

IJABER 2016

by Dorothea Wahyu Ariani

FILE	IJABER_2016.DOC (228K)	WORD COUNT	10275
TIME SUBMITTED	02-MAY-2020 05:11PM (UTC+0700)	CHARACTER COUNT	61772
SUBMISSION ID	1313989271		

Why Do I Perform? Mediating Effects of Intrinsic and Extrinsic Motivation and Moderating Effect of Gender on Personality and Student Performance

Abstract

The following study examines the intrinsic and extrinsic motivation as mediating variable in the relationship between core self-evaluation personality and academic performance. In addition, this study also examines gender differences as a moderating variable of relationship model of core self-evaluation personality, intrinsic motivation, extrinsic motivation and academic performance. The study was conducted in Indonesia with 424 school of business students as the sample. Methods of testing construct validity is conducted by factor analysis, whereas the internal consistency reliability testing using Cronbach's Alpha. Method of data analysis is conducted by the structural equation model using AMOS. The results of this study indicated that the relation between core self-evaluation personality and performance is partially mediated by intrinsic motivation and extrinsic motivation. In addition, gender differences moderate the relationship model. This study contributes to the understanding of the intrinsic motivation and extrinsic motivations that are not mutually exclusive in the model of the relationship between core self-evaluation personality and performance. Student motivation should be seen independently on both intrinsic and extrinsic motivation. Detailed discussion presented in this study.

Keywords: core self-evaluation personality, intrinsic motivation, extrinsic motivation, academic performance

1. Introduction

Understanding motivation is important for academicians and practitioners. This is due to motivated individuals who will have the task performance and contextual performance advanced (Klein, Wesson, Hollenbeck, & Alge, 1999). Motivated individuals will also have higher organizational commitment, want to remain in the organization, and higher work satisfaction (Eby, Freeman, Rush, & Lance 1999). Motivated individuals are individuals who are driven to do something meaningful. Individuals who are not motivated or do not have the inspiration to act is called unmotivated, whereas people who are eager to achieve something called motivated. Individuals not only have different motivational power, but the type or orientation is also different for each individual.

There is a general agreement that the personality associated with the work behaviors and performance through motivational constructs (Barrick, Stewart, & Piotrowski, 2002). The relationship between personality and performance is a topic that is often observed in industrial psychology (Barrick, Mount, & Judge, 2001). Performance can be influenced by situational factors such as job characteristics, organization, leader or supervisor, and co-workers (Hackman & Oldham, 1980). Performance can also be affected by dispositional factors such as personality characteristics, attitudes, preferences, and motives or motivation (Barrick et al., 2001). The previous researchers had stated that personality affected the performance through its influence on the motivation variable (Hollenbeck & Whiterer, 1988; Barrick, Mount, & Straus, 1993; Gellatly, 1999; Erez & Judge, 2001; Judge & Ilies, 2002; Klein & Lee, 2006). Motivation, both in general and with regard to the work can be divided into intrinsic motivation and extrinsic motivation (Kehr, 2004). In general, intrinsic motivation and extrinsic motivation is different and contradict each other. The conflict between these two constructs can never be resolved. Some previous studies even used unidimensional measurement of motivation, so they do not distinguish between intrinsic motivation and extrinsic motivation (Harter, 1981). This study used two dimensions of motivation, both intrinsic and extrinsic motivation.

Intrinsically motivated behavior is an activity that is driven by himself as self-motivation. Such behavior is not based on respect. In the academic setting, students are intrinsically motivated will learn mainly due to a strong desire to understand or learn the material or particular topic and satisfy curiosity naturally. Instead, learn as expected appreciation of others or to meet the particular requirements and is not attached to the desire or interest referred to as motivated extrinsically (Vansteenkiste, Willy, & Deci, 2006).

Motivation as a process that includes a set of assessment such as whether the individual is bound or not bound in behavior or activity, how much work is used, and how to regulate one's behavior to decide tied to the selected task. The assessment is influenced by a basic evaluation of the individual's ability to accomplish tasks. Gellatly (1996) states that efforts to link personality characteristics and motivational variables producing inconsistent results. The main reason is the lack of any inconsistencies on personal framework in the study of motivation is based on dispositional factors associated with self-regulatory. The concept of personality associated with the concept of self-regulatory is the core self-evaluation personality. Therefore, core self-evaluation personality is often used as antecedent in the research regarding motivation and performance. The core self-evaluation personality is a basic evaluation or conclusion that shows an individual assessment against himself (Judge, Locke, & Durham, 1997). Erez and Judge (2001) states that the concept of core self-evaluation personality provide good integration in psychological personality and it's relations with outcomes such as motivation and performance. Judge, Erez, and Bono (1998) claimed that the concept of core self-evaluation personality associated with performance primarily through motivation.

Oates and Viswesvaran (1996) stated that the results of several meta-analysis on the relationship between personality and performance showed advantages of the concept of a broad concept of personality. They said that the broad concept of personality is a valid predictor for the performance. Core self-evaluation personality is a fundamental evaluation of himself. Core self-evaluation personality is seen as a broad latent concept (Judge, 2009). Meta analysis has been done by researchers show that personality can affect performance quite well in certain conditions (Barrick & Mount, 1991; Tett, Jackson, & Rothstein, 1991; Hough, 1992; Salgado, 1997). Results of previous studies showed that traits always predict or influence the election of the work, performance, and job satisfaction. The traits are concerned with extroversion, conscientiousness, self-regulation and self-monitoring, persistence, core self-evaluation, and orientation on

goal (Latham & Pinder, 2005). Erez and Judge (2001) presents the results of research that motivation mediates the relationship between core self-evaluation personality and performance.

Research conducted by McClelland stated that the model of individual motivation is an aspect of personality (Lawrence & Jordan, 2009). Motivation can also be divided into intrinsic motivation and extrinsic motivation (Kehr, 2004). Intrinsic motivation and extrinsic motivation have been known and frequently used in an organizational behavior research, but using different definitions operationally and theoretically still produce ambiguous concepts (Broedling, 1977). The researchers always treat both types of motivation such as the two things are mutually exclusive. This means that individuals with high intrinsic motivation will definitely have lower extrinsic motivation (Hayenga & Corpus, 2010). However, some researchers used two types of motivation together because both types of motivation are located in two different continuum (Harter, 1981; Gillet, Vallerand, & Rosnet, 2009; Lepper, Corpus, & Iyengar, 2005).

This article presents the results of research that aims to examine the intrinsic motivation and extrinsic motivation as a mediator in the model of the relationship between core self-evaluation personality and academic performance. This article describes the structural components of the model, namely intrinsic motivation, extrinsic motivation, and the inter-relationship of motivational determinants such as personality. In the context of business education, motivation associated with outcome. Intrinsic motivation positively contributes to the process and the quality of learning and academic performance (Bakker, 2004). Intrinsic motivation affects learning outcomes. Intrinsic motivation is also associated with increased self-esteem. Furthermore, although the study McClelland stated that the model of motivation is an aspect of personality, the previous research suggests that the relationship of personality and motivation based on the lack of theoretical framework (Gellatly, 1996; Judge & Ilies, 2002). Core self-evaluation personality shown to be associated with different outcomes in organizational psychology such as performance, job satisfaction and life satisfaction, happiness, stress, complexity of work, commitment to goals, and behavior and intensity of job seekers (Judge, Bono, & Locke, 2000; Erez & Judge, 2001; Judge, Erez, Bono, & Thoresen, 2002; 2003; Judge & Hurst, 2007). This article will defend the claims of Judge et al. (1998) to connect the core self-evaluation personality, motivation and performance.

Furthermore, this study also aims to examine the effect of gender differences as a moderating relationship model of core self-evaluation personality and performance with intrinsic motivation and extrinsic motivation as a mediating variable. Gender differences in academic self-concept are a research topic in recent years. Personality is an important predictor of individual differences in the intrinsic and extrinsic motivation. Gender differences are also individual differences or individual characteristics that are important in explaining the intrinsic motivation and extrinsic motivation (Steinmayr & Spinath, 2008). Studies on gender differences in personality and motivation have reported inconsistent results (Costa, Tarracciano, & McCrae, 2001). Some researchers indicate that the motivation associated with gender (Lee, Graefe, & Li, 2007). Gender differences, have different characteristics in the cognitive knowledge (Lehmann, Demissen, Alleman, & Penke, 2013).

