

RINGKASAN

Tujuan penelitian ini adalah untuk mengetahui pengaruh (1) lokus kendali internal terhadap prestasi belajar, (2) komitmen tugas terhadap prestasi belajar, (3) kecerdasan emosional terhadap prestasi belajar, (4) lokus kendali internal terhadap komitmen tugas, (5) kecerdasan emosional terhadap komitmen tugas, (6) lokus kendali internal terhadap prestasi belajar yang dimediasi oleh komitmen tugas, dan (7) kecerdasan emosional terhadap prestasi belajar yang dimediasi oleh komitmen tugas. Populasi dalam penelitian adalah siswa kelas X IPS dan X MIPA Peminatan Ekonomi. Jumlah responden yang diambil dalam penelitian ini adalah 80 responden. *Simple random sampling* digunakan dalam penentuan responden.

Berdasarkan hasil penelitian dan hasil analisis data menggunakan IBM SPSS *Statistics 23* menunjukkan bahwa: (1) Lokus kendali internal tidak berpengaruh positif terhadap prestasi belajar siswa. (2) Komitmen tugas berpengaruh positif terhadap prestasi belajar siswa. (3) Kecerdasan emosional berpengaruh positif terhadap prestasi belajar siswa. (4) Lokus kendali internal berpengaruh positif terhadap komitmen tugas. (5) Kecerdasan emosional tidak berpengaruh positif terhadap komitmen tugas. (6) Komitmen tugas memediasi hubungan kausal antara lokus kendali internal terhadap prestasi belajar siswa. (7) Komitmen tugas tidak memediasi hubungan kausal antara kecerdasan emosional terhadap prestasi belajar siswa.

Implikasi dari kesimpulan diatas yaitu siswa diharapkan dapat belajar lebih giat dan lebih yakin bahwa prestasi yang diperoleh merupakan hasil kerja kerasnya sendiri, serta memiliki komitmen terhadap tugas dan mengendalikan emosi ke arah kegiatan yang positif sehingga berdampak baik bagi prestasi belajarnya. Guru hendaknya membimbing siswa agar bisa memiliki keyakinan atas usahanya sendiri, komitmen terhadap tugas, mengelola emosi agar prestasi belajarnya semakin meningkat.

Kata Kunci : lokus kendali internal, komitmen tugas, kecerdasan emosional, prestasi belajar

SUMMARY

The purpose of this research was to determine the effect of (1) internal locus of control on learning achievement, (2) task commitment on learning achievement, (3) emotional intelligence on learning achievement, (4) internal locus of control on task commitment, (5) emotional intelligence on task commitment, (6) internal locus of control on learning achievement mediated by task commitment, and (7) emotional intelligence on learning achievement mediated by task commitment. The population in this research were students of class X IPS and MIPA economics specialization. There were 80 students chosen as respondents of the research. Simple random sampling was used to determine the respondents.

Based on the results of data analysis using IBM SPSS Statistics 23 shows that: (1) Internal control locus does not have a positive effect on student achievement. (2) Task commitment has a positive effect on student achievement. (3) Emotional intelligence has a positive effect on student achievement. (4) The internal locus of control has a positive effect on task commitment. (5) Emotional intelligence does not have a positive effect on task commitment. (6) Task commitment of mediating a causal relationship between the internal locus of control of student achievement. (7) Task commitment does not mediate a causal relationship between emotional intelligence on student achievement.

As implication of the conclusion above is that students are expected to study harder and be more confident that the achievements obtained are the result of their own hard work, and have a commitment to the task and control emotions toward positive activities so that it has a good impact on learning achievement. The teacher should guide students so they have confidence in their own efforts, commitment to the task, managing emotions so that their learning achievement increases.

Keywords: internal locus of control, task commitment, emotional intelligence, learning achievement