

The Influence of Locus of Control and Emotional Intelligence on Student Ethical Behavior

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Abstract

This research aims to: 1) To determine the influence of locus of control on ethical behavior of Faculty of Economics student at State University of Jakarta. 2) To determine the influence of emotional intelligence on ethical behavior of Faculty of Economics student at State University of Jakarta. 3) To determine the influence of locus of control and emotional intelligence on ethical behavior of Faculty of Economics student at State University of Jakarta. This study uses quantitative research methods with data analysis techniques in the form of multiple linear regression analysis using SPSS software version 25. The sampling technique used is proportionate stratified random sampling with a total sample of 218 students. This research is a survey-research in the form of a questionnaire to see the effect of locus of control and emotional intelligence on students' ethical behavior. Based on the analysis, it was found that locus of control has a positive and significant effect on ethical behavior, emotional intelligence has a positive and significant effect on ethical behavior, also locus of control and emotional intelligence together have a positive and significant effect on ethical behavior.

Abstrak

Penelitian ini bertujuan untuk: 1) Untuk mengetahui pengaruh *locus of control* terhadap perilaku etis mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. 2) Untuk mengetahui pengaruh kecerdasan emosional terhadap perilaku etis mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. 3) Untuk mengetahui pengaruh *locus of control* dan kecerdasan emosional terhadap perilaku etis mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. Penelitian ini menggunakan metode penelitian kuantitatif dengan teknik analisis data berupa analisis regresi linear berganda dengan bantuan *software* SPSS versi 25. Teknik pengambilan sampel menggunakan proportionate stratified random sampling dengan jumlah sampel sebanyak 218 mahasiswa. Penelitian ini merupakan penelitian survey berupa kuesioner untuk melihat pengaruh *locus of control* dan kecerdasan emosional terhadap perilaku etis mahasiswa. Berdasarkan hasil analisis ditemukan bahwa locus of control memiliki pengaruh positif dan signifikan terhadap perilaku etis mahasiswa, kecerdasan emosional memiliki pengaruh positif dan signifikan terhadap perilaku etis mahasiswa, serta locus of control dan kecerdasan emosional secara bersama-sama memiliki pengaruh positif dan signifikan terhadap perilaku etis mahasiswa.

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INTRODUCTION

Ethics is a foundation for every human being to act and behave appropriately in his daily life. Ethics itself helps every human being to distinguish which actions are believed to be good, bad, right, and wrong in every context of life. In an effort to develop ethical values as the basis for improving quality Indonesian Human Resources (HR) cannot be separated from the role of Indonesia's young generation to bring about quality, quality, real change and behave ethically. These changes can be made through training, coaching, awards, or education (Aryo, 2020). Education itself is a forum for every young generation to change the mindset of the world, as well as to develop ethical values through education, it cannot be separated from the ethical behavior of the younger generation related to the perspectives, attitudes, and behavior of fellow students while studying at the university.

In the current condition, the low character of students is one of the causes of the decline in the quality of human resources in Indonesia. This was revealed by the Minister of Education and Culture Nadiem Makarim (Detik.com, 2020) who stated that there was a decline in the quality of Human Resources (HR) both in terms of cognitive and character development. This is due to differences in ability to access and use technology which will lead to gaps in children's knowledge and skills mastery. Lack of interaction in the online teaching and learning process can also cause stress in children which has an impact on their locus of control and emotional intelligence. Nadiem Makarim's statement was also supported by Sugeng (Kompas.com, 2020) who stated that in current conditions, some students are more focused on achieving specific hard skills, but still lacking soft skills.

