

ANALYSIS OF SELF-EFFICACY, INTERNAL LOCUS OF CONTROL AND EXTERNAL LOCUS OF CONTROL ON THE PERFORMANCE OF EMPLOYEES AND EDUCATORS AT MADRASAH TSANAWIYAH NEGERI 3 KEDIRI

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Article Information		Abstract
Submission date	December 29 th 2024	<p>Research aim: This study aims to examine the effects of self-efficacy, internal locus of control, and external locus of control on educators' performance.</p> <p>Design/Method/Approach: A quantitative approach was utilized, employing a survey method through questionnaire distribution to educators. The data were analyzed using multiple linear regression to assess the relationship between independent and dependent variables.</p> <p>Research Finding: The results indicate that self-efficacy, internal locus of control, and external locus of control significantly influence educators' performance. Among these factors, self-efficacy has the most substantial impact. This study contributes to the theoretical understanding of psychological aspects, particularly locus of control, in shaping educators' performance. Its originality lies in integrating self-efficacy, internal locus of control, and external locus of control within the context of educators, yielding insights that differ from previous research. This study offers new perspectives on these variables to enhance individual performance.</p> <p>Theoretical contribution/Originality: This research makes a theoretical contribution by expanding the understanding of psychological factors, such as locus of control, that contribute to the performance of educators. The novelty of this study lies in the combination of analysis of variables of self efficacy, internal locus of control, and external locus of control in the context of educators who give different results from previous researchers. This illustrates that this research will provide the latest insight into this variable to make a person's performance even better.</p> <p>Practitioner/Policy implication: The findings provide valuable insights for educational institution administrators in improving educator performance. Enhancing self-efficacy and implementing management strategies that consider locus of control can lead to better outcomes.</p> <p>Research limitations: This study focuses solely on three primary variables, excluding other influential factors such as job experience, leadership style, or organizational culture. Additionally, the use of questionnaires as the data collection method presents potential biases, including inaccuracies or lack of honesty in responses</p> <p>Keyword : Self Efficacy, Internal Locus of Control, External Locus of Control, Performane, Educators.</p>
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1. Introduction

Human resources (*HR*) serve as the driving force behind an organization, whether within institutions or corporations, and are crucial assets for organizational growth and progress. High-quality *HR* is essential for fostering national development, particularly in the education sector, where competent teachers play a pivotal role. Cultivating a generation of excellence requires a structured and long-term approach that follows a well-planned and systematic process [1].

As outlined in the *Law on Teachers and Lecturers* No. 14, Article 1, Paragraph 1 of 2005, teachers are professional educators responsible for educating, instructing, mentoring, guiding, training, assessing, and evaluating students at various levels of formal education, including early childhood, primary, and secondary education. However, many teachers today encounter significant challenges in achieving optimal performance. They are expected to demonstrate strong professional dedication while also serving as role models to enhance educational quality.

The standard of education is a crucial factor that directly impacts a nation's development. Consequently, nearly every country worldwide continuously strives to enhance its educational quality as a means of improving overall societal well-being. This involves ensuring that educators possess the necessary competencies, professional certifications, and both physical and mental well-being. Additionally, they must fulfill the qualifications set by higher education institutions and be equipped to realize national education objectives. By improving educational quality, the performance of both educators and staff can be significantly enhanced, ultimately fostering better learning outcomes.

Employee Performance is the actual behavior of an employee that is created from the actions of individuals in completing work with a position or position that has been entrusted to them at work, performance as a comparison between the output achieved and the input provided [1]. "Teacher performance is influenced by two factors, namely personal/internal factors in the form of ability/competence, motivation, morals and discipline and external factors in the form of the physical environment of the madrasah, leadership of the head of the madrasah, managerial implementation by the head of the madrasah, compensation, and work culture [2]. Enhancing the quality of education requires support from various factors, one of which is self-efficacy. Educators with strong self-efficacy can positively impact their students' learning experiences. Furthermore, self-efficacy enables individuals to assess their own capabilities in relation to their desired achievements". Self-efficacy and external locus of control play a role in improving employee performance, while internal locus of control tends to hinder. Thus, these three variables together contribute to the performance of educators at MTsN 3 Kediri When individuals possess a high degree of self-efficacy, they are more likely to take appropriate actions that align with their skills and competencies, ultimately contributing to their overall success [3].

