



The Influence of Self-Efficacy and Locus of Control on Student Achievement in Economics Subject

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Abstrak

Masih banyak siswa yang mempunyai efikasi diri dan locus of control yang rendah. Siswa merasa minder sehingga cenderung bergantung pada siswa yang lebih pintar. Penelitian ini bertujuan untuk menganalisis pengaruh efikasi diri dan locus of control terhadap prestasi belajar siswa kelas duabelas akuntansi di SMA. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Teknik pengambilan sampel pada penelitian ini adalah simple random sampling. Teknik analisis data yang digunakan adalah analisis regresi linier berganda dengan pengujian hipotesis menggunakan uji t dan uji f. Hasil penelitian menunjukkan bahwa: (1) Terdapat pengaruh positif dan signifikan antara efikasi diri terhadap prestasi belajar siswa yang dibuktikan dengan nilai thitung $3,633 > t_{tabel} 2,00575$ pada taraf signifikansi 5%; (2) Terdapat pengaruh positif dan signifikan antara locus of control dengan prestasi belajar siswa yang ditunjukkan dengan nilai thitung $6,037 > 2,00575$ pada taraf signifikansi 5%; (3) Terdapat pengaruh positif dan signifikan antara efikasi diri, locus of control secara bersama-sama dengan prestasi belajar siswa yang ditunjukkan dengan R Square 0,828 dan f hitung sebesar $139,923 > f_{tabel}$ dengan (df: 2; 53) taraf signifikansi 5% yang berarti sama dengan 3,17. Berdasarkan hasil analisis dapat disimpulkan bahwa variabel efikasi diri dan locus of control sama-sama mempengaruhi prestasi belajar, dimana siswa yang mempunyai efikasi diri dan locus of control yang baik maka akan mampu meningkatkan prestasi belajar.

Kata Kunci: Efikasi diri, Locus of Control, Prestasi Belajar

Abstract

There were still many students who had low self-efficacy and locus of control. Students feel insecure so they tend to depend on students who are smarter. This study aims to analyze the effect of self-efficacy and locus of control on student achievement in twelve grade accounting class at senior high school. This research uses a quantitative approach with descriptive methods. The sampling technique in this study is simple random sampling. The data analysis technique used is multiple linear regression analysis by testing the hypothesis using the t test and f test. The results of the study show that: (1) There is a positive and significant influence between self-efficacy and student achievement as evidenced by the t-count $3,633 > t\text{-table } 2,00575$ at the 5% significance level.; (2) There is a positive and significant influence between locus of control with student achievement indicated by t-count $6,037 > 2,00575$ at the 5% significance level.; (3) There is a positive and significant influence between self-efficacy, locus of control together with student achievement indicated by R Square 0.828 and f count of $139.923 > f\text{ table}$ with (df: 2; 53) a significant level of 5% which is equal to 3.17. Based on the results of the analysis it can be concluded that the variables of self-efficacy and locus of control both affect learning achievement, where students who have self-efficacy and locus of control which is good then it will be able to improve learning achievement.

Keywords: Self-Efficacy, Locus of Control, Learning Achievement

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1. INTRODUCTION

Achievement in studying economics in high school includes students' achievements in understanding, applying, and analyzing economic concepts taught in the curriculum (Mamanazarov, 2021; Nepal & Rogerson, 2020). This achievement is reflected in the extent to which students can master basic economic principles, identify cause-and-effect relationships in economic situations, and make informed decisions in an economic context (Filgona et al., 2020; Obaid & Masroor, 2023). Learning achievement in economics can be measured through various indicators, such as test scores, assignments, projects, as well as

students' ability to explain, apply, and analyze economic situations in real life (Al-Abyadh & Abdel Azeem, 2022; Rusmini et al., 2021).