Some recent studies claim that individual differences (e.g., personality and gender) could play a role in the motivation to improve performance (Bono & Colbert, 2005). Although gender is personal variables associated with motivational function in the regulation of their own learning, but there are inconsistencies in the results of research on gender differences in intrinsic motivation and extrinsic motivation. Some researchers claim that men higher in extrinsic motivation, whereas women demonstrated more intrinsic motivation (Rusillo & Arias, 2004; Simpson, Sturges, Woods, & Altman, 2005; Worthley, MacNab, Brislin, Ito, & Rose, 2009).

1.1. Core Self-Evaluation Personality and Performance

Personality theories try to connecting between the cognitive and behavioral models, so that the personality models are developed and used to try to identify and categorize the personality characteristics into broad categories. Core self-evaluation personality is a core fundamental premise that the individuals are able to control themselves and their function in the world (Judge, Lock, & Durham, 1997). In general, personality theories and models are related to theories of individual motivation. It is often mentioned that the use of cognitive ability will provide perspective on the complexity of personality and behavior.

Core self-evaluation personality is a core concept that shows the evaluation of the individual's personality is fundamentally about himself and his environment (Judge, Van Vianen, & Ilies, 2004). Core self-evaluation personality is a broad personality construct that includes four personalities, namely self-esteem, generalized self-efficacy, internal locus of control, and non-neuroticism (Judge et al., 1997). Self-esteem is a person's overall value placed on him. Individuals who have high self-esteem would be more consistent, stable and consistent in looking at him. The general belief is able to carry out their duties shows individual's perception of ability to do the work in a variety of situations. This dimension is related to self-esteem because of the general belief is able to perform these tasks include consideration of the individual to its ability to handle events in his life and successfully face the challenges of life usually have high self-esteem.

Neuroticism is the tendency of individuals to show poor emotional condition in experiencing negative feelings such as fear, anxiety, and depression or depressed. The relationship between neuroticism and performance is still unclear. Some researchers said that there is no relationship between neuroticism and performance (Barrick & Mount, 1991), whereas Tett et al. (1991) and Salgado (1993) suggested that there is a correlation between these two constructs. Locus of control indicates a perceived life control. Individuals with an internal locus of control believe that they will be able to control his life and himself. Internal locus of control is believed to be positively related to performance.

Individual with positive core self-evaluation personality is an individual who is able to judge him consistently in a variety of situations that the individual is capable, worthy, and in control of her life. The core self-evaluation personality is often referred to as the self-concept. Self-concept was positively related to performance. Performance is a function of

motivation and ability. Previous research has shown that individuals with high core self-evaluation scores indicate positive self-concept and is associated with the work, including increasing job satisfaction and life satisfaction, better performance, higher motivation, and increasing results achieved (Judge & Hurst, 2007). Positive self-concept can predict performance through motivation to achieve the performance. Individuals with high core self-evaluation scores will also ignore negative information, unreasonable risks, and determine the high estimation in his ability. Meanwhile, individuals with low of core self-evaluation look at something in the negative issues, determines that the problem is beyond their control, so they are not willing to manage it, and concluded that the individual is not trying to resolve the problem, so motivation will decrease. In addition, as a broad concept, core self-evaluation can predict work motivation, job and life satisfaction, and the concept of core self-evaluation is stronger than the narrow concept of personality (Judge, 2009).

Judge et al. (1998) states that the concept of core self-evaluation personality can affect performance primarily through its influence on motivation when motivation is internal conditions that can encourage individuals to do something. The fundamental evaluation that requires answer is whether I can? Core self-evaluation personality is a form of special assessments that are directly related to the decisions concerning the motivation to perform these activities. Several motivation theories explain that core self-evaluation personality influences performance. Erez & Judge (2001) suggested that the motivation would mediate the relationship between core self-evaluation personality and performance. In other words, core self-evaluation personality motivates and explains its effect on performance. Erez and Judge (2001) said that core self-evaluation personality factors positively associated with self-reported task motivation, task persistence, and task performance. Core self-evaluation personality also positively associated with sales targets, commitment to achieve objectives, and performance based on both self-assessment and supervisory assessment. In addition, core self-evaluation personality is also strongly associated with job satisfaction (Judge & Bono, 2001; Judge, Heller, & Mount, 2002). However, Erez and Judge (2001) also revealed that the influence of core self-evaluation personality on motivation and performance are not consistent. The same was conveyed by Gellatly (1996) who stated that there were inconsistencies in the relationship between personality and motivation.

1.2. Motivation and Performance

Motivation is a set of strength and passion that comes from within and from outside individual to do the work and determine the shape, direction, intensity, and duration of employment (Pinder, 1998). Motivation is a psychological process resulting from the interaction between the individual and the environment. Motivation is also a process that includes a series of judgments about whether bound or perform certain activities, how or how much do these activities, and how to arrange the behavior of individuals to be able to perform these activities (Judge et al., 1998). Although motivation is a confusing topic in organizational science, but organizational researchers see motivation as a basis for the development of effective theory (Steers, Mowday, & Shapiro, 2004).

Motivation is referred to as the cognitive processes that occur in the personality then expressed into the social environment. Motivation can be characterized a model of thought that drive the behavior of individuals (Achakul & Yolles, 2013). Motivation is indicated by the attention, effort, and persistence (Trenblay, Blanchard, Villeneuve, Taylor, & Pelletier, 2009). Motivation includes energy, direction, and continuation, which is a continuation of all aspects of the start and continuation of the behavior. Motivation will increase when the opportunity to express it's increasing and will increase further when the expression is associated with extrinsic outcomes (Tett & Burnett, 2003). Motivational constructs can be measured by identifying the basic goals that govern personal behavior which then determines the movement, intensity, direction, and persistence associated with those goals (Barrick et al., 2002).

Motivation can encourage people to work more diligently and effectively, so that high productivity and work satisfaction increased compared to individuals who are less motivated. Motivation is inconsistent, depending on age, gender, education, experience, individual background, and levels within the organization (Mandhra & Jacob, 2011). Motivation also plays an important role in the change process, affecting individual critical thinking, arranging learning strategies, and affecting the learning achievement of individuals. According to Deci (1971), there are two types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation to take action or do something because of interest or enjoy the work or activities. In other words, the desire to do something caused by interests, needs, challenges, there is satisfaction in doing so, involvement, and the presence of enthusiasm or encouragement to do it. Intrinsic motivation is also a natural impulse or tendency derived from the individual to use their interests, skills, abilities, and experience to seek and obtain optimal opportunities and challenges.

In general, intrinsic motivation is unconscious and appeared by affective choice or preference, spontaneous, expressive, and a pleasant behavior (Kehr, 2004). Intrinsic motivation is not limited by rewards, but instead of relied entirely on the job. With intrinsic motivation, the individual receives a task or a job because they feel attracted and because they get the satisfaction of doing the task or job (Gagne & Deci, 2005). Intrinsically motivated individuals when they are looking for enjoyment, interest, satisfied with curiosity, self-expression, or a personal challenge in the work (Amabile, 1993). They will be more engaged in the learning strategies, showing conceptual learning is increasing, more creative, have cognitive flexibility, and the ability to relearn the material, and is able to achieve better academic achievement (Baker, 2004).

Meanwhile, extrinsic motivation is the motivation to do something to ensure that some external goals can be accomplished or some obstacle or an external load can be achieved. Extrinsically motivated behavior is an act that causes the fulfillment externally imposed rewards, which includes ownership of materials, salary, additional bonuses, positive feedback, evaluations from others, benefits, and office (Ryan & Deci, 2000). Extrinsic motivation indicates feelings of individuals to carry out a task or job in order to achieve separate consequences such as rewards in the form of verbal praise

or tangible rewards in the form of money or position (Ryan & Deci, 2000). Extrinsic motivation can be recognized and assessed with questions and influenced by cognitive choice as a firm choice (Kehr, 2004).

