

Internal Influence Of Locus Of Control On Moral Disengagement Santri In West Java

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Abstract

This paper examined the influence of internal locus of control on the moral disengagement of students at five Pesantren in West Java. The respondents in this study were 370 who were taken by simple random sampling. The questionnaire used for the data collection that was made referring to the theory of internal locus of control and moral disengagement. The data analysis used a simple linear regression test and based on the results of statistical tests, it was known that the R value was -0.991 and the $t_{\text{value}}: -16,212 > t_{\text{table}}: 1.65$ and the $\text{sig.}: 0.000 < :0.05$, this meant that the internal locus of control had a negative and significant effect on moral disengagement, this study proved that the higher the internal locus of control score, the lower the moral disengagement behavior of students at five Islamic boarding schools in West Java.

Keywords: Internal Locus of Control, Moral Disengagement

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Introduction

Moral is a comprehensive social behavior that cannot be separated from human life (Al Kasyi, 2000). According to Sauri (2010), moral teachings of decency are the rules used by society. Meanwhile, Mustofa (2020) stated that morals are values and norms that are used as a way of life in a group or society to regulate their behavior. Based on the understandings conveyed by the experts, the researcher concluded that morals are teachings, values or norms, as well as rules that serve as guidelines for behaving in society.

Referring to the above understanding, morals have a very central function in regulating human life to be harmonious. As stated by Luthan (2012) that morals have five functions, namely: 1) as a basis for ethical behavior, 2) being a source of law, 3) a tool for verifying applicable laws, 4) a reference source for giving judgments, and a tool for forming community compliance. Morality is something that has a very important role in humans, both individually and in groups, as a reference for

action that has an impact on the good or bad effects of an action both for individuals or groups. This role makes one of the researchers' interested to conduct a study of morals other than because morals are very influential in human life, morals certainly have a dynamic nature and will always be attached to human life. Although, Morals have a very important role in regulating human life. In the fact that there are individuals who ignore moral values. This will certainly have an impact on the disharmony of life in society.

Based on the results of interviews conducted by researchers with managers of several Pesantren in the West Java region, information was obtained that there were some students who did not want to obey the rules that had been imposed in the Pesantren. According to the manager of the Pesantren, there were some students who return home without permission, played outside the Pesantren environment, smoked in the Pesantren environment, skipped school hours, went to school but did not arrive at school, verbal

violence, bullying, mild-bullying from senior students against junior students.

Based on the results of interviews with several students who were the administrators of the santri organization, information was also obtained that there are still students who wore clothes that are not according to the rules of the Pesantren, were dating, did not do assignments, and used cellphones that were not in accordance with the provisions of the pesantren. According to the management of the Pesantren, the santri violate the rules of the Pesantren, that they did not know and do not understand the rules, but the violation was caused by assuming the rules to restrain them, following the invitations of friends who have violated them, experimenting, assuming that the violations committed were light or not. Consequently, Santri followed the invitation of friends who live outside the Pesantren.

The phenomenon that the researchers have described about students, as the researchers described above, is termed by Bandura (2016) as a description of moral disengagement behavior, which means that there is a cognitive mechanism in students who consider these unethical things to be true and there are no moral deviations. According to Detert, Trevino & Sweitzer (2008) moral disengagement is the emergence of an action based on a non-ethical moral decision and at the same time self-regulation in a person is not active due to interrelated cognitive mechanisms.

Referring to the opinion of Lickona (2015) stated that the behavior of students who did not want to obey the rules that had been set in the Pesantren environment was a sign of a lack of respect. Meanwhile, according to Hyde (2009), the behavior of students who violate norms in the Pesantren environment was possible due to misunderstandings regarding beliefs about values and morals, causing behavior to violate these rules as if it was acceptable. According to Kreitner & Kinicki

(2009) individuals who had an internal locus of control tend to be individuals who had the belief to be able to control all events and consequences that had an impact on their lives. Hyatt & Prawitt (2001) stated that business leaders developed a strong internal locus of control capable of leading themselves by choosing freely and responsibly to act ethically.

