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THE RELATIONSHIP BETWEEN INTERNAL AND EXTERNAL LOCUS OF CONTROL ON THE CAREER READINESS OF STUDENTS OF VETERAN SMK 1 TULUNGAGUNG

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This study aims to investigate the relationship between Internal Locus Of Control and External Locus Of Control in class X, XI SMK Veteran 1 TULUNGAGUNG. Internal Locus Of Control involves students' character, motivation, and active involvement in having control over their destiny and life outcomes. The results showed that there is a positive relationship between: (i) Internal Locus Of Control with students' Career Readiness, with a correlation value of 0.468 and a Sig value. 0.001, (ii) Locus Of Control External with students' Career Readiness, with a correlation value of 0.169 and a Sig value. 0.001, (iii) Internal Locus Of Control and External Locus Of Control on students' Career Readiness, with a correlation value of 0.472 and a Sig value. F Change value of 0.001. The results of data analysis indicate a positive relationship between Internal Locus Of Control and External Locus Of Control in classes X, XI of Veteran 1 TULUNGAGUNG Vocational School.

Keywords— Internal Locus Of Control, Students' Career.

I. INTRODUCTION

Along with the changes in adolescence towards adulthood, students are required to have the ability to think maturely, be able to control themselves including controlling Locus of control. This means that students must realize that the quality of self-competence is determined by hard work and have high initiative in learning. Confidence in controlling oneself will be shown by high effort if one wants to succeed [1].

Locus of control is the level of belief when the impact of our actions depends on what we do (internal control orientation) or on events outside our personal control (external control orientation). Explaining that Locus of control is a person's perception or perspective on the sources that control good or bad events in his life [2].

Individuals with external locus of control will attribute events that affect life to luck and fate that are beyond their control. Furthermore, Zimbardo suggests that individuals with external locus of control believe that their behavior is controlled by fate, luck or other external circumstances[3]

Through developmental tasks and seen from these characteristics, it is not uncommon for problems to arise experienced by SMK students in various fields, one of which is the career field. Supriatna and Budiman (2010) stated that career problems experienced by students, namely: (1) students do not know about the selection of study programs or majors that are in accordance with their interests and abilities. (2) Students lack information about the career world. (3) Students are confused in choosing a career. (4) Students have not been able to choose a career according to their interest abilities (5) After graduating from school, students are afraid to look for work. (6) Students do not have the option to take a certain study program or further education unless they enter the workforce after graduation[4].

The internal characteristics of Locus of control are closely related to Javanese local wisdom values such as the values of professionalism, hard work, independence, patience, thoroughness, not bribing, not breaking promises, and not being dependent[5].

Locus of control is a term used to indicate an individual's belief or belief in his personal controls which are influenced by many factors, which will have an impact on the desired learning outcomes (Juminah, 2016). The effect of Locus of control on math learning achievement can be caused because students who have a Locus of control have a strong belief that they are the ones who can change their circumstances and conditions, including in obtaining good math learning achievement. With this belief, students whose locus of control is high, the effort in learning is very high so that their math learning achievement will also be good. The most common thing that can be done regarding the locus of control of students is to always study without being told by others, be it teachers or friends or even parents. Learners must begin to be able to control themselves in terms of learning because this self-control is the meaning of Locus of control. Locus of control in learners can be built by instilling a self-control in the form of belief in themselves that studying diligently will be able to achieve success in the form of much better learning achievements. Because the success that students have is due to their own efforts and willingness not because of others[6]

This observation aims to understand more deeply the factors that cause graduates of SMK Veteran 1 Tulungagung not to work immediately after graduation. By understanding the challenges and obstacles faced, it is hoped that the right solution can be found to improve students' work readiness and help them enter the world of work better.[7]

External locus of control is the belief that a person has about events that occur in his life, good or bad circumstances are a person's destiny, luck and fate. Where someone with an external locus of control is more likely to commit financial statement fraud than someone with an internal locus of control (Sofyani and Yulinda, 2013). Because he thinks that the report fraud that occurs is a predetermined destiny not his will. is a driving factor in a person to behave or act, this relates to a person's control over himself[8].