Extrinsically motivated individuals are when they are tied to a work or task achieving the objective which is separate from the work or task such as getting a award, meeting deadlines, or winning the competition. Extrinsically motivated individuals are usually impaired learning and poor academic achievement (Baker, 2004). Extrinsic motivation is influenced by the academic environment and social environment in the family because of the students' development is affected by the social system in which students is a part in it.

The difference between intrinsic motivation and extrinsic motivation is specialization or engagement. Intrinsic motivation showed engagement to the task attached to the award, while extrinsic motivation showed engagement to work separately to achieve results, such as the support of the rulers, or have privileges at work (Hayenga & Corpus, 2010). Intrinsic motivation is related to the basic affective reactions and behaviors that arise and affect implicit affective preference (Lawrence & Jordan, 2009). Meanwhile, extrinsic motivation is realized by the individual motivation (McClelland, Koestner, & Weisberger, 1989) and influence the decision, judgment, and attribution (Lawrence & Jordan, 2009). Extrinsic motivation is influenced by social demands and normative pressures (Koestner, Weisberger, & McClelland, 1991; Pang & Schultheiss, 2005). In other words, intrinsic motivation associated with responses associated with affective, whereas extrinsic motivation associated with behaviors that are influenced by cognitive factors.

Deci said that the individual will be intrinsically motivated if he is carrying out activities but not to expect rewards for the activity itself, while extrinsic motivation shows the performance of a job because of the external rewards (Tarnage & Muchinsky, 1976). Intrinsic and extrinsic motivation is different and mutually independent. The difference in the increase or decrease intrinsic motivation occurs as a function of the types of awards presented at the event. According to Deci, money can cause individuals to evaluate the activity that originally motivated intrinsically, thus giving money may decrease intrinsic motivation (Tarnage & Muchinsky, 1976). On the other hand, the appreciation of verbal and social proximity can be perceived as controlling behavior.

According to the Cognitive Evaluation Theory, the expected rewards tend to be controlling and will reduce the intrinsic motivation, while the unexpected award will not degrade the individual intrinsic motivation (Deci, Koestner & Ryan, 2001; Cameron, 2001). Some researchers claim that in certain circumstances, extrinsic motivation can have a negative effect on intrinsic motivation, and in certain circumstances extrinsic motivation was also positively related to creativity (Eisenberger & Rhoades, 2001; Eisenberger & Cameron, 1996; Mumford, Scott, Gaddis, & Strange, 2000). Intrinsic motivation focuses attention to the intrinsic rewards such as interest, challenge, and individual benefits. Extrinsic motivation focuses attention on extrinsic rewards such as money and recognition. Intrinsic motivation will affect the long-term tendency, whereas extrinsic motivation will affect the cognitive choice and preparation of the objectives (Kehr, 2004).

Intrinsic motivation comes from autonomy and personal competence that drives activities, whereas extrinsic motivation is driven by the purpose or results of activities. Intrinsic motivation related to work smarter, make better choice, and creative at work. Therefore, intrinsic motivation related to job satisfaction, collaboration, and performance. Intrinsic motivation and task satisfaction will encourage higher task performance, although it is still a debate (Brief & Aldag, 1977). Some jobs can be challenging and interesting or intrinsically motivated, but for other activities may be motivated extrinsically (Prabhu, Santon, & Sauser, 2008). Therefore, intrinsic and extrinsic motivation is a synergy that helps improve performance. Intrinsic motivation is important in the work of innovation in the workplace, whereas extrinsic motivation can help ensure the results are accurate and complete (Amabile, 1993). Meanwhile, although still a debate, several studies have shown that extrinsic rewards can decrease intrinsic motivation (Ryan & Deci, 2000). Although intrinsic motivation is very important, but most of the activities carried out an individual because is not intrinsically motivated by his work.

Although the two types of motivation can motivate individuals to study or work, but the intrinsic and extrinsic motivation can have different effects on subjective feelings about the task or job, the desire to learn, and the quality of their academic achievement (Amabile, 1993). The statement that the relationship between intrinsic motivation and extrinsic motivation is inversely assessed leaving obscurity (Lepper et al., 2005). In education, the two types of motivation can be combined and become a complementary synergy. When intrinsic motivation increases, whether school can increase the challenges and interests relevant to the curriculum. On the other hand, when extrinsic motivation increases, whether school system should decrease the appraisal system? Several previous studies have shown a positive relationship between intrinsic motivation and academic achievement, so the decline of intrinsic motivation will decrease academic achievement. However, extrinsic motivation students will also continue to affect the academic achievement.

1.3. Hypothesized Model

In the organizational behavior theory, both situational factors and dispositional or personal factors are antecedents that explain the behavior in the workplace. Deci and Ryan stated that the individual would be interested in the activities that can give the feeling that they have the competence and self-determination (Schau, 2007). Individuals with the same skills and abilities may have a distinct probability in achieving its objectives. This can be caused by intrinsic and extrinsic motivation. Furthermore, there are many reasons why individuals vary in motivation works and how individual differences may interact with factors to influence organizational or situational motivation. In psychology, there is no reason why individuals have a wide variety of motivations in the same job as how individual differences interact with organizational or situational factors to influence individual satisfaction and motivation (Furnham, Petrides, Jackson, & Cotter, 2002).

Although seldom used simultaneously, student motivation is influenced by self-determination theory, self-regulation theory, and achievement goal theory (Van Nuland, Dusseldorp, Martens, & Bockerts, 2010). Self-determination theory emphasizes the concept of intrinsic motivation, which emphasizes that the motivation to be bound in the activities inherent to the pleasure in activity that is different from extrinsic motivation which rely on external rewards (Ryan & Deci, 2000). Self-regulation theory emphasizes independence in learning that will motivate students to excel. This includes expertise in effective learning strategies, self-reliance efforts, and time management (Zimmerman, 2008). Meanwhile, achievement goal theory emphasizes the need for individual goals or objectives to be set by the students associated with achievement or performance, so that students are motivated to make it. Nevertheless, the relationship between the goals set and the performance is poor or inconsistent (Kaplan & Maehr, 2007).

Intrinsic motivation is defined as doing more activities for intrinsic satisfaction rather than some specific consequences. This is because in general, the individuals are active, curious, fun, and if they are healthy, they would indicate that they want to explore and to learn. Therefore, there is no desire for extrinsic motivation that can drive them. Self-determination theory focuses on motivation, which is why individuals behave (Ryan & Deci, 2000). Self-determination theory states that individuals perform activities or work because they are attracted or interested, challenged, or excited. Self-determination theory also distinguishes between intrinsic motivation (for the sake of her activities because these activities are interesting or satisfying) and extrinsic motivation (doing activities that are instrumental reasons). According to this theory, intrinsic motivation shows impulse activity due to interest, pleasure, or satisfaction, whereas extrinsic motivation showed impulse activity because it will get certain results. According to Ryan and Deci (2000), intrinsic motivation is not only a form of motivation, but it is also an activity that is carried out on his own and it is an important thing. Intrinsic motivation tends to be a natural and an important element in the development of cognitive, social, and physical because look at the interest attached to the knowledge and expertise of the individual. Self-determination theory states that social and environmental factors can increase or decrease intrinsic motivation.

Cognitive evaluation theory as a part of self-determination theory (sub-theory) states that events and interpersonal structures such as appreciation, communication, and feedback that lead to feelings of competence in conducting action can encourage intrinsic motivation to perform activities as it gives the satisfaction of recognition psychological competence (Ryan & Deci, 2000). Cognitive evaluation theory states that the underlying an intrinsic motivation is a psychological needs for competence and self-determination (Deci, Cascio, & Krusell, 1975). Cognitive evaluation theory also states that the feeling of competence needs to be combined with the autonomy to increase intrinsic motivation (Ryan & Deci, 2000). In addition, interpersonal events and structures (such as feedback, rewards, communications, and so on) that lead to feelings of competence during certain activities can increase intrinsic motivation for a particular activity because it causes feelings of satisfaction on the individual self. In other words, the individual must perceive his behavior or be determined by himself and not controlled by reward and punishment. Individuals must experience the fulfillment of the need for competence and autonomy. Therefore, intrinsic motivation will only occur in situations where the intrinsic conditions are interest to the individual. Nevertheless, cognitive evaluation theory will relate intrinsic and extrinsic motivation.

