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# THE EFFECT OF SELF-ESTABLISHMENT AND GROUP PRESSURE ON THE PERFORMANCE OF EMPLOYEES FOR EDUCATIONAL PROFESSIONAL DEVELOPMENT CENTER

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Neni Syarifatun NISA<sup>1</sup>

## Abstract

The purpose of this research was to determine the effect of self-perception and group pressure on the employee performance Professional Development of Educators Center (Pusbangprodik) of the ministry of education and culture. Data was collected through participatory questionnaires. This research uses a survey method with a sample population of 70 people with a quantitative approach. Path analysis was used to analyze inferential and descriptive data. The results of hypothesis testing show that self-perception has a direct effect on performance, group pressure has a direct negative effect on work performance, and self-perception has a direct effect on group pressure. Therefore, to improve the work performance of *Pusbangprodik* employees, self-perception needs to be improved and group pressure needs to be reduced.

**Keywords:** Employee Performance, Self-perception, Group Pressure

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<sup>1</sup> Corresponding author: [nenisyarifatunnisa@gmail.com](mailto:nenisyarifatunnisa@gmail.com)

## **Introduction**

The Professional Development of Educators Center is a new organizational unit, under the Education and Culture Human Resources Development Agency, and Quality Assurance of Education, Ministry of National Education. As stated in Ministerial Regulation Number 36 of 2010 concerning the organization and working procedures of the Pusbangprodik function, among others: the preparation of technical policies in the field of professional development of educators, the preparation of educator professional development programs, and coordination of the implementation of competence enhancement and educator certification.

As a new organizational unit formed in 2010, Pusbangprodik's human resources come from various organizational units in the Ministry of National Education, bringing the values of both personal and group that can influence the success of this organization. The process of adjusting the values or norms of the group according to Ivancevich et al (2008: 268), is influenced by several factors, including individual characteristics, situational/environmental factors and relationships between groups, including various factors such as pressure-group pressure. Therefore, the demand for reliable human resources, through a process of adjustment quickly and precisely, will determine the success of each program, in order to achieve organizational goals.

Based on the accountability report of the Ministry of Education and Culture's performance in 2011 and 2012, particularly the performance achievements of the Human Resources Development Agency and Quality Assurance of Educators (Agency PSDMPK-PMP) Education and Culture, most of them have not achieved the target (Kemendikbud: 2012). Furthermore, related to the professional development program that was not continued in 2012, it was criticized by Dr. Sulistyono, chairman of the Indonesian Teachers Association (PGRI) at the Teacher Congress in Jakarta last July 2013. According to him the agency "has not worked well". After the Teacher Competency Test held in 2012, there was no teacher training as promised by the minister of education and culture. (Suara Pembaruan: 2013) These two things indicate a performance problem that still needs to be addressed especially in the Professional Development of Educators Center work unit.

Furthermore, related to efforts to improve the performance of civil servants, starting in 2014, the Republic of Indonesia Government Regulation Number 46 of 2011 concerning the Assessment of Civil Servants Work Performance has been enacted. This regulation also replaced the previous rule, namely PP 10 of 1979, where the assessment of the performance of the previous civil servant apparatus better known as the list of assessments of work

implementation (DP3) was allegedly not able to assess and measure the productivity and contribution of civil servants to the organization where he worked.

Based on the description above, the demand for qualified human resources in an organization is indeed inevitable. In addition, considering that the Pusbangprodik of Main Tasks and Functions (tupoksi) is responsible for the quality of educators in Indonesia, the problem of Employee performance at the Professional Development of Educators Center becomes an interesting topic to discuss.

