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The Influence of Internal Locus of Control and Academic Self-Efficacy on School Well-Being in Students

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Abstract

This article aims to determine the influence of *Internal Locus of Control* and Academic Self-Efficacy on *School Well-Being* in SMA Global Prima Medan students. This quantitative research involved 127 students as a sample using *the Proportionate Stratified Random Sampling method*. Data were collected through questionnaires and analyzed using multiple linear regression with SPSS version 24. The assumption test includes normality, multicollinearity, and autocorrelation. The study's results stated that *Internal Locus of Control* and Academic Self-Efficacy influenced *School Well-Being* with a value of F = 342.966 and p = 0.001 ($p<0.05$). The results showed that *Internal Locus of Control* ($\beta = 0.718$, $p = 0.001$) and Academic Self-Efficacy ($\beta = 0.190$, $p = 0.001$) significantly and positively affected *School Well-Being*, with a contribution of 84.4%. Other factors influenced the remaining 15.6%. These findings provide a solid foundation for developing more effective educational practices. Schools can take advantage of the results of this research by designing programs that aim to improve *students' internal locus of control and* academic self-efficacy, such as self-development training that focuses on forming positive mindsets, stress management, and decision-making skills. This study concludes that *Internal Locus of Control* and Academic Self-Efficacy affect *School Well-Being*.

Keywords: Internal Locus Of Control; Academic Self-Efficacy; School Well-Being

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INTRODUCTION

Schools are formal educational institutions that provide opportunities for students to acquire knowledge, develop talents, and increase students' innovation and creativity. Schools not only function as a place of learning but also as an environment that shapes morals and character and develops students' interests and talents. The school will also shape the personality and support the individual's social development, in which the individual learns to interact with others, especially with friends and teachers (Santrock et al., 2009).

The school environment is essential to pay attention to maximize students in their learning process and obtain welfare. To create a prosperous student in school, schools must be able to meet the needs and comfort of students to support their learning process. With a supportive school environment, it is hoped that students can feel satisfaction in their learning process (Owoeye & Yara, 2011).

From the results of observations and interviews conducted with several students of Global Prima High School, it was found that several problems faced by most students, including discomfort caused by inadequate school facilities, students feeling lonely due to lack of interaction with their classmates, lack of interest in learning due to parental coercion, and much pollution that disturbs the comfort of students at school.

Self-fulfillment of material and non-material needs in the school environment related to *school well-being*. *School well-being* is a subjective assessment by students of how much their school meets their basic needs. *School well-being* includes four aspects: *having, loving, being, and health status* (Konu & Rimpelä, 2002).

A personality characteristic is one factor that affects *school well-being* (Keyes & Waterman, 2003). One of the dimensions of personality that can affect *school well-being* Is *locus of control. Locus of control* is divided into two types, one of which is the *internal locus of control*, where individuals see that events stem from their behavior.

Individuals predisposed to *internal locus of control* feel responsible for the events in their lives. They strive to improve their skills at work, take initiative, work hard, and always try to think as effectively as possible (Ghufron, M. N., & Risnawita, 2010). *Internal locus of control* is related to a high level of well-being (Lloyd & Hastings, 2009). These abilities can Help students successfully face educational challenges and improve *school well-being*. *Internal locus of control* has three aspects: ability, interest, and effort (Rotter, 1966).

Based on the results of research conducted by Handrina and Ariati on "Relationship Between *Internal Locus of Control* With *School Well Being*," It was found that there was a positive and significant relationship between *internal locus of control* With *school well-being* in the students of SMA 1 Kesatrian Semarang, the meaning is getting higher *internal locus of control* that students have, the higher the *school well-being*. On the contrary, the lower the *internal locus of control* that students have, the lower the *school well-being* that students have (Handrina & Ariati, 2017).

Besides *internal locus of control*, academic self-efficacy also affects *school well-being* (Dave et al., 2011). Academic self-efficacy is a person's belief in their ability to complete academic tasks. Students with high self-efficacy are more confident and diligent and view the learning environment positively (Bandura, 1999). This positive assessment is reflected in how comfortable they are with their school environment and improves *students' well-being* (Lent et al., 2000). Academic self-efficacy has three aspects: *level, generality, and strength* (Zimmermann & Cleary, 2006).

Research conducted by Firmanila and Sawitri on "The Relationship Between Academic Self-Efficacy and *School Well-being* in Hang Tuah 1 Jakarta Junior High School Students" showed that academic self-efficacy had a positive relationship with *school well-being*. The higher the academic self-efficacy, the higher the *school's well-being*. And vice versa, the lower the academic self-efficacy, the lower the *school well-being* of students (Firmanila & Sawitri, 2015).

