Perspektif Ilmu Pendidikan
http://doi.org/10.21009/PIP.372.4

Volume 37 Issue 2
April 2023

p-ISSN: 1411-5255
e-ISSN: 2581-2297

DOI: doi.org/10.21009/PIP.372.4

Diterima : 29 September 2023
Direvisi : 20 Oktober 2023
Disetujui : 27 Oktober 2023
Diterbitkan : 31 Oktober 2023

PENGARUH KONTROL FOKUS, KEBERANIAN, DAN KETERBUKAAN PEMIKIRAN TERHADAP KINERJA AKADEMIK SISWA: IMPLIKASI UNTUK PENDIDIKAN DAN MANAJEMEN

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Abstrak: Pendidikan adalah pilar penting dalam membentuk individu dan menggerakkan kemajuan masyarakat. Hubungan antara pendidikan dan manajemen semakin menjadi fokus utama dalam upaya meningkatkan kualitas pendidikan dan pengembangan sumber daya manusia secara menyeluruh. Penelitian ini bertujuan mengungkap hubungan antara faktor-faktor psikologis seperti Kontrol Fokus, Keberanian, dan Keterbukaan Pemikiran dengan kinerja akademik siswa. Penelitian ini berupaya memberikan panduan berharga bagi sektor pendidikan dan manajemen. Dengan pemahaman terhadap dampak Control Focus dalam mengendalikan tugas, peran Courage dalam menghadapi tantangan, serta pengaruh positif Open-mindedness dalam menggalang pemikiran inovatif dan adaptasi, pendidikan dan manajemen dapat berkolaborasi lebih efektif demi mencapai tujuan bersama. Kesimpulan dan implikasi temuan ini menegaskan pentingnya kolaborasi erat antara pendidikan dan manajemen. Kolaborasi ini diharapkan dapat membantu menghadapi tantangan yang kompleks dan meraih kesuksesan di masa depan. Kesimpulan ini juga menekankan signifikansi memahami peran psikologi individu dalam konteks pendidikan dan organisasi, sebagai kunci untuk menggali potensi penuh manusia serta mencapai tujuan organisasi.

Kata-kata Kunci: Pendidikan, manajemen, kinerja akedimik siswa.

THE EFFECT OF CONTROL FOCUS, COURAGE, AND OPEN-MINDEDNESS ON ACADEMIC PERFORMANCE: IMPLICATIONS FOR EDUCATION AND MANAGEMENT

Abstract: *Education is pivotal for personal development and societal progress, while management is crucial for resource optimization and goal attainment in organizations. Education shapes individuals, society, while management optimizes resources, goals in organizations. The synergy between education and management is increasingly vital for improving education quality and human resource development. This study explores the relationship between psychological factors (Control Focus, Courage, Open-mindedness) and students' academic performance. In our dynamic world, understanding how these factors impact academic success is crucial. The research aims to guide both education and management sectors. By grasping Control Focus's role in task management, Courage's importance in overcoming challenges, and Open-mindedness's positive effect on innovation and adaptability, collaboration between these fields can be more effective. The conclusions stress the need for closer cooperation between education and management to address complex challenges and achieve success. Additionally, they highlight understanding individual psychology's role in education and organizations, unlocking human potential, and accomplishing organizational goals.*

Keywords: *Education, management, students' performance academic.*

INTRODUCTION

Education is the cornerstone for achieving success in life (Weatherton & Schussler, 2021). Most educational efforts are directed towards students, who are the primary pillars of the education system. However, a crucial question that often arises is how to enhance students' academic performance?

Student academic performance is the outcome or achievement they attain in the educational process (Mandasari, 2020). It encompasses how well students grasp subject matter, earn high test scores, produce quality academic work, and achieve the learning objectives set by educational institutions or specific academic programs. The significance of academic performance is not solely determined by individual internal factors, such as intelligence or their motivation to learn, but is also highly influenced by external factors, one of which is educational management (Mauliya et al., 2020). Educational management refers to how educational institutions manage and organize various aspects within the learning environment (Izumi et al., 2021). Educational management encompasses a range of aspects, from planning relevant and effective curricula, selecting high-quality instructors and staff, providing supportive resources, to creating a conducive learning environment (Ntuli & Mahlangu, 2023). All of these are crucial factors that can impact the quality of education provided to students.

With good educational management, educational institutions can provide clear guidance in developing curricula that align with students' needs. This aligns with research conducted by Nilsook et al. (2021), who states that students can create a supportive learning environment that assists students in achieving optimal academic performance. Alongside the importance of students' academic performance, it must be acknowledged that the skill of open-mindedness toward various perspectives and ideas also has a significant impact in the educational context (Herayono et al., 2021).

