

Influence Internal Locus of Control, School Environment and Discipline on Student Achievement

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ABSTRACT

This study aims to examine how much influence internal locus of control, school environment and discipline on student achievement. This type of research was associative descriptive research. The population of this research was all students of class X SMK Negeri Padang Department of Accounting namely students of class X AKL SMKN 2 Padang and SMKN 3 Padang as many as 276 people. Sampling is done by random sampling. The respondents of this study were 164 respondents. Data were collected using a Likert scale model questionnaire that was tested for validity and reliability. The data analysis technique was Structural Equation Modeling (SEM) using the AMOS 21 program. The results of the study are: (1) Internal locus of control has no significant effect on discipline of student learning. (2) The school environment has a significant effect on student learning discipline. (3) Internal locus of control has a significant effect on student achievement. (4) The school environment does not have a significant effect on student achievement. (5) Learning discipline has a significant effect on student achievement. (6) Learning discipline has not been able to strengthen the influence of internal locus of control on student achievement. (7) Learning discipline has not been able to strengthen the internal influence of the school environment on student achievement.

Keywords: *internal locus of control, school environment, learning discipline, student achievement*

1. INTRODUCTION

National Education was a conscious effort and plans to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual, religious, self-control, habits, intelligence and skills needed for themselves, society, nation and state (Article 1 of Law No. 20 of 2003). One of the institutions that conduct formal education, schools have a very important role in realizing national education goals through learning activities.

Students are subjected in education, so students must be guided and directed so they can develop their talents and qualities and have good

morals by improving learning outcomes (Risnaeni, 2016). Changes in behavior can be learned by students in the learning process. Learning outcomes are used as reference material to determine the extent of the ability and level of success of students in mastering the knowledge learned in accordance with learning objectives (Sholekhah and Hadi, 2014).

Accounting major vocational schools in Padang, namely SMKN 2 and SMKN 3. Basic accounting subjects apply KKM which is 65. So students need to work hard to achieve the KKM and of course the need for support from teachers who carry out the learning process in accordance

with their competencies. The teacher must be able to maximize all the competencies students have in conducting the learning process.

The results of preliminary observations made by SMK Negeri 2 and 3 Padang show that the KKM in the ignition of basic accounting subjects is still low. The level of completeness of students is 10 students (3.62%). This means, there are still 96.38% of students who have not yet completed the class X AKL SMK Negeri 2 and 3 Padang.

Student achievement where the interaction of various factors, both internal and external. Slameto (2010) states that the factors that influence student achievement are physical factors, intelligence, interests and attention, learning motivation, perseverance, attitude, study habits, and physical and health conditions. While external factors come from outside the student who affect student achievement, namely family, school and society.

The first factor that is thought to influence student achievement was an internal locus of control. Marianto (2009: 113) Locus of control was a concept that explains whether a person feels that success and failure are determined by one's own efforts and abilities (internal locus of control) or believe that success and failure are determined by other factors such as luck, task difficulty or act of another person (external locus of control). Gufron and Risnawita (2010) suggest that the results obtained by individuals are believed to occur because what was done by the individual himself is called an internal locus of control.

External factors that affect student achievement were the school environment. Nana (200 (: 164) states that the school environment plays an important role in the learning development of its students. Yusuf (2008: 54) schools are formal educational institutions that systematically carry out guidance, teaching and training programs in order to help students to be able to develop their potential concerning moral, spiritual, intellectual, emotional and social aspects.

The other factor that causes the low student achievement is the student learning discipline factor. Imron (2012: 173) states that the discipline of learning is an orderly and orderly state that is owned by students in school, without any violations that are harmful either directly or indirectly to the students themselves and to the school as a whole.

Based on the above background, the writer is interested in researching with the title "The influence of internal locus of control, school environment and learning discipline on student achievement of Basic Accounting subjects in the class X Accounting Department of State Vocational Schools 2 and 3 Padang".

2. METHODS

This research was a descriptive and associative research. The population of this research was all of the tenth grade students of the State Vocational School of Accounting in Padang, namely the students of class X AKL, SMKN 2 Padang and SMKN 3 Padang. Total population of 276 people consisting of 8. Sampling in this study was carried out by proportional random sampling using the formula Slovin with a sample of 164 people.

