

Efek Audiens terhadap Performa Tugas dan Peran Attentional Conflict = Audience Effects on Task Performance and Role Attentional Conflict

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Abstrak

Teori Distraction-Conflict telah banyak dibahas dalam penelitian terdahulu. Praktik replikasi menjadi semakin penting dalam psikologi sosial. Dengan demikian, studi ini bertujuan untuk mereplikasi efek audiens terhadap performa tugas berdasarkan teori Distraction-Conflict. Penelitian eksperimen ini menggunakan desain independent-groups. Partisipan studi ini melibatkan 40 orang mahasiswa University of Queensland (Mage = 22.40, SDage = 3.95) yang dirandomisasi ke dalam dua kelompok yang berbeda, yaitu kelompok dengan pengamatan penonton dan tanpa penonton. Kedua kelompok partisipan diberi instruksi untuk mengerjakan tugas berupa membuat daftar nama-nama jenis sayuran sebanyak mungkin dalam waktu 90 detik. Konflik perhatian (attentional conflict) dinilai berdasarkan item yang mengukur sejauh mana partisipan mengalami konflik perhatian (merasa terganggu). Dalam studi ini, kami berhipotesis bahwa partisipan dalam kondisi dengan penonton akan menghasilkan skor performa tugas yang lebih rendah pada performa tugas dibandingkan dengan partisipan dalam kondisi tanpa penonton. Selain itu, kami berhipotesis bahwa partisipan dalam kondisi penonton akan melaporkan perasaan lebih terganggu daripada partisipan dalam kondisi tanpa penonton. Hasil penelitian menunjukkan bahwa pengamatan penonton berpengaruh signifikan terhadap performa tugas. Partisipan dalam kondisi dengan penonton ($M = 26,05$, $SD = 4,41$) mendapat skor perfoma aktivitas yang lebih rendah secara signifikan dibandingkan dengan partisipan dalam kondisi tanpa penonton ($M = 29,95$, $SD = 4,06$), $t(38) = -2,91$, $p = .006$, $d = 0,92$. Tidak ada perbedaan yang signifikan mengenai konflik perhatian antara partisipan dalam kondisi penonton ($M = 5,05$, $SD = 1,54$) dan partisipan dalam kondisi tanpa penonton ($M = 4,45$, $SD = 1,54$), $t(38) = 1,23$, $p = .225$, $d = 0,39$. Efek audiens terbukti mempengaruhi kinerja secara negatif pada tugas yang sulit, namun, tidak pasti apakah hal ini disebabkan karena konflik perhatian.

.....Many studies have investigated the Distraction-Conflict theory. The practice of replication is becoming increasingly important in social psychology. Thus, this study aimed to replicate audience effects on task performance using the attentional conflict theory. For the experiment, an independent-groups design was implemented. Participants of this study were 40 University of Queensland students (Mage = 22.40, SDage = 3.95) that were randomized into two group conditions: with audience present and with no audience present. Participants in both conditions were instructed to list names of vegetables in as many as possible in 90 seconds. Attentional conflict was assessed based on an item that measured the extent to which participants experienced attentional conflict (felt distracted). In this study, we hypothesised that participants in the audience condition would produce lower scores on task performance than those in the no-audience condition. Moreover, we hypothesised that participants in the audience condition would report feeling more distracted than participants in the no-audience condition. Results showed that participants in the audience condition ($M = 26.05$, $SD = 4.41$) scored significantly lower in task performance than those in no-audience condition ($M = 29.95$, $SD = 4.06$), $t(38) = -2.91$, $p = .006$, $d = .92$. There was no significant difference regarding attentional conflict between participants in the audience condition ($M = 5.05$, $SD = 1.54$) and

those in the no audience condition ($M = 4.45$, $SD = 1.54$), $t(38) = 1.23$, $p = .225$, $d = .39$. The audience effects were shown to negatively affect performance on a difficult task, however, it was unclear whether this was due to attentional conflict.