate. However, so far, a group or team has been created to complete certain tasks and/or projects.

In line with social identity theory, human beings view themselves because of the piece of a gathering with a few identical characteristics. Then again, a team comprises individuals who proportion an identical set of objectives and have connections among them that can depend on one another (Robbins & Judge, 2013).

When working together, everybody plays a part, and their contribution and responsibilities are essential to completing a task. Fundamentally, completing tasks together in a set setting is not a big deal if anyone can participate and is ready to do so. Working on a task together in corporations has the dual goals of facilitating task completion, namely easing the burden of accomplishing optimal results and growing group efficiency and productivity. Through collective movement in groups, people can obtain their individual goals extra effortlessly (Latané et al., 1979). Through group learning experiences, working on a task together can also raise an experience of accomplishment.

In truth, not all individuals feel obligated to contribute to accomplishing a task. While working in groups, some people do not put in sufficient effort, which can impact the group's work results. Social loafing is the call given to this phenomenon. Social loafing is then defined in detail as the discount a man or woman attempts because of the social presence of others within a collection as compared to once they work alone (Latané et al., 1979; George, 1992), extensively described as a phenomenon wherein people lose productiveness (Williams & Karau, 1991).

In step with Stouten and Liden (2020), social loafing is a reasonably commonplace phenomenon that reasons certain issues because its presence frequently necessitates additional work on the part of different group contributors to make amends for the work completed through co-workers (Stouten & Liden, 2020). In a nutshell, some humans will put in more effort than others. Problems with social loafing would possibly influence human beings and companies in the end. For example, unbalanced performance among co-workers leads to organizational setbacks because of variations in workload (Maryam, 2019).

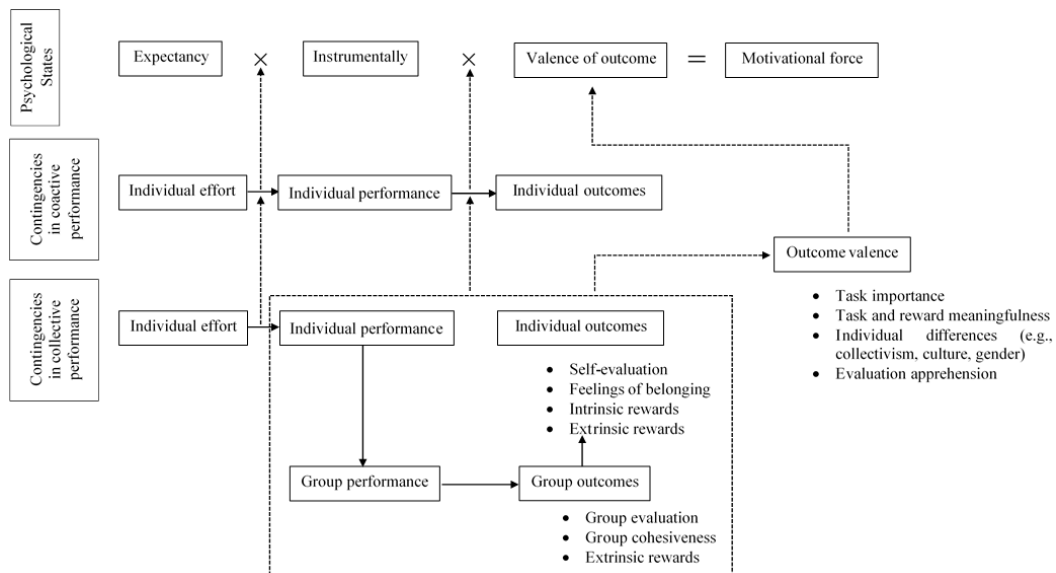


Figure 1 The Collective Effort Model (CEM)

Source: Karau & Williams (1993)

Moreover, the collective effort model (CEM) created in 1993 by way of Karau and Williams is depicted in Figure 1. They described this version as an integrative model of individual motivation in a set venture, which serves as the foundation for unique social loafing research and the broader scope of social and organizational psychology ideas regarding self-assessment (Karau & Wilhau, 2020).

In line with the CEM, human beings will handily persevere if they trust that their personal efforts have a wonderful effect on their personal belief. As a result, people are less probably to work tough as predicted, while the outcomes of collective overall performance are deemed incompatible with the values they preserve. They will not put in much effort until the results are actually worth it, although the relevant effects are exceptionally valued (Karau & Williams, 1993).

