

Antecedents of Job Performance at the Ship Design Company in Surabaya

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Abstract

This research was conducted at ship design in Surabaya, Indonesia with the aims to analyze the simultaneous effect of meaning, competence, self-determination and impact on employee job performance, to analyze the partial effect of meaning, competence, self-determination and impact on employee job performance, to analyze the simultaneous effect of meaning, competence, self-determination and impact on employee contextual performance, and to analyze the partial effect of meaning, competence, self-determination and impact on employee contextual performance. The population of this study were employees of Ship Design Company in Surabaya, East Java, Indonesia with a total of 43 employees. Data analysis using regression analysis which includes validity, reliability, multiple linear regression analysis, classical assumption test, correlation analysis, analysis of the coefficient of determination (R^2), simultaneous test (F test) and partial test (t). The results showed that meaning, competence, self-determination and impact have a significant simultaneous effect on employee job performance, meaning, competence, self-determination and impact have a significant partial effect on employee job performance, meaning, competence, self-determination and impact have a significant simultaneous effect on employee contextual performance, and meaning, competence, self-determination and impact have a significant partial effect on employee contextual performance.

Keywords

Psychological Empowerment, Job Performance, Contextual Performance.

1. Introduction

Human resources are an important factor in a organization or company. In order to run the management activities well, the company must have employees who are knowledgeable and highly skilled and efforts to manage the company optimally, so that employee performance can increase. According to Syamsuddinnor (2014), human resources are one of the main assets in an organization, which can provide an invaluable contribution to the strategy for achieving organizational goals. One example of the importance of the contribution of human resources in a company can be seen from the production process. Where when the company already has strong financial, raw materials that are fulfilled, and the latest technology but the absence of good human resources, then the production process will not run smoothly. People are important assets owned by companies to be able to have competitive advantage. As stated by Kotelnikov (2006) "People are your important assets. Your technologies, products and structures can be copied by competitors. People are your firm's repository of knowledge and they are central to your company's competitive advantage". Modern organizations provide important mechanisms for management that are used to explain goals, performance standards and to motivate individual performance. Job performance is "a person's success in carrying out work". Borman & Motowidlo (1993) develop two dimensions of performance, that is task performance and contextual performance. One company that is in a competitive business and sees the need for empowerment as the key to exist in this situation is a ship design company in Surabaya.

The implementation of empowerment in the design division, where they are given the freedom to organize their own things that support their work. Employees experience pressures from the company due to the excessive workload they bear, especially when there are employees not entering or undergoing out-of-town assignments that are replaced by other division employees. This requires employees to master the field of work that is not a field of work that he or she works on a day-to-day basis, so that it is not uncommon for employees to experience internal conflicts due to skills and behavioral mismatches with the work roles that must be borne by them. help or help that is so close, reflected in one of the definitions of contextual performance according to Motowidlo & Schmit, 1999 that is behavior that contributes to the culture and climate of the organization. Volunteering for extra work, helping and working with others, supporting the organization.

Performance is the quantity and quality of work completed by individuals, groups or organizations. Performance is the desired result of behavior that does a job, and a measurement of one's results at work (Mangkunegara, 2016). According to Hasibuan (2016) stated that work performance is a result of work achieved in executing the tasks assigned to them based on skills, experience and sincerity as well as time. Meanwhile, according to Rivai (2013), performance is the result or level of success of a person or overall during a certain period in carrying out a task compared to various possibilities, such as standard work results, targets or targets or criteria that have been determined in advance and have been agreed together. From the above definition it can be concluded that performance is the result achieved by employees from the duties and responsibilities assigned to them.

Based on the description above, this research questions can be made of whether meaning, competence, self-determination and have simultaneous impact on employee job performance, whether meaning, competence, self-determination and impact have partial effect of on employee job performance, whether meaning, competence, self-determination and impact have simultaneous effect on employee contextual performance, and whether meaning, competence, self-determination and impact have partial effect on employee contextual performance.

