

Impact Of Pedagogical Capability On Internal Locus Of Control Among Prospective Teachers In Java Island, Indonesia

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Abstract:

This study aims to explore the influence of pedagogical capability on the internal locus of control among prospective teachers in Java Island. Pedagogical capability encompasses the knowledge, skills, and attitudes necessary for effective teaching, while internal locus of control refers to an individual's belief that they can influence the outcomes of their actions. Using a quantitative approach, data were collected from 378 respondents and analyzed through correlation and regression tests. The results indicate a strong relationship between pedagogical capability and internal locus of control, with a correlation coefficient of 67.8%. Additionally, regression analysis suggests that an increase of one unit in pedagogical capability potentially enhances the internal locus of control by 0.579. These findings suggest that improving pedagogical capability can contribute to the development of students' internal locus of control, which is essential for enhancing the quality of education in Indonesia.

Keywords: *Pedagogical Capability, Locus of Control*

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I. Introduction

Quality education heavily relies on the pedagogical abilities of educators, including prospective teachers. Pedagogical capability includes the knowledge, skills, and attitudes required for effective teaching. On the other hand, locus of control refers to an individual's belief about how much they can control the outcomes of their actions. In an educational context, students with an internal locus of control tend to believe that their efforts and decisions significantly impact their learning success. This study aims to explore the relationship between pedagogical capability and internal locus of control among prospective teachers. By understanding this interaction, it is hoped that better strategies can be identified to improve educational quality in Indonesia.

II. Literature Review

Pedagogical capability includes various aspects such as knowledge of learning theories, teaching skills, and the ability to create conducive learning environments. According to Shulman (1987), this capability is crucial for supporting effective and sustainable learning processes. Several factors influence the level of pedagogical capability among prospective teachers:

- 1. Educational Background:** The formal education received by students, including their study programs and training, significantly affects their understanding and pedagogical skills.
- 2. Teaching Experience:** Practical teaching experience, whether through field practice or previous experiences, can enhance pedagogical capability.

3. **Interest in Teaching:** The level of interest and motivation to become a teacher plays an important role in developing pedagogical capabilities.
4. **Self-Efficacy:** An individual's belief in their abilities also influences pedagogical capability.
5. **Environmental Support:** External factors such as support from family, peers, and educational institutions contribute to shaping pedagogical capabilities.
6. **Health Conditions:** Physical and mental health can impact students' ability to learn and teach effectively.
7. **Facilities Availability:** Adequate educational facilities also contribute to developing pedagogical capabilities.

These factors interact with each other and can affect the readiness and ability of prospective teachers to perform their pedagogical duties effectively.

Locus of control is categorized into two types: internal and external. Individuals with an internal locus of control believe that they can influence their life outcomes through personal efforts and decisions, while individuals with an external locus of control tend to blame external factors such as luck or other people for the outcomes they achieve (Rotter, 1966). Internal locus of control is a psychological concept that refers to an individual's belief that they have control over the outcomes of their actions and decisions.

Internal locus of control is defined as the belief that outcomes, whether positive or negative, are the result of the individual's own efforts and abilities, rather than being influenced by external factors such as luck or other people. This concept was first introduced by Julian Rotter in 1954, who explained that an individual's behavior is influenced by the rewards and punishments received as a consequence of their actions. Characteristics of Individuals with an Internal Locus of Control:

1. **Responsibility:** Individuals with an internal locus of control tend to feel responsible for their actions and the outcomes achieved.
2. **Optimism and Self-Confidence:** They usually have high self-confidence, are optimistic in facing challenges, and strive to achieve goals.
3. **Initiative and Perseverance:** These individuals show initiative in finding solutions and do not give up easily when faced with difficulties.

Internal locus of control is often associated with better mental health, happiness, and career success. Individuals with this orientation are more likely to be satisfied with their lives because they believe that their efforts can influence outcomes. Differences with External Locus of Control: In contrast to internal locus of control, individuals with external locus of control believe that their life outcomes are determined by factors outside of their personal control, such as fate or the power of others. This can lead to feelings of helplessness and depression. Locus of control can be measured using a scale developed by Rotter, which includes a series of statements in which respondents are asked to choose between two alternatives that reflect their internal or external view of control over their lives. Overall, internal locus of control plays a significant role in shaping an individual's behavior, motivation, and well-being. The belief that they can influence the outcomes of their actions encourages individuals to try harder and take responsibility for their lives.

A high level of pedagogical capability is expected to increase the internal locus of control of prospective teacher students. This is due to a better understanding of the learning process, where students are able to link their actions with the results achieved. Research shows that students with good pedagogical capability tend to have higher self-confidence in managing the teaching and learning process, which in turn increases the internal locus of control. Conversely, students who have low pedagogical capability may feel helpless and consider their success or failure to depend on external factors. This condition is very disadvantageous, because it can reduce their motivation to develop as qualified prospective teachers.