Good economics learning achievements reflect students' in-depth understanding of the concepts being taught, their ability to relate these concepts to real-world economic situations, and their skills in making rational economic decisions (Corsi & Zacchia, 2023; Mohammed & Pitan, 2018; Rajasulochana & Senthil Ganesh, 2019). Students who are successful in studying economics are usually able to explain the principles of supply and demand, identify the factors that influence the behavior of consumers and producers, and analyze the implications of economic policies for the economy (Cantú et al., 2021; Patwa et al., 2021; Siegfried & Colander, 2022). High economic achievement also reflects students' ability to think critically, analyze complex economic arguments, and make connections between economic aspects and social, political, and environmental contexts (Kopnina, 2020; Shirazi & Heidari, 2019). Strong academic achievements in economics will equip students with the insights needed to face future economic challenges, both in their everyday lives and in larger decision-making within society and the country (Ahmad et al., 2019; Hussin et al., 2019).

To find out the state of students in studying economics at SMAN 1 Mutiara Beureunuen. Researchers visited several classes that were carrying out learning activities in economics subjects to observe. From the results of these observations the researcher found that there were still many students who had low self-efficacy and locus of control. This can be seen from the fact that many students do homework at school and copy their friends' answers. Students feel insecure so they tend to depend on students who are smarter. Because students with low self-efficacy are less diligent and persistent in trying or doing their assignments. In addition, there are still many students who do not care or are not serious in participating in learning. Researchers see that there are still students who go in and out of class during class hours and do not do assignments on the grounds that economics is too difficult to understand. They also seemed not active in the learning process. But on the other hand there are also students who study seriously because they are sure that by trying hard they will get good grades.

Self-efficacy and locus of control play an important role in achieving achievement in economics learning in high school (Abdinoor, 2020; Ejiobi-okeke & Samuel, 2021; Thompson et al., 2020). Self-efficacy and locus of control are psychological factors that can influence motivation, attitudes, and student learning outcomes in economics subjects (Abeku et al., 2023; Gana et al., 2019; Sudarmiatin & Hermawan, 2020). Self-efficacy has a very important central role in building student achievement. The concept of self-efficacy refers to an individual's belief in his ability to succeed in dealing with certain tasks and challenges (Jerrim et al., 2023; Schlechter et al., 2023). Students who have a high level of self-efficacy tend to feel confident that they can overcome obstacles and achieve good results in learning. This belief forms a strong mental foundation for dealing with difficult subject matter, tests, and complex assignments.

Students with high self-efficacy tend to have strong intrinsic motivation, where they feel enthusiastic to understand and master the subject matter not only to get high scores, but also for personal satisfaction and self-development (Haerazi & Irawan, 2020; Luther, 2022; Wu et al., 2020; Xie et al., 2022). They will be more involved in the learning process, more diligent in overcoming difficulties, and more persistent in achieving academic goals. In addition, a positive level of self-efficacy also helps reduce feelings of anxiety and stress which can often hinder learning performance. Self-efficacy also plays a role in building a mindset that is adaptive to failures and mistakes (Kondratowicz & Godlewska-Werner, 2022; Su et al., 2021). Students with strong self-efficacy are more likely to see failure as an opportunity to learn and improve, not as a sign of inadequacy. This helps them stay motivated

despite facing obstacles, and have the will to keep trying and develop more effective learning strategies.

Thus, self-efficacy becomes a fundamental psychological foundation in building student achievement (Gana et al., 2019; Musliha & Revita, 2021). Through self-confidence, students become better able to face learning challenges with more confidence, enthusiasm, and perseverance. Therefore, the development of self-efficacy among students is essential in efforts to improve the quality of education and sustainable learning achievement. In connection with self-efficacy or the self-confidence of students, in fact, in the world of education today there are still many students who lack confidence or are unsure of their abilities or just surrender to their fate (Abeku et al., 2023; Jerrim et al., 2023; Xie et al., 2022). Therefore, a strong self-confidence (self-efficacy) is needed in order to be able to act to realize the expected academic achievement.

Apart from self-efficacy, another factor that affects learning achievement is locus of control (Hidayat et al., 2020; Kusumawijaya, 2019; Sari & Fakhruddiana, 2019). Locus of control is a concept that explains whether a person feels that the control of their life is in their own hands or in the hands of other people or things (Aprilia & Ardana, 2021; Reknes et al., 2019). Students with a good locus of control tend to feel they have control over their learning outcomes. They are more motivated to invest in effort and time to learn, because they believe that their efforts will have a direct impact on good performance (Adiputra, 2021; Nykänen et al., 2019). They have confidence that their abilities can be improved through continuous effort and appropriate learning strategies (Armstrong et al., 2021; Zarouk et al., 2020). This often leads to more active involvement in the learning process, such as asking questions, finding solutions, and overcoming obstacles with determination.