Detert, Trevino & Sweitzer (2008) in their research found that individuals with an external locus of control blamed external factors and obscure responsibility for their immoral acts, while individuals with an internal locus of control showed low moral disengagement behavior. The research conducted by Sarbini, Tahrir, Hambali, & Sudirman (2019) also found that the internal locus of control played a significant role in reducing moral disengagement.

According to Kreitner & Kenicki (2009) and Deter, Trevino & Sweitzer (2008) internal locus of control was a factor that has a significant role in reducing moral disengagement behavior. Tahrir, Nurdin, & Damayanti (2020), and Aprilia & Solicha (2013) in their research also found that internal locus of control was a significant factor in reducing moral disengagement behavior. However, research by Ogunyemi (2013) that external locus of control could increase unethical behavior even though internal locus of control was also not a guarantee for individuals to behave ethically.

Based on the phenomena that the researchers found and the results of previous studies which showed that in several studies internal locus of control was a significant variable in reducing moral disengagement behavior, but on the other hand it turned out that internal locus of control could not be used as a guarantee to reduce moral disengagement behavior.

Therefore, in this study, researchers conducted research on the influence of internal

locus of control on the moral disengagement of students in West Java. Researchers wanted to know whether internal locus of control had a significant role in reducing moral disengagement in Santri at Pesantren in West Java.

Research Methods

Research design

The research design used in this study was a causal correlation design, which was a type of design that aimed to determine the causal relationship between one variable and another, namely the internal locus of control variable and moral disengagement.

Research subject

The research subjects in this study were Santri at 5 Pesantren in West Java, namely Pesantren Manarul Hasan Banjar, Assalafiah Cirebon, Darul Ma'arif Indramayu, Al Muhajirin Purwakarta and Soreang. The research subjects were male and female, aged 12 to 17 years, and lived in Islamic boarding schools. Based on these characteristics obtained a population of 10,000 people. Referring to the sample size from Krejcie & Morgan (1970) if the population was 10,000, with an error rate of 5%, the sample was 370 people. The sampling technique used was simple random sampling or random sampling technique based on predetermined characteristics.

Research Instruments

The research instrument that researchers used to collect research data was in the form of a questionnaire developed using a Likert scale model. The internal locus of control measuring instrument consists of 14 statements and the moral disengagement measurement tool consists of 25 statements. The measuring instrument had gone through an item difference test and a reliability test. Based on the test results for

the internal locus of control measuring instrument, it was known that all statements had good discriminating power, the lowest value of difference was 0.313 for statement no 7, and the highest was 0.742 for statement no 6, and the reliability value is 0.98.

As for the moral disengagement measurement tool, based on the test results, it was known that all statements had good discriminating power with the lowest discriminating power value was 0.36 and the highest discrepancy value was 0.80, and the reliability value was 0.99.

Data Analysis Method

Descriptive statistics and inferential analysis were used in this study. Descriptive analysis was used to describe data, while inferential analysis was used to test research hypotheses.

Results and Discussion

Results

Respondent Demographic Data

The description of the data presented in this section is in the form of demographic facts of the respondents which were data on gender, age, city/district origin, elementary school origin, junior high school origin, and class.

a. Gender

Based on gender, the data are presented as in the following table:

No.	Gender	Amount	Percent
1	Male	45	12%
2	Fenake	325	88.9
	Total	370	100%

From the table data described above, the data obtained from male respondents was 45 people (12%), while the number of female respondents was 325 people (88%). Thus, it was clear that the dominance of the female sex was more than that of the male in this study.

b. Age

Apart from data based on gender, in this study also presented data on respondents based on age. The age of the respondents that the researchers got were:

Respondents by age

No.	Age	Amount	Percent
1	11	1	0.3%
2	12	18	5%
3	13	148	40%
4	14	59	16%
5	15	48	13%
6	16	51	14%
7	17	28	7.5%
9	Not filling	17	5%
Total		370	100%

