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The Influence of Internal Locus of Control on Academic Procrastination in High School Students

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ABSTRACT

Academic procrastination is a problem often experienced by students. This research aims to determine the influence of internal locus of control on academic procrastination in class X students at SMA Negeri 9 Semarang. The research design used is *ex post facto* quantitative research. The study population was all first-grade students totaling 396 students. The research sample was taken with a simple random sampling technique totaling 180 students. The research instrument used a 20-item internal locus of control scale developed from Levenson's theory (1981) and a 14-item academic procrastination scale developed from Ferrari's theory (1995) theory. The data analysis technique uses descriptive analysis and simple linear regression analysis. The level of academic procrastination is in the high category ($M = 49.15$; $SD = 5.78$) and the level of internal locus of control is in the high category ($M = 69.46$; $SD = 8.174$). Hypothesis testing shows that there is an influence of internal locus of control on academic procrastination ($R^2 = 0.900$, $p < 0.05$). This means that the internal locus of control contributes to academic procrastination by 90%, while the rest is influenced by other factors. Recommendations for future researchers can examine the role of internal locus of control on academic procrastination in terms of gender.

KATA KUNCI

Locus of Control internal;
Prokrastinasi akademik;
Siswa

ABSTRAK

Prokrastinasi akademik menjadi permasalahan yang sering dialami oleh siswa. Penelitian ini bertujuan untuk mengetahui pengaruh internal locus of control terhadap prokrastinasi akademik pada siswa kelas satu di SMA Negeri 9 Semarang. Desain penelitian yang digunakan yaitu penelitian kuantitatif *ex post facto*. Populasi penelitian seluruh siswa kelas satu berjumlah 396 siswa. Sampel penelitian diambil dengan teknik simple random sampling berjumlah 180 siswa. Instrumen penelitian menggunakan skala internal locus of control berjumlah 20 item yang dikembangkan dari teori Levenson (1981) dan skala prokrastinasi akademik berjumlah 14 item yang dikembangkan dari teori Ferrari (1995). Teknik analisis data menggunakan analisis deskriptif dan analisis regresi linier sederhana. Tingkat prokrastinasi akademik berada pada kategori tinggi ($M = 49.15$; $SD = 5.78$) dan tingkat internal locus of control berada pada kategori tinggi ($M = 69.46$; $SD = 8.174$). Uji hipotesis menunjukkan terdapat pengaruh internal locus of control terhadap prokrastinasi akademik ($R^2 = 0.900$, $p < 0.05$). Artinya internal locus of control memberikan kontribusi terhadap prokrastinasi akademik sebesar 90%, sedangkan sisanya dipengaruhi oleh faktor-faktor lain. Rekomendasi untuk peneliti selanjutnya dapat meneliti peran internal locus of control terhadap prokrastinasi akademik ditinjau dari jenis kelamin.

1. INTRODUCTION

Senior High School is an educational level that is in the transition from adolescence to adulthood with students with an age range of 15-18 years. In general, students at the beginning of the learning year are required to be able to adapt and be responsible for their academic duties (Rahmania et al., 2021). However, in fulfilling academic tasks, students find problems, one of which is academic procrastination. Academic procrastination is a form of

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procrastination that occurs in academic environments such as assignments, practices, projects, exam preparation, etc. (Rosenthal et al., in Panda, 2022). Furthermore, Ferrari (1995) explains academic procrastination as a type of procrastination carried out on formal tasks related to academic performance and academic tasks. Solomon & Rothblum in Jones & Blankenship (2021) defines academic procrastination as a pervasive and permanent desire on the part of students to postpone academic activities which is almost always accompanied by anxiety.

