

The Role of The Cadets' Locus of Control Type in Learning Writing

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ABSTRACT

This research aimed to identify the elements that affect the sort of locus of control cadets have and how important they are in learning to write. To accomplish this, the research's theoretical framework considered the cadets' capacity for writing learning and their position as both internal and external loci of control within the framework of behavioral theory. Researchers employed a form of qualitative descriptive research in their investigation. Observations, surveys, documentation, and interviews gathered data. The Constant Comparative Method is used to analyze the data. This research was conducted in the Air Transportation Management (MTU) 8A Civil Aviation Polytechnic class of Surabaya. Air Transport Management cadets totaling 25 cadets were used as sources of data. As a result of the study, cadets with an internal locus of control type are more capable and eager to engage in writing instruction. Along with their better marks, the cadets appeared to be more engaged. On the other hand, cadets who have an external locus of control type appeared to be more passive and had lower scores. It can be concluded that the locus of control type of cadets plays a significant part in their writing learning.)

KEYWORDS

Locus of Control
Writing Skill
Qualitative Research

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1. Introduction

EFL students need to become proficient writers to communicate and get their point across. (Susanti et al., 2020). Of the four language skills in English language learning, writing is a basic ability that has an important role. Through writing, a writer can express his ideas, exchange information, and express what is being felt. In the opinion of (Sharples, 1999), writing is a design process and a skill rooted in the way humans apply intelligence to produce and disseminate meaningful content in the world. In producing writing, our goal is of course to communicate what we think. (Richards & Schmidt, 2002) suggest that writing is the written expression of thoughts, ideas, feelings, views, and experiences in a particular setting, at a specific moment in time. Composition skills provide students with methodical guidance on developing the core competencies required to become proficient writers, including syntax, sentence construction, paragraph composition, usage and mechanics, and transcribing (Juniati & Huda, 2020). The purpose of the writing must of course be meaningful so that the communication process can occur. This is under the spirit of English language learning which is expected to produce communicative competence. (Ur, 1996) argues that writing should be used to express ideas and communicate a message to the reader. As such, the ideas themselves might be considered the most significant component of the writing.

Writing is the conversion of one's ideas, feelings, and thoughts into written language; as such, it consists of various interconnected elements. It's a rigorous procedure where students must apply critical thinking abilities, effectively arrange their thoughts, and use proper language usage and writing mechanics (Erkan & Saban, 2011). Students often find it difficult during the writing process.

It happened mostly in the country using English as their foreign language. The minimum exposure of language especially in written form is a big challenge to the students. This matter is naturally not to be ignored by the teacher. Teachers as educators should consider that every kid in the class has different learning needs, and a good writing curriculum will consider those needs. At every educational level, it is especially crucial to recognize and assist struggling writers as soon as feasible. The problem that teachers often experience in the process of learning English, especially writing learning, is that students have difficulty finding ideas. In this case, the use of English in Indonesia as a foreign language provides a role for students in using English. The lack of use of English in everyday life makes students not have enough opportunities to practice their language skills. For writing learning, this results in low mastery in making sentences with the correct structure. By the time students are asked to come up with a main sentence, they are often confused. Paragraphs are often not cohesive and coherent. There is often a mismatch between the main sentence and the explanatory sentence. There is a lot of repetition due to students' limited vocabulary. As a result, they are more comfortable using frequently repeated words because they are familiar to them.

Student psychological factors play a role in student success in writing learning. Students have different perspectives in interpreting their successes and failures in life. One of the factors that is widely acknowledged to have an impact on academic performance generally is academic locus of control. The learning process in the classroom often leads to questions about success and failure. Students often ask themselves: What went wrong in my essay? Why did I succeed in this writing exercise? They try to explain why things happen the way they do, to make attributions about causes.