Based on the table above, it was known that 1 respondent was 11 years (0.3%), 18 respondents were 12 years (5%), 148 respondents were 13 years (40%), 59 respondents were 14 years (16%), 48 respondents were 15 years (13%), 51 respondents were 16 years (14%), 17 year olds were 28 (7.5%), 3 respondents were 18 years (1%), and 17 respondents who did not fill in age were (5%). The data of this study indicated that respondents in terms of age in this study were dominated by 13 years old, namely 40%.

c. Grade level

Based on the class level of respondents undergoing their studies, the data were presented as follows:

No.	Class	Amount	Percent
1	7	2	1%
2	8	190	51%
3	9	35	9%
4	10	56	15%
5	11	37	10%
6	12	30	8%
7	Not filling	20	5%
Total		370	100%

Based on the table above, it was known that there were 2 respondent were grade 7 (1%), 190 people were grade 8 (51%), 35 people

were grade 9 (9%), 56 people were grade 10 (15%), 37 people were grade 11 (10%), 30 people were grade 12 (8%), and 20 respondents who did not fill the class level were (5%). From the description of class level, it could be concluded that the dominance of the data was occupied by class 8, namely 51%.

Research Data Analysis

Based on the results of observations that had been carried out by researchers by distributing a questionnaire of five measuring instruments to 370 respondents, the data obtained were as follows:

a. Moral disengagement

Based on the results of the study, it could be illustrated that the moral disengagement variable had a range value of 87, the lowest value was 34, the highest value was 121, the average value was 74.93, the standard deviation was 12.20, the variance was 148.906. Furthermore, to determine the high and low scores of respondents' moral disengagement, the researcher made norms with three categories by making three class intervals, namely scores 121–92 were included in the high category, scores 91–62 were included in the medium category, while scores 61–33 were included in the low category. By referring to these norms, the following data are obtained:

Category	Score	Amount	Percent
Tall	121–92	54	15%
Currently	91-62	286	77%
Low	61-33	30	8.1%
Amount		370	100%

Based on the table above, it was known that there were 54 respondents were highmoral disengagement (15%), 286 respondents were moderate moral disengagement (77%), and 30 respondents were low moral disengagement (8.1%). This data shows that it was known that the level of moral disengagement of students from the results of

the study was monitored at a moderate level. This means that the results of this study indicated the reality that there had been moral disengagement in students even though it was at a moderate level.

b. Internal locus of control

Based on the results of the study, it could be described that the internal locus of control variable had a range of 46, the lowest value was 25, the highest value was 71, the average value was 41.8, the standard deviation is 6.05, and the variance was 36.63. Furthermore, to determine the high and low scores of the respondents' internal locus of control, the researcher made norms with three categories by making three class intervals, namely scores of 71–56 which were in the high category, scores of 55–40 were in the medium category, while scores of 39–24 were in the low category. By referring to the norms above, the following data are obtained:

Category	Score	Amount	Percent
Tall	71–56	123	33%
Currently	55-40	237	64%
Low	39-24	10	2.7%
Amount		370	100%

Based on the table above, it was known that respondents with high internal locus of control were 123 people (33%), respondents with moderate internal locus of control were 237 (64%), and respondents with low internal locus of control were 10 people (2.7 %).

Hypothesis Testing

To test the hypothesis, in this study the researcher used a simple regression test which aimed to determine whether the internal locus of control variable was causally related to moral disengagement.

Based on the results of the regression test, it was known that the R value of -0.991 indicated that the internal locus of control was negatively correlated with moral

disengagement. A negative R value showed that the internal locus of control can reduce the moral disengagement variable. Furthermore, to find out how much the internal locus of control contributes in reducing moral disengagement, it could be seen from the R Square value of 0.983 (98.3%) which could reduce moral disengagement. This meant that internal locus of control that got by the students could reduce their behavior of moral disengagement.

