

THE INFLUENCE OF CORE SELF-EVALUATION ON ACADEMIC PERFORMANCE THROUGH LEARNING GOAL ORIENTATION AS A MEDIATION VARIABLE

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ABSTRACT

This study sees that students who are undergoing studies will experience a period where students must learn better in achieving their goals, namely academic performance. This academic result can be seen from the GPA score. In this paper, we provide a core self-evaluation impact on academic performance. We also included a learning goal orientation variable for mediating examinations on the relationship between core self-evaluation and academic performance. The population in this study were 235 students of the University of Nahdlatul Ulama Purwokerto class of 2018, so the sampling technique used was purposive sampling. The method of analysis used in this research is multiple regression. The results show that core self-evaluation does not positive effect on academic performance but rather negatively, while core self-evaluation has a positive effect on learning goal orientation, as well as learning goal orientation on academic performance. Learning goal orientation mediates the relationship between core self-evaluation and academic performance.

Keywords: *core self-evaluation; goal orientation; learning goal orientation; academic performance*

1. Introduction

University is a higher education institutions of formal education in an effort to bridge communities in order to obtain an education degree. The college has three basic pillars of a mindset that is commonly referred to as Tridharma of higher education, where the basic pillars of such an obligation for academics to be done in fulfilling his responsibilities.

Kamus Besar Bahasa Indonesia (KBBI) defines a student as a person studying in college. The success of a student in the running of education indicated by academic performance that he is working on during the lecture. The form of the result of the academic performance of this can be seen from the magnitude of the GPA achieved during that he take the lecture.

The performance of the academic value for students, then many researchers have focused attention on the factors (Debicki *et al.*, 2016; Richardson *et al.*, 2012; Harackiewicz *et al.*, 2002; Rosopa & Schroeder, 2009; Albert & Dahling, 2016). In particular, researchers have found academic performance is affected in a variety of factors, such as the dimensions of the Big Five personality (Connor *et al.*, 2007; Premuzic & Furnham, 2003; Richardson *et al.*, 2012), core self-evaluation (Debicki *et al.*, 2016; Khaola & Mahao, 2019; Rosopa, 2009), various types of goal orientation (Albert & Dahling, 2016; Soric & Buric, 2017; Steinmayr *et al.*, 2011), and other things that are more specific such as the management of study time, learning strategies and learning styles of

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students (Richardson *et al.*, 2012). Regardless of the relation between different traits of personality on the phenomena related to learning and academic performance, conceptualism in the realm of individual characteristics tend to have not much investigated (Debicki *et al.*, 2016).

Judge *et al.*, (2003) state core self-evaluation is used to determine how students perceive the value of and their own competence in influencing the academic performance of them. On the previous findings by Debicki *et al.* (2016) states that individuals who show the core self-evaluation (CSE) is positive then achieve the academic performance that is superior. Given that core self-evaluation has four properties of the core, namely: self-esteem, generalized self-efficacy, neuroticism, locus of control.

One theory that could explain the relationship of core self-evaluation on academic performance is the *social cognitive theory* of Bandura (1999). Bandura (1999) argued that humans are quite flexible and able to learn various attitudes, abilities, and behavior, as well as quite a lot of learning which is the result of indirect experience. Although individuals can learn from direct experience, but much of what is studied is obtained by observing others (Feist *et al.*, 2018). Bandura (1999) believed that individuals who have intentions and goals that are more specific than the general purpose. Cognition also gives the capacity in individuals to evaluate the possibility of the consequences and to eliminate behavior that does not meet the in the process of achieving their goals (Feist *et al.*, 2018).

Richardson *et al.* (2012) revealed the approach of meta-analytic which shows the effects of moderation/mediation governing academic performance, one of which is the learning goal orientation regarding their impact on academic performance. Students with the level of core self-evaluation that high tends to indicate the level of learning goal orientation is high, the student can utilize his ability to gain new experiences and increase their knowledge in the search for identity and satisfaction intrinsically (Debicki *et al.*, 2016). In the study meta-analytic carried out by Payne *et al.* (2007) also mentions that learning goal orientation has a stronger relationship to academic performance compared to other two-dimensional in goal orientation (prove performance goal orientation & avoiding performance goal orientation).

