



The Analysis of Self-Efficacy and Locus of Control in Students' Online Learning Title

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Abstract. This study aims at revealing: (1) The role of Self Efficacy factors towards students' English online learning; (2) The role of Locus of Control factors towards students' online learning by doing observation, interview, and distributing three kinds of the questionnaire in Hanifa Islamic School. The participants of the research were 55 students. The self-Efficacy Questionnaire was adapted from Rodger's concept analysis model and used to identify and define the concept of interest. The locus of control questionnaire stems from social learning theory and an interview about online learning by using Likert's scale. This Research was qualitative research with a case study design. The results of the study show that (1) the students had high self-efficacy levels, they believed in their abilities and that they can do something or overcome a situation that they will succeed in doing; (2) the students have a good level of internal locus of control so that students apply to themselves that the control of their lives comes from themselves; (3) while for online learning, students' responses show that they always prepare the things needed for online learning. Things that arouse and became obstacles were external factors such as the limitation of the signal while online learning conducted.

Keywords: Self Efficacy · Locus of Control · English Online Learning

1 Introduction

At the beginning of 2020, because of Covid-19 in Indonesia, all sectors are impacted. One of them is the education sector. Therefore, every educational institution implements online learning. Likewise, SD Islam Hanifa. This is in accordance with the Minister of Education and Culture of the Republic of Indonesia regarding Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency of the Spread of Corona Virus Disease (COVID-19).

Pro and contra are common among parents, especially in Hanifa Islamic School. However, after several days of use of online learning, many students complain that they have many problems, especially in English Learning. (1) Students have many practices and repetitions; (2) parents had limited time to accompany their children anytime; (3) students are not able to study by their selves. This opinion was conveyed at a meeting at the annual meeting with the parents at the end of the semester in the 2020–2021 academic year. Further, students also have to face problems in their readiness and focus on learning.

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Their capability to face difficulties is not enough to rely on the ability and motivation of the teacher in managing the learning process in the classroom. In the teaching and learning process, students need learning motivation. Students who have high motivation will get good learning outcomes [1].

Based on these cases, the researchers conclude that what students have when learning online is not only difficulty in understanding the material, but also problems coming from student psychology. This is indicated by the behavior of students during the classroom learning activities. While that related to psychology is the level of self-efficacy and locus of control. Further, factors related to the Psychology aspect are internal and external factors. Internal factors consist of physical, psychological, and fatigue factors. While, external factors consist of the environment, society, and family. Self-efficacy factors and locus of control is one part of internal factors, especially psychological factors.

2 Theoretical Framework

2.1 Self-Efficacy

Self-efficacy refers to the individual's capacity to produce important effects. The first step in Rodger's concept analysis model is to identify and define the concept of interest. The history of self-efficacy begins with Bandura's social learning theory which had another name social cognitive theory in 1986. One of Bandura's major concepts in his theory is self-efficacy [2].

According to the theory and research of Bandura, Self-efficacy changes how people feel, think, act, and motivate themselves. In terms of perception, low self-efficacy is related to stress, depression, anxiety, and helplessness. In terms of behavior, self-efficacy affects people's choice of activities. Self-efficacy levels can increase or hinder motivation. People with high self-efficacy see difficult tasks as challenges, rather than avoiding them. Bandura explains the importance of self-efficacy as beliefs that function as "an important set of proximal determinants of human motivation, affect, and action" [3].

Another example of self-efficacy significance relates to an experiment conducted by Collins [3]. Collins divided the children into two groups based on their mathematical ability. He also gained students' opinions on their mathematical skills. Individuals with high self-efficacy beliefs also were found to have strong feelings of well-being and high self-esteem in general [4]. The subsequent steps in the development of self-efficacy require that caregivers provide freedom for experimentation, let the child try by himself or herself, and comment on the successes and failures in a way that the child can establish and maintain confidence in his or her efficacy [5]. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

2.2 Locus of Control

Locus of control is an expectancy variable that refers to a person's belief about what causes the good or bad results in his or her life, either in general or in a specific area such

as health or academics [6]. Locus of control stems from social learning theory attribution theory and refers to a person's perception about the underlying root causes of successes or failures in his or her life when individuals most often believe their successes and failures are due to factors within their control [7].