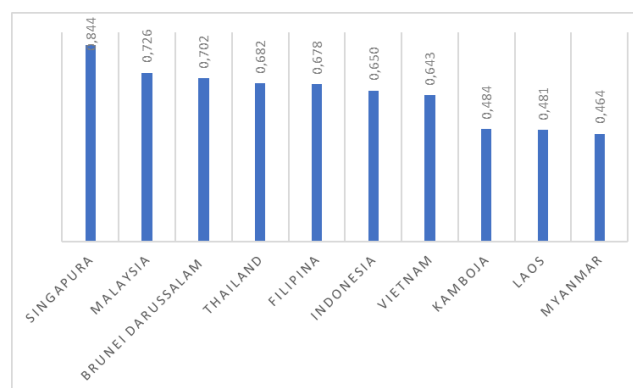


Figure 1. Southeast Asia Education Index

Source: Human Development Reports (HDR) UN (2020)

Based on the data above, it shows that Indonesia's education index is ranked in the bottom 5 in the Southeast Asia region with an index value of 0.650. This happens because education is not evenly distributed, awareness of education is low, and lack of mastery of technology in the 21st century and there is no awareness from within students in behaving ethically to fulfill their obligations as students.

In an effort to uphold the student code of ethics, every student needs to strive to obey the existing rules and obligations. However, in reality there are still students who do not comply with the code of ethics. For example, the interviewees who were interviewed by the researcher stated that there were students who committed academic violations and received sanctions from college for one semester, in addition there were students who falsified signatures on the scholarship report and were given sanctions for revocation of

scholarships and a warning letter. Therefore, to find out the problem of ethical behavior of students from Faculty of Economics, State University of Jakarta, researchers conducted a pra-research on 30 undergraduate students from the 2018 batch using a questionnaire, which is as follows:

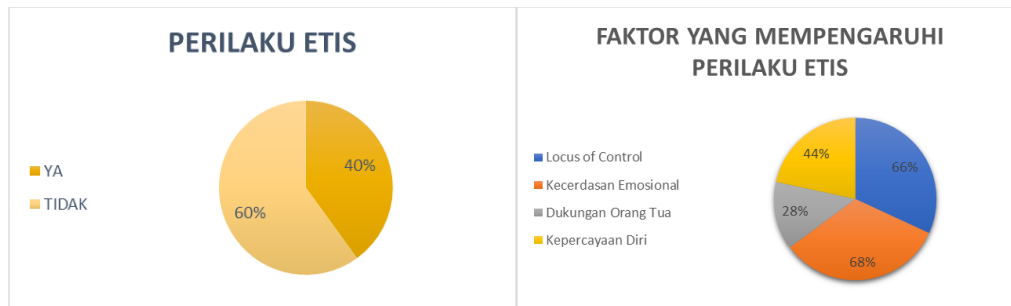


Figure 2. Pra-research Result

Source: Data processed by researchers (2021)

Based on Figure 2 above, from the results of the questionnaire that has been carried out, it can be stated that as many as 60% of students feel that they have not behaved ethically in obeying academic regulations both at the faculty and university. Meanwhile, it can be seen that emotional intelligence is the highest factor influencing ethical behavior with a percentage of 68%. Furthermore, the second highest factor is locus of control with a percentage of 66%.

Locus of control has an influence on ethical behavior, if a person can control himself to act good and right, then he is declared capable of ethical behavior. Based on the results of Yovita's research (2016) states that there is a positive and significant influence on the locus of control variable on students' ethical behavior with a percentage of 40.2%. That is, every time there is one in the locus of control variable, it will relatively increase students' ethical behavior. Therefore, it can be stated that the better the locus of control, the higher the ethical behavior of students.

Emotional intelligence has an influence on the ethical behavior of students. With emotional intelligence, each student can place their emotions in the right portion and regulate their moods which will affect their respective ethical behavior. Based on the results of research by Dewi & Wirakusuma (2018), it states that emotional intelligence has a positive effect on ethical behavior. This shows that the better the level of emotional intelligence a person has, the more ethical the behavior carried out by that person.

Based on the above background, the researchers are interested in researching "The Influence of Locus of Control and Emotional Intelligence on Student Ethical Behavior of Faculty of Economics, State University of Jakarta".