Self Efficacy refers to an individual's belief in their capability to complete a task at a specific level of competence. Educators with a strong sense of self-efficacy tend to demonstrate higher performance levels. The perception of self-efficacy reflects a person's confidence in their ability to achieve a certain standard of performance, shaped by experiences and external influences in their life [4]. Previous research has established a connection between self-efficacy and educator performance, but most studies have primarily focused on general formal education contexts. Investigations into the role of self-efficacy in more specialized environments, such as madrasahs which have distinct characteristics and challenges remain

scarce. While existing findings suggest that self-efficacy significantly impacts teacher performance, comprehensive studies within the madrasah setting are still limited [3]. Based on the positive relationship that has been proven, it can be hypothesized that self-efficacy has a positive effect on the performance of educators at MTsN 3 Kediri. Employees with high self-efficacy are estimated to have better performance than those with low self-efficacy. This gap highlights the need for further exploration of how self-efficacy influences the performance of educational staff. Additionally, understanding self-efficacy in this context can provide insights into internal locus of control, a psychological factor that fosters self-confidence and strengthens an individual's sense of control over their own success.

Internal *locus of control* refers to an individual's belief that they have control over the events in their life. People with a strong internal locus of control perceive their surroundings as something they can influence, allowing them to create changes that align with their goals [5]. This concept reflects an internal conviction that one can shape outcomes and take responsibility for the consequences that affect their life [6]. Individuals with a dominant internal locus of control tend to attribute success or failure to their own abilities and efforts. When faced with setbacks, they are more likely to hold themselves accountable, recognizing that insufficient effort may have contributed to their failure [7]. While much research on internal locus of control has explored its connection to leadership qualities and decision-making processes, few studies have specifically examined its impact on educator performance. This is particularly true in madrasah settings, where teachers often face distinct challenges, such as limited resources and specific institutional demands. This relationship between the internal locus of control and performance supports the hypothesis that the internal locus of control does not have a positive effect on employee performance at MTsN 3 Kediri. Given this research gap, further investigation is needed to determine how internal locus of control can enhance educator performance within these unique educational environments.

From Internal *Locus of Control* a person also has factors outside of oneself which can be called External *Locus of Control*, refers to the belief that chance, fate, managers, supervisors, organizations and other things can be stronger to make decisions about the life and results of an individual [8]. According to [9] external locus of control is the belief that one's behavior will not produce valuable reinforcement available in the environment and is therefore not under one's control". In the context of education, the external locus of control refers to the belief that success is not entirely determined by personal effort, but rather is influenced by external factors such as luck, support, or policy. Teachers with an external orientation tend to lack confidence in controlling learning outcomes and can feel resigned to challenges. However, if the work environment provides adequate support, this perception can turn into positive motivation. Management support, conducive policies, and good facilities can encourage teachers to improve performance. On the other hand, without this support, teachers with an external locus of control tend to lack initiative and are not optimal in teaching. Individuals who have an orientation to external locus of control can be grouped into two categories, namely individuals who believe that their lives and events are determined by more powerful people around them, and individuals who believe that their lives and events are determined by destiny, fate, luck, and chance [10]. Studies on *external locus of control* frequently examine its role in contributing to stress and burnout among educators. However, limited research has explored how *external locus of control* influences the performance of teachers and employees when dealing with job-

related pressures in *madrasah* settings. The results of the study show that the external locus of control has a positive effect on employee performance at MTsN 3 Kediri. This means that employees who are influenced by external factors such as rules, demands, or encouragement from their superiors actually show better performance. This shows that external influences can motivate employees to work more optimally. This highlights the necessity of further investigation to deepen the understanding of the connection between *external locus of control* and work performance within the unique environment of *madrasahs*.

1.1. Statement of Problem

This research explores the various factors influencing the performance of educational staff at MTs Negeri 3 Kediri, particularly self-efficacy, internal locus of control, and external locus of control. The observed decline in employee performance raises concerns about how significantly self-efficacy impacts their ability to effectively fulfill their educational responsibilities. Additionally, internal locus of control, which emphasizes an individual's confidence in their ability to shape work outcomes, plays a crucial role in determining educator performance. Conversely, external locus of control, which reflects reliance on external factors beyond personal control, may have distinct implications for job performance. Therefore, this study aims to analyze the extent to which self-efficacy, internal locus of control, and external locus of control influence the performance of educational staff at Madrasah Tsanawiyah Negeri 3 Kediri, commonly known as MTs Negeri 3 Kediri.

