

**LEARNING ORGANIZATION SEBAGAI MODERATOR DALAM PERAN
CORE SELF-EVALUATIONS POSITIF DAN NEGATIF TERHADAP
LEARNING AGILITY MAHASISWA SARJANA**

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Abstrak: Dinamika dunia industri di Indonesia yang sangat kompetitif menuntut mahasiswa sebagai calon pekerja, memiliki *learning agility*—kemampuan belajar dari pengalaman dan beradaptasi dengan cepat terhadap situasi baru. Penelitian ini bertujuan untuk menganalisis peran *core self-evaluations* (CSE) positif dan negatif terhadap *learning agility* mahasiswa, dengan dimoderasi oleh *learning organization*. Penelitian ini menerapkan pendekatan kuantitatif dengan metode survei dan desain *cross-sectional*. Sebanyak 400 mahasiswa aktif tingkat sarjana dari setiap fakultas di Universitas Gadjah Mada yang berusia 18–25 tahun terlibat dalam penelitian ini melalui pengisian kuesioner daring. Alat ukur yang digunakan meliputi *Learning Agility Scale for Students* (LAS-S), *Core Self-Evaluations Scale* (CSES), dan *Dimensions of the Learning Organization Questionnaire* (DLOQ). Analisis data dilakukan dengan regresi linear sederhana, regresi linear berganda, serta *Moderated Regression Analysis* (MRA). Hasil penelitian pada regresi sederhana menunjukkan bahwa CSE positif ($\beta = 0,647$; $p < 0,001$) dan CSE negatif ($\beta = -0,160$; $p = 0,001$) masing-masing berpengaruh signifikan terhadap *learning agility*. Namun, pada regresi berganda, hanya CSE positif ($\beta = 0,650$; $p < 0,001$) yang tetap berpengaruh signifikan, sedangkan CSE negatif tidak lagi signifikan ($\beta = -0,014$; $p = 0,732$). Hasil analisis moderasi dan *simple slope* menunjukkan moderasi *learning organization* tidak signifikan, meski kecenderungan pengaruh CSE positif terhadap *learning agility* melemah pada tingkat *learning organization* yang lebih tinggi ($\beta = -0,046$; $p = 0,069$). Interaksi *learning organization* dengan CSE negatif juga tidak signifikan ($\beta = -0,036$; $p = 0,275$). Penelitian ini menunjukkan peran penting CSE positif yang konsisten menjadi prediktor utama *learning agility*, dengan variasi kekuatan pengaruh pada konteks dukungan organisasi yang berbeda. Temuan ini menegaskan pentingnya penguatan potensi intrapersonal, dalam berbagai tingkat dukungan organisasi, sebagai faktor penentu pengembangan kapasitas belajar adaptif mahasiswa.

Kata kunci: *Core self-evaluations, learning organization, learning agility.*

Abstract. *The highly competitive dynamics of the industrial world in Indonesia demand undergraduate students, as a future workforce, to possess learning agility—the ability to learn from experience and adapt quickly to new situations. This study aims to examine the role of positive and negative core self-evaluations (CSE) in influencing learning agility of undergraduate students at Universitas Gadjah Mada (UGM), as well as to investigate whether the learning organization functions as a moderating variable in this relationship. This study employs a quantitative approach with survey method and cross-sectional design. A total of 400 active undergraduate students from every faculty at Universitas Gadjah Mada, aged between 18 – 25 years, participated in the study through an online questionnaire. The instruments used in this study include Learning Agility Scale for Students (LAS-S), Core Self-Evaluations Scale (CSES), and Dimensions of the Learning Organization Questionnaire (DLOQ), all of which have been adapted and validated in Indonesian language. Data were analyzed using simple linear regression, multiple linear regression, and Moderated Regression Analysis (MRA). The simple regression resulted in positive CSE ($\beta = 0.647$; $p < 0.001$) and negative CSE ($\beta = -0.160$; $p = 0.001$) each had a significant effect on learning agility. However, in multiple regression analysis, only positive CSE ($\beta = 0.650$; $p < 0.001$) remained significant, whereas negative CSE was no longer significant ($\beta = -0.014$; $p = 0.732$). Moderation and simple slopes analyses showed that learning organization did not significantly moderate the relationship; however, there was a tendency for the effect of positive CSE on learning agility to decrease at higher levels of learning organization ($\beta = -0.046$; $p = 0.069$). In addition, the interaction between learning organization and negative CSE was not significant ($\beta = -0.036$; $p = 0.275$). This study highlights the important role of positive CSE as a consistent predictor of learning agility, with variations in effect strength across different levels of organizational support. These findings underlining the significance of strengthening intrapersonal potential across various levels of organizational support for the development of undergraduate students' adaptive learning capacities.*

Keywords: *Core self-evaluations, learning organization, learning agility.*