Internal locus of control and academic self-efficacy are essential in shaping *school well-being*. Students who believe in their abilities and feel control over academic outcomes tend to experience greater satisfaction, motivation, and well-being in school. Students with *an internal locus of control* tend to develop higher academic self-efficacy because they believe their efforts will pay off.

Conversely, high self-efficacy can strengthen confidence in *the internal locus of control*, creating a positive cycle to improve *students'* school well-being.

Previous research conducted by Amaliyah and Laili on 259 students at Madrasah Aliyah Islamiyah Sidoarjo showed that *internal locus of control* and academic self-efficacy have a positive relationship with *school well-being*, which is getting higher *internal locus of control* and academic self-efficacy, the higher the *school well-being* student. And vice versa, the lower the *internal locus of control* and academic self-efficacy, the lower the *school well-being* of students (Aaliyah & Laili, 2023).

Two hypotheses are proposed in this study: the central and the minor. The major hypothesis in this study is that *locus of control* and academic self-efficacy have an internal influence on *school well-being*. The Minor hypothesis in this study is that there is a positive relationship *between the internal locus of control* and *school well-being*, where the higher *the internal locus of control*, the higher *the school well-being*; on the other hand, the lower the internal *locus of control*, the lower *the school well-being* and there is a positive relationship between academic self-efficacy and *school well-being*, where the higher the academic self-efficacy, the higher *the school well-being*, the lower the academic self-efficacy, the lower *the school well-being.*

Based on the description above, the research problem that needs to be solved is whether *the internal locus of control* and academic self-efficacy influence *school well-being* in Global Prima High School students. This study aims to determine the impact on *school well-being* in Global Prima High School students.

This research has two benefits, namely theoretical and practical benefits. Theoretically, this research is expected to enrich the literature in psychology, especially Educational Psychology, related to *school well-being*, *internal locus of control*, and academic self-efficacy in students. Meanwhile, from a practical perspective, this research is expected to Help students improve their *school well-being*. For schools, this research can be a source of insight and input to enhance *students' school well-being*. Based on this description, the researcher is interested in conducting a study entitled "The Influence of *Internal Locus of Control* and Academic Self-Efficacy on *School Well-Being* in Global Prima High School Students."

RESEARCH METHODS

The variables in this study are *internal locus of control* and academic self-efficacy as independent variables and *school well-being* as bound variables. The population in this study is 201 students of Global Prima High School. The error rate in this study is 5%, referring to the table determining the number of Isaac and Michael samples, so the sample of this study is 127 people. The sampling technique uses *Proportionate Stratified Random Sampling.*

The research method used is a quantitative research method, where this study will look at the influence of *internal variables of locus of control* and academic self-efficacy variables on *school well-being* variables. Furthermore, the survey results can determine whether a variable is positively or negatively correlated. The data collection tool used is the scale method. The scales used in this study are *the school well-being* scale, *internal locus of control*, and academic self-efficacy, compiled as a Likert scale.

Scale *school well-being* in this study is compiled based on four aspects Konu and Rimpa expressed: *having, loving, being, and health status* (Konu & Rimpelä, 2002).

Scale *internal locus of control* in this research is compiled based on three aspects stated by Rotter: ability, interest, and effort (Rotter, 1966).

The academic self-efficacy scale in this study is compiled based on three aspects stated by Zimmerman*: level, generality, and strength* (Zimmermann & Cleary, 2006).

The scale of the existing research will be tested first to see its validity and Reliability. In testing the validity, the researcher used the *Corrected Item Total Correlation* with the Help of SPSS *Statistics* 24 *for Windows*, where an item is declared valid if the r-value is calculated > 0.30, and vice versa (Azwar, 2012). Meanwhile, to test the Reliability of the researcher using the *Alpha*

Cronbach with the Help of SPSS *statistics* 24 *for Windows*. Reliability is expressed in coefficients with the numbers 0.00 to 1.00; the higher the Reliability coefficient closer to the number 1.00 means the higher the Reliability of the measuring instrument, and vice versa also applies (Azwar, 2012).

The data analysis technique used in this study is Multiple Regression Analysis with the Help of SPSS *Statistics* 24 *for Windows*. Multiple Regression Analysis is used when it has one bound variable and two or more independent variables (Scott, 2010). Before the collected data is analyzed, an assumption test is first carried out, namely the normality test, the multicollinearity test, the autocorrelation test, and the heteroskedasticity test.

RESULTS AND DISCUSSION

Normality Test

In normality testing, a method is used to identify whether an error term is approaching the term distributor. A decision will be made after carrying out a normality test using the *one-sample Kolmogorov Sminorv Test test*. The data is considered normal when p > 0.05. The normality test results that have been carried out obtained a coefficient of KS-Z (Test *Statistic*) = 0.069 and sig. 0.200 for a 2 (two) way test (p>0.05), meaning that the residual value is distributed normally.

