The Relationship Between the Locus of Control with Students' Learning Outcomes

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Abstract: In the world of education the right treatment is very necessary considering each individual student has different characteristics. In one school environment there will be students who have internal (introvert) and external (extroverted) locus of control. It is expected that with the right treatment can improve student learning outcomes. This study aims to determine the relationship between Locus of Control with student learning outcomes. This research type is quantitative descriptive research. The population in this study is XI IPS students as much as 57. The sampling technique is determined by saturated sampling, where the entire population is sampled. The sample in this study 57 respondents. Data collection techniques used questionnaires. Student learning result data is taken from the final test value of semester 1. For Locus of Control test using personality test in the form of a questionnaire designed by renowned psychologist, Philip Charter and Ken Russell. Based on the research results can be seen that between Locus of Control with learning outcomes have a significance value of 0.326> 0.05, then the hypothesis Ho accepted and Ha rejected. So it can be concluded that there is no significant relationship between locus of control with student learning outcomes.

1 INTRODUCTION

At this moment, the condition of education in Indonesia is in the process of quality and other improvement. It is expected that the improvement can improve the education system in Indonesia and produce quality human resources ready to compete with other countries.

In the world of education, the right treatment is very necessary considering each individual student has different characteristics. In a school environment there will be students with internal (introvert) and external locus of control (extrovert).

According to Connoly (177: 1980), Locus of control is a personality construct reflecting one's belief or perception about who controls behavior and life events. The perception identifies the place (i.e., locus) of control for what happens in life and leads to an expectancy of whether one can control life events. The belief can exist in varying degrees, reflecting the degree to which one perceives personal control in life. The key link is between behavior and its consequence, and the relationship between outcomes and personal effort.

So, Locus of control (Connoly, 177: 1980) is someone's reflection of personality, believe and perception that controls the behavior and events of life. The key is between behavior and its consequences, and the relationship between outcomes and personal effort.

According to Kreitner and Kinicki (2005: 155) about Locus of Control is Individuals who have an external locus of control tendency are individuals who have confidence that their performance is the result of events that occur outside of their direct control1. The results achieved by the internal locus of control are thought to originate from his or her own activities. Whereas in the individual locus of control external consider that the success achieved is controlled from the surrounding circumstances. A person who has an internal locus of control will see the world as predictable, and individual behavior plays a role in it. In individuals who have external locus of control will view the world as something unpredictable, so also in achieving goals so that individual behavior will not have a role in it.

Thus, according to Kreitner and Kinicki, the results achieved by the internal locus of control are thought to originate from self-activity, whereas the external locus of control assumes that the success

achieved is controlled from the surrounding circumstances. In table 1 there is some difference between the internal locus of control (introvert) and the external locus of control (extrovert), as follows:

Table 1: Differences in extrovert and introverts.

Extrovert	Introvert
Current in speaking	More fluent writing than talking
Free from worries or anxieties	Tendering or often overwhelmed with concerns.
It is not ashamed or awkward.	Irritated and awkward
Generally conservative	Tend to be radicals.
Has an interest in athletics	Likes reading books and magazines
Influenced by objective data	More influenced by subjective feelings
Friendly and gregarious	Somewhat closed his soul
Likes to work with other people	Preferably working alone
Less concerned with suffering and self-sufficiency	Be very careful about her suffering and hers
Easy to adapt and flexible	Difficult to adapt and be rigid in the association.

Source: Sobbur (2013: 316).

With the locus of control, the application of learning model can be adjusted with each student characteristics. It is expected that with the use of appropriate learning model for each student characteristic both extrovert and introvert, achievement of learning result can be more optimal. Students are able to develop themselves and continue to explore their potential. It is hoped that appropriate learning treatment can improve student learning outcomes.

This research is previously conducted by Achadiyah and Laily (2013), towards 193 respondents of accounting students State University of Malang. The result of the research shows that internal locus of control significantly influence student's learning outcomes but this research did not succeed to prove the relation between external locus of control and student learning result. The purpose of this research is to know the relation between Locus of control and learning outcomes.

2 RESEARCH METHOD

The method of this study is descriptive quantitative. This research was conducted at SMAN 1 Ngaglik, Sleman Regency, Yogyakarta. The time of this study was March 2018.

The population is students of class XI IPS as many as 57 students. The sampling technique is determined by saturation sampling, where the entire population is sampled. The sample is 57 students.

Table 2: Saturated sampling of XI IPS.

No	Class	Amount
1	XI IPS 1	29 Students
2	XI IPS 2	28 Students
	SUM	57 Students

Source: Data Processed in 2018.

This research uses descriptive correlation design. This study is conducted to determine the relationship or correlation between variables, and thus, in a research, the researcher correlation must involve at least two variables (Sukmadinata, 2004: 46). This research uses descriptive correlation to know the relation between independent variable (Locus of Control) with dependent variable (result of student study of high school class XI IPS). The relationship between variables can be described as follows, (Sugiyono, 2017:42):

Figure 1: Relationship between variables.

Note: X = Locus of Control
        Y = Learning outcome

Measuring Locus of Control variables is conducted by using tests designed by renowned psychologists, Philip Charter and Ken Russell. This test is designed to measure how extrovert or introvert a person is (Hariwijaya, 2007: 28). Each question is given a choice of answers *yes*, *do not know*, and *no*. How to answer the questions is by giving a check mark on the column that is already available. After that the answers of the respondents are summed and then matched on a predetermined category (Hariwijaya, 2007: 28-30).

Table 3: Personality types.

