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The Influence of Locus of Control and Academic Stress on Academic Procrastination of Class XI Students at SMK Negeri 50 Jakarta

Afifah Tuzzakiyah[1], Roni Faslah[2], Corry Yohana[3]
Jakarta State University, Indonesia
E-mail: afifahtuzzakiyah@gmail.com[1], ronifaslah@unj.ac.id[2], corryyohana@unj.ac.id[3]

Abstract

This study aims to determine the effect of locus of control and academic stress on academic procrastination in class XI students at SMK Negeri 50 Jakarta. The population in this study amounted to 244 respondents, and the sample was taken using a probability sampling technique, namely proportional random sampling with a total sample of 142 respondents. Validity test using product moment and reliability test using Cronbach's alpha. The data analysis technique used was a requirements test, classical assumption test, multiple linear regression test, and hypothesis testing with IBM SPSS version 23.0. The results of this study indicate that (1) there is a negative and significant influence of locus of control on academic procrastination of class XI students at SMK Negeri 50 Jakarta.

Keywords *Locus of Control, Academic Stress, Academic Procrastination*

INTRODUCTION

Distance learning refers to learning that takes place online, using learning applications and social media. The implementation of distance or online learning is considered capable of reducing cases of transmission of the Covid-19 virus because it does not require educators, students and even education staff to meet in person (Suyono, 2020). In the implementation of distance learning it is still considered less effective, and an evaluation is needed. Suhadianto, Arifiana, Rahmawati, Hanurawan, & Eva (2021) stated that distance learning was enforced due to the Covid-19 pandemic causing many students to be unprepared to take part in online learning, to feel bored due to monotonous learning activities, to have difficulty understanding learning material, to be unable to manage time, and even to be unable to organize themselves in learning , and often feel anxious.

Study Laia et al. (2022) also said that the impact felt by students was due to the pandemic situation and online learning, namely academic procrastination. Procrastination often occurs in the academic or school environment, especially by students. Starting from procrastinating students' assignments can experience delays in submitting assignments, and can allow students to get a reduction in academic scores which will prevent students from going to class or graduating. According to Munoz Olano and Hurtano Parrado (2017), procrastination has a negative impact in an academic context, this is because it can cause panic or anxiety that should not occur when they are in a hurry to meet deadlines and complete assignments. Academic procrastination can lead to poor academic performance, which will then impact his life. Procrastination can spread to many things, such as unfinished work, decreased work efficiency, to stress and pressure due to difficulties dividing schedules.

Academic procrastination can occur in students of all ages, both elementary school students and college students. Several studies also show that academic procrastination has a fairly high tendency among students. On the results of research conducted byLina et al.

(2022) to students at the Tunas Pelita Binjai Private Vocational School, obtaining results on the following histogram:

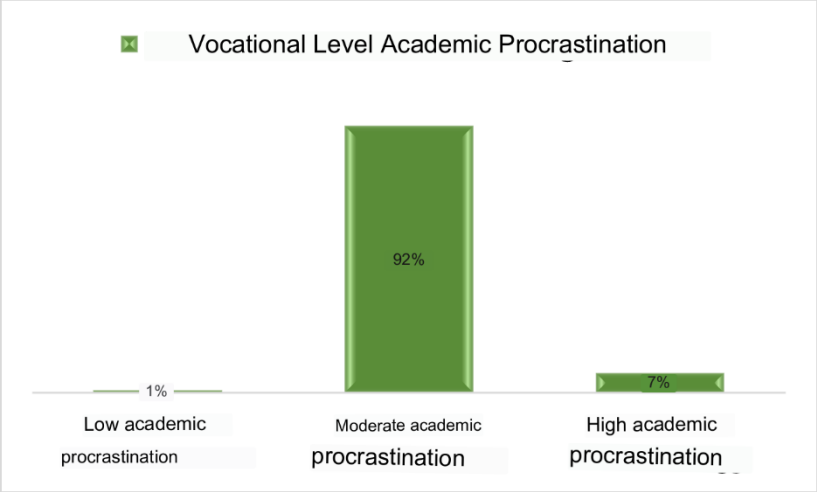

Figure 1.1 Level of Vocational Academic Procrastination
Source: Research Result Data Lina et al. (2022)