Based on the cognitive evaluation theory, the effect on the intrinsic motivation of external things such as awards, sending of evaluation results, determining deadlines, and other motivating factor is a function of how these things affect people's perceptions of her competence and determination (Ryan & Deci, 2000). Factors that decrease self-determination and competence will decrease intrinsic motivation, whereas the factors that increase self-determination and competence will enhance intrinsic motivation. Intrinsic motivation is generally based on the desire of the individual to be competent and determined by the environment. Through cognitive evaluation theory, there are two processes in which extrinsic rewards can meet intrinsic motivation (Broedling, 1977). First, if the award changed the individual perception that causes changes in the award is due to his behavior and changes of internal control to external control. Secondly, the award that can transform individual feeling about his competence and determination himself.

The relationship between intrinsic and extrinsic motivation encounter a lot of debate. Calder and Staw (1975) examined the relationship of intrinsic and extrinsic motivation is based on the self-perception theory which states that an individual will develop his attitude by looking at the behavior, and then conclude that attitudes can lead to behavior. The research results of Calder and Staw (1975) showed a strong relationship between intrinsic motivation and extrinsic motivation. Meanwhile, Deci (1971) stated that extrinsic rewards have a negative effect on intrinsic motivation when the rewards in the form of money used as an extrinsic reward. Meanwhile, verbal reinforcement and positive feedback are likely to have a positive impact on intrinsic motivation. Consistent with an organismic integration theory, intrinsic motivation showed interest or encouragement to the optimal challenges that increase self-learning, self-development and self-growth (Malhotra, Galletta, & Kirsch, 2008). Malhotra et al. (2008) also state that extrinsic motivation indicates the type of motivation that is associated with external regulation or external drive behaviors such as reward and performance. Pleasure and ability to enjoy is the creation of the psychological condition of the individual rather than the external impetus. Organismic integration theory tends to view the individual to have the initiative to treat the urge to behave not as cause behavior, but as an opportunity and relationships that can be used to satisfy the desire (Malhotra et al., 2008).

Intrinsic motivation causes an affective preference and encourages an implicit behavior (Kanfer & Huggestad, 1997). Implicit behavior means behavior that appears motivated not because it reflects the explicit values or results to be achieved (Kehr, 2004). Intrinsic motivation is referred to as a natural incentive. Meanwhile, according to Kehr (2004), extrinsic motivation is the result of cognitive preferences and tendencies of extrinsic behavioral. Extrinsic behavior means that the propensity of actions consistent with realizing reflected and encouraged her desire. In general, organizations only understand extrinsic motivation such as salaries, benefits, guarantees, commissions, and so forth, but lack an understanding of intrinsic motivation (Achakul & Yolles, 2013).

Porter and Lawler (1967) distinguish between extrinsic rewards are controlled and provided by the organization and intrinsic rewards given to employees by himself. According Broedling (1977), there is no clear limit in theory to distinguish between the results of intrinsic and extrinsic outcomes. These differences are subjective. Nevertheless, intrinsic motivation is regarded as a better predictor for performance rather than extrinsic motivation. Kraglanski (1975) retain that the difference of intrinsic and extrinsic motivation can better predict the effect of extrinsic rewards on extrinsic motivation, because the choice of the individual to behave in a particular time is the result of intrinsic and extrinsic motivation. Meanwhile, Deci (1972) states that when extrinsic rewards depending on performance, then it will have a negative impact on intrinsic motivation, but it is not the case if the award is not dependant on performance. Although many specialists have done research on the dichotomy of intrinsic and extrinsic motivation, but the discussion has already persists. This discussion is about the issue of operationalization of intrinsic motivation, the role of the difference between activity and consequently, the physiology of intrinsic motivation, and the role of situational factors (Brief & Aldag, 1977).

Individual behavior is the result of a complex interaction between personal factors or individual and situational factors (George & Zhou, 2001). Trait activation theory stated that the characteristics are relevant to the situational factors that are the influence of personal disposition. Individual behavior provides an opportunity for individuals to respond in a manner that is consistent and inconsistent with the nature of the individual (Tett & Burnett, 2003). The influence of personality on behavior will be reinforced by the presence of a strong motivation (Tett & Burnett, 2003). Motivation, especially intrinsic motivation has proven an important mediator in explaining the relationship between contextual characteristics and behavior or performance (Odkum & Cummings, 1996; Shalley and Pery-Smith, 2001), although the results are still controversial.

Inconsistent findings regarding the involvement of motivation as a mediating variable will probably happen that is motivation plays a role as a moderating variable (Sung & Choi, 2009). Another possibility is that motivation can influence creativity by interacting with other individuals such as personality variables. Personality can answer any question or doubt that comes from the motivation to be or not to carry out the task. The self-consistency theory states that if everything remains the same, the individual will act and be satisfied with the behavior that maximizes the balance or cognitive consistency (Judge et al., 1998). Individuals will be motivated to act in accordance with the image itself.

According to Brief and Aldag (1977), intrinsic motivation is a cognitive state that reflects that employees attribute the behavior to the results derived from duty, i.e. from the results that are not influenced by external resources in the relationship between tasks and individuals. Meanwhile, extrinsic motivation is a cognitive condition reflected that employee attributes behavior to be implemented and expects receiving or experiencing the extrinsic results. Intrinsic motivation can be characterized as personal experience or self-fulfilling experience, whereas extrinsic motivation is characterized as an experience set or instrumental experience (Brief & Aldag, 1977). Effect of extrinsic rewards on intrinsic motivation depends on the situational characteristics and the initial value that is adopted by individuals. Opinion on intrinsic and extrinsic motivation is still a fascinating debate to date. Based on the theory of self-consistency, the individual must be motivated to behave consistently with self-image.

This study uses core self-evaluation personality as the independent variable. Core self-evaluation personality cover four dimensions of self-esteem, generalized self-efficacy, internal locus of control, and non-neuroticism are interconnected and has a higher predictive validity than if each stood alone (Erez & Judge, 2001). Based on the control theory, the relationships between self-esteem, generalized self-efficacy, internal locus of control, and non-neuroticism and performance due to self-esteem, generalized self-efficacy, internal locus of control, and non-neuroticism will be able to increase their business and reach better performance (Judge et al., 1998). In other words, individuals with a positive self-concept will sustain and improve their business performance standards to meet these standards. Meanwhile, individuals with negative self-concept will lower the standard or withdraw from the task. Individuals with a positive self-concept can predict performance through motivation to achieve such performance. The relationship between motivation and performance has been carried out by previous researchers, although the results are inconsistent (Kaufman, Agars, & Lopez-Wagner, 2008). Bakker (2004) found that motivation was not related to performance, especially academic performance. In addition, the relationship between personality and motivation is still a debate (Kaufman et al., 2008). Based on the discussion in the literature review, then the hypothesis can be developed are:

H1: Core self-evaluation personality has positive effect on intrinsic motivation.

H2: Core self-evaluation personality has negative effect on extrinsic motivation.

H3: Core self-evaluation personality has positive effect on academic performance.

H4: Intrinsic motivation has positive effect on academic performance.