It is important to understand that the research findings regarding learning goal orientation on the influence on academic performance tends to be inconsistent (Debicki *et al.*, 2016). Richardson *et al.* (2012) show the positive effects of learning goal orientation on academic performance, where he found a correlation that is small but the direction is positive between learning goal orientation with academic performance of students. Other results noted by Debicki *et al.* (2016) said that the need for further investigation related to the desire intrinsic to improving knowledge and individual competence (learning goal orientation) did not produce academic performance better. While Payne *et al.* (2007) explained that individuals with learning goal orientation are strong tend to be interested in learning for the sake of herself and often perceives the situation learning to be a challenge.

Based on the description above, this paper discusses the main concept of the core self-evaluation and one of three types of goal orientation, namely learning goal orientation. By studying the effects of the two main predictor, core self-evaluation and learning goal orientation in relation to academic performance, we replicate and enhances widely the findings of the previous to develop a better understanding of the indirect effect of learning goal orientation between core self-evaluations with academic performance. The contribution in this research is to determine whether the concept of

learning goal orientation can help individuals to evaluate themselves to become better at academic performance (e.g., Richardson *et al.*, 2012).

2. Literature Review

2.1 Academic Performance

Performance is defined as the rate at which an individual helps the organization achieve its goals (Campbell, 1983). Performance is the main requirement for the individual in the reflect itself in self-development in the future and success in obtaining the value of (Sonnetag & Frese, 2002).

The performance of students is usually expressed in *Grade Point Average* (GPA), which is the average value that later has a weight that contributes to the assessment of the final point (Richardson *et al.*, 2012). Thus, the measurement of academic performance through GPA this properties as indices of performance that are relevant to assess the ability of the student as long as he pursue his studies (Richardson *et al.*, 2012). No other measure of academic performance that rival the utility of the measurement of GPA (Richardson *et al.*, 2012).

2.2 Core Self-Evaluation

Core Self-Evaluation (CSE) is an assessment of the fundamental that made the individual about self-esteem and their ability (Chang *et al.*, 2012). Judge *et al.* (1997) later expanded these ideas to be developed and linked with the assessment of the individual about the feasibility, competence, and ability.

Judge *et al.* (1997) then constructing a core self-evaluation (CSE) based on four core traits, including: *self-esteem*, *generalized self-efficacy*, *neuroticism*, *locus of control*. Self-esteem is associated with the confidence to assess yourself. Then, generalized self-efficacy associated with the ability of individuals to exercise control over events in his life. Meanwhile, neuroticism is associated with anxiety in new situations or events that past. And, locus of control (locus of control) is associated with an individual who can control the events in his life. In particular, the core self-evaluation (CSE) is proposed to be evaluation of the most fundamental of which is made of the individual, which reflect an assessment base that is implied in all the belief and evaluation other (Chang *et al.*, 2012).

2.3 Learning Goal Orientation

Goal orientation is a disposition of the individual in adopting the responses of a variety of situations, including in the selection of behavioral objectives in a situation of achievement (VandeWalle, 1997). The theory of goal orientation describes the tendency of the behavior of individuals when faced with the task-oriented achievement (Payne *et al.*, 2007). The theory that explains the relationship between learning goal orientation on academic performance.

VandeWalle (1997) conceptualized a goal orientation into three factors, including: learning goal orientation, performance prove goal orientation, and avoiding performance goal orientation.

Learning goal orientation is the desire to develop oneself by acquiring new skills, mastering new situations, and increasing one's competence (VandeWalle, 1997). Payne *et al.* (2007) also argue that a learning goal orientation is related to other self-regulatory behaviors such as planning and goal setting that facilitate performance in the academic domain.

2.4 Core Self-Evaluation and Academic Performance

There are inconsistencies in research results that link core self-evaluations to academic performance. Research by Khaola & Mahao (2019) states that CSE is not significant for academic performance. Likewise, the same result was stated by Rosopa & Schroeder (2009) which stated that there was no significant relationship between CSE and academic performance so it is necessary to know further studies on the effect of CSE on academic performance. While other results differ by Debicki *et al.* (2016) which states that CSE has a positive effect on academic performance, they also state that individuals who show positive core self-evaluation will achieve superior academic performance.

H1: Core Self-Evaluation has a positive effect on Academic Performance.

