

Locus of Control Analysis in the Selection of Advanced Studies for Junior High School Students

Rulinawaty¹, Dian Wardiana Sjuchro², Reza Saeful Rachman³, Eza Aldonna⁴

¹ Univeritas Terbuka, Indonesia; ruly@ecampus.ut.ac.id

² Universitas Padjadjaran, Indonesia; d.wardiana@unpad.ac.id

³ Universitas Sangga Buana, Indonesia; reza.saeful@usbypkp.ac.id

⁴ SMP Negeri 3 Palembang, Indonesia; ezaaldonna94@gmail.com

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ABSTRACT

This study aims to determine the locus of control of junior high school students in the selection of further studies. This research method uses a descriptive quantitative survey with questionnaire and interview data collection techniques. The population of this research is 310 students and the sample is 108 students. The collected data is then analyzed using category percentages. The results of this study showed that 105 students (97%) got the results of internal locus of control where they had the will and responsibility for themselves in the selection of further studies, 2 students (2%) got the results of external locus of control where they lacked initiative. and only following the will of the people around them in the selection of further studies, and 1 student (1%) who has the same locus of control results between internal and external, in this case students who have the same locus of control results are students who do not have a desire to further study but still want to be the same as his other friends.

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Corresponding Author:

Rulinawaty

Univeritas Terbuka, Indonesia; ruly@ecampus.ut.ac.id

1. INTRODUCTION

In living life and development, each individual is in certain conditions to face and interact with environmental conditions. Self conditions include various potentials and actual conditions that exist in themselves, while environmental conditions contain various possibilities that can have positive and negative impacts, depending on preparation, handling and utilization. In grade 3 junior high school students they will get to continue to secondary school according to their respective abilities and interests. However, this choice will occur from several factors, the various background conditions of students being one of the determining factors in continuing their education.

Adolescence is the age to prepare for a career and choose a job. Selection and self-preparation to determine the career development of the next teenager is like determining the type of work that will be undertaken throughout his life later. As in "life career rainbow" from Super. According to Super, the

life career rainbow is the concepts of life and life space, as a design for career development and its description (Zunker, 2006).

Individuals who have career planning skills can know and understand themselves to make the right choices according to their circumstances. According to Supriatna and Budiman (2009), career planning is a student activity that leads to future career decisions. In determining a decision about their future, students need to manage their time and study both at school and at home to align with what they want later.

Various conditions that do not match between the individual's condition and the environment have the potential to cause problems that cause obstacles and losses that can be serially even greater, because it is related to their initial choice to choose which secondary school is following their wishes or pressure from outside themselves.

Of the various variables that influence the consideration of further studies by final year students in their selection, it is related to the individual's locus of control (control center). Locus of control is an individual's belief in looking at the factors that cause success or failure, including the rewards and punishments he receives. Differences in locus of control in a person can actually cause differences in other aspects of personality. Adolescents who have an internal locus of control have confidence that they can organize and direct their lives and are responsible for the achievement of whatever reinforcement they receive. When faced with career choices, students who have an internal locus of control will make efforts to identify themselves, find out about work and educational steps, and try to overcome problems related to career selection (Zulkaida, Made Taganing Kurniati, Retnaningsih, Muluk, & Rifameutia, 2012).

As in Widyastusi & Widyowati (2015) research, individuals who have an internal locus of control will show a willingness to work hard to independently collect information about careers such as fields of work, requirements that must be met in certain jobs in the future.

Research on the locus of control variable has been widely studied before. Some of the studies that have been carried out include the locus of control and its impact on work in relation to several aspects such as work pressure, job satisfaction and organizational commitment (Chen & Silverthorne, 2008; Martin, Thomas, Charles, Epitropaki, & McNamara, 2005). In particular, some studies have identified an interaction between locus of control and work pressure (Rahim, 1996), and job satisfaction, and performance (Aji & YUYETTA, 2010; Patten, 2005). From the research results on locus of control and pressure and job satisfaction, there is a relationship between locus of control and job satisfaction.

The difference with previous research is the locus of control for junior high school students who will continue to high school/equivalent level because there is still very little literature for locus of control research in junior high school students. Whereas as we know, every student's career step is from the most basic education. If students already have an internal locus of control from an early age, usually in the future careers will run smoothly.