Open-mindedness toward ideas, viewpoints, and experiences of others has a strong connection with both students' academic performance and educational management in various aspects (Yildiz Durak & Atman Uslu, 2023). An open attitude toward diverse perspectives and ideas can have a positive impact in the educational environment, especially in the context of educational management. Educational management that promotes open-mindedness in all its facets can create a more dynamic and inclusive learning environment (Patwa et al., 2023). This includes curriculum planning that encompasses diverse perspectives, the promotion of diversity among instructors and teaching staff, and the provision of facilities and resources that support inclusive learning. Thus, educational management can create an environment that stimulates students to develop their open-mindedness skills.

In addition to open-mindedness, to achieve good student academic performance, one cannot overlook the roles of control focus and courage (Hurajová & Hladíková, 2022). Control and focus management plays a crucial role in enhancing students' academic performance (Sabrina et al., 2022). The ability to control oneself in managing time, handling stress, and maintaining high levels of concentration on academic tasks is crucial. Students who can self-regulate effectively and maintain high focus tend to be more efficient in studying, completing assignments, and achieving better academic results. This management provides a strong foundation for consistent academic achievement. In addition to control and focus management, courage also plays a significant role in achieving good academic performance. Courage, in this context, includes the ability to confront challenges and overcome the fear of failure. Students who possess courage are more motivated to try new things, tackle difficult assignments, and confront challenging academic situations (Voica et al., 2020). They do not see temporary setbacks as obstacles but as opportunities for growth and learning.

In practice, control focus management, along with courage, complement each other. Control management helps students control the urge to procrastinate or avoid difficult tasks, while focus enables them to commit fully to their work (Denny et al., 2021). Courage motivates them to embrace challenges and exploration in the learning process. Macnamara & Burgoyne (2023) suggests that with the combination of control focus, and courage management, students can build a solid foundation for better academic performance. They are more likely to have the ability to overcome obstacles that may arise in their academic journey, consistently achieve higher results, and develop deeper skills and knowledge in the process. Thus, management plays a crucial role in shaping academically successful students.

Therefore, this research will measure the influence of open-mindedness on student academic performance, considering the vital role of control focus and courage. This research emerges from the understanding of the complex relationship between various factors influencing academic performance, which is becoming increasingly important. By identifying the role of open-mindedness skills in this context, we can gain better insights into how an open attitude toward others' ideas, perspectives, and experiences can impact overall student academic performance. Moreover, it will shed light on how control focus and courage management can strengthen this positive influence in achieving optimal academic performance (Sabrina, Irfan, et al., 2022). This analysis aims to demonstrate the direct, indirect, and mediating influence of open-mindedness, control focus, and courage on student academic performance.

The research questions driving this study, which will be broken down into sub-questions, are as follows:

RQ1: To what extent does the influence of open-mindedness skills affect students' academic performance in education?

RQ2: What is the role of control focus and courage management in strategies to enhance students' academic performance?

RESEARCH METHODOLOGY

This research adopts a quantitative approach utilizing a self-report method through questionnaires. The study's subjects consist of 110 students majoring in Electronics Engineering at the Faculty of Engineering, Universitas Negeri Padang. Respondents were provided with Likert scale questionnaires to respond to each item. The questionnaire instrument comprises 14 items across four variables: open-mindedness adopted from Michna & Kmieciak (2020), control focus adopted from Nani & Safitri (2021), courage adopted from Koskinen et al. (2021), and students' academic performance adopted from Namoun & Alshanqiti (2020).

Structural Equation Modeling Partial Least Squares (PLS-SEM) is employed in this study to test the hypotheses proposed within the theoretical framework (Munerah et al., 2021). The results of the PLS-SEM analysis indicate that constructs have the most significant impact on students' academic achievement, mediated through self-management skills such as control focus, courage, and open-mindedness.

Mediation efficacy testing is conducted through complementary mediation testing procedures, which involve analyzing both direct and indirect effects by examining the T statistic values (>1.96) and P-values (<0.05) (Rizal et al., 2022). Mediation efficacy testing serves the purpose of understanding the extent to which a mediator variable plays a role in explaining the relationship between an independent variable (variable X) and a dependent variable (variable Y) (Gómez et al., 2020). In the research context, mediation efficacy helps researchers comprehend the process or mechanism through which variable X influences variable Y via the mediator (Anwar & Sabrina, 2020). The data processing software utilized in this research is Smart PLS version 3

RESULTS AND DISCUSSION

The results of this study are presented as follows:

Converget validity

Convergent validity testing in SEM-PLS aims to evaluate the extent to which the constructs (measured variables) in the research model accurately reflect the concepts being measured by the indicators used. In other words, this test aims to

ensure that the indicators used truly measure the intended constructs, and the results should converge or relate well to each other.

Convergent validity testing typically involves calculating various statistics, such as factor loadings, average variance extracted (AVE), and composite reliability (CR). The main goal of this test is to ensure that the indicators used to measure a construct have a strong relationship with that construct and that the construct is genuinely well-reflected in the collected data. Table 1 will present the results of the convergent validity test.

