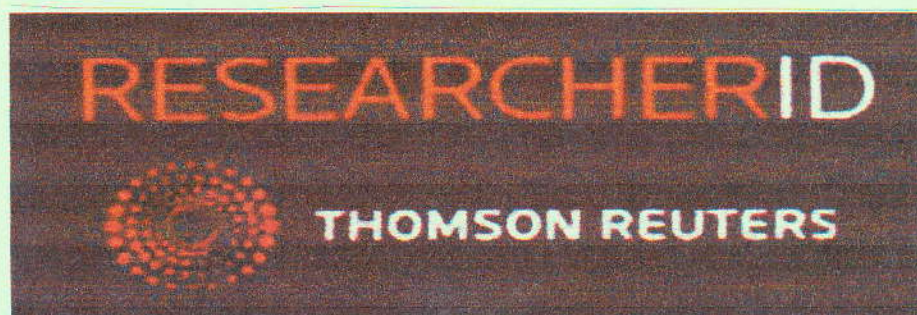




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Application of Locus of Control as a Lever in the Learning Achievements of Students with Boost is Mediated by the Competence of the Lecturers on Courses for Career Development

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Abstract:- The nature of achievement is the *rekfleksi* of learning, which means the more fine effort study done then makin good achievement anyway. Students in motivating himself certainly often experience barriers such as the incidence of doubts and feelings of fear of failure. One of the efforts to overcome it is to maximize your locus of control. Improvement of student learning achievement into the hopes and goals of the institution. Success in student learning are certainly not escape the competence factor lecturer in teaching. In addition to uncover how the influence of locus of control which belonged to the students in the environment of the State University of Indonesia Faculty of Economics in improving learning achievement, the study also aims to see what kind of role competence of the lecturers in the mediate influence. The research found that the Locus of Control have no effect significantly to achievement of student learning, so it is necessary to other variables from the mediation role to influence the learning achievements of students. Influential professors competence significantly to achievement of student learning. Competence of the lecturers was cast as the perfect mediation under the influence of locus of control against the learning achievements of students. That means, to be able to improve the achievement of student learning, the ownership of the locus of control in student competency must be supported by a lecturer teaching courses.

Keywords:- *Locus o Control, competence of professors, Student Learning Achievement.*

I. INTRODUCTION

The highest education Institute campus as being an important agencies in the achievement of national goals scored the next generation of quality and high competitive power. In such efforts, the onus is then deposited to the lecturer as central actors play a role in educating and directing the students to be able to perform. In line with the duties and responsibilities, then the improved competence of the lecturers are required in this regard. Creativity in the process of learning and mastery of the material and the class is needed in order for a learning atmosphere far from the borin impression.

Improvement of student learning achievement into the hopes and goals of the institution. Success in student

learning are certainly not escape the competence factor lecturer in teaching. As expressed by Irawan (2013) that professors should be able to organise a conducive learning and fun for the students so as to encourage the emergence of a spirit of learning and avoiding a decline in achievement of learning student.

The nature of achievement is *rekfleksi* from the effort of learning, which means the more fine effort study done then makin good achievement anyway. In the world of education and teaching, learning to be a benchmark achievement over a defined program. As exposed in the indicators of achievement of the particular courses career development that after implementation of the courses, students are expected to make career planning in the future. The readiness of students in planning and developing your career in the future in addition to the *dipengaruh* by lecturer Lecturer competency related, was also influenced by other factors such as their readiness which is a form of manifestation of physical prowess and mental health includes physical as well as the interest and motivation high (Dalyono, 2005; Slameto, 2010).

Students in motivating himself certainly often experience barriers such as the incidence of doubts and feelings of fear of failure. One of the efforts to overcome it is to maximize the locus of control in Rahmanto, (2010; Rachman, 2012; Ni'mah and Oktarina, 2014). Locus of Control as described by Rotter cited in Allen (2003) is a level that indicates the extent to which a person expects that strengthening or the results of their behavior depending on their own judgment or personal characteristics. Locus of control is the characteristic of the personality that outlines a person who considers that control their lives came from within themselves as an internalizer, otherwise people who are convinced that their lives are controlled by a factor external called externalizer (Gibson, Ivancevich, Donnelly and 2009; Duffy and Atwarer, 2005; Robbins and Judge, 2006).