According to Mitchell et al. (1985), individuals will take a look at the behavior of others inside the place of their job and be influenced to act comparably. In keeping Schnake (1991), an individual's challenge overall performance is impacted if they are aware that others in their organization are putting in much less effort than they must be (Mulvey et al., 1998; Mulvey & Klein, 1998). The group's manner and performance often go through while multiple people withhold effort, resulting in decreased productivity.

Further, character and organization stages of social loafing are concerned (Liden et al., 2004). The version demonstrates that individual attempt affects character performance earlier than group performance and outcomes in a significant organization final result. However, there is little, or no, or even hard-to-locate research that particularly examines the impact of social loafing on a man or woman's overall performance. In many studies, social loafing is more regularly dealt with as a based variable, and there is little difficulty in how it impacts overall performance (Schipper, 2014).

In fact, organizational success is largely determined by performance. Individual efforts are vital to the success of organizational targets. For a company to be successful, each employee must be able to carry out their responsibilities to the best of their abilities. As a result, corporations will evaluate employee performance regularly.

Mental encouragement is also one of the packages of encouragement praised for its effectiveness in enhancing performance. Consistent with Thomas and Velthouse (1990), mental encouragement is a character's intrinsic motivation with four dimensions—competence, self-willpower, and impact—contemplated their lively orientation within the task function (Spreitzer, 1995).

In their research, Chênevert and Tremblay (2009) discovered that no matter the strategy used, corporations that rent powerful reimbursement and encouragement techniques will carry out better than those who rent the simplest great HR practices without considering the appropriateness of implementation. In addition to performance, organizational fulfillment necessitates bodily and psychologically sound human sources.

In keeping with Degago (2014), empowered personnel can enhance their paintings, recover from mistakes, and solve issues. In step with Nart and Yildirim (2018)'s research, mental encouragement is one way to reduce further individuals' social loafing conduct to improve overall performance.

While Kundu et al.'s research (2019) leaves research gaps, Chiang and Hsieh (2012) and Li et al. (2015) located that psychological encouragement improves performance. In the meantime, Liden et al. (2000) found that job performance change into only influenced by the competency measurement of psychological encouragement. It is also unique from the studies carried out with the aid of Durrah et al. (2014), which found that competence and effect, two dimensions of psychological encouragement, influence activity performance.

Therefore, it can be concluded that several studies state that psychological encouragement is crucial because it can improve individual performance. Thomas and Velthouse (1990) stated that encouraging individuals should perform better than those who are relatively less empowered. However, in several behaviors with evaluatively charged labels in social psychology, social loafing is an important organizational problem and has many negative consequences for the individual, the organization, and the business. Nevertheless, with increased psychological encouragement, social loafing behaviors will diminish. Individual psychological encouragement will make employees feel competent in the issue of fulfilling their tasks and able to perform their tasks themselves. Psychological encouragement endeavors to establish what employees need to feel or believe for an intervention to be effective. Based on this information, psychological encouragement is one essential variable solution for social loafing to individual performance. Psychological encouragement is also believed to diminish social loafing behaviors and increase individual performance.

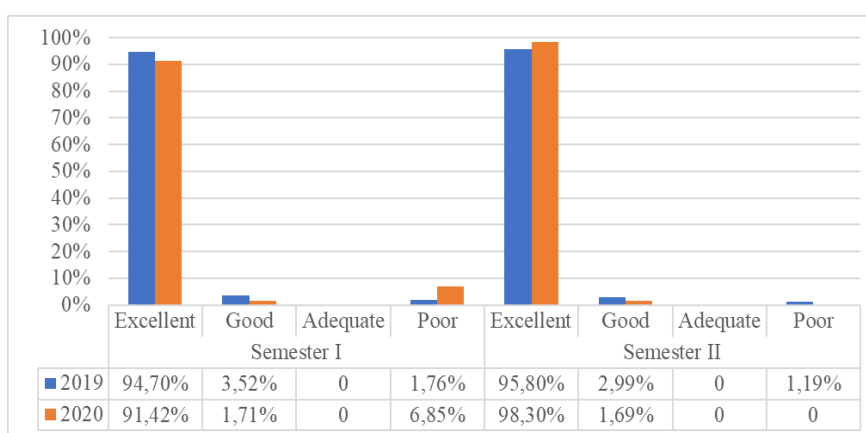
Simplest, a small variety of research has specially examined the connections between a person's overall performance and social loafing. Similarly, there may be a dearth of empirical evidence regarding the effects of social loafing on individual performance and the results of social loafing on psychological encouragement.