2. Literature Review and hypotheses

2.1 Job performance

Employee performance that is assessed must also include task performance and off the job performance (contextual performance) (Borman & Motowidlo, 1993). Mardiyanti et al (2018) performance is as a result of work both quality and quantity achieved by employees in carrying out the work tasks that have been given to them. Based on the opinion about the work performance that has been mentioned, it can be concluded that performance is a result of the implementation of the duties and responsibilities of the work that has been given by the organization. Rivai (2013), performance is the result or level of success of a person or overall during a certain period in carrying out a task compared to various possibilities, such as standard work results, targets or targets or criteria that have been determined in advance and have been agreed together. Hasibuan (2016) stated that work performance is a result of work achieved in executing the tasks assigned to them based on skills, experience and sincerity as well as time. And according to Mangkunegara (2016), performance is the quantity and quality of work completed by individuals, groups or organizations. Performance is the desired result of behavior that does a job, and a measurement of one's results at work.

Job performance focuses on basic technical details in a task. Job performance includes behaviors that contribute to activities. Transformation and maintenance of the core in an organization: such as producing products, selling merchandise, obtaining inventory, managing subordinates, or providing services (Motowidlo & Schmit, 1999). Job performance contains behaviors that support fundamental techniques which make production comfortable (Van Scotter and Motowidlo, 1996). The performance task contains a definition of the role of behavior from employees to achieve targets in the organization. Job performance is objective, quantitative and individual. Performance tests according to (Borman and Motowidlo, 1993) define the effectiveness of work that is capable of carrying out activities that contribute to the technical role of the organization. As a result, job performance is defined as the ability of employees who carry out activities officially as part of their work. Job performance is measured using (7) seven criteria, criteria for development based on empirical work from Motowidlo and Van Scotter (1994) which include work knowledge, overcoming obstacles in solving problems, solving problems (the ability to solve problems in a fast and correct way), operating equipment, working safely, concentrating with tasks, protecting resources. According to Marwansyah (2012) performance is the achievement / achievement of a person with respect to the tasks assigned to him. Meanwhile, according to Rivai (2013), performance is the result or level of success of a person or overall during a certain period in carrying out a task compared to various possibilities, such as standard work results, targets or criteria that have been determined in advance and have been agreed together.

From the above definition it can be concluded that performance is the result achieved by employees from the duties and responsibilities assigned to them. The indicators in employee performance according to Dharma (2003) include:

1. The quantity, which relates to the amount to be completed. Is a quantitative which involves the calculation of the process or implementation of activities. This is related to the number of outputs produced, so as to determine the level of employee work performance compared to the quantity standard set by the company.
2. Quality, which is related to the quality produced (whether good or bad) a quantitative measure that reflects the "level of satisfaction", namely how well the completion of a company is even though qualitative standards are difficult to measure or determine, but this is important as a reference for achieving the goal of completing a job.
3. Timeliness, which relates to the action according to the planned time. It is a special type, of quantitative measure which is the usual timekeeping determined based on previous experience or based on the study of motion in time.

2.2 Contextual performance

Contextual performance in which examples of contextual performance are showing voluntary efforts, doing assignments outside office hours, helping and cooperating with others, following the rules and procedures and working on tasks according to the schedule given by the company (Borman & Motowidlo, 1993). Because of its free nature, this contextual behavior or performance will decrease when supervised (Niehoff & Moorman, 1993). However, this individual's attachment to voluntary activities is known to be important for the performance and effectiveness of the organization (Borman & Motowidlo, 1997; Motowidlo & Van Scotter, 1994; Motowidlo et al., 1997). Contextual performance consists of behaviors that indirectly contribute to organizational performance but support the organization, social and environmental life of psychology. Borman and Motowidlo (1993) divide five components of contextual performance, namely doing voluntary activities and the activities carried out are part of his formal work, still doing the work with extra effort and enthusiasm when needed to complete or complete the activity or work until complete, provide assistance and cooperate with others, keep abreast of organizational rules and procedures even though personally there are inconveniences, remain responsible, support and maintain organizational goals. Organizations that exist at certain times ('stabilizing' contextual performance), and proactive behavior which is intended to implement new and innovative procedures, and processes within an organization can then change the organization ('Proactiv' contextual performance; Sonnentag and Frese, 2002). OCB (Organizational Citizenship Behavior) describes free behavior which does not need to be formally introduced and appreciated by the reward system. Freedom means that the behavior cannot be carried out and is not part of official regulations in the form of a personal contract with the organization. Organ (1988) defines contextual performance as a behavior that enhances the psychological environment and assists task performance. In this case contextual performance has the same meaning as OCB.