From the explanation above, then the assumption can be drawn that the success of students in learning achievement depends on himself. How the student performs control over what happens in their lives, and of course participate is mediated by an active role of competent teachers in guiding and directing students during the learning process.

II. THEORETICAL FRAMEWORK

A. Locus of Control

Locus of Control by Rotter cited in Allen (2003) as a level which indicates the extent to which a person expects that strengthening or the results of their behavior depending on their own judgment or characteristics personal. According to Gibson, Ivancevich and Donnelly (2009), locus of control is a characteristic of personality that outlines a person who considers that control their lives came from within themselves as an internalizer, otherwise people who convinced that their kehidupan is controlled by external factors called externalizer.

The following is a characteristic of people who have an internal locus of control orientation and external locus of control according to Gufron and Risnawati (2010).

➤ An Internal Locus of Control

- likes to work hard.
- Have the initiative.
- always try to find problem solving.
- always try thinking as effectively as possible.
- have the perception that the effort must be made if it is to successfully.

➤ External Locus of Control

- have less initiative b. has the expectation that there is little correlation between effort and success.
- less like trying because it sure is already controlled by factors beyond.
- Less looking for information to solve problems more easily influenced and dependent on other people's instructions.

B. The Learning Achievements

Tu'u (2004) revealed that learning achievement is about how a student has mastery of the knowledge or skills that are developed by the subjects, usually indicated by the value of the tests or the digit value provided by the teacher. Learning achievement is the result of an assessment of the progress of education upon student learning activities. Learning achievement is measured by using secondary data i.e. it refers to the acquisition value of the students in the courses for career development.

C. Competence of the Lecturers

Professionalism as a Faculty Lecturer and education measured from the competencies possessed. The skills that include knowledge, attitudes, and skills are absolutely necessary in carrying out the tasks and responsibilities entailed in accordance with predetermined. In the legislation of INDONESIA No. 14 in 2005 about the teachers and professors have been described that to be a professional lecturer, must have at least four pedagogic competence that includes competency, competencies, personality, social competence, and professional competence (Mulyasa, 2007).

III. METHOD

A. The Respondents, Instruments, Research Procedures

The respondents in this study involved 63 students from the undergraduate program of study management semester 6 concentration field of human resources management who contracted research career development courses. Testing the role of mediation is done with a variable refers to the four criteria are parsed by Baron and Kenny in Tantawi (2016):

- Independent variable affect the dependent Variable
- Independent variable affects variables mediation
- Variables affecting the dependent variable should mediation
- Full/perfect Mediation occurs when the influence of the independent variable on the dependent variable directly is not significant, but its influence is significant when it involves mediation variables. Partial mediation occurs when the influence of the independent variable on the dependent variable either directly or indirectly is significant.

The research data was collected using a questionnaire containing a statement of the related aspects of the variables examined. The data collected is processed and analyzed using the method of path analysis.

IV. RESULTS AND DISCUSSION

Regression testing of partially variable relations line produces as shown by the following image:

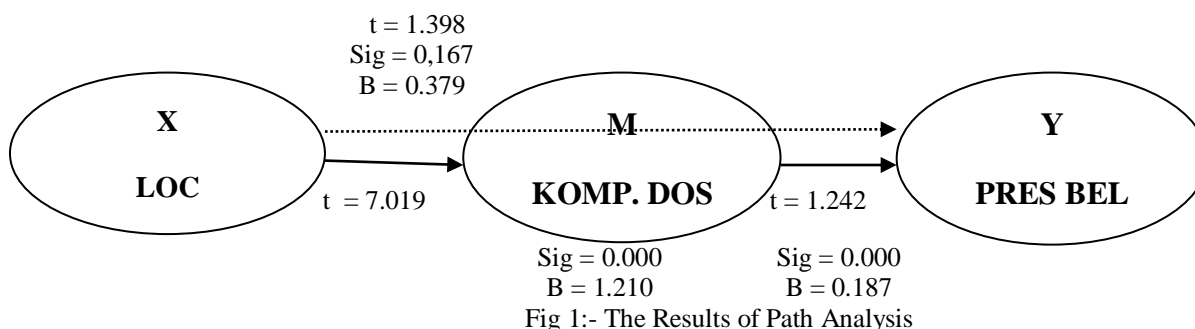


Fig 1:- The Results of Path Analysis

Locus of Control directly affects the learning achievements is said to cause the acquisition value of thitung is greater than the value of the 1,398 ttabel 0678. However, this influence is not significant due to the large significance value of 0.05. Locus of Control effect against lecturers competence, indicated by the value of thitung is greater than the value of 7,019 ttabel 0678 with the level of significance of 0.000 (significant influence). Influential professors competence significantly to achievement of student learning gains, evidenced by the value of thitung is greater than the value of 1,242 ttabel 0678 significance value of 0.000.

Locus of Control. Competence of the Lecturers and students ' Learning Achievement

Referring to figure 1, reviews can be inferred that the learning achievements of students may not necessarily be granted could be improved only by ownership of a good control of locus in him. By default, the role of the locus of control in learning achievements have not been too jacked up significantly. This indicates that the student simply needs to be directed in learning. Determination and willpower to be able to become a person that achievements should be supported by other variables related to the learning process.

The learning achievements of students not just the question of attendance are always filled in, a task that has always collected on time, it is also not just about how well they answered the questions the lecturer. In the lecture, which occurs in all aspects of the learning process from the beginning of their entry until the end of the semester into consideration in the assessment process. The measurement of student learning achievement also involves aspects of cognitive, affective, and psychomotor. To stimulate these three aspects is it takes more than just the locus of control but also needed a mediator who can menstimulus the ability of college student fine intellect, ability it capabilities in controlling attitude, as well as capabilities in berkreativitas. Especially in career development courses, one of which being an indicator of the expected accomplishments are the students can create a design career planning their future.

Under such conditions, functions as a Faculty Lecturer at once educators should be played. The campus as a means in the framework of Government-provided improvements to the quality of human resources make professors as its prime mover in guiding and directing students to develop the capacity and capability of the self (Maria, 2011). In particular related to career development and planning their future, then through the eyes of college students ' career development are expected to be able to obtain maximum learning result.

➤ *Competence of the Lecturers in the Learning Achievements of Students Increased Mediated*

The role of competencies of Lecturer in mediate the influence of locus of control to increased student learning achievement is indispensable. This role is inseparable from the influence of the competence learning achievements of students against the lecturers themselves. Influential professors competence significantly towards the achievement of student learning, indicates that the need for a

capacity of professors from both the aspect of personality, social, pedagogic, and professionalism in carrying out a task as educators.

Pedagogic competence as they unravel in article 28 paragraph (3) a grain is the ability to manage the learning process of learners. Pedagogic competence for professors is very necessary as it pertains to the awarding of the comprehension of the material to students. Designing and implementing strategies in the learning process becomes one of factor endowments in creating a conducive atmosphere of the classroom so that students feel comfortable in the classroom and can carry out the development potential of the well. In addition, personality, social competence and professionalism is also necessary because it concerns the ability of teachers in shaping personality, associating and communicating effectively with learners. Similarly, with the capability of lecturers in mastering the material, making it possible to guide learners to meet the standard of competence established (law RI No. 14 in 2005 about the teachers and professors; PP RI No. 74 Year 2005; Candy national education REPUBLIC of INDONESIA No. 39 Year 2009; Mulyasa, 2007).

V. CONCLUSION

Tracing on the description of results and discussion above, the conclusion that can be drawn in this study are:

- Locus of Control have no effect significantly to achievement of student learning, so it is necessary to other variables from the mediation role to influence the learning achievements of students.
- The competence of the influential lecturer significantly to achievement of student learning. This indicates that successful students in the learning process is not primarily on the courses career development relies heavily on the capacity of materials brought in lecturers and provide understanding to the students.
- Competence of the lecturers was cast as the perfect mediation under the influence of locus of control against the learning achievements of students. That means, to be able to improve the achievement of student learning, the ownership of the locus of control in student competency must be supported by a lecturer teaching courses. A combination of willingness and capacity of the students learning teaching a good lecturer will produce quality students both in terms of ability, cognitive, affective and psychomotor.

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