The instrument used to measure the internal locus of control, the school environment and the discipline of learning was used a questionnaire that was circulated to students who were sampled in the form of a Likert Scale. The questionnaire was based on indicators measuring internal locus of control, school environment and learning discipline. To prove the hypothesis that has been revealed, in this study the data collected will be processed by Structural Equation Modeling (SEM) in the AMOS 21 program.

3. RESULT AND DISCUSSION

Hypothesis testing was done after going through a series of stages of SEM analysis testing, to find out the results of the relationship between endogenous variables with exogenous variables in accordance with the proposed hypothesis. In this study, the authors propose five hypotheses. The

following hypothesis testing results are presented in the following table:

Table 1. Hypothesis Testing Results

Variable	Dirrection	Variabel	Direct Effects	Inderect effect	Total Effect
Learning discipline	<---	Internal locus of control	0.050	0.000	0.050
Learning discipline	<---	School environment	0.393	0.000	0.393
Student achievement	<---	Learning discipline	0.418	0.00	0.418
Student achievement	<---	Internal locus of control	0.345	0.021	0.366
Student achievement	<---	School environment	0.221	0.164	0.385

The results of the first hypothesis test found that the internal locus of control had a significant effect on learning discipline, with an estimated coefficient value of 0.050, a standard error (SE) of 0.180 and a crital ratio (CR) of 0.277 with a significant level of α 0.05 (a large probability of error value rejects data 0.05) thus the hypothesis is rejected where the direction of the two variables was positive. This means that if there was an increase in internal locus of control, this increase is not followed by an increase in learning discipline.

According to Slameto (2013) so that students learn more advanced, students must be disciplined both at school, at home and in the library. A discipline fosters regularity that can increase success in learning. Students who regularly study will be able to achieve optimal learning outcomes. A high level of student learning discipline will affect the achievement of high learning outcomes as well, because students have high learning discipline both at school and at home will help students in the process of teaching and learning activities (Risnaeni, 2016).

The results of the second hypothesis test found that the school environment had a significant effect on learning discipline, with an estimated coefficient of 0.393, a standard error (SE) of 0.180 and a critical ratio (CR) of 2.1782 with a significant level of α (probability) of 0.029. Because the value of α (probability) is smaller than the error value rejects the data 0.05, so the hypothesis is accepted

where the direction of the two variables is positive. This means that if there is an improvement in the school environment, this increase will be followed by an increase in learning discipline.

The factors that influence undisciplined in school. According to Sardiman (2010) states that (a) an authoritarian type of teacher or school leadership that always dictates its will without improving student sovereignty, (b) self-efficacy of a person is his ability to take to complete instructional tasks, (c) school environment such as: day- first day and last days of school (going on holiday or after the holiday), change of lessons, change of teacher, rigid schedule or schedule of activities of the school that is less accurate, noisy atmosphere.

The results of the third hypothesis testing found that the internal locus of control had a significant effect on learning outcomes with an estimated coefficient of 0.345, standard error (SE) of 0.151 and a critical ratio (CR) of 2,289 with a significant level of α (probability) of 0.022 because of the value of α (probability) small of the error value rejects the data 0.05 thus the hypothesis is accepted. This means that if there is an increase in the internal locus of control, this increase will be followed by an increase in learning outcomes. Slameto (2010: 135) which states that the factors that influence the achievement of basic accounting learning are influenced by several internal or

internal factors. These factors include one of them is the locus of control.

Locus of control relates to psychological factors that determine attitudes and satisfaction with the results achieved by someone. The success or failure of a student who has a positive locus of control in learning outcomes is due to one's own efforts and responsibilities that exist on the individual. Students who have higher self-confidence and will actively take the initiative to find information related to the subjects being studied. However, students who have a negative locus of control, will believe that the success or failure to achieve learning outcomes that exist in themselves is determined by forces outside his personality, such as fate, opportunity or luck so that they cannot reflect the true abilities of students.

Bartal, Bar-zohar, and Chen (in Panjaitan, 1999) state that students who have an internal control locus tend to have more active traits in searching, processing and utilizing various information, and have a desire to achieve higher achievements. Students who have an internal locus of control have higher self-confidence, have a willingness to work hard, and have fears of failure.