Based on research conducted by Lina et al. (2022) shows that the level of academic procrastination that occurs at the Tunas Pelita Binjai Private Vocational School level is in the medium category. The results of observations made by researchers at SMKN 50 Jakarta also found that many students procrastinate in academics. This is evident from the results of pre-research that researchers conducted at SMK Negeri 50 Jakarta on 43 students from various majors, such as the Department of Financial and Institutional Accounting (AKL), Online Business and Marketing (BDP), Multimedia (MM), and Governance Automation. Offices (OTKP). The following is a table diagram of the results of the pre-research:

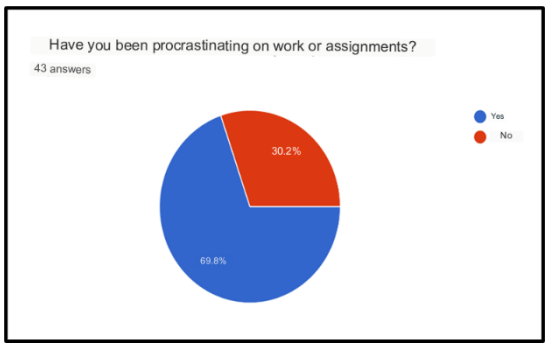

Figure 1.2 Pre-research Results of Academic Procrastination at SMKN 50 Jakarta

This pre-research above shows the percentage results of as many as 30 students or 69.8% have procrastinated in completing assignments and as many as 13 students or 30.2% of students have never procrastinated in completing assignments. Furthermore, researchers conducted a survey regarding the factors that influence students' academic procrastination at SMK Negeri 50 Jakarta with the following percentage results:

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Table 1.1 Pre-research Results on Factors Affecting Academic Procrastination

No	Factors	Yes		No	
1.	Locus of Control	31	72.1%	12	27.9%
2.	Academic Stress	29	67.4%	14	32.6%
3.	Self Efficacy	17	39.5%	26	60.5%
4.	Time Management	26	60.5%	17	39.5%
5.	Self Regulated Learning	1	2.3%	42	97.7%

Source: Data processed by researchers (2022)

Based on pre-research, the highest factors influencing academic procrastination are locus of control of 72.1% and academic stress of 67.4%. The locus of control factor can influence the behavior of academic procrastination. Locus of control is considered as a belief in the individual in his own ability to control the events that occur in his life. The individual's belief to control the events in his life consists of internal locus of control and external locus of control.

While academic stress occurs due to subjective perceptions of academic conditions. Academic stress experienced by a person will cause responses experienced by students in the form of negative physical reactions, behaviors, thoughts, and emotions that arise as a result of school or academic needs (Barseli et al., 2017). Academic procrastination will cause anxiety in students, and excessive anxiety will cause ongoing academic stress and can even reach depression levels so that students' effective lives will be disrupted. Earth (2020).

LITERATURE REVIEW

Academic Procrastination

Procrastination is a definition that comes from the prefix pro which means pushing or advancing and has the ending crastinus meaning tomorrow's decision or if interpreted means delaying until the next day. According to Rothblum & Solomon (1984), Academic Procrastination is a tendency to delay in starting, implementing and ending an activity or activity. Academically, academic procrastination is procrastination that occurs in an academic environment.

Academic procrastination is a deliberate and repetitive delay in completing a task or job, both in terms of starting or completing work related to academic activities (Beck et al., 2000). Meanwhile, according to Tuckman (1991) academic procrastination is the absence of good self-regulation to complete assignments so that one has a tendency to procrastinate or completely avoid an activity with full awareness.

Based on the theory above, it can be concluded that academic procrastination is a tendency for a person's behavior in carrying out a job to be continuously delayed for completion, both in the short term and the long term. Formed procrastination behavior can be influenced by various factors such as self-concept, responsibility, anxiety about evaluation events to self-rebellion.