2.3 Psychological Empowerment

The empowerment concept is according to (Vogt & Murrell, 1990) employees are able to make decisions through empowerment and also help through training, education, sharing and teamwork. Empowerment is recognized as assigned responsibility and activity for employees to achieve their ability for the right decision (Klagge, 1998). The behavioral aspect of *empowerment* means to transfer strength from a high level to a lower level. Bennis and Nanus

(1985, in Kuo et al., 2010) suggest that the purpose of empowerment can function and be related to managerial and organizational effectiveness.

Employee empowerment is considered a way to encourage and improve decision making at a lower level of an organization, which consequently enriches the work experience of employees (Liden et al., 2000, in Kuo et al., 2010). Jay Conger in Nelson (2005) states that empowerment is to create conditions for high motivation through the development of a strong sense of personal success. Nelson (2005) explains empowerment is the division of power in an organization, which is meant by the division of power is a way for individuals to learn to believe in their ability to do a job. According to Ivancevich et al., (2011), states that empowerment is encouraging or helping individuals and groups to make decisions that affect their work environment. According to Conger and Kanungo in Ivancevich et al., (2011) states that empowerment is a process increase the feeling of self efficacy between members of the organization by identifying a condition that encourages powerlessness and through the elimination of both formal organizational practices and informal techniques that provide effective information. Empowerment is defined as an effort to encourage and enable individuals to assume personal responsibility for their efforts to improve the way they carry out their jobs and contribute to the achievement of organizational goals (Carver; in Clutterbuck et al. 2003). Spreitzer (1995) found support for the proposal that psychological empowerment includes four elements that define, meaning: the fit between the role of work and the beliefs, values and behavior of a person, competence: the competence of a person to carry out the activities of his work skillfully, self-determination: work and all activities have been a person's choice, impact: the degree to which a person can influence things that are strategic, management and the results he wants while working. In the opinion of Thomas and Velthouse in Spreitzer (1995), empowerment is as an increase in motivation that comes from within oneself to carry out tasks that are manifested into (4) four cognitions that describe an individual's orientation towards his work role, namely meaning, competence, self-determination and impact.

2.4 Meaning

In this study meaning variable refers to Spreitzer's (1995) view that is, "meaning involves a fit between the needs of one's work role and one beliefs, value and behaviors." This means that conformity between work roles with one's beliefs, values and behavior. Personal meaning is considered to be one of the most important things moving individuals to achieve achievements. Additionally, Frankl (in Wiebe, 2001) views that someone who has a positive personal meaning (fulfillment of personal meaning) in life, contribute to hope and optimism and to appreciate the occurrence of bad times in the cycle of life. Whenever an incident or event occurs bad, personal meaning is believed to help bring out awakening the individual from an unwanted state. Frankl (in Wiebe, 2001) believes that meaningfulness is deep life, associated with high self-esteem and behavior generous towards others, meaningless in life is associated with indifference or disengagement. Maslow (in Wiebe, 2001) says that meaning is experienced from self-actualization, motivated individuals to know the reasons or the purpose of his existence. It also says that each individual has the urge to meet his needs from simple up to complex needs. Frankl (in Wiebe, 2001) conceptualizes meaning as experience in responding to demands in life, exploring and believe in a unique task in his life, and let himself experience or believe in the whole meaning. Frankl was sure that each individual has the capacity to fight against the outside environment difficult, resisting the physical or psychological urge to enter a new dimension of self-existence. This new dimension is what matters meaning, and includes encouragement to be significant and valuable in life.