Table 1.
Convergent validity test results

Variable	Item	Outer Loading >0,7	Cronbach's Alpha	Composite Reliability	AVE >0,5
Control Focus	CF1	0.901	0.868	0.919	0.791
	CF2	0.892			
	CF3	0.875			
Courage	Co1	0.819	0.822	0.881	0.651
	Co2	0.750			
	Co3	0.853			
	Co4	0.801			
Open-Mindedness	OM1	0.829	0.852	0.900	0.693
	OM2	0.857			
	OM3	0.854			
	OM4	0.789			
Students' Academic Performance	Pe1	0.808	0.764	0.859	0.670
	Pe2	0.805			
	Pe3	0.841			

Table 1 represents the results of the convergent validity test, indicating the extent to which the items used to measure each variable contribute to measuring that variable. All items within the variables Control Focus (CF1, CF2, CF3), Courage (Co1, Co2, Co3, Co4), Open-Mindedness (OM1, OM2, OM3, OM4), and Students' Academic Performance (Pe1, Pe2, Pe3) have "Outer Loading" values exceeding 0.7, signifying that these items have a strong contribution to measuring the variables they represent.

Furthermore, the internal reliability of these variables is also assessed using two metrics, Cronbach's Alpha and Composite Reliability. All variables (Control Focus, Courage, Open-Mindedness, and Students' Academic Performance) exhibit Cronbach's Alpha and Composite Reliability values that are adequate. Values approaching or exceeding 0.7 indicate that the items within each variable have good internal consistency, making the measurement instrument or questionnaire used reliable.

Finally, Average Variance Extracted (AVE) is also evaluated. AVE values greater than 0.5 indicate that the items within the variables successfully measure significant variability within those variables.

Overall, these results indicate that the measurement instruments used in your study have good convergent validity, adequate reliability, and can effectively measure the desired variability within the studied variables. This provides confidence that the instruments are suitable for use in your research.

Discriminant Validity

Discriminant validity, in the context of factor analysis or measurement, aims to measure the extent to which a construct or variable in a study is genuinely distinct from other constructs or variables measured in the same study. In other words, its purpose is to ensure that the construct measured by specific indicators or questions stands on its own and does not overlap with other constructs. Discriminant validity is important because if two or more constructs in a study have low discriminant validity, it may indicate overlap or confusion between these constructs.

In the context of factor analysis or Structural Equation Modeling (SEM), if discriminant validity is low, it can complicate the interpretation of analysis results because constructs that should be distinct may appear to be interrelated. Table 2 will present the results of discriminant validity using the Fornell-Larcker criteria.

Table 2.
Fornell-Larcker criterion results

Variable	Control Focus	Courage	Open-mindedness	Students' Academic Performance
Control Focus	0.889			
Courage	0.714	0.807		
Open-mindedness	0.636	0.602	0.833	
Students' Academic Performance	0.594	0.554	0.817	0.818

Based on Table 2, it shows several significant relationships between the variables. For instance, Control Focus and Courage have a strong positive correlation, indicating that individuals who tend to maintain control also tend to have higher levels of

courage. Similarly, Courage has a positive correlation with Open-mindedness, suggesting that individuals who are courageous also have open-minded thinking. Additionally, Open-mindedness has a strong positive correlation with Students' Academic Performance, indicating that open-minded thinking can positively contribute to students' academic performance. These correlation results provide a deeper understanding of the relationships between the studied variables, which can serve as a basis for further analysis and a more profound understanding of the dynamics within the research.

Path Analysis and Research Questions Testing

The data analysis results will address the research questions using the bootstrap method. Figure 1 will display the final bootstrapping results.

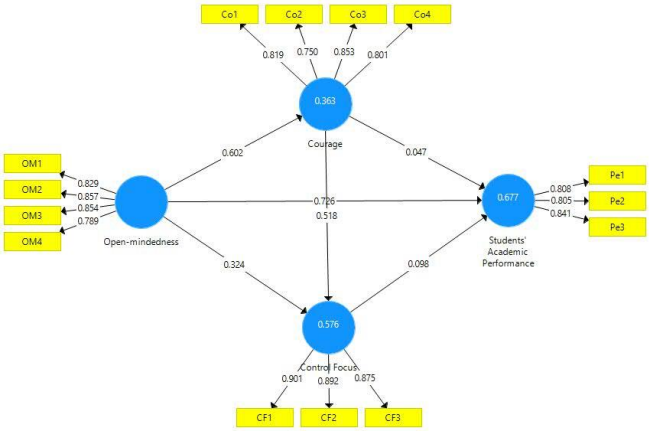

Figure 1. Bootstrapping results

Furthermore, it is important to examine the results of the research questions through the values of T Statistic and P Values. Conclusions related to the research questions can be drawn by considering these two aspects. The research questions are considered valid if the T Statistic value exceeds the critical threshold of 1.96, and if the P value is less than 0.05, indicating a significant impact of exogenous variables on the endogenous variable under investigation, and vice versa. With reference to these two values, the research can conclude whether the relationships between the tested variables in this study are significant or not, and whether the research hypotheses can be accepted or not. Table 3 presents the results of testing the research questions in the path analysis.