Locus of Control

Locus Of Control is a concept originating from the Expectancy Reinforcement Theory developed by Rotter, locus of control is inseparable from reinforcement and expectancy. According to Rotter, Locus of Control is a strengthening effect that follows certain behaviors, not just the process of achieving it but depending on the individual's perspective or thinking about the causes between his behavior and the consequences of it and refers to the extent to which a person tends to see events whether they come from self-control or from control. external force.

The term 'Locus of control' refers to how much control a person feels in their own behavior (Rotter, 1954). Locus of control (LOC) is seen to what extent a person believes in himself (internal factors) or factors outside of himself (external factors). Internal academic locus of control is directed at the individual's own achievements, while external academic locus of control indicates success that comes from factors other than the individual himself such as luck, faith, teachers and friends (Çelik & Sariçam, 2018).

Based on the theory above, it can be concluded that locus of control can be interpreted as a level of trust, general expectations, one's self-control regarding his life, personality and general expectations which effectively cover several things such as individual behavior, expectations, psychological atmosphere to reinforcement values.

Academic Stress

Academic stress is pressure caused by subjective perceptions of academic conditions. This pressure causes responses experienced by students in the form of negative physical reactions, behaviors, thoughts, and emotions that arise as a result of school or academic needs (Barseli et al., 2017). Academic stress according to Lin and Chen (2009) is a situation where there are academic demands that exceed the available resources due to teacher stress, result stress, test stress, studying in groups stress, peer stress, time management stress and self-inflicted stress.

Rahmawati (2016) stated that even academic stress is stress caused by academic stressors. Academic stressor is stress experienced by students from the learning process or matters related to learning activities such as: pressure to enter class, study time, cheating, multitasking, achieving test scores, deciding to choose a major or career.

Based on the delivery of the theory above, it can be concluded that academic stress is a condition that gives rise to events of tension either psychologically or mentally or physically caused by a person's inability to convey a response to an academic need and demand which is considered to be a cause of stress so that it can threaten well-being and abilities. someone in a certain situation.

Hypothesis

The hypothesis is a temporary answer to a problem that is still presumptive because it still has to be proven true. Based on previous research questions, the research hypothesis is as follows:

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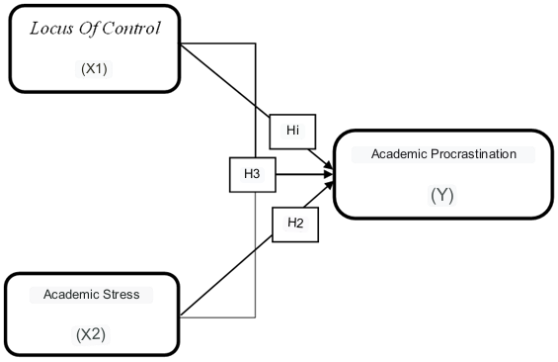

Source: Data processed by researchers (2022)

Information :

X_1 : Independent Variable

X_2 : Independent Variable

Y : Dependent variable

⟶ : Relationship Direction

1. H_1: There is a significant influence of the Locus of Control variable on the Academic Procrastination of Class XI Students of SMK Negeri 50 Jakarta.
2. H_2: There is a significant effect of the Academic Stress variable on the Academic Procrastination of Class XI Students of SMK Negeri 50 Jakarta.
3. H_3: There is a jointly significant influence between Locus of Control and Academic Stress on Academic Procrastination of Class XI Students of SMK Negeri 50 Jakarta.

METHOD

The research method used is a quantitative research method, with data collection techniques using questionnaires via google forms and interviews. According to Sugiyono (2016) quantitative research methods are used to examine certain populations and samples, sampling techniques are usually carried out randomly, data collection uses research tools, and data analysis is statistical to test hypotheses.

The data analysis technique used in this study is by using a multiple linear regression model. The data management will use the SPSS (Static Package for Special Science) program version 23.0. In this study using primary data for all variables namely Locus of Control (variable X_1), Academic Stress (variable X_2), and Academic Procrastination (variable Y).The population in this study is class XI students of SMK Negeri 50 Jakarta from four existing majors, namely Automation of Office Administration Management (OTKP), Accounting and Financial Institutions (AK), Online Business and Marketing (BDP), and Multimedia (MM) with a total of 244 students.