1.2. Research Objectives

This research aims to assess the impact of self-efficacy, internal locus of control, and external locus of control on the performance of educators at MTsN 3 Kediri. Specifically, it seeks to explore the correlation between self-efficacy and educator performance, as well as examine how internal locus of control influences an individual's confidence in managing and determining work outcomes. Additionally, this study investigates the effect of external locus of control on educator performance, particularly how external factors beyond personal control shape their effectiveness. The findings of this research are expected to provide a comprehensive understanding of how these three variables collectively contribute to the performance of educators at MTsN 3 Kediri.

2. Method

This research was conducted at MTs Negeri 3 Kediri, an educational institution located in Purwoasri District, Kediri Regency, during the 2024/2025 academic year". A quantitative research approach is used, utilizing clause-based research designs to analyze participants' experiences, with primary data serving as the primary source. The total population consisted of 76 respondents. Using a saturated sample however, the final sample included only 74 employees, as two people did not submit their questionnaire responses.

Data collection was carried out using a questionnaire distributed through Google Forms. The questionnaire in this study was distributed through WhatsApp because it was considered efficient, easily accessible, and commonly used by respondents. This method makes it easy to collect data at no additional cost and allows for quick responses. However, there are potential biases such as self-selection bias and lack of anonymity that can affect the honesty of answers. To minimize this, the researcher emphasized that participation was voluntary and anonymous, and provided clear instructions in filling out the questionnaire. The collected data were analyzed using SPSS version 25 to perform a variety of statistical tests, including validity

and reliability testing, classical assumption testing, multiple linear regression analysis, and hypothesis testing.

a. Validity test results

Based on the results of the validity test, it shows that each indicator used in this study has a calculated r value higher than the r of the table (0.361), so that the indicators in each variable can be said to be valid.

Picture 2.1 Validity Test Table

Variabel	No. Soal	r-hitung	r-tabel	Keterangan
<i>Self Efficacy</i> (X1)	X1.1	.631**	0,361	Valid
	X1.2	.649**	0,361	Valid
	X1.3	.510**	0,361	Valid
	X1.4	.779**	0,361	Valid
	X1.5	.673**	0,361	Valid
	X1.6	.880**	0,361	Valid
<i>Internal Locus of Control</i> (X2)	X2.1	.696**	0,361	Valid
	X2.2	.689**	0,361	Valid
	X2.3	.665**	0,361	Valid
	X2.4	.430*	0,361	Valid
	X2.5	.716**	0,361	Valid
	X2.6	.672**	0,361	Valid
	X2.7	.757**	0,361	Valid
	X2.8	.612**	0,361	Valid
<i>Eksternal Locus of Control</i> (X3)	X3.1	.820**	0,361	Valid
	X3.2	.596**	0,361	Valid
	X3.3	.789**	0,361	Valid
	X3.4	.744**	0,361	Valid
	X3.5	.855**	0,361	Valid
	X3.6	.763**	0,361	Valid
Kinerja Karyawan (Y)	Y1.1	.699**	0,361	Valid
	Y1.2	.780**	0,361	Valid
	Y1.3	.633**	0,361	Valid
	Y1.4	.510**	0,361	Valid
	Y1.5	.726**	0,361	Valid
	Y1.6	.572**	0,361	Valid
	Y1.7	.484**	0,361	Valid
	Y1.8	.587**	0,361	Valid
	Y1.9	.868**	0,361	Valid
	Y1.10	.850**	0,361	Valid

Source: Primary Data Processed, 2024

b. Results of the reliability test

Based on the results of the reliability test, it is shown that each indicator used in this study has a result value that shows that each variable is considered reliable because all of them exceed 0.60.

Picture 2.2 Reliability test table

Variabel	Cronbach' s Alpha	Standart Reabilitas	Keterangan
<i>Self Efficacy</i> (X1)	.778	0,60	Reliabel
<i>Internal Locus of Control</i> (X2)	.792	0,60	Reliabel
<i>Eksternal Locus of Control</i> (X3)	.856	0,60	Reliabel
Kinerja Karyawan (Y)	.866	0,60	Reliabel

Source: Primary Data Processed, 2024

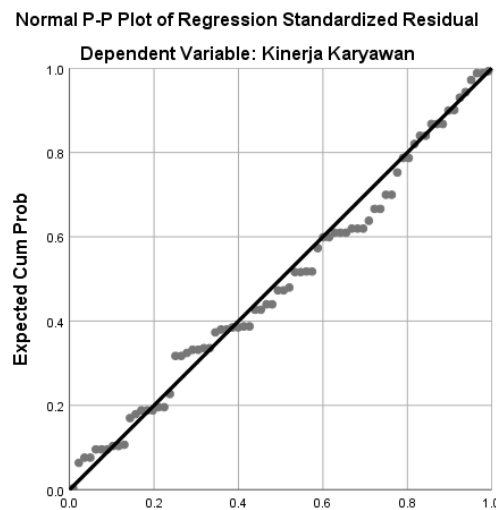
3. Results and Discussion

Classical Assumption Test

Normality Test

The normality test aims to test whether the regression model, the perturbing variable (variable X) or the residual has a normal distribution [11].