Meanwhile, attribution interpretations can lead to both positive and negative reactions. In addition, there are advantages and disadvantages to having an internal or external locus of control in different settings, many psychologists and researchers agree that having an internal locus of control is ultimately the healthier attribute [7]. Most researches indicated that high ability and gifted students have an internal locus of control, the fact that a student understands him/herself in terms of strengths and weaknesses (emotional intelligence), and the orientation about what brings about the academic outcome, achievement, and success (locus of control) can contribute in no small measure to a student academic achievement [8].

Some researchers have found significant results regarding the relationship between academic dishonesty and an external locus of control [7]. The researchers reported that students with an external locus of control reported having more cheating behaviors. In addition to actual behavior, locus of control affects attitudes toward cheating and unethical behavior in the classroom [7].

2.3 E-Learning

The concept of e-learning and online learning has been interpreted from various perspectives by different authors. In literal terms, e-learning can be looked at, as electronic learning that includes all learning situations that employ the new technologies [9].

E-Learning offers new opportunities for both educators and learners to enrich their teaching and learning experiences. The focus for any exploration of the state-of-the-art of e-Learning is therefore no more and no less than the combination and convergence of the most advanced features of digital information and communication technologies, for example, live broadcasts, mobile video, and audio telecommunications. E-Learning takes place in online environments that range from providing information to engaging the learner in complex interactive simulations [10]. On the other hand according to Matias & Wolf (2013) Recent research suggests that mobile technologies offer unique opportunities for students to become more engaged with learning activities beyond the boundaries of the learning management system [10]. The online lists of research resources of the early 1990s have also evolved into increasingly sophisticated information repositories.

The focus for any exploration of the state-of-the-art of e-Learning is therefore no more and no less than the combination and convergence of the most advanced features of digital information and communication technologies.

3 Methods

Scalar *variables* and *physical constants* should be italicized, and a bold (non-italics) The qualitative case study method was chosen by the researcher. A qualitative research study is needed to investigate this phenomenon from the perspective of distance education

students [11]. It can be said that qualitative research reveals the phenomenon from the perspective of education.

Meanwhile, the qualitative case study is an approach to research that facilitates the exploration of a phenomenon within its context using a variety of data. Qualitative research is research aimed at describing, learning, and explaining phenomena. Through narration and description, and understanding of the phenomenon can be achieved. The qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for health science research to develop theory, evaluate programs, and develop intervention sources [12].

Hanifa Islamic School as a place for conducting this research is located at Jalan Pamulang Raya No.5, West Pamulang, South Tangerang, Banten. This study used the following research steps to gather the required data:

3.1 Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site [13]. Observation has both advantages and downsides as a method of data collecting. The ability to record information that occurs in the environment, to study actual behavior and study people who have difficulty expressing their ideas are all advantages. One of the disadvantages of observation is that you will be limited to the areas and scenarios that you may visit, and you may find it difficult to create rapport with people in these settings. This can happen if the person isn't used to conducting the formal study (for example, in a non-university environment).

3.2 Interview

The interview is the next phase in this research. The method of performing in-depth interviews for research has been contrasted with interviewing styles used in non-qualitative research [14].

An in-depth interview is when an interviewer engages in a one-on-one conversation with an interviewee to learn something intimate about and from the interviewee. The interviewer is usually in charge of the questions asked, and after the interviews are over, the data is analyzed to construct a story or narrative that expresses an understanding of a particular topic of interest.

An additional strength of the in-depth interview method is the flexibility of the interview format, which allows the interviewer to tailor the order in which questions are asked and modify the question wording as appropriate.

3.3 Documentation

The qualitative researcher used written documents or other artifacts to gain an understanding of the phenomenon under study [13]. Creswell [11] cited documents refer to public and private documents. Public documents are provided in the form of meeting minutes, official memoranda, and newspaper records. Examples of private documents are personal diaries and diaries, letters, and personal notes. 33 Therefore, the required auxiliary data is recorded as a data resource in the form of a document.

3.4 Validity Test

In this study, the instruments are some questions in a questionnaire. Validity is used to determine how much these instruments have reflected the results. An adequate effort in the pursuit of validity assurance seems to be vital to have a work accepted by the scientific community [15]. Furthermore, validity is necessary that qualitative research strives to firmly demonstrate its scientific nature to obtain an in-depth understanding of the phenomena studied without losing sight of the subtlety of the immersed researcher's subjectivity in a context that is in constant change and development [16]. The survey will be constructed based on the course outline of SD Islam Hanifa. The validity that was applied in the survey is content and constructs validity.