The fourth hypothesis test results found that the school environment had a significant effect on student achievement with a coefficient estimate of 0.221, a standard error (SE) of 0.132 and a critical ratio (CR) of 1,670 with a significant level of α (probability) of 0.095 because of the value of α (probability) greater than the error value rejects the data 0.05, then the hypothesis is rejected. This means that if there is an improvement in the school environment, this increase will not be followed by an increase in student achievement.

According to Slameto (2010: 64), "school factors that influence learning include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, lessons and school time, standard lessons, state of buildings, learning methods and homework assignments.

Toto, et al (2011: 140) state factors that influence learning achievement, one of which is the school environment.

According to Ahmadi (2007: 33) a good school environment is an environment that challenges and stimulates students learn, provide a sense of security and satisfaction and achieve the expected goals. The condition of a good and the conducive school environment for obtaining learning will help someone to get the best student achievement so as to obtain success later.

The fifth hypothesis testing results found that learning discipline has a significant effect on student achievement with an estimated coefficient of 0.418 standard error (SE) of 0.084 and a critical ratio (CR) of 5,002 with a significant level of α (probability) of 0,000 because of the value of α (probability) large value of the error rejects the data 0.05 thus the hypothesis is accepted. This means that if there is an increase in learning discipline, this increase will be followed by an increase in student achievement.

In accordance with the opinion of Naim (2012: 143) which revealed that "the inculcation of discipline is aimed at directing children so that they learn about the good things that are prepared for adulthood", it can be said that one of the efforts to improve learning outcomes of social science namely by instilling discipline in students.

Syaiful (2008: 13) revealed that "people who succeed in learning and working are due to their discipline in all actions and deeds". Imron (2012: 172) also revealed that "people who succeed in their respective fields generally have high discipline, whereas people who fail, generally undisciplined". Syaiful (2008: 17) revealed "If a person has a high enthusiasm doing work, and he will automatically be able to drive away, eliminate obstacles such as laziness and boredom. The saying is true, "where there is a will there is a way". A pile of problems does not mean there is no way out. As long as there is enthusiasm and always inculcating the tempestuous discipline to find alternative solutions, the solution must be

found. This is done by utilizing all potentials based on knowledge and life experience. Spirit is a non-material strength, while discipline is an invisible force. Bringing the two together gives birth to a driving force in the realization of obedience to the order, with a passion for work that is willing to sacrifice for the struggle in achieving satisfying learning success and an ambitious aspirations.

Based on the results of comparison of table 1 above, it can be described the value of the direct and indirect influence of the internal locus of control on student achievement through the discipline of learning to operate as an intervening variable, if the internal locus of control directly affects the student achievement the estimated coefficient value is 0.345, while if through indirect effect or internal locus of control effect on student achievement through learning discipline coefficient value of 0.021 so that the total direct effect is added to the value of indirect effect of $0.345 + 0.021 = 0.366$. Thus it can be said that the construct of learning discipline as a moderating variable has not been able to strengthen the influence of the internal locus of control on student achievement, where the value of indirect influence through the construct of learning discipline is better than direct influence.

The value of the direct and indirect influence of the school environment on student achievement through learning discipline as a moderating variable, if the school environment directly affects student achievement the estimated coefficient value generated is 0.3221, whereas if through indirect effects or the influence of the school environment on student achievement through learning discipline coefficient value of 0.164, so that the total direct effect coupled with the value of indirect influence is $0.221 + 0.164 = 0.385$. Thus, it can be said that the construct of the discipline of learning as a moderating variable has not been able to strengthen the influence of the school environment on student achievement, where the value of the indirect effect through the

construct of the learning discipline is better than the direct effect.

4. CONCLUSION

Based on the results of the study concluded as follows. First, there was a positive and significant effect between the internal locus of control environment and the insignificant effect on the discipline of student learning at SMK Negeri 2 and 3, Padang. Second, the school environment significantly influences the discipline of student learning in SMK Negeri 2 and 3, Padang City. Third, the Internal locus of control has a significant effect on student achievement at SMK Negeri 2 and 3 in Padang City. Fourth, the school environment has no significant effect on student achievement in SMK Negeri 2 and 3 Kota Padang. Fifth, learning discipline has a significant effect on student achievement at SMK Negeri 2 and 3 in Padang City. Sixth, Sixth, Discipline learning has not been able to strengthen the influence of internal locus of control on student achievement. Seventh, Discipline learning has not been able to strengthen the internal influence of the school environment on student achievement.

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