The primary idea behind this research is that the rising social loafing issue, which occurs during routine work activities, has disappointed several events but has not yet been solved. Never longer will anybody be given a group challenge that requires cooperation and volunteer effort. It is also apparent that individuals complain about social loafing similarly at work.

Specifically, to preserve public safety and order, the Indonesian National Police play a vital position, similar to the institutions that educate the police. Under Article 1 of the Law of the State Police of the Republic of Indonesia relating to the organizational structure and work manner of the Regional Police, the countrywide Police Institute serves as a supporting component inside the area of schooling on the Regional Police degree. In practice, the National Police College is an educational establishment at the rate of imparting education for forming brigadiers and other education, according to the work

plan or coverage of the Local Police Leader and/or the leader of the Indonesian National Police.

Any such academic institution is the Central Java National Police School, which oversees educating future law enforcement officials for the Central Java Regional Police. Most of the people of the tasks carried out with the aid of the Central Java National Police School team of workers are designed with the group's desires as instructors and other trendy tasks in thought when they may be finished. There are numerous departments in the Central Java National Police School, each with unique responsibilities. The Central Java National Police School's performance management system statistics for the beyond two years are as follows:



**Figure 2** Performance Management System Data of Central Java National Police School  
Source: Internal Data of Central Java National Police School

The Central Java National Police School team of workers' overall performance is extremely good. However, in light of this exceedingly anticipated outcome, is there a bent closer to social loafing? After that, the researchers wanted to find out how the Central Java National Police School uses encouragement, particularly psychological encouragement. Does psychological encouragement pressure personnel performance?

Through a brief interview with one of the instructors at the Central Java National Police School, the investigation found out that social loafing turned into a problem and became a place of the business complaint. In fact, coaching and training plans within the form of overall educational objectives and unique academic objectives for instructional operations are the responsibility of the Police School Instructors Department, one of the branch's departments.

There were times inside the field that pointed to social loafing, which included operating haphazardly, relying on others, and putting in less effort to finish work. Because the "social loafing" period in and of itself still eludes plenty of personnel, many are unaware that these occasions are related to the phenomenon called "social loafing." It, of direction,

impacts the overall performance of different personnel who have experienced "social loafing."

For that reason, the researchers felt it was necessary to analyze the impact of social loafing on a character's overall performance with the moderating role of psychological encouragement for the motives indexed above.

The truth is that this study investigates the commonplace results of social loafing on man or woman performance and the predominant position that mental encouragement performs in decreasing its far novel. By inspecting the relationship between psychological encouragement and social loafing and man or woman performance, this research can fill a big study void.

## **Literature Review and Hypotheses Development**

### **Individual Performance**

According to Campbell et al. (1993), performance is all individual behavior and actions associated with organizational desires that may be scaled, i.e., measured on every individual ability. In contrast, performance is defined by Cascio (2006) as an individual's accomplishment of the organization's objectives. Further, overall performance is described by Rivai and Sagala (2004) as a character's common performance over a given term by predetermined standards, targets, and standards.

Mathis and Jackson (2007) also explain that performance is measured no longer most effectively in phrases of the amount and satisfaction of the effects but also in terms of timeliness, presence/attendance at work, performance, and effectiveness in completing work. Handoko (2001), in agreement with Mathis and Jackson (2007), asserts that work performance is first-class and the number of labor results completed via people in appearing their duties and responsibilities.

In popularity, performance can be measured and evaluated in terms of satisfaction, amount, timeliness, efficiency, and effectiveness by using the actions and behaviors of individuals in the place of business, which can be related to the achievement of the enterprise's or their workplace's goals.

### **Social Loafing**

According to Karau and Williams (1993), social loafing is the reduction of effort and motivation when individuals work in groups or together in contrast to when they work alone. Latané et al. (1979)'s prior studies are regular with this definition, which outlines social loafing as the discount of individual effort because of the presence of others in a single social circle. In contrast, George (1992) offered a huge definition of social loafing, describing it as a loss of productivity phenomenon.