Several previous relevant studies include research which focus on analyzing five personality factors, self-efficacy, and academic locus of control in relation to online student academic achievement (Bahçekapılı & Karaman, 2020). Meanwhile, our research focuses on the effect of self-efficacy and locus of control on student achievement in economics at the senior high school level. These two studies are different, because other research takes the object of online student research which refers to distance learning, while our research is in the context of face-to-face learning (Bahçekapılı & Karaman, 2020). There is also study that examines the effect of locus of control and self-efficacy on learning achievement in economics learning (Kader, 2022). However, this research takes research subjects at the college level, while our research is at the high school level. So that the research is different from our research. Previous research analyzed the effect of self-efficacy and locus of control (Thompson et al., 2020). While our research focuses on class XII students at SMAN 1 Mutiara Beureunuen, who are subjects with upper secondary education levels. This difference reflects differences in maturity levels, life experiences, and learning environments that can influence the development of self-efficacy, locus of control, and learning achievement.

Based on research problems and also relevant previous research, research on the effect of Self-Efficacy and Locus of Control on Student Achievement in Class XII Economics Subject at SMAN 1 Mutiara Beureunuen is important to do. The aim of this study is to analyze the effect of self-efficacy and locus of control on student achievement in class XII accounting at SMAN 1 Mutiara Beureunuen.

2. METHODS

The approach used in this research is a quantitative approach with a descriptive research type. The data obtained through the method of observation and distribution of questionnaires to class XII students of SMAN 1 Mutiara Beureunuen. Place and time of research conducted at SMAN 1 Mutiara Beureunuen. In order to obtain accurate and relevant

data for this research, a series of data collection techniques were carried out, namely: a) literature study; b) Field Study consists of observation, questionnaire, and documentation. The data measurement method uses a Likert scale, namely by using a rating of five rating points, namely strongly agree, agree, disagree, disagree and strongly disagree. For analysis of data obtained from questionnaires and secondary data, the authors used several tests, namely: validity test, reliability test, normality test, multicollinearity test, heteroscedasticity test, multiple linear regression analysis test, hypothesis test, r-squared determination and calculating the relative contribution and affective.

Validity test decision-making based on the value of r-count (*Corrected Item-Total Correlation*) > r-table of 0.361. Statement items that are declared valid will then be used to collect data in this study and invalid items are declared invalid or cannot be used to collect research data. A summary of the validity results is in [Table 1](#).

Table 1. Summary of Test Results for the Validity of Self-Efficacy and Locus of Control

Variable	Number of Initial Items	No. Fallen Grain	Number of Drops	Number of Valid Items
Self-efficacy	20	4, 8, 17, 20	4	16
Locus of control	20	10	1	19

In this study, the two main variables observed were self-efficacy and locus of control. From the Table 3 it can be seen that to measure self-efficacy, a total of 20 initial items were designed. However, after the knockout stage was carried out, there were 4 items (numbers 4, 8, 17, and 20) which were considered irrelevant or not in accordance with the research objectives, so that in the end there were 16 items that were valid and used in the analysis. Meanwhile, the instrument used to measure locus of control also initially had 20 items. However, after the elimination process, there was only 1 item (number 10) which was considered not meeting the criteria and was excluded from the analysis. Thus, there are 19 items that remain valid and are used in measuring locus of control. The process of dropping this item reflects an effort to ensure that the instrument used has a high level of validity and reliability, so that the data collected can provide accurate and reliable results in analyzing the effect of self-efficacy and locus of control on student achievement in economics subjects.

Table 2. Reliability Test Results of Self-Efficacy and Locus of Control

Questionnaire	Cronbach's Alpha	N of Items
Self-Efficacy (X1)	0.786	16
Locus of Control (X2)	0.841	19

The results of the reliability test in [Table 2](#) show that all variables have a fairly large Alpha coefficient which is above 0.6 so that it can be said that all measurement concepts for each variable from the questionnaire are reliable. Then for the next, the items on each of these variable concepts are suitable for use as a measuring tool.