Table 1. Normality Test

Variable	SD	KS-Z	Itself.	P	Information
School Well-Being *Internal Locus of Control* Academic Self-Efficacy	4,540	0,069	0,200	P>0.05	Normal Distribution

Multicollinearity Test

A multicollinearity test was performed to evaluate the linear relationships between independent variables in the regression model (Priyatno, 2017). The multicollinearity test should not correlate with independent variables in a good regression model. The test method was performed by looking at the value *Variance Inflation Factor* (VIF) and *Tolerance* with the following conditions: If the VIF value is < 10 and the value *Tolerance* > 0.1, the regression model does not occur multicollinearity, and vice versa.

Table 2. Multicollinearity Test

Model	*Collinearity Statistics*	
	Tolerance	**BRIGHT**
Internal Locus of Control	0,826	1,210
Academic Self-Efficacy	0,826	1,210

According to the results in the table above, the *internal tolerance value of the locus of control* is 0.826, and academic self-efficacy is 0.826. The internal locus *of control VIF* value was 1,210, and academic self-efficacy was 1,210. It can be concluded that there is no correlation/symptom of multicollinearity between the free variables because the tolerance values are > 0.1 and VIF < 10, respectively.

Autocorrelation Test

Autocorrelation tests were performed to identify residual correlations in linear regression models based on time series (Priyatno, 2017). The autocorrelation test aims to determine whether there is a residual correlation between one observation and another in chronological order in the linear regression model. The results of the test obtained a Durbin-Watson statistical value of dU (1.742) < d (1.984) < 4-dU (2.257), so the non-autocorrelation assumption is met.

Table 3. Autocorrelation Test

Durbin Watson	Statistical Value	Information
1,984	dU<d<4-dU	Non-autocorrelation assumptions

Heteroskedasticity Test

The heteroskedasticity test with Spearman's Rho correlation showed a significance of less than 0.05, confirming the absence of heteroscedasticity in the regression model (Priyatno, 2017). The heteroskedasticity test with the correlation test *Spearman's Rho* connects *the independent* variable with its residuals. Heteroskedasticity does not occur if the *independent* variable has a residual significance of more than 0.05.

Table 4. Heteroskedasticity Test

Model	Sig. (*2-tailed*)	Statistical Value	Information
Internal Locus of Control	0,492	P>0,05	No heteroskedasticity occurs
Academic Self-Efficacy	0,954	P>0,05	No heteroskedasticity occurs

According to the results contained in the table above, it can be seen that the *internal locus of control* has a significant value of 0.492> 0.05, and academic self-efficacy is 0.954 > 0.05. It can be concluded that heteroscedasticity does not occur.

Uji Hypothesis

The hypothesis test used in this study is the multiple regression analysis technique. This hypothesis test includes 2 (two) parts: the major hypothesis test and the minor hypothesis test.

a. Major Hypothesis

Based on the regression results, a central hypothesis was obtained that showed the influence of *the Internal Locus of Control* and Academic Self-Efficacy on *Scholl's Well-Being* which was expressed with values of F=342,966 and p=0.001 (p<0.05), as well as the value of Adjusted R Square = 0.844 meaning that *the internal locus of control* and academic self-efficacy contributed an effective contribution of 84.4 percent to *Scholl Well-Being* and 15.6 percent came from other factors that were not studied.

Table 5. Results of Regression Analysis and Effective Contribution

Model		*Sum of Squares*	Df	*Mean Square*	F	Itself.
1	*Regression*	14369.360	2	7184.680	342.966	.001b
	Residual	2597.632	124	20.949		
	Total	**16966.992**	**126**			

Table 6. Results of Coefficient Analysis of Determination

Model	R	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*	Durbin-Watson
1	.920a	.847	.844	4.577	1.984

b. Minor Hypothesis

Based on the results of the analysis of the β correlation value, there is a positive relationship *between the Internal Locus of Control* and *Scholl's Well-Being* with a value of p = 0.001 (p<0.05) and β = 0.718, meaning that the hypothesis is accepted and that there is a positive relationship between Academic Self-Efficacy and *School Well-Being* with a value of p = 0.001 (p<0.05) and β = 0.190 means that the hypothesis is accepted.

Table 6. Results of Value β Correlation Analysis

Variable	B	Itself.
Internal Locus of Control	0,718	0,001
Academic Self-Efficacy	0,190	0,001

DISCUSSION

The study's results on 127 respondents of Global Prima High School students showed that the central hypothesis stated an internal influence *of locus of control* and academic self-efficacy on *school well-being* with values of F=342,966 and p=0,000. The determinant coefficient, also known as *the Adjusted R Square*, obtained a value of 0.844, which can be concluded that the effective contribution of 84.4 percent comes from *the internal locus of control* and academic self-efficacy on *school well-being* in SMA Global Prima students. The remaining 15.6 percent comes from other factors the researcher did not study.