3.5 Triangulation

Triangulation is a sensible response to ignorance about the performance of one's methods [17]. Furthermore, Triangulation refers to using more than one particular approach when researching to get richer, fuller data and/or to help confirm the results of the research [18].

Methodological triangulation is two subtypes are noted – within-method and between-method. Using more than one method to gather data [18].

Methodological triangulation to keep track of inconsistencies between data collected from one informant (the informant) and data collected from other informants. As a result, we require a technique that can unify disparities in data to derive correct and acceptable conclusions. Either to keep track of differences between data obtained by one method and data obtained by another. As a result, we require a technique that can unify disparities in data to derive reliable and precise findings. The idea behind methodological triangulation is that the convergence of multiple methods upon a single conclusion better supports that conclusion than just one of those methods concluding.

4 Result and Discussion

Hanifa Islamic School, located on Jalan Pamulang Raya Number 5, West Pamulang, South Tangerang City, Banten, 15417, was the site of this study. There are four grade levels in this institution. Each grade has two gender-specific study groups: A for male students and B for female students.

The goal of this study was to analyze students' self-efficacy and locus of control when learning English online. The study began on October 18th, 2021, and was based on an English daily routine. Students were asked to attend the class using the link provided in the Whatsapp Group description at the time the study was conducted. The session began as normal and continued with the information prepared by the researcher for that day.

Students were requested to complete the task at the end of the lesson. Their objective was to complete a questionnaire that has been submitted to the Google Classroom learning site. Researchers adapted the points in the questionnaire from the self-efficacy and locus of control theories mentioned in the preceding chapter. The processes to answer the questions in the questionnaire were previously given and supervised by the researcher.

4.1 The Impact of Self-efficacy Factors on Students' English Online Learning Activity

Researchers provided a questionnaire including statements that students had to fill out to measure their level of self-efficacy. Out of the 72 students who became participants, 55 students were willing to become respondents to complete the questionnaire. This implies that 72% of pupils at Hanifa Islamic School participated. In addition, the responses to each of the questionnaire's statements are listed in Table 1.

According to the students' responses, 70% of them had a high level of self-efficacy. The others, on the other hand, have a poor level of self-efficacy. This can be evident in student behavior in the classroom, which researchers can observe through observations. Students with high self-efficacy are more willing to solve existing problems to the greatest extent possible and assume that difficult problems are challenges that must be overcome; on the other hand, students with low self-efficacy will always avoid problems that they believe are a threat and should be avoided without first attempting to solve them. As a result, the researcher concluded that teachers must continue to increase pupils' mathematical self-efficacy. Contextual Socrates is an effective learning strategy for increasing students' self-efficacy (Joo et al., 2013).

In statements 1 to 14, students' responses show the level of students' self-efficacy. The researcher determined that the students had a high level of self-efficacy based on the average answer. Students' self-efficacy is defined as their belief in or individual constancy in evaluating their skills to perform specific activities. Students with high self-efficacy will have an active attitude toward success, will be able to overcome obstacles to understanding English lessons, will work diligently to understand English lessons, will overcome problems in solving English problems creatively, will learn from failure when difficulties arise, and will not easily give up on completing English assignments. Students with low self-efficacy, on the other hand, will have a passive attitude toward failure, avoid difficult English subject matter, easily give up on comprehending English lessons and answers, and never attempts and is weak in making efforts to understand English learning. This corresponds to the theory, that the higher the level of self-efficacy, the higher the level of goals people set for themselves, which leads to a higher level of commitment to goals [3].

On the other hand, statements 15 to 30 indicate that some students have difficulty comprehending the teacher's remarks. As a result, when it comes to learning English, some pupils are lethargic and bored. To prevent this from happening to kids, a teacher can do several things, such as using a variety of learning models that vary to alter the way students learn and keep them motivated and challenged in grasping English topics. Furthermore, teachers and parents must be able to assist students or their children to develop self-confidence and learning independence for them to comprehend English classes and acquire the content being taught [4]. One of the characteristics that influence English lesson comprehension is self-efficacy. Student self-efficacy refers to the assumption that students must finish activities or overcome obstacles to reach specific objectives [19].