2. METHODS

This research is quantitative survey research. There is only one variable or single variable in this study, namely the locus of control in grade 3 students or the final level at the junior high school strata. In this study, the number of population taken was 310 students. The researchers systematically took samples with 35% of each class, resulting in a total sample of 108 students with 54 male and 54 female students. And 2 samples for interviews from the internal and external locus of control results. In this study, the data collection technique used was a psychological scale.

In this study, researchers used the Guttman scale. The Guttman scale is very good for convincing researchers about the unity of the dimensions of the attitude or trait being studied, which is often called the universal content or universal attribute. This type of measurement scale will get a firm answer, namely "yes or no", "true or false", "never or never", "positive or negative", "agree or disagree", and others. The Guttman scale can be made in the form of multiple-choice, it can also be made in a checklist.

Answers can be scored as high as one and as low as zero. For example, the answer agree is given a score of 1 and disagree is given a score of 0.

This study uses quantitative research methods with survey types, in this case using data analysis techniques using quantitative descriptive using percentages (%). With the following formula:

$$\% = \frac{n}{N} \times 100$$

Information :

n = Value obtained by respondents

N = The maximum number of respondents

% = Percentage

To find out the locus of control in students, data was collected using a questionnaire compiled by the researcher based on Rotter's theory, then the instrument grid is as follows:

Table 1. Locus of control instrument grid

No.	Variable	Aspect	Indicator	No. Item
1.	<i>Locus Of Control</i>	Internal	Independent in conducting each selection and determination of the study program	1, 2
			Responsible for each selection and determination of the study program	3
			Have self-satisfaction in the selection and determination of the study program	4, 5
2		External	Lack of effort in achieving the desired study program	6, 7
			Lack of initiative	8
			Have the belief that success and achievement in entering the current study program is influenced by external factors (fate, luck, environment)	9, 10

From the grid above, 10 questions were made representing 5 questions for the internal locus of control and 5 questions for the external locus of control. Each question asked will reflect the answers of each respondent.

3. FINDINGS AND DISCUSSION

After distributing the questionnaire, the results were obtained and the data was processed using the percentage method of the Guttman scale questionnaire. The description of locus of control analysis in the selection of further student studies as a whole based on data obtained in the field by distributing locus of control questionnaires can be seen in Figure 1.

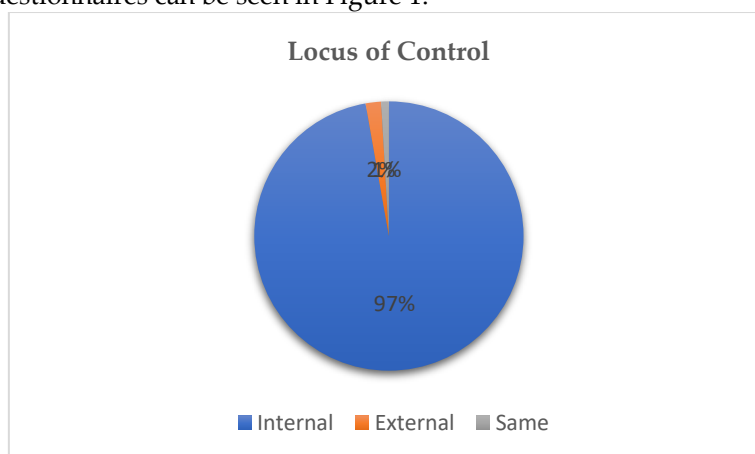


Figure 1. Percentage of Student Locus of Control

Based on Figure 1 above, it can be seen that students' locus of control in general, the percentage of internal locus of control scores is greater than the percentage of external locus of control scores, with the number of internal locus of control responses as many as 105 respondents marked by a blue diagram and the number of locus of control External 2 responses are marked with an orange table. Of the overall responses, there is 1 response that is internal and external locus of control with the same number of scores marked with a green table color.

From the data above, it can be concluded that students' locus of control is already based on their own desires, wills, and efforts because it can be seen from the dominant role of internal locus of control. Students who have an internal locus of control will try to improve their attitudes or behavior in order to achieve better results, individual expectations have a subjective assessment or belief that positive consequences will be obtained in certain situations as a reward for their behavior.