The sample method used is probability sampling, which is a sampling technique in which all elements have the opportunity to be selected as a sample. The sampling technique used isproportional random samplingor proportional random technique, so that the number of samples taken is 142 samples.

RESULTS AND DISCUSSION

Descriptive Analysis

The results of the descriptive analysis of each variable are as follows. Results Descriptive analysis of data for the average arithmetic variable of academic procrastination based on indicators is that academic procrastination is most influenced by the task avoidance dimension (a. Avoiding tasks because they are considered unpleasant b. Considering a job difficult and less important to do) with a large percentage of 52% . Meanwhile, the dimension of blaming others (a. Assuming other people make a job difficult) has the least influence, namely 6%. It can be concluded that the majority of students avoid assignments because they are considered unpleasant and less important to do, so students prefer to procrastinate in their academic activities.

Then the descriptive analysis of the data for calculating the average locus of control variable is based on the indicator that the largest locus of control is influenced by the internal dimensions (ability and own doing), namely with a large percentage of 65%. While the external dimension (power others and change) has the least influence, namely 35%. It can be concluded that the majority of students in controlling themselves are influenced by internal factors or themselves not by the influence of external factors or other people.

While the academic stress variable above, it can be seen that academic stress is most influenced by the peer stress indicator, with a large percentage of 14.77%. Meanwhile, the time management stress indicator has the least influence, namely 13.63%. It can be concluded that the majority of students experience stress arising from individual interactions with the learning environment and with other individuals.

Test Requirements Analysis

Normality test

The normality test is carried out with the aim of knowing whether the data is normally distributed or not. In this study, the normality test used the Kolmogorov-Smirnov test with a significance value above 5% or 0.05. Testing was carried out with the help of the SPSS 23.0 software program with the results that can be seen in the following table.

Table 4.10
Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test

		Locus Of Control (X_1)	Academic Stress (X_2)	Academic Procrastination (Y)
N		142	142	142
Normal Parameters, b	Means	58.89	85.37	64.32
	std. Deviation	7,458	13,238	12,296
Most Extreme Differences	absolute	068	.069	.067
	Positive	068	.069	046

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	Negative	-.068	-.069	-.067
Test Statistics		068	.069	.067
asymp. Sig. (2-tailed)		.200c,d	.094c	.200c,d

Source: Data processed by researchers (2023)

Based on table 4.10, the results of the normality test calculation show that the significance value of the academic procrastination variable is 0.200 > 0.05 so that it can be stated that the academic procrastination variable data is normally distributed. The significance value of the locus of control variable is 0.200 > 0.05 so it can be stated that the locus of control variable data is normally distributed. The significance value of the academic stress variable data is 0.94 > 0.05 so it can be stated that the academic stress variable data is normally distributed. Therefore, it can be concluded that all the data tested are normally distributed, this can be seen from the significance values of the three variables fulfilling the normality test criteria, which is greater than 0.05.

Apart from using the Kolmogorov-Smirnov test, the normality test can also be seen through the Normal Probability Plot. The following is the result of the calculation in the form of a normality test plot using SPSS version 23.0:

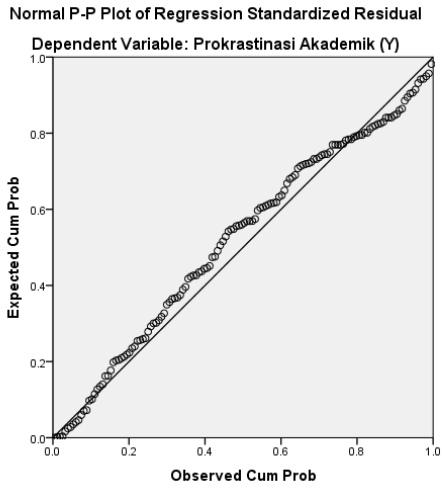

Figure 4.6 Probability Plot Normality Test

Source: Data processed by researchers (2023)

Based on Figure 4.6 it shows that the data spreads around the diagonal line and follows the direction of the diagonal line so that it can be said that the data is normally distributed and the regression model meets the normality assumption, and the next analysis test phase can be carried out.