Social loafing, additionally called the Maximilien Ringelmann impact, is a tendency amongst individuals to restrict their contribution to completing team tasks. Alnuaimi et al. (2010), in step with Ying et al. (2014), state that social loafing is a phenomenon wherein individuals suggest a sizable reduction in man or woman's attempt while running in organizations instead of independently.

Thus, it is possible to conclude that social loafing is the tendency of people to resist or reduce their attempts, participation, and contribution while in a state of affairs concerning different human beings, each agency, and teams, based on a few of the explanations given above.

### **Psychological Encouragement**

Conger and Kanungo (1988) were the first to suggest the term "encouragement," which refers back to the motivational system of workers. They defined encouragement as the procedure of increasing participants' feelings of self-efficacy through formal organizational practices and different casual strategies of supplying records to enhance individuals' effort and performance.

Thomas and Velthouse (1990) then used the above idea to define mental encouragement. They defined mental encouragement as a boom in intrinsic motivation for responsibilities, using four cognitions—a feel of that means, competence, and desire—as the inspiration for worker encouragement.

Moreover, psychological encouragement is a motivational idea that encompasses several dimensions, including meaning, competence, effect, and the ability to make one's own choices, all of which show an active technique to work roles (Spreitzer, 1995). She explained mental encouragement as a group of mental states that concentrate on how personnel understands their work, how they can advantage revel in, how many believe they have got off their roles, and how their movements affect the company. Employees are also much more likely to succeed and experience more assured.

### **Hypotheses Development**

Since social loafing is closely associated with groups, numerous studies have found a negative correlation between it and group performance (Jackson & Williams, 1985; Latané et al., 1979)

Nevertheless, according to Liden et al. (2004), social loafing can occur individually and in groups. In addition, as Viswesvaran and Ones (2000) suggested in Liden et al. (2004), additional research on the connection and interaction between social loafing and job performance dimensions is needed in the literature.

Individual performance, group performance, group outcomes, and individual outcomes are all represented by the collective effort model (CEM), and social loafing is argued to

affect individual performance by researchers. Consequently, the first hypothesis proposed is:

**H<sub>1</sub>:** *Social loafing has a negative impact on individual performance.*

According to Kundu et al. (2019), employee productivity plays a significant role in determining the organization's performance and expansion. Work out-of-the-role work is more likely to be done by people who feel valued in every aspect of psychological encouragement—meaning, competence, self-determination, and impact (Li et al., 2015)

Employees with self-determination can also handle demands in each situation, and the circumstances in which employees feel they impact organizational outcomes make them try harder to develop ideas (Spreitzer, 1995). In addition, the meaning of work can increase employees' awareness of the value of their work; performance will be better achieved when employees have high confidence in their competencies (Li et al., 2015; Liden et al., 2000; Stajkovic & Luthans, 1998), and every aspect of psychological encouragement has a connection to performance and has the potential to improve task completion efficiency.

Additionally, Li et al. (2015) and Chiang and Hsieh (2012) conducted research that found psychological encouragement improves job performance. Employees will have a high level of psychological encouragement when a leader exhibits empowering behavior to improve their performance (Kundu et al., 2019). Psychological encouragement also partially mediates the relationship between encouragement leadership and job performance. As a result, the proposed hypothesis is:

**H<sub>2</sub>:** *Psychological encouragement has a positive impact on individual performance.*

An increase in source status, reputation, or expertise and a physical and/or psychological reduction should be used to reduce social loafing. As a result, the proposed hypothesis is:

**H<sub>3</sub>:** *Psychological encouragement moderates the relationship between social loafing and individual performance.*