LITERATURE REVIEW

Ethical Behavior (Y)

According to Ebert and Ricky (2018), ethical behavior is defined as an individual action that is in line with the norms that exist in society in acting well and rightly. Meanwhile, Schermerhom (2018) states that so-called ethical behavior is something that is considered good and right from the moral rules that exist in society. In the context of education, Febrianti (2021) states that student ethical behavior is an individual action

that is in accordance with the student code of ethics as an effort to behave properly and correctly, and has a moral nature. Meanwhile, Oktawulandari (2016) states that student behavior can be used as material to determine the extent to which they will behave ethically or not in the future, which aims to help solve problems if they occur in company management.

Based on the opinions of several experts above, it can be stated that ethical behavior is an action related to the values and norms in society related to the life of everyone to find out what is considered good and right, as well as the efforts made by students in order to comply with the applicable code of ethics.

Indicators of ethical behavior consist of several things. According to Rahimaji (2019), indicators of ethical behavior are behavior that is in line with the beliefs one has, as well as social norms accepted by society in general, and is related to good and right actions. Meanwhile, according to Griffin and Ebert (2018), they argue that indicators of ethical behavior are behavior that is in accordance with social norms, is generally accepted, and is related to correct and useful actions.

Based on the statements of several expert theories above, it can be stated that on indicators of ethical behavior, a person's belief to obey the rules and social norms that apply can create high ethical behavior. Therefore, it can be concluded that the indicators of ethical behavior are conformity with existing norms, generally accepted by society, and acting well and correctly in their daily lives.

Locus of Control (X1)

Setyowati (2017) explained that locus of control is a psychological term related to a person's beliefs, which will produce good or bad impacts in his life or in a certain scope, for example in the sphere of education, health, and work. In line with this, Joneta et al. (2016) revealed that locus of control is defined as an expectation in humans to get good results in the future on the basis of their own actions (internalization) or from other forces outside themselves (externalities).

Karkoulilian et al. (2016) stated that someone who has a high internal locus of control can effectively balance the demands of work and family with high psychological pressure. Meanwhile, Suhakim & Arisudhana (2017) state that locus of control is an effort to control their own destiny, where they believe that everything that happens in their life happens by chance or luck.

Based on some of the expert opinions above, it can be stated that locus of control is a belief in oneself in determining one's actions and behavior, as well as controlling one's destiny which is influenced by internal factors (self) and external factors (surrounding environment) in everyday life as an effort to achieve goals. results in future success.

The locus of control indicator consists of several things. According to Khanifah et al. (2019) divides locus of control into two indicators, which are internal locus of control and external locus of control. Meanwhile, Galal et al. (2016) stated that the locus of control indicators are external, internal strengths, and the results achieved. Someone who has an external locus of control believes that unethical behavior is more acceptable than someone who has an internal locus of control. Meanwhile, according to Levenson (2011), locus of control consists of several aspects, namely internal aspects, powerful other, and chance.

Based on the statements of several experts above, it can be stated that the locus of control indicator consists of self-confidence towards events that occur in his life that can be controlled by oneself (internally), other people and the surrounding environment (external), as well as individual beliefs about events that occur that occur, controlled by fate, luck and chance.

Emotional Intelligence (X2)

According to Sari (2016), emotional intelligence is the ability to feel honesty from one's heart to know what one wants. This is in line with the opinion of Akhdan Nur Said (2018), which states that emotional intelligence is related to the ability to know one's own feelings and those of others, and to use their feelings to guide one's behavior and thoughts. Meanwhile, Pasek (2017) states that if a person's emotional skills can develop well, then that person has the potential to excel because he can develop his intellectual intelligence. Meanwhile, if a person does not have control over his emotional intelligence, he will continue to experience mental stress that can affect his learning behavior.

Based on some of the expert opinions above, it can be stated that emotional intelligence is the ability possessed by a person in recognizing the feelings of himself and others around him that can influence a person's behavior and thoughts about events that occur.