The phenomenon of academic procrastination has occurred in various circles. A very large number of students in Indonesia are found to experience academic procrastination (Madjid et al., 2021). These students have a lazy nature or tendency to procrastinate in completing assignments and summarizing material so they experience delays in submitting assignments and do not complete according to deadlines (Madjid et al., 2021). Research by Rahmania et al., (2021) shows that junior high school students in coastal areas have moderate academic procrastination with a percentage of 65.5%. In line with this research, Ardina & Wulan's research (2016) shows that high school students have a procrastination score of 54% in the high category. Then, research by Asiyah & Syukur (2019) showed the results of the level of academic procrastination of students in the moderate category with an internal 40.88. These three studies, explain that academic procrastination is experienced by various groups with moderate to high categories. The results of this research are from the preliminary study at SMA Negeri 9 Semarang which shows the existence of academic procrastination behavior. Through the results of the need assessment using the Learner Needs Questionnaire (AKPD), it was found that first-grade students experienced problems often procrastinating school assignments/homework in the high category.

Some aspects show that students experience academic procrastination according to Ferrarri, et al., (1995 in Kusdiyati, 2017), namely (1) delays in starting and completing performance in dealing with tasks; (2) in action on tasks; (3) time gaps between plans and actual performance on tasks; and (4) the tendency to do other activities that are more entertaining and fun. Academic procrastination is influenced by internal (internal) and external (external) factors (Wati, 2021). Internal factors include the physical state and mental state of the individual. Meanwhile, external factors include parental parenting style and environmental conditions (Ferrari in Kusdiyati, 2017). Academic procrastination is influenced by individual, family, and environmental factors.

Based on the factors that influence academic procrastination, locus of control is one of the individual factors that explain academic procrastination (Panda, 2022). In the field of education, locus of control refers to the way learners perceive the causes of academic success or failure at school, college, or university. There are two types of locus of control, namely internal and external. According to Primer & Suharnan in Munawir et al., (2018), internal locus of control is an individual's belief in effort and behavior that will affect the event itself and the life lived. Individuals who have an internal locus of control will have the confidence to take responsibility and carry out tasks inside or outside academics (Hajmohammadi & Aghayani, 2022). Meanwhile, according to Arslan & Akin in Munawir et al., (2018) external locus of control is an individual's belief that fate is determined by external factors. The individual view events that arise as coming from factors or forces outside of control such as luck, misfortune, destiny, and opportunity (Akunne & Anyamene, 2021). Beck in Muazzam et al., (2023) showed findings that there is a relationship between locus of control and academic procrastination that internal locus of control is associated with a lower tendency to procrastinate, and vice versa, external locus of control is associated with a higher tendency to procrastinate tasks.

There are research results that show that locus of control is one of the factors that influence academic procrastination. Research conducted by Panda (2022) shows the results that the internal locus of control has lower academic procrastination compared to the external locus of control which has higher academic procrastination. The study explains that locus of control is positively correlated with academic procrastination. Prayoga et al.'s research (2023) showed a negative and significant effect of an internal locus on the academic procrastination of FKIP UNS students. In contrast to these two studies which show the relationship and influence of locus of control on academic procrastination, Sarirah & Apsari's research (2019) shows that locus of control only has an effect of 3.6%, meaning that there is no role of internal and external locus of control on academic procrastination. Then, Khasanah & Panduwinata's research (2022) found that locus of control did not have a big impact on academic procrastination with a significance value of 0.807. Some of these studies, show a gap in the results of each other which occurs inconsistently. Therefore, research was conducted to carry out further studies to examine more deeply the influence of internal locus of control on academic procrastination in first-grade students of SMA Negeri 9 Semarang.

The research conducted provides implications and contributions to guidance and counseling. The results of this study provide an understanding of the description of internal locus of control and academic procrastination in high school students. Increasing internal locus of control can be done in basic services to overcome academic procrastination behavior. If the basic services are effective, it will help students reach the optimal stage of

development in the field of learning. Teacher intervention is considered the right way to help students overcome academic procrastination (Li, 2023). By the Learner Independence Standards (SKKPD), the needs of learners in overcoming academic procrastination are included in the intellectual maturity aspect so guidance and counseling teachers need to understand the factors that influence it. Therefore, this study aims to determine the level of internal locus of control, the level of academic procrastination, and the effect of internal locus of control on academic procrastination of first-grade students of SMAN Negeri 9 Semarang.