3. RESULTS AND DISCUSSION

Result

Descriptive statistics

Based on the value data that has been obtained, it shows that the learning achievement variable (Y) gets the highest score of 87 and the lowest score of 65, besides that it also gets a

mean of 78 and a standard deviation of 6.24 as seen in the results of the descriptive analysis is show in [Table 3](#).

Table 3. Statistic Descriptive

N	Valid	61
	Missing	0
	Mean	78.1311
	Std. Error of Mean	0.79975
	Median	79.0000
	Std. Deviation	6.24627
	Minimum	65.00
	Maximum	87.00

[Table 3](#) shows the average student achievement score in this economics subject is around 78.13, with a standard error of around 0.80. The median of the achievement score distribution is 79.00, while the standard deviation of these scores is around 6.25. The range of achievement scores is between 65.00 and 87.00, with the minimum and maximum values. This data provides an overview of the distribution and tendencies of student achievement scores in economics subjects. With an average that is above the mean and a relatively low standard deviation, this indicates that most students tend to have relatively high achievement scores in this economics subject. Furthermore, grouping student scores into three categories namely low, medium and high, the formula categories is shown in [Table 4](#).

Table 4. Categories of Student Value Distribution

Score Interval	Category	Frequency	Percentage
$X \geq \bar{X} + SD = X \geq 84,24$	High	12	19.7%
$\bar{X} - SD \leq X < \bar{X} + SD = 71,76 \leq X < 84,24$	Middle	40	65.6%
$X < \bar{X} - SD = X < 71,76$	Low	9	14.7%
Total		61	100%

Based on [Table 4](#) it can be seen that 12 students (19.7% of the total sample) have scores that fall into the "High" category, 40 students (65.6% of the total sample) are in the "Medium" category, and 9 students (14.7% of the total sample) is in the "Low" category. Overall data from 61 students is represented in this table. Thus, this table provides an overview of the distribution of student achievement in relation to the value intervals and categories determined based on the standard deviation of the average score.

In [Figure 1](#) the results of this plot test, the x-axis represents the data values being tested, while the y-axis represents the cumulative probability of the normal distribution. When we look at this plot, we can see that the data points are spread evenly around an almost straight line and exhibit the characteristic bell shape of the normal distribution. The plot results that follow this normal line indicate that the data being tested has a good agreement with the normal distribution. This means that we have a sound basis for applying statistical methods that rely on assumptions of normality, such as parametric tests or regression analysis. As such, these plots provide important information in assessing whether the data tested meet the normality assumption and whether certain statistical methods can be reliably applied to them.

*Classic Assumption Test**Normality test*

The results of the normality test are shown in the [Figure 1](#).

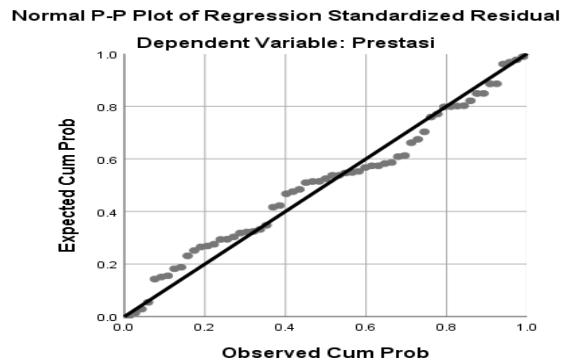


Figure 1. Normal Probability Plot Graph

Multicollinearity test

The results of the multicollinearity test are shown in the [Table 5](#).

Table 5. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sign.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	36.069	2.719		13.268	0.000		
1 Self Efficacy	0.282	0.078	0.356	3.633	0.001	0.308	3.249
Locus of Control	0.338	0.056	0.592	6.037	0.000	0.308	3.249

Base on [Table 5](#) show multicollinearity test results from the data illustrate the relationship between the independent variables (Self-Efficacy and Locus of Control) and the dependent variable (Achievement) in the regression model. In the "Coefficients" table, column "B" presents the values of the regression coefficients that are not standardized, while the column "Std. Error" presents the standard deviation of these coefficients. "Beta" in the "Standardized Coefficients" column is a standardized regression coefficient (standard beta), indicating how much a change in the standard deviation of the independent variable will have an impact on the change in the standard deviation of the dependent variable.