2.5 Core Self-Evaluation and Learning Goal Orientation

Learning goal orientation is associated with the desire to improve competence in individuals (Dweck, 1988). Individuals with higher core self-evaluation tend to show a high level of learning goal orientation as well, these individuals can take advantage of their high perceived abilities to gain new experiences and increase their knowledge in seeking self-development (core self-evaluation) and intrinsic satisfaction (Debicki *et al.*, 2016).

H2: Core Self-Evaluation has a positive effect on Learning Goal Orientation.

2.6 Learning Goal Orientation and Academic Performance

Elliot and Church (1997) showed that students with the level of learning goal orientation will formulate their goals based on intrinsic motivation and high expectations related to their competence in producing academic performance which is better in terms of value. Payne *et al* (2007) stated that individuals with a learning goal orientation tend to be interested in learning for their own sake and often see competition for achievement as a challenge. Payne *et al* (2007) also said that learning goal orientation was also positively related to behavioral self-regulation such as better planning and goal setting, where it facilitates performance in academic domains. But the different results presented by Debicki *et al.* (2016) stated that learning goal orientation did not result in better academic performance, this was due to a sense of arrogance in individuals to be able to learn from failures or they felt that they had succeeded in the past, thus inhibiting future positive results. One theory that may explain this relationship is the goal orientation of the VandeWalle (1997).

H3: Learning Goal Orientation has a positive effect on Academic Performance

2.7 CSE, LGO and Academic Performance

Learning goal orientation is often associated with a wide variety of thinking and adaptive behavior. This includes viewing a failure as a learning experience, persist in the face of adversity, maintaining a level of efficacy high self-esteem, and set high goals (Payne *et al.*, 2007).

This relationship can be predicted also with the social cognitive theory (Bandura, 1999) and the theory of goal orientation (VandeWalle, 1997). Social cognitive theory that describes the individual can learn behavior and strategies cognitively by observing the behavior of others, the environment, or events of the past and can be studied (Feist *et al.*, 2018). While goal orientation theory describes the disposition of the individual to the pursuit of learning or goal orientation performance in situations of achievement (Dweck, 1999). Social cognitive theory put the focus on the concept of cognitive, how an individual can focus cognitively on their experiences and how cognition is then to influence the behavior and development of the individual. Bandura (1999) believes if individuals are goal oriented and can see the future and give it meaning by realizing all the possibilities that occur in future then he will take appropriate action in the present. The future does not determine behavior, but representative of cognitive future can have a strong impact to the action in the present (Feist *et al.*, 2018).

H4: Learning Goal Orientation mediates the relationship between Core Self-Evaluations with Academic Performance.

3. Research Methodology

This research method using quantitative research with survey design research. The nature of this research is associative where the want to investigate the relationship or influence of two or more variables of core self-evaluations with academic performance as well as the role of learning goal orientation as a factor of mediation on students in the Faculty of Social, Economic, and Humanities, University of Nahdlatul Ulama Purwokerto.

3.1 Sample

The sampling method used is *purposive sampling*. Purposive sampling is a sampling technique with particular consideration (Sugiyono, 2013). This study involves all the students in the Faculty of Social, Economic, and Humanities, University of Nahdlatul Ulama Purwokerto, but has specific criteria that who already took the semester 4, or class of 2018 the amount to 235 which is divided into 6 programs of study.

3.2 Measure

Core self-evaluation was measured using the 12-item *Core Self-Evaluation Scale* (CSES) developed by Judge *et al* (2003) with the 5 scale (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). One sample item: “I am sure I will get success that is worth it to me to get in my life.”

Academic performance is measured using the GPA of students who already took the semester 4 or class of 2018 which data is obtained on the part of the academic Faculty of the Social, Economic, and Humanities, University of Nahdlatul Ulama Purwokerto.

Learning goal orientation measured by using 6 items with a 5 scale (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree) developed by VandeWalle (1997). One sample item: “I often read materials related to the task of my lectures to improve my ability in completing the task*”

3.3 Procedures

On the method of data collection through a questionnaire that was distributed online to students in the Faculty of Social, Economic, and Humanities, University of Nahdlatul Ulama Purwokerto. Data collection is done in one time on the same source (*cross-sectional*). Questionnaires were collected until the time limit specified will be identified related to the completeness in accordance with the purpose of research and data that is otherwise complete can be used for processing the next data.