### **Performance**

Williams (2007: 417) states that performance is how well someone performs job requirements, “job performance is how well someone performs the requirements of the job”. Colquitt et. al. (2009: 57), writes that “job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment”. Performance is a set of employee behaviors that contribute positively and negatively in achieving organizational goals. Colquitt further explained that the performance can be seen from three aspects including task performance, membership behavior, and unproductive behavior. Furthermore, Robbins and Judge (2011: 599) explained that three major types of behavior that constitute performance at work: 1) Task performance. Performing the duties and responsibilities that contribute to the production of good or service or to administrative tasks, 2) Citizenship. Actions that contribute to the psychological environment of the organization, such as helping others when not required, supporting organizational objectives, treating co-workers with respect, making constructive suggestions, and saying positive things about the workplace, 3) Counter productivity. The action that deals damage the organization.

Gibson, Ivancevich, and Donnelly (2006: 372) state that performance can also be seen as one of personal behavior, as stated job performance includes a number of outcomes; 1) objective outcomes; quantity and quality of output, absenteeism, tardiness, and turnover were objective explicit standards exist for each of these objective outcomes, 2) Personal behavior outcomes, 3) Intrinsic and extrinsic outcomes, 4) Job satisfaction outcomes. The same thing is explained by Jex (2002: 88) that performance is all employee behavior when at work, “job performance is a deceptively simple term. At the most general level, it can be defined as all behaviors employees engage in while at work.”

Murphy (2002: 88) states that “job performance is a function of the individual performances on specific tasks that were standardized job descriptions but also affected by success in maintaining good interpersonal relations, absenteeism and withdrawal behaviors, substance abuse, and other behaviors that increase hazards at the workplace.” Murphy defines performance as a person's behavior in carrying out work that is in accordance with the description of his job.

Brumbach in Armstrong (2010: 103) mentions performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the instrument for results, behaviors also result in their own right - the product of mental and physical effort is applied to tasks - and can be judged apart from results. According to him, the performance is described as a combination of behavior and results. The performance concept concluded by Brumbach above emphasizes that in managing performance it is necessary to pay attention to behavioral factors and results from employee performance.

From the description above, it can be synthesized that performance is a person's behavior that contributes to the realization of organizational goals, with an indicator of someone's behavior in carrying out work which is his main task, and behavior outside of work which is his main task.

### **Self-perception**

People differ in the extent to which they like or dislike themselves, according to Robbins and Coulter (2009: 309), self-perception, as stated that, differ in degree people to which they like or dislike themselves, a trait called self-esteem. Similar opinion is stated in Robbins and Judge (2009: 747), “self-esteem is individuals’ degree of liking or disliking themselves and the degree to which they think are worthy or unworthy as a person.”

Self-esteem or self-perception is often associated with self-concept, namely as a person who is seen, felt and experienced by a person. In general, the concept of self is a combination of thoughts, feelings, and attitudes that people have towards themselves. The same thing from Berk (2003: 469) states that self-perception is part of self-concept. Further explained, “The self-concept is defined as the totality of the individual's thoughts and feelings having a reference to himself or herself as an object.” It is an individual perception and feelings toward him or herself. In other words, your self-concept is composed of your attitude toward you.

Furthermore, Harter in Hawkins (2010: 428) states, "self-esteem can be described as high or low. Some view of self-esteem as a global perception of the self, others view as a multi-dimension, consisting of (1) scholastic competence, (2) athletic competence, (3) social

competence, (4) physical competence, and (5) behavioral conduct, in addition to global self-worth. " Self-perception is the value a person has for himself. The dimensions of self-perception according to Harter include; (1) academic competence, (2) athletic competence, (3) social competence, (4) physical competence, and (5) behavioral control, in building overall self-worth.

Baron and Byrne (1991: 522) define self-esteem as "an individual's attitude about himself or herself, involving self-evaluation along a positive-negative dimension. "Individual attitudes about themselves, which involve self-evaluation along the positive-negative dimension.

