THE RELATIONSHIP BETWEEN LOCUS OF CONTROL AND SELF-CONCEPT WITH LEARNING ACHIEVEMENT OF STUDENTS AT STATE VOCATIONAL SCHOOL 51 JAKARTA

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ABSTRACT

The purpose of this research is to determine the correlation between locus of control and self-concept with learning achievement in students at SMK Negeri 51 Jakarta. This research was conducted at SMK Negeri 51 Jakarta for 6 months, starting from January to June 2018. The method used was a survey method with a correlational approach. This study uses a population of all class XI students at SMK Negeri 51 Jakarta. The sampling technique is a simple random technique with 127 students. Based on the results of the analysis and discussion it is known partially that there is a positive and significant relationship between locus of control and student achievement, there is a positive and significant relationship between self-concept and student achievement.

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INTRODUCTION

Strategies to improve the quality of human resources is the improvement of education. Education contains knowledge and knowledge that is useful for various fields. Since years ago, Indonesia is still a developing country. Indonesia is a country rich in natural resources and human resources so that Indonesia has the potential to become a developed country. It supports to advance the Indonesian nation by optimizing in the field of education.

The main activity in education is learning. Learning is done as long as humans live. The family environment is the first and foremost place in educating and creating the character of a child. Parents are the first educators for their children. We are guided and taught by parents such as, how to behave according to ethics, learn to read and write.

At school, students will be guided by teachers to improve their abilities in cognitive, affective and psychomotor aspects. The teacher will monitor the development of students' learning abilities by giving a test. The test is used as a way to measure and assess students in the learning and learning process in a certain period. Good learning outcomes usually occur when grades above the KKM

(Minimum completeness criteria). Overall learning outcomes can measure student learning achievement. Factors that influence learning achievement include student self-concept, locus of control, learning motivation, and student discipline.

First, the factors that influence learning achievement are self-concepts. The concept of self is a person who can know himself and no one's opinion or judgment about him. Self-concept is classified into two, namely positive self-concept and negative self-concept. A posi-tive self-concept is reflected in the description of student behavior that is cheerful, easy to get along with, has enthusiasm, and self-confidence.

Second, the factors that influence learning achievement are the locus of control. Locus of control is a view of oneself with the results it has received. In classroom learning, students are given an evaluation to measure the extent to which students can accept the material that has been learned.

Third, the influencing factor is learning motivation. Learning motivation comes from internal and external students. Motivation to learn is how students can be motivated or encouraged to learn, such as fighting laziness. Good learning motivation will be reflected in behaviors such as doing homework well, preparing learning tools in the classroom, being actively involved in the learning process in class. Positive student activities have a good impact on learning achievement.

Furthermore, what also affects low learning achievement is discipline. Students who have high discipline will behave by the rules and regulations in school. Conversely students who are low-disciplined, do not follow the rules and regulations at school, such as coming to school late, do not use the complete clothing attributes while at school.

LITERATURE REVIEW
Learning Achievement

One of the students' obligations in school is learning. Student evaluations such as teacher assessments are needed to measure the extent to which learning is successful. Report assessment or report cards are one form of reciprocity of student learning processes for one semester. The report is also useful to find out student achievement in

school the experts put forward several theories regarding the understanding of learning achievement.

According to Surtatinah Tirtonegoro explained the learning achievement is "The assessment of the results of the learning activities expressed in the form of symbols of numbers, letters, and sentences that can reflect the results that have been achieved by each student in a certain period."

Meanwhile, according to Hamdani, explaining learning achievement is "Assessment of student learning outcomes to find out how far he has achieved learning goals."[2]

Next, Trow, academic achievement is "The knowledge attaining ability or degree of competence in school tasks usually measured by the standardized test and expressed in grades or unit based on pupil performance." That is an achievement.

Academic achievement is the achievement of knowledge abilities or degrees of competence in schoolwork, commonly measured by standardized tests and expressed in grades or units based on student performance.

Then, Bloom divides three learning domains, namely;
   a. Cognitive domain
   b. Affective domain
   c. Psychomotor domain

From the whole opinion of experts about learning achievement, it can be concluded that learning achievement is the result or student achievement from the effort they are working on (learning) and is reflected in changes in behavior and getting good or high at the test scores or scores at school. Learning achievement indicators namely; cognitive, affective and psychomotor.

Locus of Control
Supporting factors of student success are to be able to control himself in the surrounding environment. During class time, students can do various activities. Students who can control themselves well have the potential to obtain good results. The success of students in obtaining good grades can be evaluated by exploring the cause-effect. Like, students with good grades are convinced that the grades are obtained from the results of hard work while studying. In other words, it means that the student has a good internal control locus. While students with moderate grades assessing the results come from the luck factor, then these students have an external locus of the control point of view. The following is a translation of the definition of locus of control.

Rotter expressed his opinion regarding the locus of control that is "A generalized attitude, belief, or expectancy regarding the nature of the causal relationship between one's behavior and its consequences might affect a variety of behavioral choices in abroad and of life situations." In the sense, attitude, belief or expectations regarding the nature of the causal relationship between behavior and the consequences that can affect a variety of choices in life situations.