Furthermore, to find out whether the influence of internal locus of control on moral disengagement was significant or not, it was necessary to confirm the t_{count} value with the t_{table} value and or sig value. with :0.05. Based on the results of the regression test, it was known that the value of t_{count} : -16,212 > the value of t_{table} : 1.65 and the value of sig.: 0.000 < : 0.05. Therefore, the research hypothesis was accepted that the internal locus of control had a negative and significant effect on the moral disengagement of students.

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a negative and significant effect on the moral disengagement of students.

Discussion

This study found that internal locus of control is an effective variable to reduce moral disengagement in students who lived in five Islamic boarding schools in West Java. This study provided very important information that violations of the rules that often occur in the Pesantren environment could overcome, one of which was by developing the ability of locus of control in this case was the internal locus.

This research was also in line with research conducted by Moore, Detert, Treviño, Baker, & Mayer, (2016) which stated that moral disengagement was positively correlated with dishonesty, cynical personality, and the center of external self-control. This meant that dishonesty, personal cynicism, external locus of control were the causes that could increase the occurrence of moral disengagement behavior that the ability to make moral judgments was closely related to an individual's locus of control.

Cherry (2006) stated that the internal locus of control allowed individuals to direct, assess, and accept responsibility for ethical behavior. Referring to Cherry (2006), if students have a high internal locus of control, they will be able to direct, assess, and accept responsibility for the provisions set by the Islamic boarding school.

Santri with high internal locus of control would also be more consistent in assessing and moral behavior. This meant that they will hold fast to the moral values that had been embedded them. This was evidenced by the research of Chiu (2003) which found that managers who had an internal locus of control were more consistent in their judgments and moral behavior.

On the other hand, if students had a higher external locus of control, they tended to be more prone to wavering in their moral

judgment and behavior. Pupils with an internal locus of control were high also would take good responsibility for the mistakes, and immorality had done, they would not blame anyone for violations and mistakes that occur.

Research by Tsai, J., Wang, C., & Lo, H. (2014), Detert, Trevino & Sweitzer (2008) proved that individuals with an external locus of control would blame external factors and obscure responsibility for their immoral acts, while Individuals with an internal locus of control showed that they would not blame external factors and obscure responsibility for their immoral actions.

Students who had a high internal locus of control were also suspected of having high self-confidence to control their behavior because they feel that their behavior was controlled by themselves, not controlled by other people or the environment. So they believed that success or failure was more determined by themselves.

Rotter (cited Karimi & Alipour, 2011) stated that the internal locus of control was in people who believed that their results, successes and failures were the result of their own actions and efforts. According to Kreitner & Kinicki (2009) individuals who had an internal locus of control tended to be individuals who had the belief to be able to control all events and consequences that had an impact on their lives.

According to Hanurawan (2010), people with internal locus of control were very suitable to occupy positions that require initiative, innovation, and self-initiated behavior such as researchers, managers or planners. Individuals with an internal locus of control had the perception that the environment could be controlled by them so that they were able to make changes according to their wishes.

According to O'Fallon and Butterfield (2005) people with an internal locus of control tend to show an intention to behave

unethically but were more likely to show an intention to behave ethically. In contrast, people with an external locus of control had been shown to also have higher levels of moral detachment (Detert, Trevino & Sweitzer, 2008). People with an internal locus of control were more likely to behave ethically because they were people who like to work hard, have high initiative, always try to find solutions to problems, try to think as effectively as possible, and have the perception that effort must be made if you want to succeed. Crider 1983).

Conclusion

Based on the results of the study, it could be concluded that students who have high internal locus of control have the ability to control their behavior well, were consistent, had high self-confidence, and used to take responsibility for their actions. For that reason, a high internal locus of control significantly reduced Santri's moral disengagement. The internal locus of control possessed by the students could be used as a tool to control, and monitor any behavior that was not in accordance with the provisions of the Pesantren both inside and outside the Pesantren environment.

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