Jeffrey Trawick-Smith (2003: 417) explains the term self-perception, as "the term self-esteem is used to describe a person's overall evaluation of self. A person who has positive feelings of self-worth is to have high self-esteem, and someone who is unsatisfied with or doubtful about his or her abilities, accomplishments, or interpersonal characteristics is said to have low self-esteem. Perception is used to describe the overall evaluation of a person. Someone who has a positive feeling of self-perception is said to have high self-perception, and someone who is dissatisfied with or doubts his abilities, achievements, or interpersonal characteristics is said to have a low self-perception. Trawick-Smith's dimension of self-perception includes a feeling of ability (competence), social acceptance, feeling of control, and feeling of moral self-worth.

Based on the description above, it can be synthesized that self-perception is a person's self-assessment of the thoughts, feelings, and attitudes possessed by him, which were actualized in the form of work independence, social acceptance, self-control and behaving according to morals.

### **Group Pressure**

Ivancevich, Konopaske & Matteson (2008: 259) explain that pressure is something that is concerned with the interaction of people with their environment. Instead, in other words, the pressure as a response to adjust is influenced by individual differences and/or psychological processes. In other words, the pressure is a consequence of every external action, situation, or event that has too many psychological and/or physical demands on someone. The group is a collection of two or more individuals who interact to achieve the same goal. "A Group is two or more individuals interacting with each other to accomplish a common goal." The process of self-adjustment becomes something that is necessarily happening within a group or organization.

Gibson, Ivancevich, and Donnely (1973: 264) describe the picture of group pressure or group pressure can be studied in a series of experiments conducted by Asch. Through the experiment

it is understood that in the process of adjustment, conflict is common, conflicts between forces in the individual tend to direct it to act, assess and believe in one way, and pressures that come from social or groups that tend to direct it to the road another. As explained also by Krech et. al, (1962: 506) "the essence of conformity, a distinction between uniformity and conventionality, is yielding to group pressures. For there to be conformity there must be a conflict between those forces in the individual which tend to lead him to act, value, and believe in one way and those pressures emanating from the society or group which tend to lead him in another way. According to him group pressure can come from outside (explicit) such as threats, warnings and can also come from within (implicitly) such as feeling depressed, afraid of wrong, different steps with the group, etc. In this case, individuals actively oppose the group, think negatively, be hostile, always at odds with the group.

Donnelly, Gibson, and Ivancevich (1992: 364) explain "pressure is excessive when it interferes with the group's goal accomplishment. On the other hand, the pressure is inadequate when the lack of conformity to the norm is detrimental to a member, the group, or the organization. "Pressure becomes excessive when it interferes with the achievement of group goals. On the other hand, pressure decreases when the suitability of the group norms with one member, group, or organization decreases.

Group pressure is interpreted by Robbins and Jugde (2009: 491) as "using warnings, repeated demands, and threats." Groups use various warnings, demands, and threats to influence group members to follow the pressure of the pressure group. In line with Colquitt et. al. (2009: 449) who added that pressure in the form of coercion through threats and demands is an ineffective way to influence a person and is only useful in the short term. Jax (2002: 292) also explains that "the final influence tactic listed in Table 10. 3 is pressure. This involves the use of demands, threats, or persistent monitoring to make subordinates comply with a request. "The final effect of tactics is pressure. Including the use of various demands, threats, or strict supervision of employees so that they obey the rules.

Further explained by Berns (2012: 85) that, "group pressure is a sociocultural method of socialization because it involves conforming to certain norms. Communities were made up of social groups, including family, neighborhood, religious communities, peers, clubs, and schools. The group to which one belongs to influence one's behavior. Because humans have a need to affiliate with other humans, and because social approval determines whether or not one is accepted by the group, humans will tend to conform to the group expectation (group pressure). It was explained that group pressure is a method of socialization through a socio-cultural approach because it involves certain norms. The community consists of social groups,

including families, the environment, religious communities, peers, clubs, and schools. One group has the ability to influence one's behavior. Because humans have a need to be affiliated with other humans, and because social approval determines whether a person is accepted or not by a group, humans will tend to adjust to group expectations.