### Research Framework

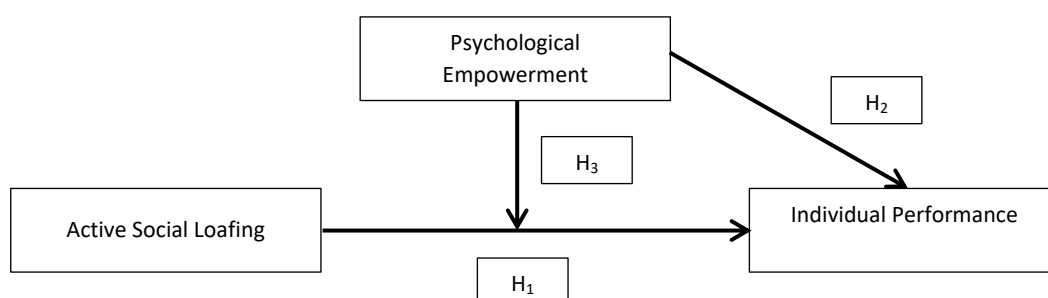


Figure 3 Research Model



## Research Methods

### Type of Research

Surveys were used to collect data for this quantitative type of research. According to Sekaran and Bougie (2016), quantitative research typically employs statistical calculation, mathematics, or other computational methods to transform data gathered through structured questions into numbers.

### Research Objects

The individual performance of Instructors at Central Java National Police School staff members and the factors that influenced it were the focus of this study. This study also used psychological encouragement as a moderating and independent variable.

### Population and Sample

The population is the entire group of people, things, or events the researcher wishes to investigate. According to Sekaran and Bougie (2016), researchers must use sample statistics to conclude these individuals, events, or things of interest. In this study, 88 people, including 73 police officers and 15 civil servants, were included in the population of Instructors at Central Java National Police School. The sampling technique employed a saturated sample, i.e., all population members were taken as a sample, so the sample was 88 respondents in this study. The description of the respondents based on gender and age can be seen in the following Tables 1 and 2.

**Table 1** Gender Description of Respondent

Gender	Frequency	%
Man	70	79.55
Woman	18	20.45
Total	88	100

**Table 2** Age Description of Respondent

Age	Frequency	%
20 – 30 years	9	10.23
31 – 40 years	32	36.36
41 – 50 years	36	40.91
51 – 60 years	11	12.50
Total	88	100

### Type and Source of Data

According to Sekaran and Bougie (2016), primary data refers to the data collected directly by researchers for specific research purposes through various methods, including interviews with individuals, observations, management questionnaires, and experiments. In this study, the questionnaires given to the instructor's staff at Central Java National

Police School were used to gather information about individual performance, social loafing, and psychological encouragement.

### Measurement of Research Variables

By distributing questionnaires to respondents, basic data collection could be accomplished. The responses to the questionnaire's questions provided the measurement of the variables included in this study's analysis model. Then, variable measurements used a Likert scale with a range of 1 – 5 from “strongly disagree” to “strongly agree.” A person’s response to social objects is generally assessed using the Likert scale, which provides a numerical score for each question (Suliyanto, 2011). The social loafing variable used six question items adopted from Viswesvaran and Ones (2000) and Liden et al. (2004). Psychological encouragement employed 12 question items adopted from Chiang and Hsieh (2012) and Kundu et al. (2019), while the individual performance variable utilized 18 question items adopted from Mathis and Jackson (2007).

### Methods of Analysis Data

According to Suliyanto (2011), the effect of independent and dependent variables can be determined using simple regression analysis, which relies on a causal or functional relationship between variables.

## Results and Discussion

### Respondent Profile

A total of 88 questionnaires were distributed, and 88 were returned. Seventy-three participants were police officers, and 15 were civil servants. Most respondents were men: 70 participants (79.55%). Some 41 participants (46.59%) were aged 20–40, and another 47 were between 41 and 60 (12.50%).

### Descriptive Statistic

Descriptive Statistic of Social Loafing Variable

**Table 3** Descriptive Statistic of Social Loafing Variable

Indicator	Respondent's answer category					Mean
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	1	2	3	4	5	
SL1	39	9	1	0	2	1.3725
SL2	29	15	2	2	3	1.7255
SL3	40	11	0	0	0	1.2157
SL4	25	15	3	4	4	1.9608
SL5	37	12	1	1	0	1.3333
SL6	39	11	1	0	0	1.2549

This study's respondents were Civil Servants of the National Police at Central Java National Police School, to answer six statement items of the social loafing variable. Most respondents indicated they strongly disagreed, as shown in Table 3, denoting that the Central Java National Police School did not engage in social loafing on instructors. With a mean value of 1.9608, the fourth item states that individuals spent less time assisting other departments when other people or members were present to assist, as the highest contributing factor for social loafing. Meanwhile, with a mean value of 1.2157, the third item was the lowest, stating that the individual did not perform their share of the work.