Emotional intelligence indicators consist of several things. Boyatzis (2018) states that indicators of emotional intelligence consist of the ability to recognize, understand, and apply information on self-controlled emotions that lead to effective performance motivation. In line with this, Riyana et al. (2021) stated that indicators of emotional intelligence include (1) the ability to recognize and motivate oneself, (2) the ability to face failure and control emotions, (3) the ability to regulate one's mental health.

Based on the statements of several experts above, it can be stated that indicators of emotional intelligence include recognizing one's own feelings for events that occur in life, motivating oneself to be able to achieve a success in the future, and controlling one's own emotions for things that are not desired.

RESEARCH HYPOTHESIS

The hypotheses formulated in this study are as follows.

- H1 = Locus of control has a positive and significant effect on ethical behavior
- H2 = Ethical behavior has a positive and significant effect on ethical behavior

METHODELOGY

Researchers used a quantitative approach by using a questionnaire or questionnaire to collect information and data from the sample. The questionnaire used by the researcher was an online questionnaire via Google Form with data measurement techniques using a 5-point Likert scale.

Population

The population in this study was 477 undergraduate students of Faculty of Economics, State University of Jakarta, Class of 2018.

Sample

This study uses a sampling technique in the form of probability sampling. Taherdoost (2016) states that probability sampling means that each item in the population has an equal chance of being included in the sample. The probability sampling method used is proportionate stratified random sampling. Sugiyono (2018) states that proportionate stratified random sampling is a sampling technique used when the population has members/elements that are not homogeneous and proportionally stratified.

In determining the sample, the researcher used the slovin formula and divided it proportionally. From the calculation results, the number of samples taken in this study were 218 students.

Study Program	Population	Sample
S1 Accounting	59	27
S1 Management	120	54
S1 Business Education	87	39
S1 Economic Education	122	57
S1 Administration Office of Education	89	41
Total	477	218

Table 1. Comparison of Population and Sample

Source: Data processed by researchers (2022)

Data Collection Technique

This study uses data collection techniques in the form of questionnaires or questionnaires with survey methods to obtain primary data from respondents. The distribution of questionnaires to respondents was done online via Google Form.

RESULT AND DISCUSSION

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		218
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.24364035
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.050
Test Statistic		.066
Asymp. Sig. (2-tailed)		.021 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 2. Normality Test Kolmogorov-Smirnov Result

Source: Data processed by researchers (2022)

Based on table 2, the Kolmogorov Smirnov test above shows that the residual data obtained follows a normal distribution, namely the significance value of locus of control

and emotional intelligence on ethical behavior is $0.021 > 0.05$. Thus, from these results it can be stated that the three variables are normally distributed.

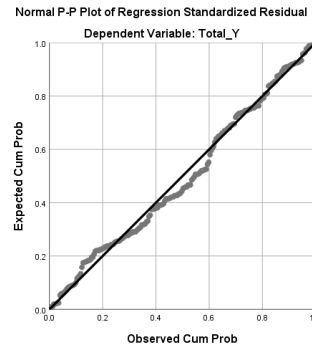


Figure 3. Normality Test Probability Plot Result
Source: Data processed by researchers (2022)

Based on Figure 3 above, it can be stated that the normal P-P plot of the residual plot of the data spreads around the diagonal line and follows the direction of the diagonal line. It can be concluded that the residual variables in this study are normally distributed so that they meet the requirements to be able to carry out further analysis tests.

Linearity Test

			ANOVA Table			
			Sum of		Mean	
			Squares	df	Square	F Sig.
Total_Y *	Between	(Combined)	188.135	16	11.758	1.010 .448
Total_X1	Groups	Linearity	1.331	1	1.331	.114 .736
		Deviation from Linearity	186.804	15	12.454	1.070 .387
	Within	Groups	2339.865	201	11.641	
	Total		2528.000	217		

Table 3. Linearity Test Result for Variable X1 against Y
Source: Data processed by researchers (2022)

Based on table 3 above, it can be stated that the value of Sig. deviation from linearity is $0.387 > 0.05$, so from these results it can be concluded that there is a linear relationship between the Locus of Control variable and Ethical Behavior.