In statements 15 to 30, the researcher also intended to find out the condition of students related to the psychological construct. Because, Self-efficacy is a psychological construct that describes how individuals feel, think, and encourages themselves to attain desired outcomes, such as optimal English learning comprehension [19]. Self-efficacy

Table 1. The students' responses to the self-efficacy questionnaire's statements

No	The students' responses to the self-efficacy questionnaire's statements			
	Statements	Agree	Hesitate	Disagree
1	I am brave to ask my friends about English	65%	24%	11%
2	Even though English is difficult I'm sure I can understand it	82%	11%	7%
3	I hesitated to ask the teacher because of my English-speaking ability	31%	27%	42%
4	I enjoy solving English tasks	78%	16%	5%
5	I am not at all interested in English	13%	7%	80%
6	Doing English tasks is fun and interesting	76%	16%	7%
7	I'm always worried about English lessons	18%	22%	60%
8	I am sure that every English assignment I do is correct	58%	33%	9%
9	I believe that I have many weaknesses in English	38%	22%	40%
10	I can deal with tasks in English calmly because I believe I can do it	69%	22%	9%
11	I am always ready to solve English tasks	82%	13%	5%
12	I can't join together with friends in doing English questions	20%	25%	55%
13	I didn't complete a task that seemed very difficult to do	20%	18%	62%
14	I'm afraid of the English test	20%	13%	67%
15	I find it is easy to find English information on the Internet	55%	18%	27%
16	I'm always confused to do English tasks	5%	16%	78%
17	When learning English, I do not pay attention to the teacher's explanation	7%	13%	80%
18	I will ask the teacher when I don't understand the explanation	82%	11%	7%
19	In the English test, if I have difficulty, I will ask my father/mother or anyone who can help me	47%	7%	45%
20	I enjoy studying with friends who are good at English	73%	15%	13%
21	I don't believe in the ability that I will succeed in learning English	15%	24%	62%
22	I am usually happy to help my classmates if they are not able to answer	64%	16%	20%
23	Even though I feel that I have many shortcomings, I am sure that I will succeed in doing the English questions	87%	7%	5%
24	I lacked confidence when the teacher told me to try to practice speaking	20%	31%	49%

(continued)

Table 1. (continued)

No	The students' responses to the self-efficacy questionnaire's statements			
	Statements	Agree	Hesitate	Disagree
25	I feel discouraged when facing English lessons	9%	13%	78%
26	I was anxious and unmotivated when I received an English assignment.	11%	9%	80%
27	When facing the English test, I was nervous and confused so that what I had been taught was forgotten	22%	16%	62%
28	When the teacher praises me, then I want to do English tasks well	76%	15%	9%
29	I believe that no matter how difficult English lessons are, I can do it	80%	15%	5%
30	I like to get advice directly from my English teacher	76%	16%	7%

is a belief in one's own ability to perform a task. Students that have strong self-efficacy will be capable and confident in what they accomplished, which will help them enhance their grasp of English.

To have a strong comprehension of online English Learning, each student must have self-efficacy when learning English courses.

4.2 The Impact of Locus of Control Factors on Students' English Online Learning Activity

Out of the 72 students who became participants, 55 students were willing to become respondents to complete the questionnaire that was delivered in each class. This implies that 55% of pupils at Hanifa Islamic School participated (Table 2).

The majority of students have a high level of internal locus of control, according to the students' responses, 70% of them had a high level of internal locus of control. A person with an internal center of control is more likely to do business and has a higher ability factor. This behavior is impacted by social or environmental elements as well as psychological factors, but psychological settings represent an individual's unique combination of potential behaviors and their importance to him or her [6]. A person's expectations and ideals combine with situational limits in the psychological context to exert a profound influence on action [6].

As a result, if they fail, they will blame themselves for not putting in enough effort. Furthermore, if they achieve success, someone with this internal locus of control will be more proud of their accomplishments and appreciate them more. The fact that a student understands self in terms of strengths and limitations (emotional intelligence) and the orientation about what brings about the academic outcome, achievement, and success (locus of control) can contribute to no small degree to a student's academic achievement [8]. Those with an internal locus of control are more likely to strive for achievement, work to improve their situation, apply what they learn toward positive outcomes for the future, and persist in the face of failure [7].