The phenomenon of career problems is also experienced by SMKS PGRI Blora students, where there are still many students who experience confusion about their future careers. Based on preliminary observations through career maturity inventories conducted by researchers on students in class XI OTKP 1 and class XII OTKP 1, the results show that 34 out of 49 students are in the category of lacking in career maturity. In addition, based on interviews with BK teachers SMKS PGRI Blora said that one of the career problems experienced by students is that there are still students who experience confusion in deciding and planning their career choices and tend to follow their friends.

Discuss the development tasks of each person in the youth category to help them choose and prepare for their future careers. Havighurst found that there are 10 developmental tasks in adolescence. Namely, (1) understanding relationships with peers, (2) taking on the role of a man or woman, (3) interpreting and using physical conditions properly, (4) from the reach of parents and children and adult humans, (5) financial independence, (6) career choice and preparation, (7) preparation for marriage and family life, (8) skill development Havighurst[9].

Career as a whole process of individual life and something that is important for the continuity of a person's life. Several experts expressed their opinions about careers. A career is a series of attitudes and behaviors related to work experiences and activities over the span of an individual's life and a continuous series of work activities (Gibson & Mitchell, 2011). Career has a deeper meaning than work, because it includes a process that occurs throughout life, including work (Winkel & Hastuti, 2006). Careers are able to increase self-potential and fulfill all the needs of human life. The accuracy of choosing a career is an important point in the journey of human life (Zunker, 2015). So it can be interpreted that a career is a meaningful self-realization through a series of activities and covers all aspects of life that are realized because of the power of the inner person. Self-realization will be meaningful when there is satisfaction: personal and environmental happiness. Therefore, careful and appropriate career planning is needed[10].

II. Ease of Use

1.Internal Locus Of Control (X1)

Attitude is how a person perceives an object that is expressed through an expression of liking or disliking. in education, student attitudes are very influential in mastering subjects and giving an idea to students how students understand the material provided by the teacher in order to measure the results with maximum value. The results or scores produced by students in daily learning activities and during exams can be a reference for data collection.

2.Locus Of Control External (X2)

Learning media is a means that functions to assist in the teaching and learning process so that the messages conveyed become brighter, and thus, educational or learning objectives can be achieved more effectively and efficiently. Learning outcomes are the results obtained by students as a form of assessment after participating in the learning process, by assessing the knowledge, attitudes, and skills that exist in students, which are reflected through changes in behavior that occur. The function of learning media is as a tool or means to convey messages or information visually or audibly so that the message is clearer and easier for students to understand. By using learning media . It can be concluded that students' External Locus of Control is the extent to which students have adequate and sufficient access to the various learning media needed to support their learning process. This involves the availability of adequate resources, facilities, and accessibility in the learning environment.

3.Student Career Readiness (Y)

Learning outcomes are indeed the result of individual interactions with the environment in the learning process. According to Oemar Hamalik quoted by Nurrita, learning outcomes involve changes in behavior, internal abilities, and mastery of various aspects such as cognitive, affective, and psychomotor. Furthermore, Winkel states that learning outcomes include various aspects such as knowledge (cognitive), attitudes and values (affective), learning outcomes include student abilities that have been obtained after following the learning process. This includes cognitive abilities (knowledge and understanding), affective (attitudes and values), and psychomotor (physical or motor skills). Learning outcomes can be assessed through various forms of assessment, such as exams, assignments, projects, or observations of changes in student behavior after participating in learning.

Thus, learning outcomes are a reflection of the extent to which students have mastered the subject matter and how their attitudes and skills have changed. It is important for educators to holistically assess students' Career Readiness in order to provide effective feedback and support their development in various aspects of learning.