Picture 3.1 the results of the normality test



Source: Primary Data Processed, 2024

Based on the illustration above, the data points are distributed along and around the diagonal line, indicating that the residual data follows a normal distribution. This analysis was conducted using SPSS version 25.

Multicollinearity Test

The multicollinearity test is conducted to assess whether there is a strong correlation among the independent variables. Table 1 presents the results of the multicollinearity test generated using SPSS version 25.

Table 1
Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
Self Efficacy	.571	1.753
Internal	.562	1.779
Eksternal	.937	1.067

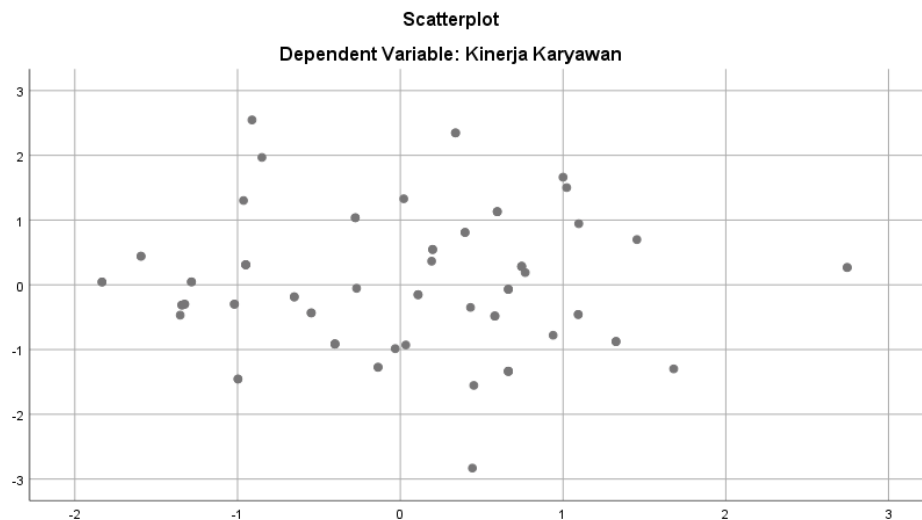
Source: Data Processed, 2024

Table 1 illustrates that the variables *self-efficacy*, *internal locus of control*, and *external locus of control* have tolerance values exceeding 0.10, with *variance inflation factor (VIF)* values below 10. These findings indicate that there is no *multicollinearity* present among the independent variables in the regression model [11].

Heteroscedasticity Test

Heteroscedasticity tests can be used to determine if there is a difference in residual variants.

Picture 3.2 the results of the heteroscedasticity test



Source: Primary Data Processed 2024

Picture 2 illustrates that the data points are randomly dispersed above and below the zero mark on the Y-axis. This indicates that the assumption of *heteroscedasticity* has been met. In other words, the multiple linear regression model is suitable for predicting employee performance based on the independent variables *self-efficacy*, *internal locus of control*, and *external locus of control*, as no *heteroscedasticity* is detected in the regression model [11].

F-Test

The *F-test* is used to assess whether the independent variables (*X*) collectively have a significant impact on the dependent variable (*Y*). Table 2 presents the results of the *F-test* generated by SPSS 25.

Tabel 2
Test Result F

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1423.823	3	474.608	41.719	.000 ^b
Residual	796.346	70	11.376		
Total	2220.169	73			

Source: Primary Data Processed, 2024

Based on the table above, the calculated *F* value is 41.719, which exceeds the *F-table* value of 2.733. Additionally, the significance level of 0.000 is below the 0.05 threshold. Consequently, *Ho* is rejected, and *Ha* is accepted. These findings indicate that the variables

self-efficacy (X1), *internal locus of control (X2)*, and *external locus of control (X3)* collectively influence the employee performance variable (*Y*), confirming that the research model is appropriate for use.

Test T

The *T-test*, also known as the partial test, is conducted to assess whether each independent variable (*X*) individually has a significant effect on the dependent variable (*Y*).