III. Research Method

This study aims to examine the effect of the level of pedagogical capability on the internal locus of control in prospective teacher students at State Universities (PTN) that have economic education programs in Java. This study uses a quantitative approach to collect and analyze numerical data related to the variables studied. The research approach used in this study is a quantitative correlational research method. Quantitative aims to explain whether pedagogical competence has an influence on the internal locus of control. The study population was students at state universities in Java, Indonesia. Especially those in the Economics Education Study Program in semester 5 and above. The data collection tool was a questionnaire distributed online via Gform, through student WhatsApp groups after coordinating with their teaching lecturers. The results collected were 378 respondents from 5 PTN that have Economic Education Study Programs. Data analysis was carried out using linear regression analysis with the help of SPSS 25.

IV. Results And Discussion

Before testing the extent of the influence of variable X (Pedagogical Capability on Locus of Control (Y), the correlation is tested first. In the correlation test, a test will be carried out to determine the relationship between variable X (Pedagogical Capability) and variable Y (Internal Locus of Control). According to Dede Yahya,

correlation is a study conducted to describe two or more relationships and characteristics of the objects being studied. The study was conducted to compare the similarities and differences of two or more facts based on a certain framework of thought. (Samsu, 2017).

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
X	378	28	50	15135	40.04	5.073
Y	378	8	40	12231	32.36	4.333
Valid N (listwise)	378					

Of the 378 respondents, for Variable X the minimum value is 28, the maximum is 50 with a mean of 40, meaning that the average pedagogical competence is High, and the internal locus of control is moderate. The correlation coefficient (r) is used to measure the evenness of the relationship between two variables. The magnitude of the correlation coefficient (r) ranges between zero and ± 1. If the r value = 0, then there is no relationship between the two variables, and if the r value = ± 1, then the relationship between the two variables is perfect. The r value has a minus sign (-) which indicates a relationship in the opposite direction (if the value of one variable increases, then the other value decreases), and a plus sign (+) indicates a relationship in the same direction (if the value of one variable increases, then the other value also increases). (Nuryadi et al., 2017:137) In testing the correlation using SPSS 25 for windows with the Pearson correlation which will be described in the table below :

		Y	X
Pearson Correlation	Y	1.000	.678
	X	.678	1.000
Sig. (1-tailed)	Y	.	.000
	X	.000	.
N	Y	378	378
	X	378	378

Based on the results of the analysis, the correlation coefficient is classified as strong at 67.8%.

Interval Koefisien	Keterangan
0,00 - 0,199	Sanangat rendah
0,20 - 0,399	Rendah
0,40 - 0,599	Sedang
0,60 - 0,799	Kuat
0,80 - 1,000	Sanangat Kuat

(Sumber: Sugiyono, 2013)

After knowing that there is a strong relationship, we look for how strong the influence of variable X (Pedagogical Capability on Locus of Control (Y) is with the help of SPSS and get the following results:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	9.158	1.306		7.013	.000						
	X	.579	.032	.678	17.906	.000	.678	.678	.678	1.000	1.000	

a. Dependent Variable: Y

In the table above, the constant value (a) obtained is 9.158, while the pedagogical competency capability value is 0.579. From these results, it can be entered into the regression equation as follows:

$$Y = a + bX$$

$$Y = 9,158 + 0,579X$$

The results of the equation above explain that pedagogical capability has a significant positive influence on the internal locus of control of Economic Education students. The constant 9.158 indicates that if there is no influence from consumption behavior, the average value is 9.158. Furthermore, the consumption behavior coefficient of 9.158 indicates that a 1 unit increase in pedagogical capability will tend to increase by 0.579, meaning that the higher the pedagogical capability, the higher their internal locus of control. So it can be concluded that if pedagogical capability tends to increase, the internal locus of control will increase and vice versa. Furthermore, $t \text{ Sig} = 0.00$ means that the hypothesis stating that pedagogical capability has a significant effect on the internal locus of control is accepted.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.678 ^a	.460	.459	3.187	.460	320.642	1	376	.000	1.884

a. Predictors: (Constant), X
b. Dependent Variable: Y

Meanwhile, for the coefficient of determination value from the table above, seen from the second row, namely $R \text{ Square} = 0.460$, it shows that around 46% of the dependent variation can be explained by the independent variables used in the regression model, this indicates that the regression model is able to explain most of the variation in the data. Or it can be said that 46% of the locus of control is influenced by pedagogical capabilities. However, it should be noted that most of the dependent variable data cannot be explained by the independent variables in the model so that it can be concluded that there are other factors that influence the locus of control, not only pedagogical capabilities.

V. Conclusion

From this study, it can be concluded that there is a significant influence between the level of pedagogical capability on the internal locus of control of prospective teacher students. Students with higher pedagogical capability tend to have a better internal locus of control, meaning that they believe that their efforts and decisions contribute to their learning success. This shows the importance of educational programs that focus on developing pedagogical capabilities in order to increase students' motivation and self-confidence in the learning process. Although this study found a strong relationship, it should be noted that only about 46% of the variation in internal locus of control can be explained by pedagogical capability, indicating that other factors also play a role in shaping students' locus of control.

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