

RINGKASAN

Pengaruh *core self-evaluation* terhadap kinerja akademik telah banyak dilakukan, namun kebanyakan menggunakan *core self-evaluation scale* (CSES) sebagai instrumen pengukurannya. Penelitian sebelumnya menyarankan untuk menguji antar dimensi dari *core self-evaluation* adalah cara lain untuk menilai keunikan mereka dan tidak tepat bila mengukur *core self-evaluation* menggunakan skor skala atau (CSES) dan masih sedikit penelitian yang menguji dimensi dari *core self-evaluation*, oleh karena itu perlu dilakukan penelitian untuk mengetahui konstruk *core self-evaluation* sudah sesuai dengan diukur dimensi-dimensinya dengan menempatkan *learning goal orientation* sebagai variabel mediasi antara dimensi *core self-evaluation* pada kinerja akademik.

Penelitian ini merupakan pengendalian survei, Populasi dalam penelitian ini adalah mahasiswa. Jumlah total responden pada penelitian ini adalah 313 responden. Alat analisis pada penelitian ini menggunakan pendekatan *Partial Least Square* (PLS) dengan bantuan menggunakan perangkat lunak *SmartPLS*.

Berdasarkan hasil temuan penelitian diperoleh simpulan bahwa : (1) *locus of control* faktor penting penentu kinerja akademik mahasiswa dan menjadi salah satu yang berpengaruh dibandingkan dengan ketiga dimensi *core self-evaluation* terhadap kinerja akademik; (2) *neuroticism* memiliki validitas yang jauh lebih baik dibandingkan dengan dimensi lainnya; (3) *generalized self-efficacy* tidak berpengaruh terhadap kinerja akademik; (4) *self-esteem* dan *generalized self-efficacy* yang merupakan dasar dari *self-evaluation*, tidak terbukti berpengaruh terhadap kinerja akademik; (5) *learning goal orientation* menjadi faktor penting sebesar 29% terhadap kinerja akademik.

Rekomendasi kedepannya dapat memperluas sampel penelitian seperti perbedaan antara mahasiswa Universitas Negeri dan Universitas Swasta yang memiliki daya saing yang lebih kompetitif atau membandingkan dengan program pendidikan vokasi dan program pendidikan sarjana.

Kata kunci: *core self-evaluation, locus of control, neuroticism, generalized self-efficacy, self-esteem, goal orientation, learning goal orientation, academic performance*

SUMMARY

The influence of core self-evaluation on academic performance have been done a lot, but mostly using core self-evaluation scale (CSES) as instruments of measurement. Previous research suggested to test between dimensions of core self-evaluation is another way to assess their uniqueness and is not appropriate when the measure core self-evaluation using a score or scale (CSES) and still a little bit of research that test the dimensions of core self-evaluation, therefore it is necessary to do research to find out the construct of core self-evaluation are in accordance with the measured dimensions by placing a learning goal orientation as a mediating variable between the dimensions of core self-evaluation on academic performance.

This research is the control of the survey, the Population in this research is the students. The total number of respondents in this study is the 313 respondents. Tools of analysis in this study using the approach of Partial Least Square (PLS) with the help of using the software SmartPLS.

Based on the results of the findings of the study resulted in the conclusion that : (1) locus of control factors are important determinants of students ' academic performance and become one of the influential compared with the third dimension of the core self-evaluation on academic performance; (2) neuroticism has a validity that is much better compared with the other dimensions; (3) generalized self-efficacy has no effect on academic performance; (4) self-esteem and generalized self-efficacy which is the basis of self-evaluation, not proven to affect the academic performance of; (5) learning goal orientation to be an important factor of 29% to the academic performance.

Recommendations in the future can expand the sample of the study as the difference between the students of the State University and Private University that has a competitiveness that is competitive compare with vocational education programs and undergraduate program.

Keywords: core self-evaluation, locus of control, neuroticism, generalized self-efficacy, self-esteem, goal orientation, learning goal orientation, academic performance