2.5 Competence

In the opinion of Spreitzer (1995), that is the competence variable, "refer to self-efficacy specific to one's work, belief in the ability to perform work activities with skills", in carrying out tasks based on their skills. According to the Law of Republic Indonesia Number 13 of 2003 Concerning of Manpower, job competence is the work ability of each individual which includes aspects of knowledge, skills, and work attitudes in accordance with established standards.

2.6 Self determination.

In this study, the variable self-determination refers to the opinion of Spreitzer (1995): "self-determination of choice regulating one's actions. "The purpose of self determination is employees' perception that employees have choices in starting and managing their actions at work.

2.7 Impact

In this study, the impact variable refers to the opinion of Spreitzer (1995), it is "the impact of the degree to which influence strategic, administrative or operating outcomes at work".

From the definition of the above dimensions, based on research conducted by Caccioppe (1998) at Burswood Resort Hotel Australia, that empowered employees can solve organizational and customer problems quickly, immediately, directly and professionally, Koberg et.al. (1999) conducted empirical research on the factors causing empowerment and results. This study aims to examine the relationship and consequences of empowerment, where the factors that cause empowerment are divided into two factors, namely organizational factors and individual factors. According to Fadzilah (2006) on research conducted on 90 employees in the sales section at PT. Sinar Sosro in Semarang, Indonesia found that employee empowerment had a positive effect on job performance. Then the hypotheses can be proposed as follows:

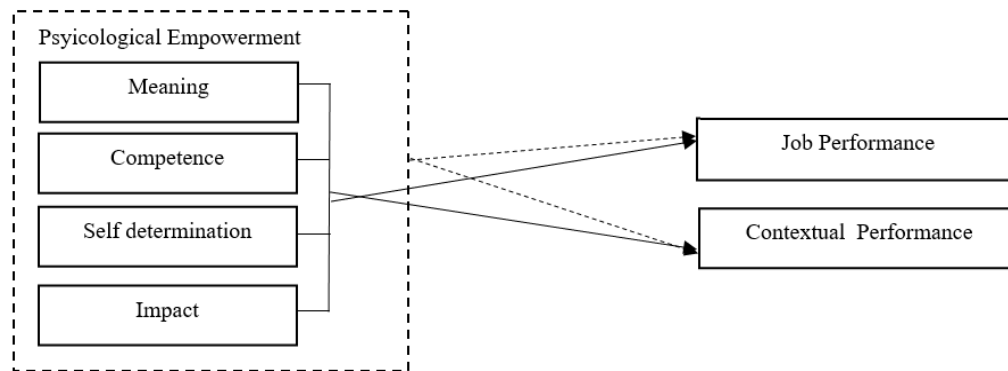


Figure 1. The research model and hypotheses

3. Methods

3.1 Population and Sample

According to Arikunto (2006) "Population is the whole subject of research". If someone wants to examine all the elements in the research area, the research is population research. This study was conducted on 43 respondents (34 men) and (10 women) with an undergraduate education background and aged over 22 years.

3.2 Data Collection

The questionnaire technique is used to obtain data related to the research variables. The questionnaire is arranged in the form of a closed statement with 5 (five) alternative answers using Likert scale. Questionnaire uses 1 liqueur scale (strongly disagree) to 5 (strongly agree) on each variable.

3.3 Technical Analysis

The steps taken in analyzing the data obtained were carried out in three steps, namely: initial data management and processing, data feasibility preparation, and data processing based on the analysis model. Linear regression is a method of statistical analysis that studies the pattern of influence between two or more variables. In regression analysis known 2 (two) types of variables, namely: independent variables or also called predictor variables are variables that are not influenced by other variables and denoted by X, the dependent variable or also called the dependent variable is the variable whose existence is influenced by other variables and notated with Y. Multiple linear regression analysis is a regression analysis that explains the effect of the dependent variable with factors that affect more than one independent variable. The multiple linear regression model is as follows:

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \dots + \beta_{px} + \epsilon$$

Where $\beta_0, \beta_1, \beta_2, \dots, \beta_2$ are model coefficients or parameters. In this study will be seen the pattern of influence between psychological empowerment with task performance and the influence of psychological empowerment with contextual performance. The psychological empowerment is indicated by the variables meaning, competence, self-determination and impact. The data used is the average perception score of each respondent, namely in the form of

respondents' perception interval data with a value range of 1-5. The higher the value shows the good perception of the respondent.