Table 2. The students' responses to the locus of control questionnaire's statements

The students' responses to the locus of control questionnaire's statements			
Statements	Agree	Hesitate	Disagree
I am always on time when I turn in assignments or English homework given by the teacher	60%	35%	5%
I don't believe that luck can affect my life	18%	18%	64%
I will join Zoom earlier if I haven't done my English assignment yet	42%	15%	44%
Often I feel that I also influence what happens to me	29%	40%	31%
Students who study hard will get good grades in English	18%	33%	49%
I'm sure I can do English assignments without luck	20%	27%	53%
I believe doing good things gives good results	45%	9%	45%
My intelligence affects the scores that I get	73%	15%	13%
To get good results in learning English, the key is to study well	58%	15%	27%
I will try to do English assignments even though there are many questions that I don't understand	60%	7%	33%
I will learn English not only when there will be an English test	40%	13%	47%
I can be successful because I study well	65%	13%	22%
My grades in English lessons depend on how I study	7%	15%	78%
I will only study English if I am given an assignment by the teacher	53%	22%	25%
I cannot complete my homework well because there are too many assignments from the teacher	25%	22%	53%
I'm always confused to do English tasks	55%	35%	11%
When I am confused about answering questions, I will answer questions by guessing	36%	36%	27%
I won't join zoom if I haven't done my homework	89%	2%	9%
I often doubt the teacher's assessment	87%	4%	9%
I will ask someone who accompanies me to study online when I have difficulty learning English	15%	13%	73%
My grades would be good if I was helped to study with my parents or an older person	87%	7%	5%
I will study English if my parents tell me to study	75%	11%	15%
I prefer to ask questions in English rather than doing it myself	24%	9%	67%
The English test questions are not in my book or notes, so studying is useless	87%	7%	5%
I will study English if there is an English lesson tomorrow	20%	11%	69%

(continued)

Table 2. (continued)

The students' responses to the locus of control questionnaire's statements			
Statements	Agree	Hesitate	Disagree
Bad luck will always befall even if I try to fight it	42%	27%	31%
The teacher does not give lessons that are in the book	89%	2%	9%
The score in English depends on who is close and knows the teacher well	25%	29%	45%
The hours of English lessons are reduced so that students' English scores are better	80%	15%	5%
I feel sleepy and tired, and an unstable internet connection makes me not enthusiastic about studying	76%	16%	7%

One of the characteristics that influence English lesson comprehension is the locus of control. Locus of control is an expectancy variable that refers to a person's belief about what causes the good or bad results in his or her life, either in general or in a specific area such as health or academics [6]. While there are advantages and disadvantages to having an internal or external locus of control in different settings, many psychologists and researchers agree that having an internal locus of control is ultimately the healthier attribute [7].

If the impact of the internal locus of control was discussed in the previous discussion point, the student's behavior was described in terms of the external locus of control at this point. Thirty percent of the pupils in this study had a level of external locus of control. This is demonstrated through the pupils' responses, observational findings, and classroom behavior. Students with this amount of external locus of control, in contrast to those with an internal locus of control, assume that the consequence of their actions will not be determined by their judgment [7]. They believe that someone or something outside of themselves is in charge of their lives.

Students with an external locus of control believe that all occurrences are beyond their control. External or environmental forces, people feel, have a dominating influence on what happens in their lives [6]. When confronted with a conflict, those who have an external locus of control are more prone to feel intimidated, give up, and be helpless. Difficult challenges will be viewed as a threat to these people. If they fail to address the problem, the individual is less likely to live, and eventually, the individual experiences a failure that causes him to desire to flee the situation.

The researchers found that students who belonged to the external locus of control had the following characteristics based on the study's findings:

1. A lack of initiative
2. They are quickly discouraged and unwilling to attempt because they feel that external forces are in charge.
3. A lack of ability to seek out information
4. Being optimistic that there is a link between work and success.

Some researchers have found significant results regarding the relationship between academic dishonesty and an external locus of control [7]. Believing that an exam will be so difficult that it is impossible to pass may lead some students to engage in academically dishonest behavior, they choose to cheat rather than study.

4.3 Online English Classes for Students

The researchers used two instruments to analyze the online learning of Hanifa Islamic Elementary School students: a student interview instrument and a student learning observation instrument in the classroom. Based on the outcomes of the instruments that were provided. The following are the findings obtained based on the information provided by the researcher in the appendix.

The findings of the researcher's observations at each grade level, from grade one to grade four. The researchers found that online student learning has been well supported based on their findings. Both in terms of facilities and infrastructure, as well as the media that students will utilize, such as cellphones, laptops, and other aids.

Furthermore, students in every class who are studying English through online learning media have a good attitude. This is seen in the preparations they make before beginning to learn. With the support of their parents, or on their own, students prepare the items they will require. Students can participate actively in the learning process by paying attention to the content that the instructor is discussing, responding to the teacher's questions, and completing the tasks that the teacher assigns throughout the learning process or after the learning is completed.