2. METHOD

2.1 Research Design

The type of research used is quantitative research with an ex post facto research design. The ex post facto research design is used for research that investigates problems by reviewing the dependent variable which is the main problem of the researcher to find the cause that causes the effect (Sudaryono, 2019).

2.2 Research Subjects

The population in this study were all first-grade students of SMA Negeri 9 Semarang in the 2023/2024 school year, totaling 396. The research sample used 180 students selected based on Isaac & Michael's determination with an error rate of 5% (Sugiyono, 2015). The sampling technique used is simple random sampling because the population is homogeneous in the age range of 15-16 years.

2.3 Data Collection

The data collection method uses the AKPD instrument and psychological scale. The AKPD instrument was used as a preliminary study to determine the description of problems (need assessment) in first-grade students. Then, there are two psychological scales developed, namely the internal locus of control scale and the academic procrastination scale. The internal locus of control scale was developed based on Levenson's (1981) theory with aspects of internality. The academic procrastination scale was developed based on Ferrari's (1995) theory with indicators of delays in starting and completing tasks, delays in completing tasks, time gaps between plans and actual performance, and doing more enjoyable activities. The internal locus of control and academic procrastination scale instruments use a Likert scale consisting of five answer choices, namely very suitable (SS), suitable (S), quite suitable (CS), not suitable (TS), and very unsuitable (STS).

The internal locus of control scale instrument and academic procrastination was tested on 36 first-grade students. The test results on the internal locus of control scale resulted in 14 valid items out of 22 statement items. The results of the academic procrastination scale trial produced 20 valid items from 24 statement items. The basis for making decisions on valid items is based on the sig.2-tailed value <0.05 , so the item is declared valid. Then, the reliability test uses internal consistency which tests the instrument once. The results of the reliability test show that the Cronbach's alpha value of the internal locus of control scale is 0.831, while the Cronbach's alpha value of the academic procrastination scale is 0.752. This means that both instruments are valid and reliable for data collection.

2.4 Data Analysis

The data analysis technique uses descriptive analysis and simple linear regression. Descriptive analysis aims to determine the description of the research variables, namely internal locus of control and academic procrastination by determining the categorization criteria into 5 (very low, low, medium, high, and very high). The level of internal locus of control and academic procrastination is obtained through descriptive analysis. Meanwhile, the effect of internal locus of control (X) on academic procrastination (Y) was analyzed using simple linear regression. Before the simple linear regression analysis, the data analysis prerequisite tests were carried out, namely normality test, linearity test, and heteroscedasticity test. The data normality test uses the Kolmogorov-Smirnov test, the linearity test uses the test of linearity and the heteroscedasticity test uses the Glejser test.

3. RESULTS AND DISCUSSION

3.1 Results

Based on the research objectives, the results showed an analysis of (1) the level of academic procrastination, (2) the level of internal locus of control, and (3) the influence of internal locus of control on academic

procrastination of first-grade students of SMA Negeri 9 Semarang. The following results and discussion are analyzed using descriptive quantitative and simple linear regression analysis.

3.1 Results

The results will show the objectives of the study, namely (1) the level of internal locus of control of first-grade students of SMA Negeri 9 Semarang, (2) the level of academic procrastination of first-grade students of SMA Negeri 9 Semarang, and (3) the effect of internal locus of control on academic procrastination of first-grade students of SMA Negeri 9 Semarang. The following are the details of the analysis results using descriptive analysis and simple linear regression.

3.1.1 Level of Academic Procrastination of First-Year Students of SMA Negeri 9 Semarang

Table 1. Level of Academic Procrastination of First-Year Students of SMA Negeri 9 Semarang

Variable	N	M	SD	Category
Academic Procrastination	180	49.15	5.789	High

Based on Table 1, it is known that the average value of the level of academic procrastination in first-grade students of SMA Negeri 9 Semarang is in the high category ($M = 49.15$; $SD = 5.789$). The level of academic procrastination of students in the high category tends to be moderate with five category levels ($SR = 26 - 32$; $R = 33 - 39$; $S = 40 - 46$; $T = 47 - 53$; $ST = 54 - 62$). This condition explains that students have a high frequency of procrastination on academic tasks and academic activities. Furthermore, an analysis is carried out based on indicators of academic procrastination which can be seen in Table 2.