Based on the description above it can be synthesized that group pressure is everything that comes from groups in order to adjust group norms to group members with indicators of group demands, group threats, and group expectations.

## **METHOD**

This research was conducted at the Professional Development of Educators Center. The research uses a survey method with a path analysis approach. Data collection techniques were carried out through a pre-arranged questionnaire. The affordable population was 86 employees, while the sample was 70 employees. Sampling was done by simple random sampling by drawing. Data collection research was conducted through questionnaires, then the results were analyzed using descriptive statistics and inferential statistics.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Effect of self-perception (X<sub>1</sub>) on employee performance of Pusbangprodik (X<sub>3</sub>)**

Based on the calculation results obtained the correlation coefficient  $r_{13} = 0.388$  and the path coefficient  $p_{31} = 0.281$ . Thus there was a positive direct effect of self-perception on performance.

#### **The effect of group pressure (X<sub>2</sub>) on employee performance of Pusbangprodik (X<sub>3</sub>)**

Based on the calculation results obtained the correlation coefficient results  $r_{23} = -0.414$  and path coefficient  $p_{32} = -0.320$ . Thus there was a direct effect of negative group pressure on performance.

#### **Effect of self-perception (X<sub>1</sub>) on group pressure (X<sub>2</sub>) Pusbangprodik employees**

Based on the calculation results obtained the correlation coefficient  $r_{12} = -0.336$  and path coefficient  $p_{21} = -0.336$ . Thus there was a negative influence of self-perception of employees in facing group pressure.

### **Discussion**

#### **Effect of self-perception (X<sub>1</sub>) on employee performance of Pusbangprodik (X<sub>3</sub>)**

Pieze and Gardner's opinion in the *Journal of Management* (2004) Vol. 30, No. 5, "Self Esteem within the Work and Organizational Context: A Review of the Organization-Based Self Esteem Literature. "That" high level performance was one way of high self-esteem individuals can engage in behavior that was consistent with and maintaining their level of self-esteem, and by which they can self-enhance. In addition, it has been argued that high self-esteem individuals were more likely to be self-efficacy than their low self-esteem counterparts. Rivai et al (2005: 227) added that when confidence increases, self-perception also increases. The benefits of supervisors closely with their employees can monitor the growth and development and produce what they want.

### **The effect of group pressure (X<sub>2</sub>) on employee performance of Pusbangprodik (X<sub>3</sub>)**

Gibson, Ivancevich, and Donnelly (1973: 264) stated: "Individuals who value their group membership were highly and who satisfy some combination of personal needs. According to them, individuals who have a strong bond to their group and their personal needs have been met tend to let group pressure affect their performance.

### **Effect of self-perception (X<sub>1</sub>) on group pressure (X<sub>2</sub>) Pusbangprodik employees**

Donnelly's opinion, Gibson and Ivancevich (1992: 364) says, ". . . the personality makeup of an individual influences that person's conformity behavior. A person who was deficient in personality." It was stated that the personality of an individual influences one's behavior in adapting. Someone who lacks self-perception was more likely to adjust, from someone who has high self-perception.

In addition, Muller in Donnelly, Gibson and Ivancevich (1993: 177) states, "in one research, employees who reported being dissatisfied with themselves, their skills and abilities (low self-esteem), also reported too much pressure which is qualitative."

## **CONCLUSION**

Based on the results of the research described earlier, it can be concluded as follows: 1) Self-perception has a direct positive effect on performance. This means that strong self-perception of employees causes an increase in employee performance, 2) Group pressure has a direct negative effect on performance. This means that the strong group pressure causes low employee performance, 3) Self-perception has a direct negative effect on group pressure. This means that the strong self-perception that employees have was not affected by an increase in group pressure.



From the research results above, it was recommended to improve performance, it was necessary to improve how employees' self-perception becomes strong through the positive activities that support it.

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