In this table, the Tolerance and VIF values for the two independent variables (Self-Efficacy and Locus of Control) are 0.308 and 3.249, indicating that these two variables have lower tolerance values and higher VIF values. This indicates a potential multicollinearity problem between the independent variables. Although the tolerance and VIF values are not extreme, further evaluation is needed to ensure that multicollinearity does not affect the interpretation of the regression results. If significant multicollinearity problems are detected, steps such as variable elimination, variable transformation, or variable aggregation may be required to mitigate their impact on the regression results.

Heteroscedasticity test

This test aims to test whether in the regression model there is an inequality of variance from one residual observation to another. To determine heteroscedasticity, it can be

seen in the results of graphical analysis, namely the scatterplot graph, the shaped points must spread randomly, spread both above and below the number 0 on the Y axis. If these conditions are met, heteroscedasticity does not occur and the regression model is feasible to use. Heteroscedasticity results using the scatterplot graph are shown in Figure 2.

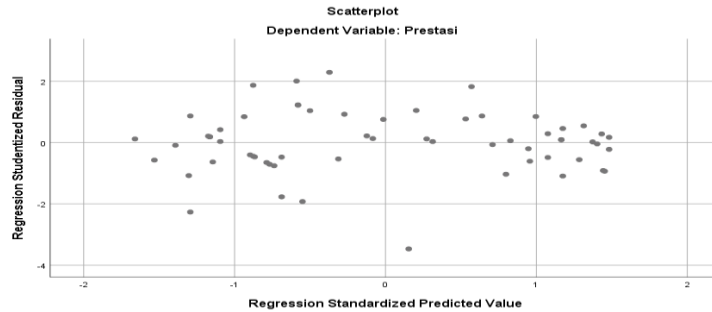


Figure 2. Scatterplot Graph

Base on Figure 2 it can be seen that the pattern is relatively even and does not have a special or regular pattern that is formed. That is, the residual values tend to be around the zero line and do not show an increase or decrease in changes in variability along with changes in the predicted values. This indicates that the assumption that there is no heteroscedasticity in the regression model is met. From the graph, it can be concluded that the data used in the regression analysis is feasible and in accordance with the assumption of heteroscedasticity. The plot shows that the distribution of residual values is relatively constant and does not form an awkward pattern which could indicate heteroscedasticity. Thus, the result of the heteroscedasticity test which indicates the absence of a heteroscedasticity effect is strengthened by the visualization of the scatterplot which shows a homogeneous distribution of residual values along the predicted value.

Hypothesis test

Multiple Regression Analysis

Multiple linear regression analysis to test the effect of self-efficacy and locus of control on learning achievement is show in Table 6.

Table 6. Multiple Regression Calculation Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sign.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	36.069	2.719		13.268	0.000		
1 Self-Efficacy	0.282	0.078	0.356	3.633	0.001	0.308	3.249
Locus of Control	0.338	0.056	0.592	6.037	0.000	0.308	3.249

Based on the calculation results in Table 6, the multiple linear regression equation is obtained as constant of 36.069 means that if there is no change in the variables of self-efficacy and locus of control (X_1 and X_2 is 0) then the student achievement at SMAN 1 Mutiara Beureunuen is 36.069 units. When the other independent variables are constant and the self-efficacy variable (X_1) has a regression coefficient of 0.282, it suggests that for every unit rise in self-efficacy, learning achievement will improve by 0.282. On the other hand, each drop in self-efficacy results in a 0.282 reduction in learning achievement.

Regression coefficient locus of control (X_2) of 0.338 means every increase of one unit locus of control will increase learning achievement of 0.338. And conversely, each decrease of one unit locus of control will reduce learning achievement by 0.338, assuming that X_1 still. The (+) sign indicates a unidirectional relationship, while the (-) sign indicates an inversely proportional relationship between the independent variable (X) and the variable (Y).