Table 2: Indicators of Academic Procrastination of First-Year Students of SMA Negeri 9 Semarang

Internal Locus of Control Indicator	N	M	SD	Category
Procrastination in starting and completing tasks	180	3.80	1.82	High
Delay in completing tasks	180	2.99	2.05	Medium
Time gap between plan and actual performance	180	3.57	1.93	High
Do more fun activities	180	3.62	2.56	High

Table 2 shows the level of academic procrastination indicators in the high and medium categories. The indicator of delay in starting and completing tasks is in the highest category ($M = 3.80$; $SD = 1.82$). Then, the second highest indicator is doing more fun activities ($M = 3.62$; $SD = 2.56$). Furthermore, the third highest indicator is the time gap between plan and actual performance ($M = 3.57$; $SD = 1.93$). Finally, the lowest indicator is the delay in completing the task ($M = 2.99$; $SD = 2.05$). The four indicators, explain that the aspect that is most often done by students is delaying starting and completing tasks by choosing to use the time to do other more enjoyable activities.

3.1.2 Level of Internal locus of control of First-Year Students of SMA Negeri 9 Semarang

Table 3. Level of Internal locus of control of First-Year Students of SMA Negeri 9 Semarang

Variable	N	M	SD	Category
Internal locus of control	180	69.46	8.174	High

Based on Table 31, it is known that the average value of the level of internal locus of control in first-grade students of SMA Negeri 9 Semarang is in the high category ($M = 69.46$; $SD = 8.174$). The level of internal locus of control of learners in the high category tends to be moderate with five category levels ($SR = 36 - 46$; $R = 47 - 57$; $S = 58 - 68$; $T = 69 - 79$; $ST = 80 - 90$). This condition explains that students have the confidence to take responsibility and carry out tasks inside or outside academics. Furthermore, the results of the analysis based on the indicators of internal locus of control can be seen in Table 4.

Table 4. Indicators of Internal locus of control of students of SMA Negeri 9 Semarang

Internal Locus of Control Indicator	N	M	SD	Category
Likes to work hard	180	3.45	2.64	High
High initiative	180	3.48	2.28	High
Always try to find solutions to problems	180	3.49	2.89	High
Always have the perception that effort must be made if you want to succeed	180	3.47	2.96	High

Based on Table 4, it can be seen that all four indicators are in the high category. The indicator always tries to solve problems ($M = 3.49$; $SD = 2.89$) is the indicator with the highest average compared to other indicators. These results illustrate that on average students have made efforts to solve problems that come and experience. Then, the other highest indicators are having high initiative ($M = 3.48$; $SD = 2.28$), always having the perception that effort must be made if you want to succeed ($M = 3.47$; $SD = 2.96$), finally, like to work hard ($M = 3.45$; $SD = 2.64$).

3.1.3 Effect of Internal locus of control on Academic Procrastination

Hypothesis testing using simple linear regression needs to be done with the classical assumption test first. The classical assumption test is the normality test, linearity test, and heteroscedasticity test. The results of the data normality test using the one-sample Kolmogorov-Smirnov test showed a sig value. (2-tailed) $0.200 > 0.05$, meaning that the data is normally distributed. Then, the linearity test shows that the deviation from the linearity value is $0.078 > 0.05$, meaning that the data has a linear relationship. Finally, the heteroscedasticity test using the Glejser test shows a sig value. $0.854 > 0.05$, meaning that there are no symptoms of heteroscedasticity. The three classical assumption tests have been met, so we can conduct hypothesis testing using simple linear regression analysis. The results of the simple linear regression equation can be seen in Table 5.

Table 5. Simple Linear Regression Test Results

Variable	R	R ²	β	F	t	p
<i>Internal locus of control dan prokrastinasi akademik</i>	0.949	0.900	2.473	1607.76	2.110	< 0.05

As the data shown in Table 5 explains the significance value of $0.000 < 0.05$ means that the internal locus of control variable (X) has a significant influence on the academic procrastination variable (Y). The internal locus of the control variable can predict the academic procrastination variable. Then, the coefficient of determination (R²) value of 0.900 means that the independent variable, namely the internal locus of control, can predict academic procrastination by 90%, while the rest is influenced by other factors.