			ANOVA Table			
			Sum of		Mean	
			Squares	df	Square	F Sig.
Total_Y *	Between	(Combined)	563.346	19	29.650	2.988 .000
Total_X2	Groups	Linearity	241.873	1	241.873	24.376 .000
		Deviation from Linearity	321.473	18	17.860	1.800 .027
	Within	Groups	1964.654	198	9.922	
	Total		2528.000	217		

Table 4. Linearity Test Result for Variable X2 against Y
Source: Data processed by researchers (2022)

Based on table 4 above, it can be stated that the value of Sig. deviation from linearity is $0.027 > 0.05$, so from these results it can be concluded that there is a linear relationship between the variables of Emotional Intelligence and Ethical Behavior.

Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.009	3.593		3.621	.000
	Total_X1	.200	.085	.152	2.347	.020
	Total_X2	.221	.050	.288	4.450	.000

a. Dependent Variable: Total_Y

Table 5. Multiple Regression Test Results

Source: Data processed by researchers (2022)

Based on table 5 above, the regression equation is obtained, namely $Y = 13.009 + 0.200X1 + 0.221X2$. That is, the locus of control coefficient value is 0.200. This value can be interpreted if the locus of control variable increases by one unit, and it is assumed that the value of other variables remains, then the value of ethical behavior will increase by 0.200. From this it can be concluded that locus of control has a positive effect on ethical behavior. Meanwhile, the coefficient of emotional intelligence is 0.221. This value can be interpreted if the emotional intelligence variable increases by one unit, and it is assumed that the value of other variables remains, then the value of ethical behavior will increase by 0.221. From this, it can be concluded that emotional intelligence has a positive effect on ethical behavior.

Hypothesis Test

Partial Regression Coefficient Test (T Test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.009	3.593		3.621	.000
	Total_X1	.200	.085	.152	2.347	.020
	Total_X2	.221	.050	.288	4.450	.000

a. Dependent Variable: Total_Y

Table 6. T Test Result

Source: Data processed by researchers (2022)

Based on table 6 above, the results of the t-test can be described that the Locus of Control (X1) variable has $t_{count} > t_{table}$, which is $2.347 > 1.652$, and has a significance value of $0.02 < 0.05$. So it can be stated that the locus of control variable (X1) has a positive and significant effect on the ethical behavior variable (Y). In this case, H_0 is rejected and H_a is accepted. Meanwhile, the Emotional Intelligence variable (X2) has $t_{count} > t_{table}$, which is $4.450 > 1.652$, and has a significance value of $0.00 < 0.05$. So it can be stated that the emotional intelligence variable (X2) has a positive and significant effect on the ethical behavior variable (Y). In this case, H_0 is rejected and H_a is accepted.

Simultaneous Regression Coefficient Test (F Test)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	298.976	2	149.488	14.419	.000 ^b
	Residual	2229.024	215	10.368		
	Total	2528.000	217			

a. Dependent Variable: Total_Y

b. Predictors: (Constant), Total_X2, Total_X1

Table 7. F Test Result

Source: Data processed by researchers (2022)

Based on the above calculations, it can be explained that the f test results show that the Locus of Control (X1) and Emotional Intelligence (X2) variables simultaneously have $f_{count} > f_{table}$, which is $14.419 > 3.04$, and has a significance value of $0.00 < 0.05$. So it can be stated that the locus of control (X1) and emotional intelligence (X2) variables together have a positive and significant effect on the ethical behavior variable (Y). In this case, H_0 is rejected and H_a is accepted.