A. Method With A Descriptive Approach

This study aims to describe the relationship between the variables of Internal Locus Of Control, Locus Of Control, External and Student Career Readiness. without manipulating the research subject. The subjects of this study were 50 students of class X TKR, XI TKR 1, X TSM, XI TSM SMK Veteran 1 Tulungagung. The research instruments used include questionnaires. The questionnaire was designed using a Likert scale to measure the level of student character.

B. Research Variables

This study has two independent variables and one dependent variable. The independent variable consists of Internal Locus Of Control (X1) and External Locus Of Control (X2), while the dependent variable is student career preparation (Y).

C. Research Population and Sample

The population in this study were all students in classes X TKR, XI TKR, X TSM, XI TSM, X TPM, X1TPM at SMK Veteran 1ulungagung totaling 53 students, consisting of three classes. The research sample consisted of all XI TBSM 1 class students totaling 50 students. The sampling technique used is total sampling, because the entire population is used as a sample.

D. Data Collection Techniques

The data collection methods used in this study used questionnaires, questionnaires and direct observation methods. The results are combined and analyzed for further conclusions.

E. Data Processing and Analysis

TechniquesData was analysed using the following techniques: Descriptive statistics to determine the mean, maximum and minimum values, and standard deviation. Classical assumption tests, including normality tests, multicollinearity tests, and heteroskedasticity tests. Multiple linear regression analysis to determine the effect of independent variables on dependent variables. Hypothesis testing using t-tests and F-tests with a significance level of 0.05.

III. Prepare Your Paper Before Styling

A. Abbreviations and Acronyms

Presentation of data research results this study analyzes the relationship of internal locus of control to the career preparation of students of SMK Veteran 1 Tulungagung.

XI Internal Locus of control Variable

Internal Locus Of Control variable data obtained from questionnaire data consisting of 30 statement items and filled out by Class X TKRO, XI TKR, XI TPM, X TBSM, XI TBSM SMK Veteran 1 Tulungagung Academic Year 2024/2025 totaling 50 students. The ideal score given is a maximum of 4 and a minimum of 1 on each statement item, so that the ideal highest score is (4x10) = 40 and the ideal lowest score (1x24) = 24.

Based on research data processed using the help of the Statistical product and Service Solution (SPSS) Program IBM Statistic 22 for windows, the Internal Locus Of Control variable has a highest score of 40, a lowest score of 24, a mean of 27.54, a median of 26.50, a mode of 26 and a standard deviation (SD) of 4.395

The frequency distribution of Internal Locus Of Control is carried out with the following steps:

Determining the number of classes (K)

The Sturges Rule formula is used, namely K = 1 + 3.3 log n, where n is the number of samples or respondents. It is known that n = 50, the following calculation:

K = 1 + 3.3 log n
= 1 + 3.3 log 50
= 1 + 5.86
= 6.86 rounded to 7

The class range is calculated by the formula, (Maximum Value - Minimum Value) so that the data range is obtained with the following calculations:

Class Range = (Maximum Value - Minimum Value)
Class Range = (40- 21)
Class Range = 19

Class length is calculated by the formula data range / K, the following calculation:

Class Length = (class range)/(number of interval classes)
= 19 / 7
= 2.2

Score of the Internal Locus Of Control variable, which is to determine the range of scores and the number of respondents in the very high, high, low, very low categories. Based on calculations that can be seen in the appendix, the ideal mean (Mi) can be obtained as (0.5 x (maximum value + minimum value))=(0.5 x 101) = 50.5 and the ideal standard deviation (SDi) is (1/6 x maximum value - minimum value)=(1/6 x 11)=1.8, while the ideal highest score is 40 and the ideal lowest score is 21..

X2 External Locus of control Variable

The ideal score given is a maximum of 4 and a minimum of 1 on each statement item, so that the ideal highest score is (4x10) = 40 and the ideal lowest score (1x24) = 24.