Determination Coefficient Test

The results of the determination coefficient Test are shown in the [Table 7](#).

Table 7. Multiple Determination Coefficient Values (R Square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.910 ^a	0.828	0.822	2.63231	2.096

Base on [Table 7](#) the results of data analysis it can also be seen that the coefficient of determination is multiple or R Square of 0.828 this means that the contribution of the independent variable is self-efficacy (X_1) and locus of control (X_2) together is equal to 82.8% of the dependent variable namely learning achievement. Meanwhile, 17.2% is influenced by other variables not included in this study.

T-Test

The results of the T-Test are shown in the [Table 8](#).

Table 8. Test Results t-test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sign.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	36.069	2.719		13.268	0.000		
1 Self-Efficacy	0.282	0.078	0.356	3.633	0.001	0.308	3.249
Locus of Control	0.338	0.056	.0592	6.037	0.000	0.308	3.249

Based on the calculation results as shown in [Table 8](#) it can be seen that t count for the self-efficacy variable (X_1) of 3.633 and $t_{table} = 2.00172$ means the value of t_{count} bigger than t_{table} ($3,633 > 2,00172$) also supported by a significance level of $0.001 < 0.05$ or 5%, then H_0 rejected and H_a accepted so that it can be said that the self-efficacy variable (X_1) has a partially significant effect on learning achievement. Variable locus of control (X_2) has a calculated t value of 6,037 and $t_{table} = 2.00172$ means the value of t_{count} bigger than t_{table} ($6.037 > 2.00172$) it can be stated that H_0 rejected and H_a accepted is also supported by a significance level of $0.000 < 0.05$ or 5% so that it can be said that the locus of control (X_1) has a significant effect partially on the performance of learning achievement.

F-Test

The results of the F-Test are shown in the [Table 9](#).

Table 9. Test Results F

Model	Sum of Squares	df	Mean Square	F	Sign.
1 Regression	1939.065	2	969.533	139.923	.000 ^b
Residual	401.885	58	6.929		
Total	2340.951	60			

From Table 9 it can be seen that f_{count} of 139.923 and by looking at the value of $f_{table} = f(k;n-k) = 2;61-3) = f_{table} = (2;58) = 3.16$ is also supported by a significance level of 0.000 which is smaller than 0.05 or 5%. So that self-efficacy (X_1) and locus of control (X_2) has a significant influence simultaneously on learning achievement.

Effective Contribution and Relative Contribution

The results of effective contribution and relative contribution are shown in the Table 10.

Table 10. Effective Contribution and Relative Contribution

Free Variables	Beta	Correlation Coefficient	R square	SE%	SR%
Self-efficacy (X_1)	0.356	0.849	0.828	30.23%	37%
Locus of control (X_2)	0.592	0.888		52.57%	63%

Based on the calculation results as shown in Table 10, it shows that the relative contribution of the self-efficacy variable is 37% and variable locus of control relative contribution by 63% while the effective contribution of self-efficacy variable is 30% and variable locus of control by 53%. The total effective contribution is 83%, which means that together the self-efficacy variable (X_1) and variables locus of control (X_2) makes an effective contribution of 83% to learning achievement, while 17% is given by other variables not discussed in this study.

The magnitude of the influence contribution given by each independent variable on learning achievement can be described in the form pie chart as follows in Figure 3.