4. Result and Discussion

Table 1. Impact psychological empowerment to task performance

No.	Psychological empowerment	r	Sign
1	Meaning	0.17	0.26
2	Competence	0.18	0.23
3	Self determination	0.30*	0.04
4	Impact	0.28	0.06

Table 1 shows the results of testing the effect of psychological empowerment on task performance. By using alpha (α) by 5% it is known that the significance value of self determination is less than 5% so that the decision obtained is to reject H0. The test results show that self determination has a positive effect on task performance with an effect of 0.30.

Table 2. Simultaneous (F) Test Psychological empowerment to task performance

	Sum of squares	df	Mean square	Unstandardized residual	Sig
Regression	2.17	2	1.08	5.37	0.009b
Residual	8.10	41	0.20		
Total	10.27	43			

Table 2 above shows that the significance value (p-value) $< \alpha$ then H0 is rejected, so it can be said that the regression coefficient (β) is meaningful. In this case there is a simultaneous influence between psychological empowerment which has meaning, competence, self-determination and impact dimensions on task performance.

Table 3. Partial (t) test Psychological empowerment to task performance

Model	Unstandardized coefficients		Standardized coefficients	t	Sign
	B	Std Error	Mean square		
Constan	2.39	0.55		4.30	0
Self determination	0.29	0.12	0.36	2.56	0.02
Impact	0.17	0.07	0.35	2.45	0.02

From table 3 above, it can be seen that the partial test (t) produces significance (p-value) in the overall regression coefficient is smaller than α (5%), so in this case H0 is rejected. Thus, it can be said that the regression coefficient has meaning in the model obtained. In this case two of the four dimensions can have a partial effect on the *task* performance, namely self-determination and impact.

Table 4. Impact psychological empowerment to contextual performance

No.	Psychological empowerment	r	Sign
1	Meaning	-0.17	0.27
2	Competence	-0.18	0.23
3	Self determination	0.16	0.29
4	Impact	0.37*	0.01

Table 4 shows the results of testing the influence of psychological empowerment on contextual performance. By using alpha (α) of 5% it is known that the significance value of the four psychological empowerment dimensions is only impact which has a value smaller than 5%.

**Table 5. Simultaneous (F) test
Psychological empowerment to contextual performance**

	Sum of squares	df	Mean square	Unstandardized residual	Sig
Regression	2.43	1	2.43	6.842	0.01b
Residual	14.56	42	0.35		
Total	16.99	43			

From table 5 above, it can be seen that the significance value (p-value) $< \alpha$ then H_0 is rejected, so it can be said that the regression coefficient (β) is meaningful. It is said that the four dimensions of psychological empowerment are simultaneously able to influence the contextual performance.

**Table 6. Partial (t) test
Psychological empowerment to contextual performance**

Model	Unstandardized coefficients		Standardized coefficients	t	Sign
	B	Std Error	Mean square		
Constant	3.14	0.30		10.34	0.00
Impact	0.25	0.09	0.38	2.62	0.01

Table 6 above shows the results of the partial test above can be known to produce significance (p-value) on the regression coefficient smaller than α (5%), Thus it can be said that the regression coefficient has meaning in the model obtained. From the four dimensions of psychological empowerment which includes meaning, competence, self-determination and impact, only impact is able to influence the contextual performance.

5. Conclusion

Based on the results of data analysis and discussion, it can be concluded that (1) Meaning, competence, self-determination and impact have significant simultaneous effect on job performance, (2) Meaning, competence, self-determination and impact have a significant partial effect on job performance, (3) Meaning, competence, self-determination and impact have significant simultaneous effects on contextual performance, and (4) meaning, competence, self-determination and impact have a significant partial effect on contextual performance.

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