Based on research data processed using the help of the Statistical product and Service Solution (SPSS) Program IBM Statistic 22 for windows, the External Locus Of Control variable has a highest score of 36, a lowest score of 18, a mean of 25.78, a median of 25.50, a mode of 22 and a standard deviation (SD) of 4.958.

The frequency distribution of Locus Of Control External Students is done with the following steps:

Determining the number of classes (K)

The Sturges Rule formula is used, namely K = 1 + 3.3 log n, where n is the number of samples or respondents. It is known that n = 50, the following calculation:

K = 1 + 3.3 log n
= 1 + 3.3 log 50
= 1 + 5.606
= 6.606 rounded to 7

The class range is calculated by the formula, (Maximum Value - Minimum Value) so that the data range is obtained with the following calculations:

Class Range = (Maximum Value - Minimum Value)
Class Range = (36- 10)
Class Range = 26

Class length is calculated by the formula data range / K, the following calculation:

Class Length = (class range)/(number of interval classes)
= 26 / 7
= 3.714 rounded to 4

Score and the number of respondents in the very high, high, low, very low categories. Based on the calculations that can be seen in the appendix, the ideal mean (Mi) is (0.5 x (maximum value + minimum value))=(0.5 x 163) = 81.5 and the ideal standard deviation (SDi) is (1/6 x maximum value - minimum value)=(1/6 x 75)=12.5 while the ideal highest score is 36 and the ideal lowest score is 20.

Y2 Career Readiness of students

The ideal score given is a maximum of 4 and a minimum of 1 on each statement item, so that the ideal highest score is (4x10) = 40 and the ideal lowest score (1x24) = 24.

Based on research data processed using the help of the Statistical product and Service Solution (SPSS) Program IBM Statistic 22 for windows, the student Career Readiness variable has a highest score of 40, a lowest score of 20, a mean of 31.78, a median of 31.00, a mode of 30 and a standard deviation (SD) of 4.409. The frequency distribution of students' Career Readiness is done with the following steps:

Determining the number of classes (K)

The Sturges Rule formula is used, namely K = 1 + 3.3 log n, where n is the number of samples or respondents. It is known that n = 50, the following calculation:

K = 1 + 3.3 log n

= 1 + 3.3 log 50

= 1 + 5.09

= 5.09 rounded to 5

The class range is calculated by the formula, (Maximum Value - Minimum Value) so that the data range is obtained with the following calculations:

Class Range = (Maximum Value - Minimum Value)

Class Range = (40- 20)

Class Range = 20

Class length is calculated by the formula data range / K, the following calculation:

Class Length = (class range)/"(number of class intervals@=20/"(5@=4 rounded to 4))

then the class length is taken to be 4

score and the number of respondents in the very high, high, low, very low categories. Based on the calculations that can be seen in the appendix, the ideal mean (Mi) of 88 and the ideal standard deviation (SDi) of 4 can be obtained while the ideal highest score is 100 and the ideal lowest score is 76.

B. Data Analysis and Hypothesis Testing

1. *Classical Assumption Test*

- Normality: The results of the residual normality test show that the significance value (Sig) in the Kolmogorov Smirnov table is 0.200. Because a good regression model is to have a normally distributed residual value. If the significance is more than 0.05, the residuals are normally distributed.
- Multicollinearity: The Internal Locus Of Control variable on student career readiness shows the Linearity Sign coefficient value. 0,163 < 0,05. Based on this data, it can be concluded that there is a linear relationship between the Internal Locus Of Control variable and students' Career Readiness.

  The Locus Of Control External variable on student Career Readiness shows the Linearity Sig coefficient value. 0,673< 0,05. Based on this data, it can be concluded that there is a linear relationship between the External Locus Of Control Media Adequacy variable and students' Career Readiness.
- Heteroscedasticity: the results of heteroscedasticity testing the significance value (Sig.) X1 0.218 and X2 0.123 both variables show that the value of the two variables> 0.05 and seen from the Scatterplot table the data distribution spreads both above the zero axis and below the zero axis, so the two variables do not occur symptoms of heteroscedasticity.