#### Descriptive Statistic of Psychological Encouragement Variable

**Table 4** Descriptive Statistic of Psychological Encouragement Variable

Indicator	Respondent's answer category					Mean
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	1	2	3	4	5	
PE1	4	0	1	6	40	4.5294
PE2	6	4	1	8	32	4.0980
PE3	4	1	0	8	38	4.4706
PE4	3	0	0	7	41	4.6275
PE5	2	1	0	12	36	4.5490
PE6	2	1	0	10	38	4.5882
PE7	2	2	5	8	34	4.3725
PE8	3	3	2	12	31	4.2745
PE9	3	1	2	17	28	4.2941
PE10	3	3	9	16	20	3.9216
PE11	3	7	10	10	21	3.7647
PE12	4	7	6	14	20	3.7647

The majority of respondents scored strongly in agreement, as shown in Table 4, indicating that the psychological encouragement of instructors was common at Central Java National Police School. The fourth item, which had a mean value of 4.6275 and indicated that individuals were confident in their ability to perform their job, was the one that made the most contribution to the implementation of psychological encouragement. On the other hand, with a mean value of 3.7647, the eleventh and twelfth lowest items indicate that the individual had significant control and influence over workplace events.

#### Descriptive Statistic of Individual Performance Variable

The majority of respondents scored strongly in agreement, as presented in Table 5, signifying that Instructors at Central Java National Police School had high individual performance. In addition, the sixth item had a mean value of 4.6863, making it the most influential factor in implementing psychological encouragement, while the seventeenth item had a mean value of 3.8824.

**Table 5** Descriptive Statistic of Individual Performance Variable

Indicator	Respondent's answer category					Mean
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	
IP1	3	3	6	15	24	4.0588
IP 2	1	2	0	19	29	4.4314
IP 3	1	1	0	16	33	4.5490
IP 4	1	1	0	15	34	4.5686
IP 5	1	1	0	11	38	4.6471
IP 6	1	0	1	10	39	4.6863
IP 7	1	1	2	14	33	4.5098
IP 8	2	1	2	12	34	4.4706
IP 9	2	0	4	16	29	4.3725
IP 10	2	0	0	11	38	4.6275
IP 11	2	6	8	15	20	3.8824
IP 12	1	0	5	19	26	4.3529
IP 13	2	2	4	12	31	4.3333
IP 14	3	4	0	11	33	4.3137
IP 15	4	0	0	8	39	4.5294
IP 16	5	3	0	7	36	4.2941
IP 17	6	2	0	10	33	4.2157
IP 18	3	2	2	10	34	4.3725

### Validity Test Results

The product-moment correlation formula was used to test the validity of this research questionnaire. Individual performance, psychological encouragement, and social loafing variables were all included in the validity study of the research questionnaire. Items in the survey are deemed genuine if the computed R-value exceeds the crucial R-value, with  $df = 51 - 2 = 49$  and  $\alpha = 0.05$  being 0.282. According to the validity test's output in Appendix 4, the following can be said about its findings:

Social Loafing (X)

**Table 6** Validity Test Results of Social Loafing

Items	$r$ -statistic	$r$ -table $df = (n-2), \alpha=0.05$	Judgment
1	0.515	0.282	Valid
2	0.635	0.282	Valid
3	0.655	0.282	Valid
4	0.663	0.282	Valid
5	0.551	0.282	Valid
6	0.513	0.282	Valid

Table 6 shows that each item's product-moment correlation had an r-statistic greater than the r-table, 0.282. As a result, all items on the social loafing (SL) variable in this study were deemed legitimate and might be utilized as data-collecting tools.

## Psychological Encouragement (Z)

**Table 7** Validity Test Results of Psychological Encouragement

Items	$r$ -statistic	$r$ -table df = (n-2), $\alpha=0.05$	Judgment
1	0.752	0.282	Valid
2	0.701	0.282	Valid
3	0.837	0.282	Valid
4	0.844	0.282	Valid
5	0.882	0.282	Valid
6	0.851	0.282	Valid
7	0.705	0.282	Valid
8	0.701	0.282	Valid
9	0.774	0.282	Valid
10	0.772	0.282	Valid
11	0.612	0.282	Valid
12	0.723	0.282	Valid

Table 7 reveals that the product-moment correlation statistic for each item was greater than the r-table, 0.282. Therefore, all items on this study's psychological encouragement (PE) variable were considered valid and could be used as data collection tools.