Linearity Test

The linearity test was carried out with the aim of knowing whether there is a linear relationship or not between the independent variable (X) and the dependent variable (Y).

Table 4. 11
Linearity Test Variable X_1 with Y
ANOVA Table

			Sum of Squares	df	MeanSquare	F	Sig.
Academic Procrastination (Y) * Academic Stress (X_2)	Between Groups	(Combined)	17102083	45	380,046	8,652	.000
		Linearity	13946.534	1	13946.534	317,519	.000
		Deviation from Linearity	3155549	44	71,717	1633	024
	Within Groups		4216657	96	43,924		
	Total		21318.739	141			

Table 4. 12
Linearity Test Variable X_2 with Y
ANOVA Table

			Sum of Squares	df	MeanSquare	F	Sig.
Academic Procrastination (Y) * Locus Of Control (X_1)	Between Groups	(Combined)	13027782	28	465,278	6,341	.000
		Linearity	10613090	1	10613090	144,649	.000
		Deviation from Linearity	2414692	27	89,433	1,219	.234
	Within Groups		8290957	113	73,371		
	Total		21318.739	141			

Source: Data processed by researchers (2023)

Based on the table above, it can be seen that the locus of control variable (X_1) and academic procrastination (Y) have a linearity significance value of 0.000 which is below 0.005 (0.000 <0.005) and the Deviation from Linearity value for the locus of control variable (X_1) and academic procrastination (Y) of 0.234 which is greater than 0.005 (0.234 > 0.05). Thus, it can be said that locus of control (X_1) and academic procrastination (Y) have a linear relationship. Then the variable academic stress (X_2) and academic procrastination (Y) has a linearity significance value of 0.000 which is below 0.005 (0.000 <0.005) and a significance value on Deviation from Linearity for academic stress variable (X_2) and academic procrastination (Y) of 0.124 which is greater than 0.005 (0.124 > 0.05).

Classic assumption test

Multicollinearity Test

The multicollinearity test was carried out to test whether in the regression model a correlation was found between the independent variables (X), namely locus of control (X_1) and academic stress (X_2). A good regression model does not have multicollinearity

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symptoms. For the decision-making criteria in this test, it can be seen through the Tolerance and Variant Inflation Factor (VIF) values in the Coefficien table.

Table 4. 13 Multicollinearity Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error	Betas			tolerance	VIF
1	(Constant)	5,580	4,809		1,160	.248		
	Locus Of Control (X1)	-.279	.134	-.169	-2,090	038	.367	2,723
	Academic Stress (X2)	.626	075	.674	8,318	.000	.367	2,723

a. Dependent Variable: Academic Procrastination (Y)

Source: Data processed by researchers (2023)

Based on table 4.13 above, it can be seen that the locus of control variable tolerance value and academic stress is 0.367 greater than 0.1 (0.367 > 0.1) and the VIF value is 2.723 less than 10 (2.723 <10). So from these results it can be concluded that the regression model does not show symptoms of multicollinearity, so it fulfills the classic multicollinearity assumption test.

Heteroscedasticity Test

The heteroscedasticity test was carried out in order to find out whether there is an unequal variance of the residuals in the regression model. A good regression model certainly does not show symptoms of heteroscedasticity. The heteroscedasticity test in this study was carried out using the Sperman's rho test and the Scatterplot.

Table 4. 14
Spearman's rho Heteroscedasticity Test
correlations

			Locus Of Control (X1)	Academic Stress (X2)	Academic Procrastination (Y)
Spearman's rho	Locus Of Control (X1)	Correlation Coefficient	1,000	.830**	.699**
		Sig. (2-tailed)	.	.000	.000
		N	142	142	142
	Academic Stress (X2)	Correlation Coefficient	.830**	1,000	.801**

		Sig. (2-tailed)	.000	.	.000
		N	142	142	142
	Academic Procrastination (Y)	Correlation Coefficient	.699**	.801**	1,000
		Sig. (2-tailed)	.000	.000	.
		N	142	142	142