3.2. Discussion

3.2.1 Academic Procrastination Level of First-Year Students of SMA Negeri 9 Semarang

The indicator of delay in starting and completing tasks is in the highest category. This indicator shows that the first-grade students of SMA Negeri 9 Semarang experience delaying behavior when starting and completing tasks. The individual procrastinates to start working on or complete the task completely if they have previously started working on it (Ferrari in Putri & Edwina, 2020). When individuals get unpleasant feelings, individuals tend to avoid these feelings so that delays occur both when starting and completing tasks Ghifary et al., (2022). According to Steel in Fatimah (2018), individuals deliberately delay an activity even though they know the adverse effects for themselves. These adverse effects are related to academics, physical health, and psychological health. Many students are unsuccessful and experience academic failure, one of the factors is academic procrastination. Procrastination has negative consequences, namely delays in submitting assignments, anxiety, rushing, and social anxiety that occurs when individuals experience severe anxiety when they start thinking about assignments and exams (Motie et al., in Zarrin et al., 2020). Individuals who have the intention to procrastinate can be caused by a lack of self-efficacy and time management because they prefer to postpone certain tasks to do other tasks (Madjid et al., 2021).

The second highest indicator is doing activities that are more fun. This indicator illustrates that first-grade students of SMA Negeri 9 Semarang prefer to do other activities or activities that are more entertaining and enjoyable than completing academic assignments. The increase in the level of procrastination among students is related to adolescents who prefer activities that are more fun at a certain moment and do not cause discomfort or stress (Kuftyak, 2022). According to Ferrari in Ghifary et al., (2022) when individuals get an unpleasant stimulus, individuals will prefer to avoid the stimulus and look for a more pleasant stimulus. This explains that procrastination is done not because individuals want to avoid or not complete academic tasks, but because individuals want to divert their thoughts and attention from unpleasant stimuli to be replaced with other more enjoyable activities. Individuals will tend to choose behaviors and activities that are more enjoyable and less important to do so there will be high losses when it comes to optimal task completion within a certain time (Rahmania et al., 2021).

The third highest indicator is the time gap between the plan and actual performance. This indicator illustrates that first-grade students of SMA Negeri 9 Semarang have a self-determined schedule but not by what was planned. According to Kusdiyati (2017), individuals who have high procrastination on this indicator will often experience delays in meeting self-determined deadlines in task completion. The indicator of the time gap between plan and actual performance is strongly influenced by the ability to make decisions to determine when to start doing something, how much effort is made, and how long the effort can last which can produce good performance (Ghifary et al., 2022).

The last indicator is the delay in completing the task. This indicator is in the moderate category, meaning that first-grade students of SMA Negeri 9 Semarang are not too often late in completing assignments. Learners who are late or slow in completing tasks are seen from the time they give assignments to collecting assignments. Individuals who are accustomed to being late in completing tasks will race against time to finish as quickly as possible, sometimes causing regret for not doing the task in advance (Putri & Edwina, 2020). Procrastination or delay arises due to anxiety, inability to make decisions, inability to exercise self-control, fear of consequences, rejection of tasks, and perfectionism which makes students take longer and have a chance to fail to meet the deadline for collecting assignments (Parsaoran et al., 2023).

There are several negative impacts caused by academic procrastination experienced by students, namely (1) having high levels of stress, anxiety, and guilt; (2) having poor eating and sleeping patterns; (3) having a high risk of committing academic fraud such as cheating; (4) having low grades; and (5) having a different quality of assignments than students who do not do academic procrastination (Rahmania et al., 2021). Furthermore, Solomon & Rothbum in Putri & Edwina (2020) found that individuals who are accustomed to procrastinating tend to commit academic procrastination which can interfere with achievement in academic aspects, proficiency in mastering material, tasks that cannot be completed optimally, cause anxiety with little time to work and difficulty concentrating.