Table 3
Results of Hypothesis Test (t-Test)

Variable	T	Sig.	Information
(Constant)	4.489	.000	
Self Efficacy	5.450	.000	Significant
Internal Locus Control	1.325	.189	Insignificant
External Locus Control	7.356	.000	Significant

Source: Primary Data Processed, 2024

Referring to the table above, the *T-value* for *self-efficacy* is 5.450, which exceeds the *T-table* value of 1.670, with a significance level of 0.00, which is below 0.05. This indicates that the *self-efficacy* variable has a positive and significant partial effect on employee performance. Meanwhile, the *internal locus of control* variable has a *T-value* of 1.325, which is lower than the *T-table* value of 1.670, with a significance level of 0.189, which is greater than 0.05. This suggests that the *internal locus of control* does not have a significant positive impact on employee performance. On the other hand, the *external locus of control* variable has a *T-value* of 7.356, surpassing the *T-table* value of 1.670, with a significance level of 0.00, which is below 0.05. This confirms that the *external locus of control* has a partially positive and significant effect on employee performance.

Multiple Linear Analysis Test

Multiple linear regression is a statistical method applied in research that examines the relationship between multiple independent variables and a dependent variable. As stated by [11], this analysis helps determine both the direction and magnitude of the influence exerted by independent variables on the dependent variable. Table 4 presents the results of the multiple linear regression analysis generated using SPSS 25.

Table 4
Multiple Linear Analysis Test Results

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	15.469	3.446	
Self Efficacy	.858	.157	.516
Internal Locus Control	.152	.115	.127
Eksternal Locus Control	.558	.076	.544

Source: Primary Data Processed, 2024

From Table 4, the results of multiple linear regression analysis can be obtained as follows:

$$KK = 15,469 + 0,858 SE + 0,152 ILC + 0,558 ELC + e$$

The findings above can be interpreted as follows:

1. The multiple linear regression analysis produces a regression model with a constant value of **15.469**. This indicates that if all independent variables—*self-efficacy*, *internal locus of control*, and *external locus of control*—are set to zero, the dependent variable will have a baseline value of **15.469**.
2. The coefficient for *self-efficacy* is **0.858**, meaning that for every **1-unit** increase in *self-efficacy*, the dependent variable increases by **0.858**, assuming other variables remain unchanged.
3. The *internal locus of control* variable has a coefficient of **0.152**, which suggests that a **1-unit** increase in *internal locus of control* will result in a **0.152** rise in the dependent variable.
4. The *external locus of control* variable holds a coefficient of **0.558**, indicating that each **1-unit** increase in *external locus of control* will lead to a **0.558** increase in the dependent variable.

From these results, it can be inferred that all three independent variables contribute positively to the dependent variable in this study.

Coefficient of Determination (R^2)

The *coefficient of determination* (R^2) is utilized to assess the extent to which independent variables contribute to variations in the dependent variable. Table 6 presents the results of the *coefficient of determination* (R^2) analysis generated using SPSS 25.

Tabel 5

The Result of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.641	.626	3.373

Source: Primary Data Processed, 2024

Referring to Table 5, the *R Square* value is recorded at 0.641, equivalent to 64%. This indicates that *self-efficacy*, *internal locus of control*, and *external locus of control* collectively contribute 64% to variations in employee performance, while the remaining 36% is attributed to other factors not examined in this study.

Discussion

The Effect of *Self Efficacy* on the Performance of MTs Negeri 3 Kediri Employees

Based on the data analysis results processed using SPSS 25.00, the *T value* for the *self-efficacy* variable (*X1*) was found to be 5.540, which exceeds the *T table* value of 1.670. Additionally, the significance level was 0.00, which is below the 0.05 threshold. As a result,

H_0 is rejected, and H_1 is accepted. This confirms that, in a partial analysis, the *self-efficacy* variable (X_1) has a significant and positive influence on employee performance (Y) at MTs Negeri 3 Kediri. This illustrates that with the thought that he has benefits for others, has quality in work, is able to do a good job, then an employee will work well. The results of this study are also supported by previous researchers conducted [12], [13], [14] and [15] with the results obtained due to the significant influence between variables, thereby providing good *feedback* for the court.