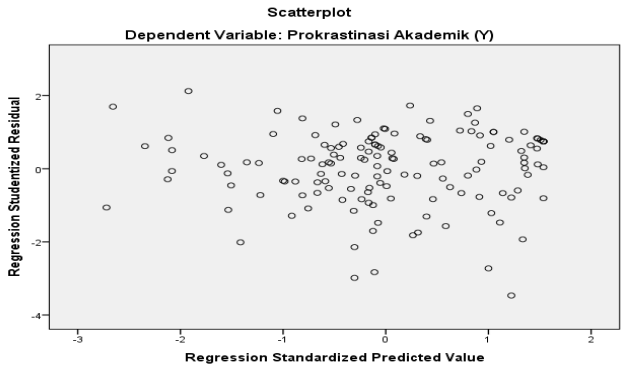
**. Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by researchers (2023)

Based on table 4.14 above, it can be seen that the Correlation table output has a significant value for the locus of control variable (X_1) of 0.699 greater than 0.005 (0.699 > 0.05), and a significance value for the academic stress variable (X_2) of 0.801 greater of 0.005 (0.801 > 0.05). So from these results it can be concluded that the regression model in this study did not show symptoms of heteroscedasticity.

Furthermore, the heteroscedasticity test can be carried out by looking at the Scatterplot graph. Symptoms of heteroscedasticity can occur if the distribution of dots on the graph forms a certain pattern, so there are no symptoms of heteroscedasticity.

Figure 4. 7 Scatterplot Heteroscedasticity Test



Based on Figure 4.7 above, it can be seen that the dots spread above and below the number 0 on the Y axis and do not form a specific pattern. So it can be concluded that there were no symptoms of heteroscedasticity, so that the regression model in this study fulfilled the classic assumption test of heteroscedasticity.

Multiple Regression Equations

The linear regression analysis used is multiple regression analysis to determine the effect of two or more independent variables on one dependent variable.

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Table 4.6 Multiple Regression Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error	Betas			tolerance	VIF
1	(Constant)	5,580	4,809		1,160	.248		
	Locus Of Control (X1)	-.279	.134	-.169	-2,090	038	.367	2,723
	Academic Stress (X2)	.626	075	.674	8,318	.000	.367	2,723

a. Dependent Variable: Academic Procrastination (Y)

Source: Data processed by researchers (2023)

Based on the table above, the multiple regression equation can be obtained as follows:

$$\hat{Y} = 5.580 - 0.279X_1 + 0.626X_2$$

From the above equation, it can be said that the constant value is 5,580, meaning that if locus of control (X_1) with academic stress (X_2) is 1, then academic procrastination has a value of 5,580. The regression coefficient value of the locus of control variable (X_1) is -0.279, so if the locus of control increases by 1, then academic procrastination (Y) will decrease by 0.279 at a constant value of 5,580 and it is assumed that the academic stress variable coefficient (X_2) has a fixed value . The coefficient value of locus of control (X_1) is negative, meaning that when the locus of control (X_1) is high, Academic Procrastination (Y) tends to be low, and vice versa when locus of control (X_1) is low, Academic Procrastination (Y) tends to be high .

The regression coefficient value of the academic stress variable (X_2) is 0.626, so if academic stress increases by 1, it means that it will increase academic procrastination (Y) by 0.626 at a constant of 5,580 and it is assumed that the locus of control variable coefficient (X_1) has a fixed value. The coefficient X_2 is positive, meaning that there is a positive influence between academic stress (X_2) and academic procrastination (Y), this indicates that the higher the academic stress, the higher the academic procrastination (Y).

Hypothesis testing

Simultaneous Regression Coefficient Test (F-Test)

The F test or regression coefficient test is used to determine whether there is a relationship between the independent variables and the dependent variable together (simultaneously).