Furthermore, children in grades 2 to 4 are already familiar with the characteristics that teachers utilize when providing learning materials, can systematically follow directions, and can access online learning media effectively via computers, cellphones, and other devices.

In response to the second question, what are the challenges that you face when learning online? there were 38 replies to questions with the same answers, namely, the hurdles that students experience when studying English online are internet signals, both the internet signal that students have and the internet signal that the teacher has. This suggests that over 70% of students face similar challenges when studying English online. Students become less concentrated as a result, and learning becomes more difficult to comprehend.

In the next question, is it possible to use online learning resources? there are 53 replies to questions with the same answer, namely, students can utilize the material that will be used for online English learning, based on students' answers.

Now consider this: how well prepared are you for online learning? This question has nearly 91% of students prepared. 50 children gave a variety of responses to the inquiry about their readiness to learn. That is, they are prepared to embrace online learning, as well as to prepare books and stationery for learning, as well as to browse through and read the pages of the book they will be studying.

Are all of the necessary facilities and equipment for online learning, such as mobile phones, books as learning resources, laptops, and internet networks, available at home?. Those resources and equipment for students to study online were readily available, according to the 53 students who responded.

How is your home's internet network? Sixty percent of students said their internet network is occasionally unstable in response to the last question. The remainder is students who are always connected to the internet.

5 Conclusion

Self-efficacy is a psychological construct that describes how individuals feel, think, and encourages themselves to attain desired outcomes, such as optimal English learning comprehension. Students with high self-efficacy will have an active attitude toward success, will be able to overcome obstacles to understanding English lessons, will work diligently to understand English lessons, will overcome problems in solving English problems creatively, will learn from failure when difficulties arise, and will not easily give up on completing English assignments. Students with low self-efficacy, on the other hand, will have a passive attitude toward failure, avoid difficult English subject matter, easily give up on comprehending English lessons and answers, and never attempts and is weak in making efforts to understand English Learning.

Meanwhile, a person with internal control is more likely to do business and has a higher ability factor. This behavior is impacted by social or environmental elements as well as psychological factors, but psychological settings represent an individual's unique combination of potential behaviors and their importance to him or her. A person's expectations and ideals combine with situational limits in the psychological context to exert a profound influence on the action.

Furthermore, if they achieve success, someone with this internal locus of control will be prouder of their accomplishments and appreciate them more. The fact that a student understands self in terms of strengths and limitations (emotional intelligence) and the orientation about what brings about the academic outcome, achievement, and success (locus of control) can contribute to no small degree to a student's academic achievement.

Those with an external locus of control feel that situations in their lives, whether success or failure, are determined or created by parties who are more powerful than them. Individual attitudes are shown by succumbing to the situation, feeling helpless, and unhappy, where pupils believe that the events they experience are governed by fate and destiny, while success or failure is attained by chance or luck. As a result, he is less adaptive, lacks emotional control, and lacks confidence. Furthermore, the majority of students have a high level of internal locus of control. A person with an internal center of control is more likely to do business and has a higher ability factor. This behavior is impacted by social or environmental elements as well as psychological factors, but psychological settings represent an individual's unique combination of potential behaviors and their importance to him or her. Some students with an internal locus of control will be more proud of their accomplishments and appreciate them more. The fact that a student understands self in terms of strengths and limitations (emotional intelligence) and the orientation about what brings about the academic outcome, achievement, and success. Those with an internal locus of control are more likely to strive for achievement, work to improve their situation, apply what they learn toward positive outcomes for the future, and persist in the face of failure. One of the characteristics that influence English lesson comprehension is the locus of control. Locus of control is an expectancy variable

that refers to a person's belief about what causes the good or bad results in his or her life, either in general or in a specific area such as health or academics.

Moreover, online learning has been well supported based on their findings. Both in terms of facilities and infrastructure, as well as the media that students will utilize, such as cellphones, laptops, and other aids. Students in every class who are studying English through online learning media have a good attitude. This is seen in the preparations they make before beginning to learn. With the support of their parents, or on their own, students prepare the items they will require. Students can participate actively in the learning process by paying attention to the content that the instructor is discussing, responding to the teacher's questions, and completing the tasks that the teacher assigns throughout the learning process or after the learning is completed. Students can participate actively in the learning process by paying attention to the content that the instructor is discussing, responding to the teacher's questions, and completing the tasks that the teacher assigns throughout the learning process or after the learning is completed. As for the thing that arises and become obstacles, it is external factors from the learning process, i.e. signal limitations.

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