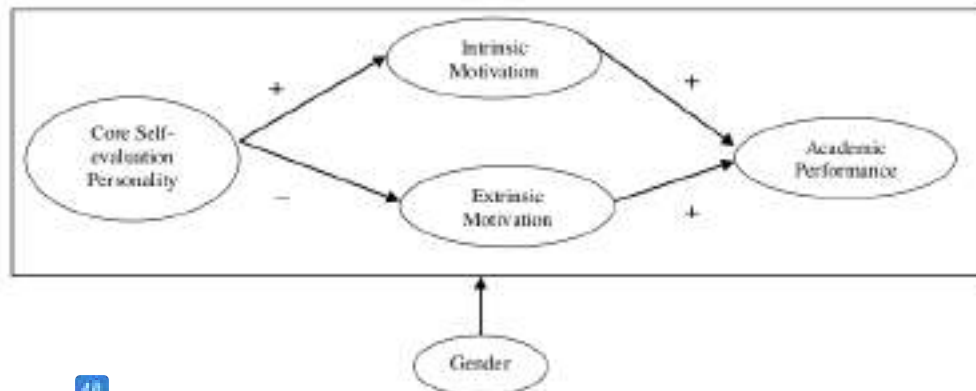
H5: Extrinsic motivation has positive effect on academic performance.

H6: Intrinsic and extrinsic motivation mediates the relationship between and core self-evaluations personality and academic performance.

All cultures distinguish the role of men and women (Beauregard, 2012). Men are expected to play an important role and behave as a leader, while women should fulfill the social roles and expectations. The man demanded a role as a provider of economic necessity and the head of the family, while women are expected to play the role of caregiver, maintain, and support. Women are more warm and able to maintain, while men are more assertive and independent. This can distinguish the personality, motivation, and achievement between men and women.

H7: Gender differences moderate the relationship model of personality and academic performance evaluation of self mediated by intrinsic motivation and extrinsic motivation.

Structural model in Figure 1 proposes that intrinsic and extrinsic motivation mediates the effect of core self-evaluation personality on academic performance and gender moderates the relationship model.



40
Figure 1. Relationship Model Among Research Variables

2. Method

2.1. Sample and Research Procedures

This research was conducted in the undergraduate program of business schools in Indonesia, especially in Yogyakarta. This is because Yogyakarta gets the title of number one student city in Indonesia. Selection of research setting is based on previous research stated that the students will perform well where there are challenges, to be curious, and there are things to do the work independently. This research was conducted by using students of that business school as respondents. In addition, this study aims to examine the influence of core self-evaluation personality variables on both types of motivation, namely intrinsic motivation and extrinsic motivation, and on students' academic achievement or performance. This study also examined effect of intrinsic motivation and extrinsic motivation on academic performance. The students usually focus on extrinsic consequences of behavior, especially on objective performance indicators. This study used a survey using a questionnaire conducted its own distribution. The questionnaire was distributed to individual data collection on respondents. The sample of this study is students of the undergraduate program in school of business that are still actively studying. Families in Indonesia in general prioritize education for the men. This happens in poor families in Indonesia with limited income. In general, they would give her son a chance to go to school than her daughter if their income is not enough to pay for their children. This caused her son would support his family later when they are married, while his daughter will be nourished by her husband later. Therefore, this study also examined gender as moderating variable in the relationship model.

The survey was conducted about four months, started on March until July 2015. Compared with four other methods, namely face-to-face interviews with directly, questionnaires were sent or by correspondence, questionnaires were read out over the telephone, questionnaires through electronic media, or a combination of survey methods, survey method of questionnaires survey conducted themselves is the best method (Cooper & Schindler, 2008; Neuman 2006; Sekaran & Bougie, 2010). Research on students' academic motivation is important because it significantly affects the motivation of learning in school. In addition, the motivation has been identified as one important and consistent predictor of learning.

Research used the individual as the unit of analysis requires sample with certain criteria or characteristics. Characteristics of the sample are used to convey the characteristics of the sample relative to the population. The sample is intended to represent the population. The sample size also affects the accuracy or representation of the population, despite the large sample will demonstrate a high level of confidence (the greatest confidence) in the study. The sampling method used in this study is non-probability sampling. In this method, the elements in the population have the same probability to be selected as the sample in the study (Sekaran & Bougie, 2010; Cooper & Schindler, 2008). Non-probabilistic sampling technique selected as purposive sampling. The criteria used to select the sample are an undergraduate student who is an active program of at least one semester of business school in Yogyakarta. In addition, this study used self-assessment. The sample consisted of 424 students (response rate 84.8%) of 500 students. One of the characteristics of the investigated demographic profile is gender.

Students of business school were chosen as the research sample because they have got knowledge about business and how to conduct business. They also the actor of Indonesia's business in the next era that have to be motivated for achieving good performance. Respondents are students who have been studying in undergraduate program in business school in Yogyakarta, Indonesia. They received a survey using pen and paper. Respondents were assured of anonymity and complete the survey during study in class.

2.2. Measurement

The instrument was designed for the unit of analysis at the individual level. Each respondent in this study were asked to complete three measurement or questionnaires, namely the core self-evaluation personality, motivation (intrinsic and extrinsic), and performance. Core self-evaluation personality questionnaires was taken and developed by previous researchers, namely Judge et al. (2004). Intrinsic motivation, extrinsic motivation, and performance were measured using

questionnaires from Lepper et al. (2005). The questionnaire was adopted with slight modifications according to local needs research in Indonesia. This modification is associated with changes in the questionnaire by using Bahasa Indonesia.

Intrinsic motivation, extrinsic motivation, and performance were measured using questionnaires from Lepper et al. (2005) were applied to the educational institutions developed from research Harter (1981). Harter (1981) designed the dimensions of intrinsic motivation and extrinsic motivation which is contradicted each other. First, the desire for a challenging task increases, the desire for easy work will decrease. Secondly, motivation is based on curiosity of the task increases, the motivation is based on a fun teacher decreases. Third, independently in completing the task increases, the dependence on the teacher in completing the task decreases.

There are no changes to the questionnaire related to core self-evaluation personality, intrinsic and extrinsic motivation, and performance. All scale measured by Likert scale with 5-point ranging from the 1. This study also used factor analysis as a way to test the construct validity and internal consistency with Cronbach's alpha to indicate the reliability of measuring instruments. With the rotation and the loading factor of at least 0.4 as suggested by Hair, Black, Babin, Anderson, and Tatham (2006). Furthermore, to examine the relationship and influence between the independent and dependent variables, researchers used correlation. Furthermore, examine the intrinsic and extrinsic motivation variables as mediating variables and gender as moderating variables used structural equation modeling (SEM) using the AMOS program.

2.3. Validity and Reliability Analysis

This study used a questionnaire developed by previous researchers to translate from the original language into Bahasa Indonesia. To assess the validity of items measuring all the variables, this study also tested the content validity and construct validity. Content validity of the instrument was used to assess the measurement performed on the pre-analysis stage by asking the opinion of experts in the field of Organizational Behavior, Human Resource Management, and Qualitative and Quantitative Research Methods. Measuring instrument or questionnaire was tested on 30 students at undergraduate business school program as respondents who have characteristics similar to the target population of the study as suggested by Sekaran and Bougie (2010). This study used factor analysis to examine the construct validity. To further simplifying interpretation and are looking for a simpler structure, this study used a technique of orthogonal and varimax rotation. Factor analysis was also performed on the constructs under study. Extraction of factors was executed and each eigenvalue greater than one (1) will be adopted. Varimax rotation performed to reveal each variable. Recorded using loading factor loading above 0.40 as suggested by Hair et al. (2006) referred to as construct validity test results are practically significant. Factor analysis was conducted to test the construct validity. By using varimax rotation and factor loading of at least 0.4 as suggested by Hair et al. (2006) can be achieved construct validity of test results that can be said to be significant. Factor loading values noted between 0.405 and 0.893. Given all of the items noted above 0.4 were extracted. There are three items that turned out to be removed because it is declared invalid. Items that have construct validity based on the results of the factor analysis were tested for reliability.

Furthermore, to assess the reliability of items measuring all variables tested for internal consistency with Cronbach's alpha. Values of Cronbach's alpha reliability tests measuring instrument in this study resulted in a score of 0.8221 for intrinsic motivation variable, 0.7955 for extrinsic motivation variable, 0.6836 for core self-evaluation of personality variable, and 0.7116 for academic performance variable. Based on the results of the reliability testing, the reliability of measuring instruments of this research is well above cut-off line reliability as recommended by Hair et al. (2006).