2. Pengujian Hipotesis

- A. From the table above, the statistical significance shows that the relationship between Internal Locus Of Control and Career Readiness is significantly different from zero. The data obtained is the value of Sign. 0.001 <0.05 and the Pearson Correlation value is 0.468. The significance value that is smaller than the specified significance level <0.05 and the Pearson Correlation value above 0 indicates that the relationship is statistically significantly positive.
- B. From the table above, the statistical significance shows that the relationship between students' External Locus of Control and students' Career Readiness is significantly different from zero. The data obtained is the value of Sign. 0.001 <0.05 and the Pearson Correlation value is 0.169. The significance value which is smaller than the set significance level <0.05 and the Pearson Correlation value above 0 indicates that the relationship is statistically significantly positive.

C. Discussion

1. Relationship between Internal Locus of Control and Career Readiness of Automotive students of SMK Veteran 1 Tulungagung Academic Year 2024/2025.

The higher the internal locus of control, the higher the career maturity. Based on the results of this study, the proposed hypothesis is accepted[11].

This research hypothesis assumes that there is a significant relationship between Internal Locus Of Control and student Career Readiness. Proven by the data results from the simple correlation of the data obtained by the Pearson Correlation value of 0.388 and the Sig value. 0,002.

Correlation analysis shows that there is a positive correlation between Internal *Locus Of Control* and students' Career Readiness. This shows that the more positive the Internal *Locus Of Control,* the better the students' Career Readiness. The correlation suggests a linear relationship

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between the two variables, although it should be noted that correlation does not imply causation.

2. The Relationship of External Locus of Control to the Career of SMK Veteran 1 Tulungagung Academic Year 2024/2025.

positive and significant relationship was found, the higher the external locus of control, the higher the students' career readiness[12].

This research hypothesis assumes that there is a significant relationship between External Locus Of Control and students' Career Readiness. Proven by the data results from the simple correlation of the data obtained by Pearson value.

3. The relationship between Internal Locus Of Control and External Locus Of Control on Career Readiness of students of SMK Veteran 1 Tulungagung Academic Year 2024/2025.

Student career maturity is determined by student efforts in completing career development tasks. The efforts made are influenced by beliefs about the final results that can be achieved. Each student has different beliefs about the future determinants of his career. Beliefs about the final results obtained will affect their behavior and actions[13].

This research hypothesis assumes that there is a significant relationship between Internal *Locus Of Control*, *External Locus Of Control*, and students' Career Readiness.

IV. Using the Template

A. Conclusion

Based on the research results, the following conclusions can be drawn:

1.There is a significant relationship between Internal Locus Of Control and students' Career Readiness. The more positive the Internal Locus Of Control, the better the students' Career Readiness.

2.There is a significant relationship between *Locus Of Control External* and students' Career Readiness. The more students tend to *Locus Of Control External*, the less good students' Career Readiness.

3.*Internal Locus Of Control* and *External Locus Of Control* significantly affect students' Career Readiness. Positive Internal Locus Of Control and unfavorable External Locus Of Control play an important role in increasing students' Career Readiness.

V. Suggestions

Based on the research findings and conclusions, there are several suggestions that can be given:

1.Teachers and instructors need to pay more attention in developing Internal Locus Of Control. Interactive learning, providing constructive feedback, and emphasizing students' independence in learning can help improve Internal Locus Of Control.

2.It is important to provide a learning environment equipped with learning media that is varied, interactive, and relevant to the learning material. Teachers can use information and communication technology (ICT) and other learning resources to improve External Locus Of Control.

3.In planning learning activities, teachers need to consider factors that can affect students' Career Readiness, including *Internal Locus Of Control*. Combining learning strategies that encourage positive learning attitudes with the use of adequate learning media can help improve students' Career Readiness[14].

4.Schools and other related parties need to support the provision of adequate learning facilities and resources for students. Investments in infrastructure development and educational technology can help improve External *Locus Of Control*[15]

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