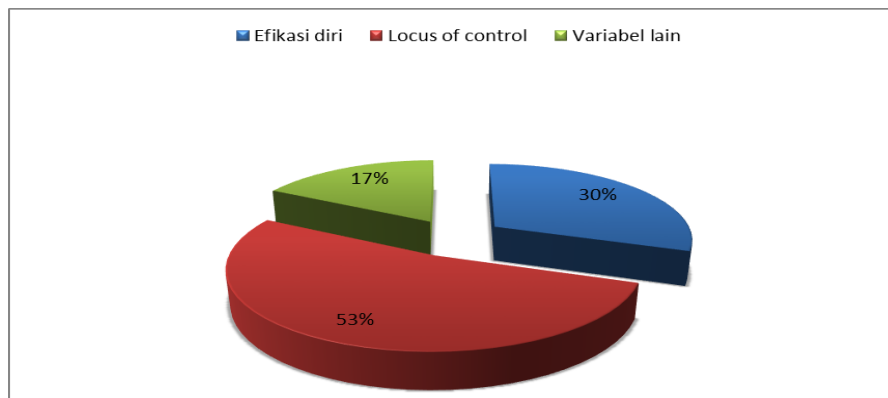


Figure 3. Pie Charts of the Effective Contribution of Each Aspect to the Dependent Variable

Discussions

Effect of Self-Efficacy (X_1) Against Economic Learning Achievement

Based on the results of statistical tests, it shows that self-efficacy has a positive and significant effect on student achievement in class XII at SMAN 1 Mutiara Beurenuen. The results of the t test in this study showed an influence between self-efficacy (X_1) with learning achievement (Y). This shows that if there is a change in self-efficacy it will cause a change in learning achievement. In the same direction, that is, if self-efficacy is high, student achievement will also be higher. Therefore, self-efficacy has a positive effect on learning achievement in economics subjects, meaning that the higher the self-efficacy, the better the learning achievement, conversely, if the student's self-efficacy is low, the student's learning achievement also has a low effect.

Self-efficacy in students helps them gain persistence and perseverance which is shown through their efforts to achieve targets, and are able to manage anxiety levels better

when facing difficulties (Rostania et al., 2023; Teng et al., 2021). The students who have self-efficacy are better prepared, work harder, last longer and have fewer negative emotional reactions when they face difficulties than they doubt their abilities (Abeku et al., 2023; Jerrim et al., 2023; Rostania et al., 2023; Teng et al., 2021). Academic self-efficacy in students will affect persistence, effort and strategies in learning, thus affecting the completion of academic assignments and student academic achievement (Alhadabi & Karpinski, 2020; Neroni et al., 2022; ZhuZhu Xu & Chunxia Qi, 2019). Based on the explanation above, if students' self-efficacy is increased, learning achievement will also increase. Positive effect of self-efficacy on achievement ($Q_b = 21.57$, $p < .01$). With these intended results, the effect of self-efficacy on achievement is at a moderate level (Dursun, 2019; Schlechter et al., 2023).

Based on the study of relevant theory and research, it can be concluded that the higher the efficacy, the better the learning achievement obtained from the learning outcomes. The lower the self-efficacy, the lower the academic achievement. To grow self-efficacy, the role of the teacher is also decisive. Teachers can do verbal persuasion which contains advice, motivation that can influence students to be more active in learning so that their learning achievement increases. Thus students are expected to be able to convince themselves that they can carry out all their duties and responsibilities, so that students can achieve their educational goals to the fullest.

Influence Locus of Control (X_2) Against Economic Learning Achievement

Based on the statistical test results show that locus of control has a positive and significant effect on student achievement in economics class XII class at SMAN 1 Mutiara Beureunuen. The results of the t test in the study showed an intermediate effect locus of control with student achievement. It is also significant locus of control. The higher the score, the higher the student achievement will be. Based on the research results show locus of control (X_2) has a positive effect on learning achievement (Y) in economics subjects, meaning that the higher it is locus of control then learning achievement will be better, otherwise if locus of control students are low, student achievement also has a low effect.

This is in line with research conducted which shows that there is an intermediate effect locus of control with student achievement (Agustina et al., 2022). Other study also states that there is an intermediate effect locus of control with student achievement (Sari & Fakhruddiana, 2019). Students who have internal locus of control who are high have a positive contribution to their achievement because they are deep internal locus of control, someone considers that an effort must be made if you want to succeed (Bahçekapılı & Karaman, 2020; Sudarmiadin & Hermawan, 2020). In contrast to students who have external locus of control tend to think that their lives are primarily determined by forces outside of themselves, such as fate, destiny, luck, and other powerful people (Adiputra, 2021; Kader, 2022; Nykänen et al., 2019). Research conducted by other studies shows that there is an intermediate effect locus of control with student achievement (Ejiobi-okeke & Samuel, 2021). Student with locus of control internal tend to assume that skills (skill), ability (ability), and effort (efforts) determine more achievements in their lives, including career achievements (Agustina et al., 2022; Uzun & Karataş, 2020). Individuals with external locus of control will result in lower performance when in a situation with a low level of discipline. Locus of control a high score is closely related to the achievement of economics learning achievement because it can increase ability, effort, responsibility, and have control over the direction of learning which will lead to the success to be achieved to increase higher economic learning achievement.