2.4. Descriptive Statistics

Performing statistical analysis, this study used a series of analysis of the relationship between all the constructs or variables of the study by using correlation analysis. Correlations between core self-evaluation personality and intrinsic motivation and between core self-evaluation personality and academic performance are significantly positive while the correlation between core self-evaluation personality and extrinsic motivation significantly negative. The correlation between intrinsic motivation and extrinsic motivation is also significantly negative. Standard deviations, scale reliability, and correlations among all study variables were presented in Table 1.

Table 1. Mean, Deviation Standard, and Inter-Correlations of Research Variables

	Mean	SD	α	1	2	3	4
Core Self-evaluation Personality	2.4412	0.3054	0.6836	1.000			
Intrinsic Motivation	3.4686	0.4231	0.8221	0.345**	1.000		
Extrinsic Motivation	3.4840	0.4757	0.7955	-0.182**	-0.293**	1.000	
Performance	2.6518	0.3307	0.7116	0.418**	0.395**	-0.088	1.000

Notes: correlation is significant at the 0.01 level (2-tailed)

Based on Table 1, the mean of the four variables is moderate (average of between 2.4412 to 3.4840) and relatively small deviations. In addition, all correlations obtained are not too strong. Correlation between core self-evaluation of personality and intrinsic motivation is significantly positive ($r = 0.345$, $p < 0.01$). Correlation between core self-evaluation personality and extrinsic motivation is significantly negative ($r = -0.182$, $p < 0.01$). The correlation between intrinsic motivation and extrinsic motivation is significantly negative ($r = -0.293$, $p < 0.01$). Correlation between core self-evaluation personality and performance is significantly positive ($r = 0.418$, $p < 0.01$). The correlation between intrinsic motivation and performance is also significantly positive ($r = 0.395$, $p < 0.01$). Meanwhile, the correlation

between extrinsic motivation and performance was not significant. Low correlation between these variables is likely due to the characteristics of the study variables. Furthermore, the correlation intrinsic and extrinsic motivation is paired as study Lepper et al. (2005) also negatively related looks of this research. The correlation between the dimension of the challenges in intrinsic motivation was significantly negatively associated with dimensions case the task of extrinsic motivation ($r = -0.531, p < 0.01$).

3. Results

3.1. Test The Hypothesized Model

Confirmatory Factor Analysis (CFA) was used to test the discriminant validity of the variables. In particular, I examined four variables in the model where the core self-evaluation of personality, intrinsic motivation, extrinsic motivation, and academic performance into the different latent factors. The strength of the relationship between core self-evaluation personality, intrinsic motivation, extrinsic motivation, and performance is examined by Structural Equation Modeling (SEM). The result of the testing model showed that there was no significant effect of all independent variables (self-evaluation personality, intrinsic motivation and extrinsic motivation) on performance as a dependent variable. The proposed model does not fit with existing data (GFI = 1.000). Furthermore, one of the objectives of this study was to examine the influence of intrinsic and extrinsic motivation as mediating variables in the model of the relationship between core self-evaluation personality and performance. Table 2 presents the results of testing the mediating model using a structural equation modeling with two-stage approach.

Structural equation model in this study was designed and tested using the software AMOS 4.0 program (Byrne, 2001). The structural model is determined by allowing each of the items of any to fit on the latent factors. At first, I conducted dimensional analysis using confirmatory factor analysis that includes all of the steps to assess the relationship between latent variables and real products that serve as indicators of them. Furthermore, the results of testing the mediating model of intrinsic motivation and extrinsic motivation on the relationship between core self-evaluations personality and performance is presented in Table 2. The results showed that the hypothesized model fit the data ($\chi^2 = 18.882$; $df = 1$, $p = 0.000$; GFI = 0.978).

Table 2. Mediating Model Analysis

	Beta (β)	Critical Ratio
Core Self-evaluation Personality \rightarrow Intrinsic Motivation	0.429	7.323
Core Self-evaluation Personality \rightarrow Extrinsic Motivation	-0.235	-3.861
Core Self-evaluation Personality \rightarrow Academic Performance	0.352	7.765
Intrinsic Motivation \rightarrow Academic Performance	0.249	2.649
Extrinsic Motivation \rightarrow Academic Performance	0.142	2.573
GFI = 0.976		
p = 0.000		
Chi Square = 21.509		
Df = 1		

Based on the results of the hypothesis testing model, the influence of core self-evaluation personality on intrinsic motivation and performance is significantly positive (hypothesis 1, hypothesis 3 is supported), while the influence of core self-evaluation personality on extrinsic motivation is significantly negative (hypothesis 2 is supported). Meanwhile, intrinsic motivation and extrinsic motivation influence performance significantly positive (hypothesis 4 and hypothesis 5 is supported). Based on Table 2 can also be stated that intrinsic and extrinsic motivation partially mediates the relationship between core self-evaluation personality and academic performance. This is evident in the suitability index value (goodness of fit index or GFI) is above 0.90 (hypothesis 6 is supported).

Furthermore, testing the difference of intrinsic motivation and extrinsic motivation in terms of gender differences performed with different sample t-test. The results showed that there was no significant difference in intrinsic motivation and extrinsic motivation in terms of gender differences ($t = 1.121$, $sig. = 0.542$ for intrinsic motivation and $t = 1.541$, $sig. = 0.272$ for extrinsic motivation). However, when viewed from the objective performance of the students as measured by cumulative GPA, the test results using ANOVA appears there was a difference. Test results using ANOVA showed that there were differences in intrinsic motivation in terms of objective performance using grade point average ($F = 4.547$, $sig. = 0.011$), meanwhile, there was no difference extrinsic motivation in terms of objective performance ($F = 1.422$, $sig. = 0.242$).

Meanwhile, to test hypotheses 7 used multi-group structural equation modeling (Multi-group SEM) is presented in Table 3. The results showed that gender was not a moderating variable of the relationship model of core self-evaluation personality, intrinsic motivation, extrinsic motivation and academic performance. Based on Multi-group SEM results in Table 3, the chi-square value for the constrained model is 36.297 with 7 degree of freedom, while the chi-square value for the unconstrained model was 24.834 with degree of freedom 2. This result indicates that the difference value of chi square was 11.463 and the difference value of degree of freedom was 5. This result is then compared with the χ^2 table with a significance level of 5% at 11.0705. Because the χ^2 value was greater than the value of χ^2 table, the difference was significant. In other words, gender differences moderate the relationship model of core self-evaluation personality, intrinsic and extrinsic motivation, and performance (hypothesis 7 is supported).

Table 3. Hypothesis Testing Result: Gender as Moderating Variable with Multi-group SEM

Multigroup SEM - Unconstrained Model				
	Men		Women	
	B	CR	B	CR
Personality → Intrinsic Motivation	0.426	4.496	0.431	5.755
Personality → Extrinsic Motivation	-0.344	-3.611	-0.156	-1.975
Personality → Performance	0.549	4.469	0.635	7.115
Intrinsic Motivation → Performance	0.194	2.027	0.302	3.907
Extrinsic Motivation → Performance	0.030	0.330	0.258	3.741
GFI = 0.972 Chi-Square = 24.834 df = 2				

Multigroup SEM - Constrained Model				
	Men		Women	
	B	CR	B	CR
Personality → Intrinsic Motivation	0.422	7.328	0.435	7.325
Personality → Extrinsic Motivation	-0.195	-3.605	-0.233	-3.605
Personality → Performance	0.495	8.432	0.676	8.432
Intrinsic Motivation → Performance	0.209	4.121	0.276	4.121
Extrinsic Motivation → Performance	0.151	2.989	0.173	2.989
GFI = 0.960 Chi-Square = 36.297 df = 7				

4. Discussion

Studies on intrinsic motivation and extrinsic motivation have been done and have been associated with achievement and learning. There are intrinsic motivation and extrinsic motivation always in the academic environment. Both of motivations are proven to encourage student's academic achievement. When measured separately for each dimension, the two types of motivation are moderately correlated, and the correlation is negative. This means that the higher the intrinsic motivation the lower the extrinsic motivation. Meanwhile, the relationship between intrinsic and extrinsic motivation is significantly negative. This shows that the higher the intrinsic motivation, intrinsic motivation would then decrease. Motivation concept has been studied in various perspectives, this concept stated that behavior can be motivated intrinsically and extrinsically.