## Individual Performance (Y)

**Table 8** Validity Test Results of Individual Performance

Items	$r$ -statistic	$r$ -table df = (n-2), $\alpha=0.05$	Judgment
1	0.554	0.282	Valid
2	0.778	0.282	Valid
3	0.819	0.282	Valid
4	0.857	0.282	Valid
5	0.855	0.282	Valid
6	0.881	0.282	Valid
7	0.842	0.282	Valid
8	0.696	0.282	Valid
9	0.862	0.282	Valid
10	0.835	0.282	Valid
11	0.461	0.282	Valid
12	0.822	0.282	Valid
13	0.761	0.282	Valid
14	0.593	0.282	Valid
15	0.663	0.282	Valid
16	0.586	0.282	Valid
17	0.600	0.282	Valid
18	0.643	0.282	Valid

The product-moment correlation r-statistic for each item was greater than the r-table, 0.282, as shown in Table 8. Consequently, all the items on the individual performance (IP)

variable in this study were declared valid, allowing them to be used as instruments for data collection.

### Reliability Test Results

This study used Cronbach's Alpha to test the questionnaire's reliability. The conclusion can be drawn from the reliability test results in Appendix 5, as illustrated in Table 9.

**Table 9** Result Summary of Reliability Test

Variables	Reliability Coefficient		Cut-off Value	Judgment
Active Social Loafing (X)	0.603	>	0.600	Reliable
Psychological Encouragement (Z)	0.928	>	0.600	Reliable
Individual Performance (Y)	0.935	>	0.600	Reliable

Table 9 indicates that the coefficient value of Cronbach's Alpha of social loafing, psychological encouragement, and individual performance was each greater than the cut-off value (0.600). Therefore, all question items for each variable in this study were deemed reliable and could be used as the data collection instrument.

### The Hypothesis Results

The results of hypothesis testing can be seen in Tables 10, 11, and 12.

**Table 10** First Simple Regression Model Results Summary

Independent Variable	R <sup>2</sup>	t <sub>-stat.</sub>	t <sub>-table (One-tailed)</sub>	Sig.
Active Social Loafing (X)	0.091	-2.217	-1.676	0.031
Constant	= 77.807			
Regression Coefficient	= -1.109			

**Table 11** Second Simple Regression Model Results Summary

Independent Variable	R <sup>2</sup>	t <sub>-stat.</sub>	t <sub>-table (One-tailed)</sub>	Sig.
Psychological Encouragement (Z)	0.185	3.340	1.676	0.002
Constant	= 44.565			
Regression Coefficient	= 0.457			

**Table 12** MRA Model Results Summary

Independent Variable	R <sup>2</sup>	t <sub>-stat.</sub>	t <sub>-table (One-tailed)</sub>	Sig.
Active Social Loafing (X)	0.366	-3.524	-1.677	0.001
Psychological Encouragement (Z)		-2.266	-1.677	0.028
Interaction (X*Z)		3.283	1.677	0.002
Constant	= 128.813			
Regression Coefficient	= -8.598	(X)		
	= -1.024	(Z)		
	= 0.152	(XZ)		

### **First Hypothesis Testing**

Active social loafing had a t-statistic value of -2.217, less than the value of the t-table (-1.676), and a significance value of 0.031, less than 0.05, according to the summary of the results of the first simple regression model in Table 1. As a result,  $H_a$  was accepted, and  $H_o$  was rejected. In addition, the constant was 77.807, meaning that if active social loafing equals 0, individual performance is 77.807. The regression coefficient was -1.109, denoting that social loafing had a negative effect on individual performance, so if active social loafing increases by 1 unit, individual performance will increase by -1.109. It demonstrates that individual performance was significantly adversely affected by social loafing. Thus, the first hypothesis was accepted, stating that social loafing negatively impacted individual performance. In other words, every change in social loafing will affect every change in individual performance.