Table 3.
Results of the measurement model

Variable	Original Sample (O)	T Statistics	P Values	Hypothesis
Control Focus -> Students' Academic Performance	0.098	1.971	0.049	Hyphothesis 1 Accepted
Courage -> Control Focus	0.518	12.130	0.000	Hyphothesis 2 Accepted
Courage -> Students' Academic Performance	0.047	0.958	0.338	Hyphothesis 3 Rejected
Open-mindedness -> Control Focus	0.324	7.053	0.000	Hyphothesis 4 Accepted
Open-mindedness -> Courage	0.602	17.621	0.000	Hyphothesis 5 Accepted
Open-mindedness -> Students' Academic Performance	0.726	19.892	0.000	Hyphothesis 6 Accepted
Courage -> Control Focus -> Students' Academic Performance	0.051	1.911	0.057	Hyphothesis 7 Rejected
Open-mindedness -> Control Focus -> Students' Academic Performance	0.091	2.800	0.005	Hyphothesis 8 Accepted
Open-mindedness -> Courage-> Control Focus	0.312	10.558	0.000	Hyphothesis 9 Accepted

In Table 3, the test results present significant findings. For example, the relationship between the Control Focus variable and Students' Academic Performance has a T Statistic value of 1.971 with a P Value of 0.049, indicating that this relationship is considered significant because the T Statistic exceeds the critical threshold of 1.96, and the P Value is less than 0.05. Furthermore, the relationship between Courage and Control Focus is also highly significant, with a T Statistic of 12.130 and a P Value of 0.000, demonstrating that Courage has a strong impact on Control Focus. However, there are some relationships that are not statistically significant. For instance, the relationship between Courage and Students' Academic Performance has a T Statistic of 0.958 with a P Value of 0.338, indicating that there is no significant relationship between these variables. Additionally, the test results also involve the analysis of variable combinations, such as the relationship between Open-mindedness, Control Focus, and Students' Academic Performance. Some of these combinations are also found to be significant, like Open-mindedness -> Control Focus

-> Students' Academic Performance, which has a T Statistic of 2.800 with a P Value of 0.005.

Overall, these test results provide a deeper understanding of the extent to which variables in the study statistically influence each other. These findings can be used to support or reject research hypotheses and provide a basis for further interpretation regarding the dynamics between the study's variables.

CONCLUSION

The findings of this research have strong relevance to the field of management, especially in the context of human resource management and organizations. First, the finding that Control Focus is positively related to Students' Academic Performance suggests that individuals' ability to maintain control or focus in their tasks can have a direct impact on their performance. This can be interpreted in the management context as the importance of time management, planning, and work focus in improving employee productivity and performance. Secondly, the finding that Courage has a strong influence on Control Focus and partially on Students' Academic Performance underscores the importance of factors like courage and resilience in the workplace. Organizational management can consider how to enhance courage and adaptability within the work culture to produce more effective individuals in maintaining control and improving performance. Lastly, the positive influence of Open-mindedness on Control Focus, Courage, and Students' Academic Performance highlights the importance of an organizational culture that supports open-minded thinking, innovation, and flexibility. Organizational management can strive to create an environment that stimulates open thinking and collaboration to enhance creativity and adaptation in the ever-changing business environment.

Overall, these findings can serve as a basis for human resource management and organizational leadership to develop more effective strategies in enhancing employee performance, managing change, and creating an adaptive and innovative work culture.

This research faced several challenges relevant to the management context. One of the constraints is the complexity of measuring psychological variables such as Control Focus, Courage, and Open-mindedness. The use of questionnaires and self-reports can result in respondent bias that affects the outcomes. Additionally, measuring students' academic performance involves variation in assessment methods across different schools, which can affect data validity.

The researcher's hope for future research is to address these challenges and gain a deeper understanding of the relationships between these variables. Future research can develop more sophisticated and reliable measurement methods and involve larger and more diverse samples. Specifically in the management context, these findings underscore the importance of better managing human resources, including developing individual skills in maintaining control, facing challenges with courage, and nurturing a work culture that supports open thinking. Organizational management should focus on employee development, leadership that encourages courage, and creating an innovative culture to navigate changes in the dynamic business environment. With a deeper understanding of these factors, managers and organizational leaders can achieve better performance and build adaptive and successful organizations.

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