These results indicate that although intrinsic motivation and extrinsic motivation negatively correlated significantly, but students can combine both the motivation to achieve the goal, the achievement or performance. The results support the research conducted by Lepper et al. (2005) which states that the correlation between intrinsic motivation and extrinsic motivation moderate, but both separately will affect the achievement or performance. The results of this study support the study conducted by Lepper et al. (2005) who also stated that the increasing in extrinsic motivation will decrease intrinsic motivation. This is indicated by the correlation between the two constructs is negative. Nevertheless, both the motivation has positive effect on performance. This means that the intrinsic and extrinsic motivation can affect performance in the same time, but do not affect each other. The results of the Dermer's study (1975) shows that the relationship between intrinsic motivation and extrinsic motivation is not consistent and can not be generalized for all types or groups of respondents. This study uses two types of motivation, intrinsic and extrinsic motivation independently. This study also shows that both type of motivation are valid and reliable. Measurement separately the two types of motivation also allow testing the impact on student performance or achievement. The results of this study indicate the mean intrinsic motivation and extrinsic motivation is low and there is a negative correlation. This is consistent with the results of Hayenga and Corpus's research (2010) that showed that both the motivational constructs are mutually exclusive and independent.

The results of this study also showed that intrinsic motivation and extrinsic motivation jointly affect students' academic performance. The results of this study do not support Hayenga and Corpus's research (2010) which states that intrinsic motivation will increase academic performance, student achievement, whereas extrinsic motivation will decrease academic performance or student achievement. This study describes the existence of a positive relationship between the composite measure of intrinsic motivation and academic performance or student achievement. Intrinsic motivation theory indicates that intrinsic motivation get students interested and bound in the learning process and yield a better learning achievement (Cordova & Lepper, 1996; Gottfried, 1985). Even more interesting in this study is a positive relationship between the composite measure of extrinsic motivation and academic performance or student achievement. This is consistent with research conducted by Lepper et al. (2005) who showed that in general, students can simultaneously motivated by intrinsic and extrinsic motivation. Students can be intrinsically motivated so that performance is good, but usually the students also expect extrinsic rewards in the form of appraisal or performance index. Therefore, the extrinsic motivation can improve academic performance, although the relationship between intrinsic motivation and extrinsic motivation is negative.

Based on these results, extrinsic motivation does not decrease intrinsic motivation despite negative relationship between the two variables. Both motivations together can improve performance. Implicitly recognized that intrinsic motivation is important for the learning process in educational institutions, however, the system of incentives to students in the class do not need to be avoided. Deci et al. (2001) states that extrinsic rewards contain informational aspect which

brings competence and perceived self-determination of individuals will encourage intrinsic motivation. However, the control aspects in the awards would decrease intrinsic motivation (Deci et al., 2001). The results of this study support the research of Cameron (2001) which indicates that the negative impact of the appreciation is not always there. Award can be used to generate a positive or negative effect, or no effect on the measurement of intrinsic motivation. The results of the study did not state whether students are intrinsically or extrinsically motivated, except for how big the intrinsic and extrinsic motivation shown by students. The results of this study indicate that mean score of student's intrinsic motivation is 3.4686 and mean score of student's extrinsic motivation is 3.4840.

This study also examined the relationship of core self-evaluation personality and academic performance is mediated by intrinsic motivation and extrinsic motivation with three dimensions for each type of motivation. Based on these results it appears that core self-evaluation personality is a consistent predictor for motivation and performance. The hypothesis of this study is the core self-evaluation personality effect significantly positive on intrinsic motivation and significant negative on extrinsic motivation. This hypothesis is supported. Core self-evaluation personality effects positively on intrinsic motivation and negatively on extrinsic motivation. This means that individuals with high core self-evaluation personality will be intrinsically motivated, while extrinsic motivation will decrease. Meanwhile, individuals with low core self-evaluation personality, their extrinsic motivation will increase, but their intrinsic motivation will decrease. The results of this study support the results of research conducted by Erez and Judge (2001) which showed that the core self-evaluation personality can predict motivation in two ways. First, the individual core self-evaluation personality associated with motivation and performance, and the second, core self-evaluation personality illustrates a higher correlation with motivation and performance. In addition, the relationship between core self-evaluation personality and academic performance will be fully mediated by motivation, particularly intrinsic motivation and extrinsic motivation. Individuals with high core self-evaluation personality will be more motivated to perform better.

The results of this study support previous studies. The research results of Judge et al. (2003) stated that the core self-evaluation personality directly affect performance without any mediating variable. Nevertheless, Judge and Judge (2003) stated that there is a mediating variable in the relationship between core self-evaluation personality and performance. In other words, the relationship between core self-evaluation personality and performance is indirect. Judge et al. (1998) stated that based on the results of their research, the core self-evaluation personality affects performance through its influence on motivation variables. It is also consistent with the results of Barrick et al. (2002) which states that if the performance is affected by the variables of motivation and ability, then the personality variable will affect motivation rather than ability.

The results of this study indicate that both intrinsic and extrinsic motivation effect positively on performance. This is consistent with previous research that stated that although in some previous studies revealed that intrinsic motivation is a key element in creativity or performance, but extrinsic motivation also has the incremental effect of on creativity or performance, especially when the awards depend on performance or the individual creativity (Eisenberger, Rhoades, & Cameron, 1999; Eisenberger & Rhoades, 2001; Choi, 2004; Prabhu et al., 2008). Both intrinsic motivation and extrinsic motivation has an effect on performance due to the energy level, enthusiasm, concentration, and desire necessary. Although the social psychology approach argued that performance emphasizes the role of intrinsic motivation, but lately many studies have shown that extrinsic motivation was also has a significant effect on performance.

Confirmation of independence substantially of two types of motivation in this study is a combination of intrinsic motivation and extrinsic motivation can help in developing students' achievement or academic achievement. This means that the preparation of learning activities that is interesting should be combined with incentives or reward for the achievement. Therefore, intrinsic motivation and extrinsic motivation can be seen as two independent dimensions, not the opposite dimension. Intrinsic motivation and extrinsic motivation show two motivation forms qualitatively different but can complement each other to affect the performance.

5. Conclusion

In general, this study supports the motivational process model that combines personality, motivation, and performance in a single model. This study also supports the mechanism of mediating models of intrinsic and extrinsic motivation on the effect of personality on performance. This study increases the understanding of how personality affects performance. This study underscores the central role of individuals in determining success in the work. This study also supports and develops a theoretical model of performance. Motivation is seen as variable that has a central role in the performance. Furthermore, as presented in their research, Kanfer and Heggestad (1997) stated that although some researchers have argued that the personality is not included in a comprehensive assessment of work motivation, personality research is problematic and unsatisfactory. The results of this study support the notion that non-cognitive characteristics can predict the success or academic performance of students.

In particular, the results of this study provide supporting that core self-evaluation personality affect intrinsic motivation and extrinsic motivation independently. Core self-evaluation personality, intrinsic motivation and extrinsic motivation are a significant predictor of academic performance. Furthermore, research on gender differences is still much to do, either differences in research variables as well as research models. The results also show that the research model of this study is moderated by gender, although there was no difference between men and women in term of intrinsic motivation and extrinsic motivation.

There are several limitations of this research. First, the presence of common method bias occurs when all the measurements in this study using a single assessor (self-report) or assessed at the same time. This led to bias in the results of the research, which is an increasing or a decreasing beta (bouncing beta). Nevertheless, some researchers do not believe that it will not mess up the results of other research (Spector, 1994, 2006). Self-report will also lead to spurious

relationship between variables in the study. In addition, the use of self-report can also adjust the social desirability bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Second, this study used students as research subjects, so the results can be generalized to other populations such as employees. Furthermore, MacKinnon, Cox, and Baraldi (2012) stated that mediation model is a longitudinal model, it does not cross-sectional model. Therefore, the weaknesses of this study is the use of cross-sectional data for testing the mediating model.