### **Second Hypothesis Testing**

The t-statistic value of psychological encouragement (3.340) was greater than the t-table (1.676) value, with a significance value of 0.002, less than 0.05, as revealed in the summary of the results of the second simple regression model in Table 2. As a result,  $H_a$  was accepted, and  $H_o$  was rejected. Besides, the constant was 44.565, meaning that if the psychological encouragement is equal to 0, the individual performance is 44.565. Meanwhile, the regression coefficient was 0.457, indicating that psychological encouragement positively affected individual performance, so if psychological encouragement increases by 1 unit, individual performance will increase by 0.457. It signifies that individual performance was significantly and positively impacted by psychological encouragement. Hence, the second hypothesis was accepted, proposing that psychological encouragement boosted individual performance. It indicates that every change in psychological encouragement will affect every change in individual performance.

### **Third Hypothesis Testing**

The t-statistic value of the interaction variable (3.283) was greater than the value of the t-table (1.677), with a significance value of 0.002, less than 0.05, as presented in the summary of the Moderated Regression Analysis (MRA) results in Table 3. Consequently,  $H_a$  was accepted, and  $H_o$  was rejected. It denotes that psychological support moderated the impact of social loafing on individual performance. As a result, the acceptance of the third hypothesis, putting forward that psychological encouragement moderated the impact of social loafing on individual performance, followed.

### **Discussion of Results**

This study demonstrates that instructors' performance at Central Java National Police School was significantly impacted by social loafing. Because of this connection, a lower level of individual performance typically followed a higher level of social loafing.

The assertion made by Liden et al. (2004) is supported by the findings of this study that the detrimental effects of social loafing extended to both the group and the individual. According to Latané et al. (1979), social loafing is a type of social disease because it negatively affects individuals, social institutions, and society. Social loafing is also described as the finding that participants working together put less effort than participants working alone. In this case, motivation might seem low since the perceived relationship between individual effort and rewards was weak. If individuals are motivated to work, they feel their jobs are meaningful and want to complete them.

This study's findings prove that psychological encouragement positively and significantly impacts individual performance. It demonstrates that the instructor's performance at Central Java National Police School was correlated with the level of psychological encouragement received by his co-workers. This study's findings are consistent with previous research by Li et al. (2015), Chiang and Hsieh (2012), and others that psychological encouragement improves job performance. Kundu et al. (2019) also stated that employees perform better when they feel psychologically encouraged. This change can be attributed to globalization occurring, which has also caused rapid changes in corporate culture. These findings also back up the findings of Tuuli and Rowlinson's (2009) study, which found that psychological encouragement positively affects task and contextual performance.

Moreover, work will become more of a part of the person's life if they see their job as important and meaningful. They can make decisions confidently and contribute to their work with sufficient competence.

This review also corroborates that mental support fundamentally directed the impact of social loafing on the individual execution of Instructors at Central Java Public Police School. Because of this direct correlation, individuals will perform better, and social loafing will be reduced due to receiving more psychological support. This study's findings align with those of Nart and Young (2018), who uncovered that psychological encouragement negatively impacted social loafing.

## **Conclusion**

The study has several practical implications for the Central Java National Police School. First, this research found that perceived social loafing referred to individuals spending less time helping other members, which can be said to reduce motivation when individuals work in groups or together. To minimize social loafing and maintain individual performance for organizational performance, organizations need to design work and work teams so that there is task interdependence through teamwork so that employees can see the importance of a task and goal. Second, this research discovered that police instructors' psychological encouragement was confidence in their ability to perform their job, which was their perceived power in the workplace. To provide more psychological encouragement to Police School Instructors Department, organizations should attach



importance to employee contributions, give proper controls, and proactively provide employee benefits so they have more initiative to work well.

This research is nevertheless limited to exploring the moderating role of psychological encouragement in the relationship between social loafing and individual performance. The positive effect of psychological encouragement on performance in this research adds to the growing evidence of convergence in different work settings. These results also extend previous research by exploring the boundary conditions for the psychological encouragement.

Moreover, this research focused only on three factors and did not consider multiple factors concurrently. Therefore, the researchers could not gain a complete and large amount of data. Another limiting factor is that no additional information was gathered as the researchers did not probe open-ended questions to the sample. Hence, future research is expected to examine factors or other variables affecting social loafing behavior, such as cohesiveness through self-exploration, experience, communication, and interaction with others. Other than that, one can implement other research methods, such as a qualitative method or experiment, to enrich the research outcome.

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