Score	Description
18-30	Extrovert
13-17	Balanced
0-12	Introvert

Sources: Hariwijaya (2007:30).

3 RESULTS AND DISCUSSION

3.1 The Relationship of Locus of Control with Students' Learning Outcomes

The variables of internal and external locus of control in this study are measured using some of the indicators described in the previous section. The indicators are then developed into 15 questions.

Descriptively the results of research related to the characteristics of students (locus of control) and learning outcomes on geography subjects can be presented in Tables 4 and 5.

Table 4: Distribution of frequency of locus of control value of SMA XI IPS students.

Score	Description	The total number of	Percentage
18-30	Extrovert	37	64.91%
13-17	Balanced	14	24.56%
0-12	Introvert	6	10.52%
The total number of		57	100%

Source: Primary Data Process in 2018.

Based on data from table 4 it can be seen that from 57 respondents who studied, as many as 37 respondents with a percentage of 64.9%, has a locus of control which is included in the extrovert category. In addition, there are 14 respondents, obtained a percentage of 24.56%, has a locus of control that belongs to a balanced category. A total of 6 respondents, obtained a percentage of 10.52%, has a locus of control which belongs to the introvert category.

Table 5: Descriptive statistics locus of control and learning outcomes.

	N	Min	Max	Mean	Std. Deviation
LOC	57	9.00	26.00	18.2807	4.27098
Learning Outcomes	57	75.00	90.00	80.2982	3.47935
Valid N (list wise)	57				

Source: Primary Data Processing 2018.

Based on the data table 5 it can be seen that the score of the lowest locus of control scores obtained by respondents of 9, while the score of locus of control highest obtained respondents of 26. The average value obtained from the locus of control of 18.28. This value is equivalent to the locus of control criteria in the extroverted category.

Based on the data table 5 it can be seen that the value for the lowest learning outcomes obtained by students is 75, while the value for the highest learning result is 90. The average value of learning results obtained by 80. The value is already in the position above the minimum completeness criteria (KKM) for geography subjects, where the minimum passing score limit is 75.

Based on the data table 4 and 5 we can see that in the experimental group with the application of conventional learning model that is often applied by teachers on geography subjects, the majority of students have extroverted characteristics. An Individual with an extroverted character would be more easily interacting with the surrounding environment and more actively involved in an activity (Kreitner and Kinicki, 2005: 155).

The existence of treatment with appropriate learning model is very necessary, because it can affect student learning outcomes. Students with extroverted characteristics are better suited to active learning models, experiments or practicum, because students with more active extroverts, happy public speaking, friendly and easy to interact with the environment, can work together in groups, while for students has introverted characteristics more in line with conventional learning models such as lectures, it is because someone who has introverted characteristics is more inclined to write, take notes than to speak in public to express opinions, prefer to read books, have a closed nature, happy to work individually, difficult to interact with the surrounding environment.

Table 6: Correlations locus of control and learning outcomes.

		Loc	Learning outcomes
Loc	Pearson Correlation	1	.132
	Sig. (2-tailed)		.326
	N	57	57
Learning Outcomes	Pearson Correlation	.132	1
	Sig. (2-tailed)	.326	
	N	57	57

Source: Primary Data Processed in 2018.

Based on the data table 6 it can be seen that between the locus of control and learning outcomes have a significance value of 0.326> 0.05 with a significance level of 5%. Then it can be concluded the hypothesis Ho accepted and Ha rejected. So it can be concluded that, "There is no significant relationship

between the locus of control with the results of students studying high school class XI IPS on geography subjects.

4 CONCLUSIONS

Based on the research data, it can be seen that there is no relation between the locus *of control* with the result of student learning class XI IPS in SMAN 1 Ngaglik, with the acquisition level of 0.326> 0,05. The majority of students in the experimental group have extroverted personalities.

The implementation of active and innovative learning models is more appropriate for students with extroverted characteristics. This is because Individuals who have extroverted characteristics like to participate in various activities, active in the learning process, easy to interact with the surrounding environment, and not ashamed to speak in public. While for students who have introverted characteristics more appropriate if applied with conventional learning models such as lectures, it is because students who have introverted characteristics more comfortable if working alone, prefer to write and read than discuss and speak in public, has a more closed nature and difficult to interact with the surrounding environment. Ideas or ideas can be conveyed through a post. This is in accordance with the opinions of Crow and Crow (Sobbur, 2003: 316) on the explanation of two classes of nature that is extrovert and introvert.

A teacher in the process of teaching and learning can adapt the appropriate learning model between students who have extroverted characteristics and students who have introverted characteristics. So that students can do the learning process with the maximum, other than that students are able to understand the material presented by the teacher and at the end of the learning process students get good learning outcomes.

5 SUGGESTION

Based on the results of research that has been completed, there are some suggestions that can be submitted, that is for the school, it is expected the results of this study can provide information to be able to better educate the quality of education quality in Geography subjects. For the teachers expected the information can be a reference in learning activities, so as to improve student learning outcomes. For

further research, it is expected to improve all the deficiencies that exist in this research, including in the selection of samples and variables to be studied. In this study the sample used is still less. In this study studied is Locus of control variables and learning outcomes where there is no relationship between the two, the possibility if using other variables the results will be different.

From data of research result can we know that in this research there is no significant correlation between locus of control with study result in geography study at student XI IPS at SMAN 1 Ngaglik. This can be influenced by the condition of each individual student. Between one schools with another will be no different research results. In SMAN 1 Ngaglik there is no relationship between Locus of control with learning outcomes, possibly in other schools there can be a relationship between Locus of control and learning outcomes.

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