3.2.2 Locus of Control Level of First-Year Students of SMA Negeri 9 Semarang

The indicator of always trying to solve problems is the indicator with the highest average compared to other indicators. These results illustrate that on average students have made efforts to solve the problems that come and experience. Internal locus of control is a belief that individuals have that something that happens to them is the personal responsibility of each individual (Aini, 2017). When individuals who have an internal locus of control are in a condition that makes them uncomfortable, such as when they get into trouble, these individuals will try to recognize themselves, and the environment and control stressful situations into natural conditions. This means that the individual believes that the successes and failures obtained will control the success or failure of the goals to be achieved (Sumijah, 2015).

Then, the second highest indicator is having high initiative. These results illustrate that the average first-grade student has high self-confidence and a sense of initiative and that everything that happens comes from internal factors such as interest, ability, and independent effort (Safitri et al., 2021). His belief that everything can be realized from internal factors, will cause initiative in individuals to achieve the goals they want to achieve. The individual will believe that he is the cause of everything that happens to him. Individuals who have an internal locus of control can direct thoughts, and self-motivation and show the behavior carried out to achieve goals. These individuals are more diligent and delay pleasure to achieve goals so that they are more avoided from academic procrastination behavior (Khasanah & Panduwinata, 2022).

Furthermore, the third indicator in the high category is always having the perception that effort must be made if you want to succeed. Sarafino & Smith (2011) explain that individuals with internal locus of control characteristics will have the belief that the chosen behavior will produce certain consequences. The positive consequences obtained in certain situations are a reward for the chosen behavior. Then, individuals with internal locus of control will have personal control to make any effort to achieve a certain goal or result. These individual characteristics show that first-grade students already have the perception that success can be achieved with effort and self-control to fulfill it. Arsini et al., (2023) revealed that individuals with internal locus of control refer to the results or achievements of individuals depending on efforts to achieve their desires so that when these individuals are faced with uncomfortable conditions they will try to control stressful situations into conditions that are natural to occur.

The last indicator in the internal locus of control, namely liking to work hard, is in the high category. This indicator illustrates that first-grade students already have an attitude of hard work which is influenced by the view and belief that they determine their fate and hold control over everything that happens in their lives so that they will have the confidence to work hard to improve their efforts, abilities, and skills (Indriasari, 2019). The individual

believes that everything that happens is not due to chance or luck, but comes from their abilities and hard work. Internal locus of control has an impact on individuals according to Phares in Pratiwi (2017), namely (1) individuals are more directed and vigilant; (2) individuals are better able to withstand the influence of environmental pressures and demands; (3) show helping behavior and attribute responsibility to themselves; (4) have a high level of achievement from the results of their abilities and appreciation for their efforts; (5) able to adjust because they are active and have a high tendency to struggle.

3.2.3 The Effect of Internal locus of control on Academic Procrastination of First-Year Students of SMA Negeri 9 Semarang

Education at a high level requires all students to learn to understand and deepen their knowledge. Dynamic and changing situations pose greater challenges in the lives of learners. Learners are required to master the material taught (Setiawaty et al., 2019). Learners must deal with new environments and social faces to prepare and complete their studies on time. Learners are important to have a strong will to be dedicated, hard work, and high commitment to achieve results that become goals (Nugraheni in Saleh et al., 2023). Every situation and circumstance can cause different reactions, the difference is called locus of control (LOC). Locus of control becomes an individual's belief about the source of his behavior to see the relationship between the effort made and the results obtained (Setyaningrum in Saleh et al., 2023).

Several studies show that locus of control influences academic procrastination. Research by Jose & Vijayan (2021) shows a significant relationship between the level of academic procrastination and locus of control and has a positive correlation. Research conducted by Panda (2022) shows the results that the internal locus of control has lower academic procrastination compared to the external locus of control which has higher academic procrastination. The study explains that locus of control is positively correlated with academic procrastination. Prayoga et al.'s research (2023) showed a negative and significant effect of an internal locus on the academic procrastination of FKIP UNS students. Muazzam et al.'s research (2023) showed a negative relationship between internal locus of control including self-esteem, self-regulation, and self-efficacy on academic procrastination. Several studies show the same results as this study that internal locus of control has a significant influence on academic procrastination of first-grade students of SMA Negeri 9 Semarang.