According to Robert E. Slavin locus of control has 2 types, namely, people who have an internal locus of control are people who believe that success or failure happened because of his efforts or abilities. A person who has an external locus of control is more likely to believe that other factors, such as luck, difficulty in the task, or the actions of others, lead to success or failure. Suwanto argues that "Locus of control is a place where individuals determine the degree to which they believe that their behavior influences what happens to them."

Locus of control contains:

a. Internal locus of control, namely people who believe that is determined by themselves

b. External locus of control, namely people who feel that their destiny is more determined by provisions outside them."

Then Khaerul Umam defines "Locus of control regarding the extent to which a person feels confident that his actions will affect the rewards that he will receive". He divided the two regions' personality control, internal and external.

A personality that is Internal control is the personality of someone who believes that he is the one who controls everything that happens to him. Conversely, the personality that is external control is one's belief that everything that happens to him is determined by the environment, such as fate and luck.

According to the translation of the opinions of experts regarding the locus of control can be interpreted beliefs or a person's perspective of the results that have been received. Locus of control is classified into two namely, internal locus of control and external locus of control. If someone believes the results received are based on their work, this is called an internal locus of control. If someone believes or views the results received based on luck or fate, this is included in the external locus of control.

Based on the whole theory that has been put forward by experts, it can be concluded that the locus of control is a person's belief in self-control over the results obtained such as a causal relationship. Indicators of the locus of control are internal control locus and external control locus. From these theories, several sub-indicators have been obtained. Localize the internal control sub-indicators, trust and responsibility. While the external locus of control has sub-indicators, luck, and environment (outside of themselves).

Self-concept

The character of each individual is diverse. The diversity of characters can be caused by life experience and can develop for a lifetime. Likewise, with students, their character can develop according to their experiences. Student's self-concept is influenced by the experience of socializing with their environment. If students have a good self-concept will be the foundation of students in achieving their achievements.

According to Anant Pai, self-concept is "A person's view of himself that involves what he will know and feel about his behavior, the contents of his thoughts and feelings, and how his behavior affects other people"

Whereas Pemily defines self-concept "as a dynamic and complex system of beliefs that a person has about himself, including attitudes, feelings, perceptions, values, and behavior that are unique from that individual."

Then Gawagas believes that the concept of self is "Includes all the individual's views of his physical dimensions, personal characteristics, motivations, weaknesses, strengths or abilities, failures, etc.."

From these three theories, it can be concluded that the concept of self is the whole view of self or perception of oneself including, physical, behavioral, emotional views.

Paul J. Centi, mentions three dimensions of self-concept, namely "the dimensions of self-image (self-image), dimensions of assessment (self-evaluation) and dimensions of self-ideals (self-ideal)."[11]

including physical, emotional and behavioral aspects of the environment. The dimensions obtained are self-image, self-ideals, and assessment.

METHODOLOGY

According to Sukardi the place of research is "The place where the study process used to obtain research problem solving takes place." 12 This research was conducted at SMK Negeri 51 Jakarta located at Jalan SMEA 33-SMIK, Bambu Apus, Cipayung, East Jakarta 13890. Researchers chose SMK Negeri 51 as a place of research because researchers have done Teaching Skills Practices (PKM) at the school. The research began from January to June 2018. Researchers used survey research methods with a correlational approach. The affordable population of this study was all students of class XI majoring in Marketing, Office Administration and Accounting class XI at SMK Negeri 51 Jakarta totaling 207 students. The sample used was 127 students.

FINDINGS AND DISCUSSION

The analysis can be continued by calculating the regression equation. The equation used is simple linear regression. Simple regression equations can be used to predict how high the value of the dependent variable if the value of the independent variable is manipulated (changed). Simple regression analysis produces the following regression equation.

Locus of control with Learning Achievement

Simple regression analysis of research data pairs between the locus of control and achievement learning can produce a regression direction coefficient of 0.3348 with a 52.69

cosmetology value. So thus the form of the relationship between the locus of control variable with learning achievement has a regression equation Y = 52.69 + 0.335X1.

Table 1. Simple Regression Coefficient of Locus of control (X1) with Learning

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	52.691	2.258		23.332	.000
LOCUS OF CONTROL	.335	.027	.747	12.567	.000

a. Dependent Variable: LEARNING ACHIEVEMENT

Achievement (Y)

Self-Concept with Learning Achievement

Simple linear regression analysis of research data pairs between self-concepts with learning achievement can produce a coefficient of regression direction of 0.224 with a constant value of 58.45. Thus, the form of the relationship between self-concept variables and learning achievement has a regression equation Y = 58.45 + 0.2241X2.