The Influence of *Internal Locus of Control* on the Performance of Employees of MTs Negeri 3 Kediri

According to the data analysis results processed using SPSS 25.00, the T value for the *internal locus of control* variable (X_2) was 1.325, which is lower than the T table value of 1.670. Additionally, the significance level was 0.189, which exceeds the 0.05 threshold. Consequently, H_0 is accepted, and H_1 is rejected. This indicates that, in a partial analysis, the *internal locus of control* variable (X_2) does not have a significant or positive impact on employee performance (Y) at MTs Negeri 3 Kediri. This research is in line with the results researched by [16]. However, this is very inversely proportional to the research conducted by [17], [18] and [19] which gives positive and significant results because from these results it will provide an answer that makes this the result of the renewal given by the researcher. There needs to be further discussion about the insignificant findings of the internal locus of control, whether this is related to the characteristics of the sample or there are other factors influencing.

External Influence of *Locus of Control* on Employee Performance of MTs Negeri 3 Kediri

Based on the data analysis using SPSS 25.00, the T value for the *external locus of control* variable (X_3) was found to be 7.356, which exceeds the T table value of 1.670. Additionally, the significance value of 0.00 is below the 0.05 threshold. As a result, H_0 is rejected, and H_1 is accepted. This indicates that, in a partial analysis, the *external locus of control* variable (X_3) has a significant and positive influence on employee performance (Y) at MTs Negeri 3 Kediri. This finding highlights the importance of external support in motivating employees and enhancing their enthusiasm to perform better, ultimately contributing to optimal results aligned with institutional goals. The findings of this study align with prior research conducted by [20] and [21]. However, studies by [17] and [22] present contrasting results, as their findings suggest variations that may lead to different conclusions depending on the researchers' perspectives.

The Effect of Self Efficacy, Internal Locus of Control, and External *Locus of Control* on Employee Performance of MTs Negeri 3 Kediri

Based on the data analysis conducted using SPSS 25.00, the F value obtained was 41.719, which is higher than the F table value of 2.733. Additionally, the significance value of 0.000 is below the 0.05 threshold. As a result, H_0 is rejected, and H_1 is accepted. This confirms that the variables *self-efficacy* (X_1), *internal locus of control* (X_2), and *external locus of control* (X_3) collectively have a significant and positive impact on employee performance (Y) at MTs Negeri 3 Kediri. These findings suggest that enhancing self-confidence, improving the ability to manage one's mindset, and maintaining resilience—combined with external support that fosters motivation—can lead to overall improvements in employee performance.

4. Conclusion

The findings of this study reveal that, on an individual basis, the self-efficacy (X1) variable exerts a significant and positive influence on the performance of teaching staff at MTs Negeri 3 Kediri. However, the analysis also indicates that the internal locus of control (X2) does not have a meaningful or significant impact on teaching staff performance. In contrast, the external locus of control (X3) variable demonstrates a positive and significant effect on employee performance. Furthermore, when analyzed simultaneously, the combined influence of self-efficacy (X1), internal locus of control (X2), and external locus of control (X3) significantly contributes to the overall performance of teaching staff. Based on the coefficient of determination (R^2) test, an R Square value of 0.641 was obtained, indicating that these variables collectively explain 64% of the variation in employee performance, while the remaining 36% is attributed to other unexamined factors”.

The results of this study make a significant practical contribution to the development of MTs Negeri 3 Kediri, especially in improving the competence of educators and the quality of graduates. Madrasah heads and management teams can use these findings as a reference in designing strategies to improve the quality of learning, for example through teacher training and supervision that are carried out regularly and continuously. In addition, the consistent implementation of student character development programs is important in forming students who have good morals and competitiveness, in accordance with the vision of the madrasah. In addition, the selection process for new students that prioritizes academic and non-academic aspects needs to be improved so that educational services are more targeted and support learning success.

Furthermore, strengthening collaborative management both in the internal environment and through cooperation with external parties is needed to support the improvement of teachers' personality competencies and their welfare without being oriented solely on financial aspects. Based on this, it is recommended that MTs Negeri 3 Kediri establish policies to strengthen teacher training and supervision on a regular basis, develop a comprehensive character development program for students, optimize the selection process and educational services, and expand cooperation with various parties. With these steps, this madrasah can continue to improve the quality of education and give birth to a generation that is superior and has strong character.

One constraint of this research is its emphasis solely on three variables—self-efficacy, internal locus of control, and external locus of control—while excluding other potential factors that could influence the performance of teaching staff. Elements such as work experience, leadership style, or organizational culture were not examined, despite their possible impact on employee performance. The second limitation lies in the use of research methods with questionnaires that have the potential for respondent bias such as dishonest answers and not in accordance with the actual situation, and there are some employees who do not fill out or collect questionnaire answers.

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