The analysis results of the first minor hypothesis stated that a positive relationship exists between *internal locus of control* and *school well-being* with a p = 0.001 (p<0.05) and β = 0.718, which means the hypothesis is accepted. This is in line with the research results from Handrina and Ariati about the "Relationship Between *Internal Locus of Control* with *School Well Being*" that the higher the *internal locus of control* students, the higher the *school well-being* that the students have. Moreover, vice versa, the lower the *internal locus of control* students have, the lower the *school's well-being* of students (Handrina & Ariati, 2017).

This can be explained through the characteristics of individuals with internal orientation, who generally have high self-confidence, always think positively, and are proactive in achieving goals. This attitude is reflected in their ability to make decisions independently, seek information, and behave socially in a supportive manner, thus contributing to improving their well-being in the school environment.

The second minor hypothesis analysis results stated a positive relationship between academic self-efficacy and *school well-being* with a p = 0.001 (p>0.05) and β = 0.190, which means the hypothesis is accepted. The results of this study are in line with research conducted by Firmanila and Sawitri on "The Relationship of Academic Self-Efficacy with *School Well-Being* for Hang Tuah 1 Jakarta Junior High School Students" found that academic self-efficacy has a positive relationship with *school well-being* where the higher the academic self-efficacy, the higher the *school well-being*. And vice versa, the lower the academic self-efficacy, the lower the *school well-being* of students (Firmanila & Sawitri, 2015).

This is reinforced by Bandura's statement that academic self-efficacy plays a significant role in *school well-being* (Bandura, 1999). Students with high academic self-efficacy tend to commit to academic goals, demonstrate a positive task orientation, and strive to achieve predetermined goals. On the other hand, students with low academic self-efficacy often doubt their abilities, which can hinder academic performance, lower achievement, and make them more likely to avoid study assignments. Thus, academic self-efficacy not only affects academic achievement but also contributes significantly to the well-being of students in the school environment.

From the explanation above, it can be concluded that *the internal locus of control* and academic self-efficacy influence school well-being. Students with *a high internal locus of control* tend to have confidence, a positive mindset, and a proactive attitude in achieving goals. Meanwhile, students with high academic self-efficacy are more confident in facing challenges, diligent in completing assignments, and optimistic about the learning environment. These two factors contribute significantly to improving *school well-being*. Therefore, it is expected that schools can organize self-development training programs, implement project-based learning, provide positive feedback, create a supportive learning environment, and offer mentoring programs to improve *students' internal locus of control* and academic self-efficacy.

While these findings clearly show the relationship between these variables, the study has some limitations. First, the research sample was limited to Global Prima High School students, so the results could not necessarily be generalized to a broader population or different educational contexts. Second, other variables that may affect school well-being have not been studied, such as social relationships, social roles, and self-control. Third, the potential for bias in data collection, such as the tendency of respondents to give answers that are considered desirable, can affect the validity of the results. Therefore, follow-up research is recommended to expand the scope of the

sample, include additional variables, and use more diverse data collection methods to reduce bias and improve the generalization of results. Thus, these findings can be the basis for developing a more comprehensive strategy to improve *students' school well-being*.

CONCLUSION

The results showed a significant relationship between *internal locus of control* and academic self-efficacy on *school well-being*, with a value of F=342.966 (p=0.001) and an Adjusted R Square of 0.844. This indicates that these two variables influence 84.4% of school well-being variations, while 15.6% are influenced by other factors that were not studied. Minor hypothesis analysis revealed a positive relationship between *internal locus of control* and school well-being (β=0.718; p<0.05), as well as between academic self-efficacy and *school well-being* (β=0.190; p<0.05).

These findings provide a solid foundation for developing more effective educational practices. Schools can take advantage of the results of this research by designing programs that aim to improve *students' internal locus of control* and academic self-efficacy, for example, through self-development training that focuses on forming positive mindsets, stress management, and decision-making skills. A project-based learning approach can also encourage students to take initiative and feel more responsible for their learning process. In addition, providing constructive feedback and support from teachers can strengthen students' confidence in facing academic challenges.

The limitations of this study need to be acknowledged to clarify the scope and implications of the findings. First, this study only focuses on the internal locus of control and academic self-efficacy without considering other factors, such as social relationships, social roles, and self-control, that may also affect *school well-being*. Second, the research sample was limited to Global Prima High School students, so the results of this study could not be generalized widely to populations or other educational contexts. Third, there is a potential bias in data collection, such as *social desirability bias*, which can affect the validity of research results. For further research, it is recommended that the sample coverage be expanded, other relevant variables be studied, and more diverse data collection methods be used. Thus, the research results can provide a more comprehensive picture and become the basis for developing a strategy to improve *student well-being* more comprehensively.

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