Furthermore there is study that found there is an intermediate effect locus of control with the learning achievement of students at SD N Karang Jadi, by looking at the value themselves < 0.05 which means there is an intermediate effect locus of control with learning

achievement, as for grades themselves obtained is $0.025 < 0.05$ (Septikasari et al., 2021). Based on the results of the study it can be concluded that the higher locus of control it is certain that learning achievement will also be better.

The Influence of Self-Efficacy and Locus of Control on Learning Achievement

The third hypothesis in this study is that there is a positive relationship between self-efficacy and locus of control together with learning achievement in class XII economics subjects at SMAN 1 Mutiara Beureunuen. The hypothesis is stated to be supported by the results of the study. The results of multiple linear regression analysis show that self-efficacy and locus of control jointly have a positive effect on economic learning achievement indicated by the value of $F_{\text{count}} 139.923$ greater than $F_{\text{table}} 3.17$ at $(df:2;53)$ with a significant level of 5%. From these results means self-efficacy and locus of control has a positive and significant influence on economic learning achievement. can be interpreted If self-efficacy and locus of control together the higher the higher the student's economic learning achievement.

The correlation coefficient (R) is 0.828 and is represented as 82.8% or 83% (rounded) while the remaining 17% is influenced by other factors not discussed in this study. From the results of the analysis conducted, it can be concluded that the independent variables are self-efficacy and locus of control both have a dominant role in determining economic learning performance.

Furthermore previous studies states that factors related to a person's learning achievement can be classified into 2 factors, namely factors that exist in the individual himself which are usually called individual factors and factors that exist outside the individual which are usually called social factors (Aprilia & Ardana, 2021; Hidayat et al., 2020; Sari & Fakhruddin, 2019). Individual factors consist of maturity, growth, intelligence, training, motivation and personal factors (Atabaeva, 2019; Lee et al., 2014; Méndez-Giménez et al., 2020). While social factors consist of family, teachers and teaching methods, learning facilities, environment, and social motivation. In relation to this research, internal factors play an important role, namely personal factors (self-efficacy and self-esteem). Locus of control in improving student achievement in economics class XII class at SMAN 1 Mutiara Beureunuen.

The results of the analysis show that self-efficacy and locus of control quite high influence on student achievement, in terms of self-efficacy and locus of control is an individual factor that influences learning achievement, therefore it is the student's own personality that greatly determines the achievement to be obtained. Future research is expected to be able to further develop similar research by adding variables that can affect student achievement so as to add new insights that are useful in improving learning achievement.

4. CONCLUSION

There is a positive and significant influence between self-efficacy on learning achievement in class XII economics at SMAN 1 Mutiara Beureunuen. Thus the higher the self-efficacy, the higher the achievement in studying economics. Where students who have good self-efficacy, consisting of level (task difficulty level), strength (students' beliefs in overcoming learning difficulties), and generality (students' confidence in their ability to complete assignments) in economics subjects will increase student achievement. Moreover there is a positive and significant influence between locus of control on learning achievement in economics class XII class at SMAN 1 Mutiara Beureunuen. Thus the better locus of control the higher the achievement of studying economics. Students who have locos of

control internally they believe that their results and behavior are caused by factors from within themselves, namely aspects of ability, interest, and effort so as to be able to improve their learning achievement, in contrast to external locus of control who usually do not like to try because external factors control him, such as the belief that every event that occurs in his life is luck or fate. There is also a positive and significant influence between self-efficacy and locus of control on learning achievement in economics class XII class at SMAN 1 Mutiara Beureunuen. Thus the better self-efficacy and locus of control the better the achievement of studying economics.

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