Individuals who have an external locus of control are more likely to procrastinate than those with an internal locus of control. Individuals with external locus of control believe that success depends on external factors, not self-effort. It is inversely proportional to individuals who have an internal locus of control. Individuals who have an internal locus of control can face obstacles encountered because they play a role in determining problem-solving (Sari & Fakhruddiana, 2019). These individuals will tend to have characteristics of working hard, having initiative, having an effort to solve problems, and having the perception that everything can be overcome with effort (Prayoga et al., 2023). Furthermore, positive academic attitudes, self-esteem, and intrinsic motivation are related to internal locus of control (Muazzam et al., 2023). With this character, individuals take more time to overcome obstacles rather than procrastinate in completing a task. In line with this opinion, according to Khasanah & Panduwina (2022), academic procrastination behavior is influenced by locus of control. Sarirah & Apsari's research (2019) explains that individuals who have an internal locus of control believe that the results obtained are caused and obtained thanks to their competence and effort, not otherwise caused by external factors.

Internal locus of control gives individuals the belief and view that the value obtained is caused by internal factors such as the ability to complete tasks so that individuals will not procrastinate in completing tasks. Internal locus of control is an important factor in reducing the level of academic procrastination. Individuals who have a high internal locus of control can face the obstacles found because they have an important role in finding problem-solving (Rotter in Prayoga et al., 2023). Individuals who have an internal locus of control will show a diligent attitude to achieve their goals and desires, so they prefer to delay pleasure for future goals. These beliefs and views, help students avoid academic procrastination behavior because of the principle of completing and doing assignments on time. This explains that there is a positive influence of internal locus of control on lower academic procrastination. Individuals who have an internal locus of control believe that the results obtained are due to their competence and efforts that are willing to delay pleasure to achieve future goals (Phares in Sarirah & Apsari, 2019). Individuals with internal locus of control help individuals avoid academic procrastination behavior because they already have the readiness to do tasks and are motivated to complete them. Based on the results of research and discussion, it can be concluded that academic procrastination is influenced by internal locus of control factors. While the rest is influenced by other factors outside the study that can be further researched. Zarrin et al.'s research (2020) shows that fear of failure and responsibility can predict academic procrastination. Then, Parsaoran et al.'s

research (2023) shows that self-control affects academic procrastination with a negative relationship, meaning that students with high self-control can regulate themselves to prevent academic procrastination.

4. RESEARCH IMPLICATIONS

The implications of the results of this study can be used as a reference regarding the description of academic procrastination and internal locus of control in high school students, especially in first grade. The results showed the level of internal locus of control and academic procrastination in the high category so efforts are needed to overcome these problems that often occur among students. The results of research showing the influence of internal locus of control on academic procrastination can be used as a reference to provide and conduct basic and responsive guidance and counseling services in schools that focus on increasing internal locus of control which can affect the level of academic procrastination in students.

5. CONCLUSIONS

Based on the results of the research and discussion that has been described, it shows that the level of academic procrastination ($M = 49.15$) and internal locus of control ($M = 69.46$) is in the high category. When viewed from the indicators of academic procrastination, students most accentuate the characteristics of delays in starting and completing tasks in the highest category with the lowest indicator being the delay in completing tasks. Furthermore, when viewed from the internal locus of control indicator, students most highlight the characteristics of always trying to solve problems in the highest category with the lowest category, namely liking to work hard. The results of simple linear regression analysis show that the internal locus of control has a significant influence of 90% on academic procrastination. While the other 10% is influenced by other factors in first-grade students of SMA Negeri 9 Semarang. Referring to the results of the study provides recommendations for future researchers who can further examine other factors that influence academic procrastination and review the role of internal locus of control on academic procrastination in terms of gender.

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AUTHOR CONTRIBUTION STATEMENT

The author conducted a review of prior studies and authored this article. The author takes full responsibility for its authenticity.

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