4. Results and Discussion

4.1 An Overview Of The Subjects Of The Research

Subjects in this study were 235 students of Universitas Nahdlatul Ulama Purwokerto angkatan 2018. In accordance with the determination of the study sample set, then the distribution of a questionnaire distributed via link to Google Form. The questionnaire distributed in August to September 2020 at UNU Purwokerto. Of the 235 students distributed, the questionnaire only returned a total of 116 respondent data, and then in the select based on the completeness of the pengisiin the questionnaire so that the data valid as much as 92 of respondents ' data.

4.2 The Results Of Hypothesis

4.2.1 Core Self Evaluation and Academic Performance

The research gives the result that the hypothesis which states: Core Self-Evaluation has a positive effect on Academic Performance, not proven. Look at the results of the statistical coefficient of (-0,014) can be seen towards the negative so that the hypothesis 1 is rejected. It is not in line with the research Debicki et al (2016) states there is a positive relationship between CSE with Academic Performance. Although significance is reached ($0,03 < 0,05$), however the direction is negative. Thus we can assume that the lack of cognitive ability on each student in response to the results of the performance of the academic every semester.

4.2.2 Core Self-Evaluation and Learning Goal Orientation

On these results, the hypothesis stating that CSE has a positive effect on Academic Performance, proven. On the statistical data seen the results of coefficient of (0,341) where the direction is positive and the significance is (0,000) so hypothesis 2 accepted. It is in line with the results of the research Debicki et al (2016) stating that CSE has a positive effect on Learning Goal Orientation. Thus the assumption that actually the students can learn from the past or their environment to produce the value of GPA is better.

4.2.3 Learning Goal Orientation and Academic Performance

The results on hypothesis 3 which states that Learning Goal Orientation has a positive effect on Academic Performance, proven. Statistical Data show the results of coefficient of (0.048% ownership) where the direction is positive and the significance level (0,000) so that the hypothesis 3 is accepted. In line with the opinion expressed by Payne et al (2007), learning goal orientation also positively related to behavioral self-regulation such as planning and goal setting is better,

where it facilitates performance in academic domains. However not in line with the results of the research of Debicki et al (2016) who stated learning goal orientation does not provide good results on academic performance. The assumption that the LGO can make the students have a sense of wanting to learn from past mistakes and improve the value the better.

4.2.4 CSE, LGO and Academic Performance

In Hypothesis 4, this states that the LGO mediate the relationship between CSE with Academic Performance, proven. Data statistics using manual calculations through the software Microsoft Excel and using the formula method the Sobel Test , generate the Z count equal to (3,634) which is greater than the Z table (1.96) which means the LGO mediate the relationship between CSE with Academic Performance. This is based on the theory social cognitive Albert Bandura (1999) and Goal Orientatio of the VandeWalle (1997). The assumption that the LGO can mediate because of learning from mistakes in the past and can set goals better in the future that make the assumption of the involvement of the LGO this can produce Academic Performance is better.

5. Conclusion, Limitation, and Future Researchs

5.1 Conclusion

This study provides information related to core self-evaluations influence academic performance in the students of Universitas Nahdlatul Ulama Purwokerto. In this Study it appears that from 4 the hypothesis proposed, 1 the hypothesis is not proven and 3 the hypothesis is proven. The hypothesis is not proven that the influence between core self-evaluations with academic performance, and the direction is negative. In detail, the results of the influence of core self-evaluation on academic performance through learning goal orientatio as a mediating variable as follows:

- CSE is not a proven positive effect on Academic Performance
- CSE proven positive effect on Learning Goal Orientation
- Learning Goal Orientation proven positive effect on Academic Performance
- Learning Goal Orientation proved to mediate the relationship between CSE with Academic Performance

Limitations on this research is still in within the scope of one force on a student at the University of Nahdlatul Ulama Purwokerto, so need to sample more widely so as to give results more clearly.

5.2 Future Researchs

On the advice of the research for the next, should be to examined again in the dimensions of core self-evaluation to determine the effect of each dimension of academic performance. In addition, good research is done in the larger sample again so that the results spread more evenly.

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