Table 4. 16
Simultaneous Test (Test F)

ANOVA

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	14171.138	2	7085569	137,794	.000b
	residual	7147601	139	51,422		
	Total	21318.739	141			

a. Dependent Variable: Academic Procrastination (Y)

b. Predictors: (Constant), Academic Stress (X2), Locus Of Control (X1)

Source: Data processed by researchers (2023)

Based on table 4.16, it can be seen that the F_{count} value is 137.794. Meanwhile, the F_{table} value can be found in the statistical table with a significance level of 0.05 df 1 (number of variables - 1) or 3 - 1 and df 2 = m - k - l (n is the number of respondents and k is the number of independent variables) or 142 – 2 – 1 = 139. The F_{table} value is 3.06, so it is obtained that F_{count} is 137.794 > F_{table} 3.06 meaning that H_0 is rejected and H_a is accepted. Based on these results, it can be concluded that the locus of control variable (X_1) and academic stress (X_2) are related simultaneously (simultaneously) to the academic procrastination variable (Y).

Partial Coefficient Test (t-Test)

The t test or partial coefficient test is carried out with the aim of knowing whether there is a partial relationship between the dependent variables.

Table 4. 17
Partial Coefficient Test (t test)
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error	Betas			tolerance	VIF
1	(Constant)	5,580	4,809		1,160	.248		
	Locus Of Control (X_1)	-.279	.134	-.169	-2,090	038	.367	2,723
	Academic Stress (X_2)	.626	075	.674	8,318	.000	.367	2,723

a. Dependent Variable: Academic Procrastination (Y)

Source: Data processed by researchers (2023)

Based on table 4.17 above, the locus of control variable (X_1) is -2.090. Based on the output obtained ttable can be seen at the level of significance with the formula Ttable = (α/2;

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nkl) or (0.025;139). The t_{table} value is 1.97718, so it can be seen that the t_{count} is -2.090 > -1.97718, which means H_0 is rejected and H_a is accepted. So it can be concluded that locus of control has a partial and significant effect on academic procrastination.

Then t_{count} on the academic stress variable (X_2) of 8.318. Based on the output obtained t_{table} can be seen at the level of significance with the formula T_{table} = (α/2;nkl) or (0.025;139). The t_{table} value is 1.97718, so it can be seen that the t_{count} is 8.318 > 1.97718, which means H0 is rejected and Ha is accepted. So it can be concluded that academic stress has a positive and significant partial effect on academic procrastination.

From the explanation above, the hypothesis can be described as follows:

a) The locus of control variable has a t_{count} of -2.090 > t_{table} of -1.97718, so there is an influence of the locus of control variable (X_1) on academic procrastination (Y) or the hypothesis is accepted.
b) The academic stress variable has a t_{count} of 8.318 > t_{table} of 1.97718, so there is an influence of the academic stress variable (X_2) on academic procrastination (Y) or the hypothesis is accepted.

Analysis of the Coefficient of Determination

Analysis of the coefficient of determination (R_2) was carried out with the aim of knowing how much the percentage of influence of the independent variable (X) on the dependent variable (Y) simultaneously and to measure how much the ability of a model to explain the dependent variables.

Table 4.2
Determination Coefficient Test

Summary modelb

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.815a	.665	.660	7.171

a. Predictors: (Constant), Academic Stress (X_2), Locus Of Control (X_1)
b. Dependent Variable: Academic Procrastination (Y)

Based on table 4.18 of the model summary output, it can be said that R Square (R_2) is 0.665, which means the influence between locus of control (X_1) and academic stress (X2) on academic procrastination (Y) is 0.665. It can be concluded that locus of control (X_1) and academic stress (X_2) to explain the variable academic procrastination (Y) simultaneously is 66.5%, while the remaining 33.5% is influenced by variables or other factors not examined by researcher.

More accurate results can also be seen through the magnitude of the Adjusted R Square value in the academic procrastination variable (Y) which is equal to 0.660 or a 66% effect between the locus of control variable (X_1) and academic stress (X_2) on the academic procrastination variable (Y).

The Effect of of Locus of Control on Academic Procrastination

Based on the results of calculations in this study, it is known that locus of control has a negative and significant effect on academic procrastination of class XI students at SMK Negeri 50 Jakarta. This was obtained from calculating the regression coefficient value for the locus of control variable (X_1) of -0.279, meaning that if the locus of control increases by 1, then academic procrastination (Y) will decrease by 0.279. The locus of control coefficient (X_1) is negative, meaning that there is a negative influence between locus of control (X1) and academic procrastination (Y).