Further research needs to be done is how far the effects of tangible rewards motivate students. The results of the study Deci, Koestner, and Ryan (1999) states that tangible rewards can decrease intrinsic motivation for interesting tasks and does not affect the intrinsic motivation for tasks that are boring. Based on the results of research and theory that has been used, there is no way the use of tangible rewards that can reduce the negative influences and under certain conditions have a positive effect on intrinsic motivation. Therefore, the use of rewards as a motivational strategy is always that risk, so we had to argue to rethink the practice in the world of education that shall be binding on the student's interest and support the development of students' self-regulation. Not fair would bring together teachers and students by stating that rewards used to control behavior without fighting issues such as why many students not interested in learning in the education system and how intrinsic motivation and self-regulation can be promoted among students.

ORIGINALITY REPORT

%**23**

SIMILARITY INDEX

%**15**

INTERNET SOURCES

%**21**

PUBLICATIONS

%**8**

STUDENT PAPERS

PRIMARY SOURCES

1

www.todayscience.org

Internet Source

%**4**

2

citeseerx.ist.psu.edu

Internet Source

%**3**

3

Dorothea Wahyu ARIANI. "WHY DO I STUDY? THE MEDIATING EFFECT OF MOTIVATION AND SELF-REGULATION ON STUDENT PERFORMANCE", Business, Management and Education, 2016

Publication

%**3**

4

mafiadoc.com

Internet Source

%**2**

5

files.eric.ed.gov

Internet Source

%**1**

6

Hongbin Wu, Shan Li, Juan Zheng, Jianru Guo. "Medical students' motivation and academic performance: the mediating roles of self-efficacy and learning engagement", Medical Education Online, 2020

Publication

%**1**

7	www.ccsenet.org	% 1
	Internet Source	
8	Judge, Timothy A., Amir Erez, and Joyce E. Bono. "The Power of Being Positive: The Relation Between Positive Self-Concept and job Performance", Human Performance, 1998.	% 1
	Publication	
9	Veena Prabhu, Charlotte Sutton, William Sauser. "Creativity and Certain Personality Traits: Understanding the Mediating Effect of Intrinsic Motivation", Creativity Research Journal, 2008	<% 1
	Publication	
10	thejournalofbusiness.org	<% 1
	Internet Source	
11	www.ascd.org	<% 1
	Internet Source	
12	Dorothea Wahyu Ariani. "Relationship Personality, Job Satisfaction, Organizational Commitment and Organizational Citizenship Behavior of Service Industries in Indonesia", Research Journal of Business Management, 2014	<% 1
	Publication	
13	Wahyu Ariani Dorothea. "Self-determined motivation, achievement goals and anxiety of	<% 1

economic and business students in Indonesia",
Educational Research and Reviews, 2017

Publication

14

Edward L. Deci. "Intrinsic Motivation", Springer
Science and Business Media LLC, 1975

Publication

<% 1

15

Yiqun Huang, Lushan Pan. "Proactive
Personality and Job Performance: Test of the
Mediating Effects of Motivation in Service
Industry", 2007 International Conference on
Service Systems and Service Management,
2007

Publication

<% 1

16

propertibazar.com

Internet Source

<% 1

17

Submitted to Saint Leo University

Student Paper

<% 1

18

Edward L. Deci, Richard Koestner, Richard M.
Ryan. "A meta-analytic review of experiments
examining the effects of extrinsic rewards on
intrinsic motivation.", Psychological Bulletin,
1999

Publication

<% 1

19

Submitted to The Catholic University of America

Student Paper

<% 1

20

Timothy A. Judge, Joyce E. Bono. "Relationship

of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis.", *Journal of Applied Psychology*, 2001

Publication

<% 1

21

Timothy Judge. "Emotional Stability, Core Self-Evaluations, and Job Outcomes: A Review of the Evidence and an Agenda for Future Research", *Human Performance*, 01/01/2004

Publication

<% 1

22

espace.curtin.edu.au

Internet Source

<% 1

23

Dorothea Wahyu ARIANI. "RELATIONSHIP MODEL OF PERSONALITY, COMMUNICATION, STUDENT ENGAGEMENT, AND LEARNING SATISFACTION", *Business, Management and Education*, 2015

Publication

<% 1

24

eli.johogo.com

Internet Source

<% 1

25

Amy Rummel, Richard Feinberg. "COGNITIVE EVALUATION THEORY: A META-ANALYTIC REVIEW OF THE LITERATURE", *Social Behavior and Personality: an international journal*, 1988

<% 1

26 www.diva-portal.org <% 1
Internet Source

27 docplayer.net <% 1
Internet Source

28 www.ijsrp.org <% 1
Internet Source

29 Ronald F. Piccolo, Timothy A. Judge, Koji Takahashi, Naotaka Watanabe, Edwin A. Locke. "Core self-evaluations in Japan: relative effects on job satisfaction, life satisfaction, and happiness", *Journal of Organizational Behavior*, 2005 <% 1
Publication

30 Submitted to Northcentral <% 1
Student Paper

31 Submitted to Griffth University <% 1
Student Paper

32 Ellen Bolman Pullins, Curtis P. Haugtvedt, Peter R. Dickson, Leslie M. Fine, Roy J. Lewicki. "Individual differences in intrinsic motivation and the use of cooperative negotiation tactics", *Journal of Business & Industrial Marketing*, 2000 <% 1
Publication

33 Edward L. Deci, Richard M. Ryan. "Promoting <% 1

Self-determined Education", Scandinavian
Journal of Educational Research, 1994

Publication

34

Teresa M. Amabile, Karl G. Hill, Beth A. Hennessey, Elizabeth M. Tighe. "The Work Preference Inventory: Assessing intrinsic and extrinsic motivational orientations.", Journal of Personality and Social Psychology, 1994

Publication

35

repo.lib.ryukoku.ac.jp

Internet Source

36

Jungin Kim. "The contrary effects of intrinsic and extrinsic motivations on burnout and turnover intention in the public sector", International Journal of Manpower, 2018

Publication

37

Pierre Hadaya, Luc Cassivi. "Collaborative e-product development and product innovation in a demand-driven network: the moderating role of eCRM", Electronic Markets, 2009

Publication

38

Jeanette A. Davy, Joel F. Kincaid, Kenneth J. Smith, Michelle A. Trawick. "An Examination of the Role of Attitudinal Characteristics and Motivation on the Cheating Behavior of Business Students", Ethics & Behavior, 2007

Publication

<% 1

<% 1

<% 1

<% 1

<% 1

39

www.aessweb.com

Internet Source

<% 1

40

Maret Pihu, Vello Hein, Andre Koka, Martin S. Hagger. "How students' perceptions of teachers' autonomy-supportive behaviours affect physical activity behaviour: an application of the trans-contextual model", *European Journal of Sport Science*, 2008

Publication

<% 1

41

www.sitesbysarah.com

Internet Source

<% 1

42

www.officesoon.com

Internet Source

<% 1

43

Fraide A. Ganotice, Kevin Downing, Lee Wai Yip, Barbara Chan, Jonalyn B. Villarosa. "Motivational profiles of Chinese and Filipino students: a person-centred analysis", *Educational Studies*, 2020

Publication

<% 1

44

E. F. Hernandez. "Motivations and behaviors of software professionals", *Proceedings of the ACM SIGCPR conference on Management of information systems personnel - SIGCPR 88*, 1988

Publication

<% 1

45

Hugo M. Kehr. "Implicit/Explicit Motive

Discrepancies and Volitional Depletion among Managers", Personality and Social Psychology Bulletin, 03/01/2004

Publication

<% 1

46

journals.sagepub.com

Internet Source

<% 1

47

icaindia.info

Internet Source

<% 1

48

Dorothea Wahyu Ariani. "Relationship Model among Learning Environment, Learning Motivation, and Self-Regulated Learning", Asian Social Science, 2017

Publication

<% 1

49

Submitted to Sheffield Hallam University

Student Paper

<% 1

EXCLUDE QUOTES ON

EXCLUDE MATCHES OFF

EXCLUDE BIBLIOGRAPHY ON