Coefficient of Determination Analysis (R²)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.739 ^a	.546	.538	3.259	1.787

a. Predictors: (Constant), Total_X2, Total_X1

b. Dependent Variable: Total_Y

Table 7. Coefficient of Determination Result

Source: Data processed by researchers (2022)

Based on table 4.18 above, it can be seen that (R Square) R² is 0.546 or 54.6%. It can be concluded that the Locus of Control (X1) and Emotional Intelligence (X2) to explain simultaneously amounted to 54.6% while the remaining 45.4% was influenced by other factors not examined by the researcher.

DISCUSSION

1. The Influence of Locus of Control on Ethical Behavior

Based on the results of the t-test calculation, the results of the locus of control variable (X1) which have $t_{count} > t_{table}$ are $2.347 > 1.652$, and have a significance value of less than 0.05, which is $0.02 < 0.05$. From these results prove that locus of control has a positive and significant effect on ethical behavior. Based on the results of multiple regression testing on the locus of control variable, it shows that the regression coefficient obtained is 0.200.

The relationship between locus of control and ethical behavior is also supported by research conducted by Sugiarta & Werastuti (2021), with the results of research that locus of control has a positive and significant effect on students' ethical behavior. This

is also supported by the research results of Indriasari et al. (2020) namely the locus of control affects the ethical behavior of students, where with an internal locus of control students will be responsible for their attitudes and behavior.

2. The Influence of Emotional Intelligence on Ethical Behavior

Based on the results of the t-test calculation, the results of the emotional intelligence variable (X2) which have $t_{count} > t_{table}$ are $4.450 > 1.652$, and have a significance value of less than 0.05, which is $0.00 < 0.05$. These results prove that emotional intelligence has a positive and significant effect on ethical behavior. Based on the results of multiple regression testing on the emotional intelligence variable, it shows that the regression coefficient obtained is 0.221.

The relationship between emotional intelligence and ethical behavior is also explained in the research conducted by Putu Eka Dianita Marvilianti Dewia, et al (2018), with the results of research that students' ethical behavior is positively influenced by emotional intelligence. This is also supported by the research results of Jianguanglung Dangmei and Prof. Amarendra Pratap Singh (2017) which shows that the emotional intelligence factor has a positive and significant influence on ethical behavior, where students can control their actions and understand the feelings and emotions of others.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of research that has been carried out by researchers, the conclusions that can be drawn are as follows:

1. Locus of control (X1) has a positive and significant influence on students' ethical behavior (Y). This shows that the higher the student's locus of control value, the higher the ethical behavior of the 2018 undergraduate students of the Faculty of Economics, UNJ. On the other hand, if students have a low locus of control, the ethical behavior of undergraduate students of the Faculty of Economics will also be lower. UNJ Class 2018.
2. Emotional intelligence (X2) has a positive and significant influence on students' ethical behavior (Y). This shows that the higher the value of emotional intelligence possessed by students, the higher the ethical behavior of undergraduate students of the Faculty of Economics, UNJ Batch 2018. On the other hand, if students have low emotional intelligence, the ethical behavior of undergraduate students of the Faculty of Economics, UNJ will also be lower. 2018.
3. Locus of control (X1) and emotional intelligence (X2) have a positive and significant influence on students' ethical behavior. This shows that if the locus of control and emotional intelligence of students increase, the ethical behavior of students will also increase. Conversely, if the locus of control and emotional intelligence of students decreases, the ethical behavior of students will also decrease.

Suggestion

Based on the results of the study, there are several suggestions that can be given, namely as follows.

1. It is advisable to conduct an evaluation of the rules and regulations that have been made to be able to see whether the academic regulations that have been made have

- been carried out properly or not by the students, seeing that there are still students who violate academic regulations.
2. Every student should develop a sense of confidence and self-confidence to be able to obey all the rules and regulations that have been made by the university without the need to follow other people.
 3. Every student should be able to better control their emotional level and foster a sense of motivation to be able to act and behave ethically.

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