Individuals who have career planning skills can know and understand themselves to make the right choices according to their circumstances. According to Supriatna and Budiman (2009), Career planning is a student activity that leads to future career decisions. In making a decision about their future, students need to manage their time and study both at school and at home to align with what they want later. According to Super (Sharf, 2010) activities in career planning, namely learning about career information, discussing with adults about future career plans, taking courses that will help make career decisions, participating in extracurricular activities, participating in training or tutoring activities.

In the internal locus of control results, there is also a comparison between high internal locus of control and low internal locus of control, shown in Figure 2.

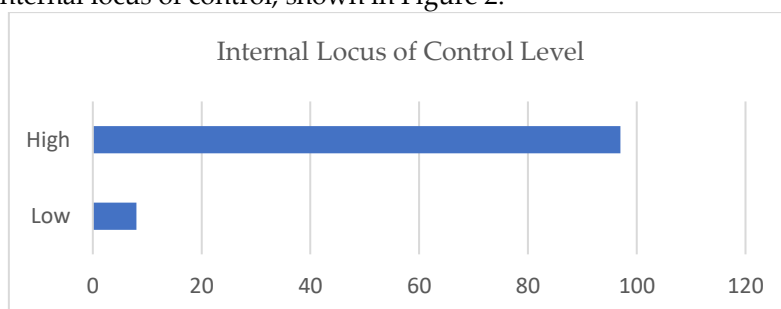


Figure 2. Level of Student Locus of Control

Based on Figure 2, it can be seen from 105 respondents 97 respondents have a high internal locus of control, the above results are obtained from the number of survey answers on the internal components.

As a youth candidate for the nation's successor, it is better to have self-awareness in carrying out the events that will later be passed. As Larsen & Buss said (2002) states that locus of control is a concept that describes a person's perception of his responsibility for events that occur in his life. Internal locus of control is one of the orientations of locus of control in which individuals assume that the events experienced occur because of the individual's own actions. This condition happened to. However, not all of the respondents who have an internal locus of control have a high internal locus of control value because there are also respondents who have a low internal locus of control.

The number of respondents who have a high and low internal locus of control is obtained from the total percentage of internal locus of control on the total number of respondents who have an internal locus of control then find the average and get an average of 29%. Respondents who have an internal locus of control below 29% are said to have a low internal locus of control. Respondents who have an internal locus of control above 29% are said to have a high internal locus of control.

In addition to the questionnaire, this study conducted interviews with respondents, 2 respondents from high internal locus of control results, and 1 from external locus of control results. In the interview results, it was found that students with high internal locus of control have been selected to be students of the Student Interest Tracking for Academic and Non-Academic Achievement (PMPA) at the superior high school they wanted, meaning the learning theory developed by Rotter (1966) Regarding internal

locus of control, it is an individual's belief that his own efforts and behavior influence the determining source of events or events in his life.

The results of interviews with students who have an external locus of control are also in line with Phares theory (1976) that the environment influences a person's locus of control, changes in age, urgent conditions, national events and special training programs. Urgent circumstances very influence students who have an external locus of control in their interviews, namely family economic factors, they are afraid that they will not be able to continue school if the school is too far from their home and spend a lot of money on school fees, because when they are in junior high school they are free of charge.

4. CONCLUSION

The locus of control studied by researchers on students of SMP Negeri 3 Palembang has the results that 97% are in the internal locus of control, and according to the number of students who have an internal locus of control who have entered high school for the Tracking Interests for Academic Achievement and Non Academic (PMPA). This condition is what happened to students in the study where the school they chose at this time was based on their own wishes, as evidenced by the location of the internal locus of control which was greater than the external locus of control, and 2% had an external locus of control in accordance with the results of interviews that they have a fear of continuing their education due to lack of confidence in the economy and learning ability. Locus of control research has been carried out a lot, but for the junior high school or junior high school level, there is still little specifically to know their locus of control in continuing their studies to high school. This research can be very useful for educational practitioners as a reference for early adolescents, because this locus of control can change according to age or the circumstances they will face later.

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