This shows that when the locus of control (X_1) is high, Academic Procrastination (Y) tends to be low, and vice versa when the locus of control (X_1) is low, Academic Procrastination (Y) tends to be high. Then from the results of calculating the partial coefficient test or t test, it is found that the tcount is 2.090, which means that it is greater than the ttable of 1.97718, meaning that H0 is rejected. So it can be concluded from this study that locus of control has a partial and significant effect on academic procrastination of class XI students at SMK Negeri 50 Jakarta.

The results also show that the tendency of students' locus of control is in the internal category or can be percentaged by 65%, while in the external category that is equal to 35%. Students with an internal locus of control tendency will believe that what is achieved in life including their learning achievement is the result of their own efforts, while students who have an external locus of control tendency will believe that everything they achieve cannot be separated from the factors of fate and luck that are around them. out of his control. The results of this study are relevant to the results of research conducted by Mardiani et al., (2021), Sari & Fakhruddiana, (2019), Soleh et al., (2020).

The Effect of Academic Stress on Academic Procrastination

Based on the results of calculations in this study, it is known that academic stress has a positive and significant effect on academic procrastination of class XI students at SMK Negeri 50 Jakarta. This was obtained from calculating the regression coefficient value for the academic stress variable (X_2) of 0.626, meaning that if academic stress increases by 1, then academic procrastination (Y) will increase by 0.279. The value of the academic stress coefficient (X_2) is positive, meaning that there is a positive influence between academic stress (X_2) with academic procrastination (Y).

This shows that when academic stress (X_2) is high, the Academic Procrastination (Y) will also be higher. Then from the results of calculating the partial coefficient test or t test, it is found that the t_{count} is 8.318, which means that it is greater than the t_{table} of 1.97718, meaning that H0 is rejected. So it can be concluded from this study that academic stress has a partial and significant effect on academic procrastination of class XI students at SMK Negeri 50 Jakarta. The results of this study are relevant to the results of research conducted by Earth, (2020), A'yunina & Abdurrohim, (2019).

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Based on the calculation results on the simultaneous regression coefficient test or f test which shows the F_{count} value of 137.794 is greater than F_{table} of 3.06, meaning that H_0 is rejected. So it is known that locus of control and academic stress simultaneously or jointly have a positive and significant effect on academic procrastination of class XI students at SMK Negeri 50 Jakarta. The higher the locus of control and student academic stress, the more it will affect academic procrastination. The results of this study are relevant to the results of research conducted by Azhar, (2017), Puspita, (2021).

In addition, for the calculation of the coefficient of determination (R_2) that is equal to 0.665, which means that the contribution of the locus of control variable (X_1) and academic stress (X_2) to explain the academic procrastination variable (Y) simultaneously is 66.5%, while the remaining is 33.5% is influenced by variables or other factors not examined by researchers.

CONCLUSION

Based on the results of research that has been done by researchers, conclusions can be drawn empirically based on data analysis that has been done before as follows:

1. There is a negative and significant influence between locus of control and academic procrastination as seen from t_{count} - 2.090 > t_{table} - 1.97718. The higher the student's locus of control, the lower the academic procrastination, and vice versa, if the locus of control is low, the behavior of academic procrastination tends to be high.
2. There is a positive and significant influence between academic stress and academic procrastination as seen from t_{count} 8.318 > t_{table} 1.97718. If student academic stress is higher, it will affect student academic procrastination to increase. Vice versa, if students' academic stress decreases or is low, eating will reduce academic procrastination behavior.
3. There is a joint positive influence between locus of control and academic stress with academic procrastination. This is based on the F_{count} value of 137.794 > F_{table} 3.06. This means that if locus of control and academic stress increase, then academic procrastination will also increase. Vice versa, if locus of control and academic stress decrease, academic procrastination also decreases.
4. Based on the test of the coefficient of determination, it can be concluded that the contribution of locus of control and academic stress variables to explain academic procrastination is 66.5%, while the remaining 33.5% is influenced by other variables or factors not examined by researchers.

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