Table 2. Regression Coefficients Simple Self-Concept (X2) with Learning Achievement (Y)

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	58.447	2.373		24.633	.000
SELF CONCEPT	.224	.024	.649	9.533	.000

a. Dependent Variable: LEARNING ACHIEVEMENT

Partial Significance Test (t$_{Test}$)
Partial or significance test

The individual is used to test whether the independent variable (X) is significantly related to the dependent variable (Y). The research hypothesis is:

Ho: b1 = 0 or sig>0,05
Ho: b2 = 0 or sig >0,05
H1: b1≠ 0 or sig <0,05
H1: b2 ≠ 0 or sig <0,05

Locus of control with Learning Achievement

Table 3. Calculation of Test of t Locus of Control (X$_1$) with Learning Achievement (Y)

Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	52.691	2.258		23.332	.000
LOCUS OF CONTROL	.335	.027	.747	12.567	.000

a. Dependent Variable: LEARNING ACHIEVEMENT
Source: Primary data processed

After partially observing the data between the locus of control (X$_1$) and learning achievement (Y), the t$_{count}$ data was obtained for 12.567 and the t-table with an error level of 0.05 and DK (n-3) 127 - 3 respondents were 1.657. So that the t$_{count}$ 12.567 > t table 1.657 and the value of the significance of the locus of control variable 0,000 < 0.05 then, Ho is rejected, so it is concluded that there is a positive and significant effect between the locus of control and learning achievement can be accepted.

Self-Concept with Learning Achievement

Table 4 Calculation of Self-Concept T-$_{Test}$ (X2) with Learning Achievement (Y)

Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	58.447	2.373		24.633	.000
SELF-CONCEPT	.224	.024	.649	9.533	.000

a. Dependent Variable: LEARNING ACHIEVEMENT
Source: Primary data processed, 2018

The results of tests conducted between self-concept variables and learning achievement obtained a t$_{count}$ of 9.533 and a t-table value with an error level of 0.05 and DK (n-3) from 127 to 3 respondents were 1.657. So, the value of t$_{count}$ is 9.533> t table 1.657 and the significance value is 0.000 <0.05 then, Ho is rejected so it can be concluded that there is a positive and significant effect between self-concept and learning achievement.

Coefficient of Determination

Table 5. Calculation of the Coefficient of Determination (R^2) X$_1$ to Y Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747^a	.558	.555	1.988

a. Predictors: (Constant), LOCUS OF CONTROL
b. Dependent Variable: LEARNING ACHIEVEMENT
Sumber: Primary data processed, 2018

Analysis of determination (R2) can be seen in the table above, obtained from R square numbers R^2 for the locus of control variable with the learning achievement variable of 0.558 or 55.8%. Thus, the contribution of the locus of control variable to student achievement by 55.8%.

Table 6 Calculations Coefficient of Determination(R^2) X_2 to Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649ᵃ	.421	.416	2.276

a. Predictors: (Constant), SELF CONCEPT

b. Dependent Variable: LEARNING ACHIEVEMENT

Source: Primary data processed, 2018

Based on the table above, determination analysis (R_2) is obtained from R square R2 for the self-concept variable with the learning achievement variable of 0.421 or equal 42.1%. So, it can be seen that self-concept has a contribution of 0.421 or 42.1% with student learning achievement.

Discussion

The relationship between locus of control variables and learning achievement has a regression equation Y = 52.69 + 0.335X1. From the results of the t-test calculation, it can be seen the t-count (12,567) and t-table (1,657) obtained from DK (n-3) 127-3 = 1.657 and significant value in the amount of 0.00 <0.05. So it can be concluded that the locus of control and learning achievement variables have a positive and significant relationship.

The results of previous studies conducted by Aijaz by Ahmed Gujjar and Rukhma Aijaz, through a journal entitled A study to Investigate the relationship between locus of control and academic achievement of students in 2016 showed that "This result is enlightened with others studies that, locus of control and academic achievement were positively related to each other" 13 which means that the results of this study indicate that locus of control and learning achievement are related to one another.

The relationship between self-concept variables and learning achievement has a regression equation Y = 58.45 + 0.2241X2. From the results of the t-test, calculations can be known the t-count (9.533) and t-table 1.657 were obtained from (DK = n-3) 127-3 = 1.657 and significant value of 0.00 <0.05. So it can be concluded that the variables of self-concept and learning achievement have a positive and significant relationship.

The results of previous research conducted by Prisca Febrian Liauwrencia and Deny Putra, through the journal Relationship Between Self-Concept and Learning Achievement of Class XII 2 Students in 2013/2014 Academic Year at SMA Dharma Putra Tanggerang, showed that "the results of the study indicate that the two variables have a significant correlation between self-concept and academic achievement in high school "14.

CONCLUSION

Based on the research results that have been described, the researchers draw conclusions that:

There is a positive relationship between locus of control with learning achievement in students of SMK Negeri 51 Jakarta.

There is a positive relationship between self-concept and learning achievement in students of SMK Negeri 51 Jakarta.

SUGGESTION

Based on the results that have been described, the researchers provide positive suggestions as follows:

1. The student's external locus of control in the environmental sub-indicator section affects what needs to be considered. Students and teachers should be able to work together to make the class more conducive and orderly, especially during tests. It is better if the teacher rewards students who do dishonest tests. Then, guidance counseling teachers can motivate students, so they are not easily influenced by the external environment and believe in themselves.

2. To build students' self-concepts for the better, students should be able to plan academic activities to pursue goals. The teacher also has a role to play provide support, information, and images to bring hope. So, students have goals or ideals and enthusiasm to become better.

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