An individual's assessment of the primary factors influencing his success or failure in life is known as his locus of control (LOC). Locus of Control is a psychological concept that essentially explains how an individual becomes a member of a group or group of individuals who come from outside himself. Locus of control as the degree to which people think they have control over circumstances that impact them (Rotter, 1966). The locus of control, as how individuals explain their success or failure, is a measure of people's belief that they have some degree of control over the events that impact them. The definition of locus of control is "those who feel in control of their own destiny." Some regard themselves as mere pawns of destiny, thinking that their experiences in life are the result of chance or good fortune. The first category, known as internals, are people who think they are in charge of their own lives; on the other hand, externals are those who think other forces are in charge of their lives. The term locus of control refers to an individual's belief about the origin of their own fate. (Shannak, R., & Al-Taher, A., 2012)

An internal locus of control person is content to work in environments where aptitude and hard work can result in success because they feel in control of their fate. A person with an external locus of control, on the other hand, usually believes that other people and things control their lives. These individuals typically operate in environments where fortune favors the result (Lefcourt in Woolfolk, 1990). The locus of control describes how a person behaves about how much they attribute personal events to other people, external circumstances, or their own admissions (internal). The locus of control fluctuates with uncertainty and is dependent on ability. It addresses the mindset of those who are less tolerant and oppose change, while others are more tolerant and readily adjust to changes. Locus of control determine how people respond based on their condition. An individual will achieve well in his studies if he makes an effort to control his faith, emotions, and focus. those pupils who possess internal locus of control ideas. Conversely, those with an external locus of control think that everything happens. (Abid, M. ., Kanwal, S., Nasir, M. A. ., Iqbal, S., & Huda, N. , 2016)

There are two types of locus of control: the internal locus of control and the external locus of control. Rotter (1966) states that: The difference between internal and external control is the extent to which an individual believes that their actions or personality will determine whether they receive reward or a particular result. He added that features in contrast to the extent to which an individual anticipates that the reinforcement or result is dependent on fate, luck, or chance, is in the hands of strong people, or is just unexpected (Chen & Silverthorne., 2008). The locus of control orientation is

the belief that the results we obtain either success or failure are the result of our efforts (internal control orientation) or caused by conditions that occur beyond our control (external control orientation). Following this opinion, Those who think that their skills and efforts are the only factors contributing to their success or failure are said to have an internal locus of control. Conversely, persons who attribute these life occurrences to forces outside of their control, such as fate, luck, chance, or the involvement of other people, are said to have an external locus of control (Oluwakemi, A., 2015). People with an internal locus of control are those who think that their accomplishments and shortcomings are solely the product of their skills and efforts. On the other hand, those who credit circumstances such as fate, luck, chance, or the involvement of other people for things beyond their control are referred to as having an external locus of control (Hans, 1999; Mearns, 2006). Individuals with an internal locus of control are more likely to maintain skills (skills), power (power), and effort (motivation) to determine their access to what their life is. The characteristics of the internal Locus of Control are very fond of work, have high initiative, and always try to solve problems. Meanwhile, individuals with an external Locus of Control tend to do things like accept that their lives are largely determined by fate, destiny, luck like other authoritative people. An individual with a high internal locus of control feels that their actions are mostly responsible for the events in their lives. For instance, if they are not well-prepared for an exam, they will likely blame their lack of performance on it. They would credit their abilities to study if they did well on an exam. In the test performance example, a person with a high external locus of control may blame the test question's complexity for their bad performance. If they did well on an exam, they might believe that they were fortunate or that the teacher was forgiving. (Umaru, Y. & Umma, A. , 2015)

Students with an internal locus of control do not have much trouble learning writing. When they face a problem, they will try to overcome the problem on their own because they believe that success and success are in their own hands. The student will not blame other people or circumstances regarding the problems that arise. Individuals with an internal locus of control are more likely to actively seek out knowledge, use it to change their surroundings, and prefer to resist outside influences, whereas those with an external locus of control are more likely to submit to these pressures. Pupils who have an external locus of control think that other people or things have an impact on their achievements or shortcomings. As a result, they are more likely to be passive during writing learning. They will blame the teacher or their destiny the next time they face failure. Writing proficiency is positively correlated with the internal orientation of the academic locus of control and negatively correlated with the external orientation. (Abbas, 2016).

Studies can uncover evidence that locus of control positively impacts talents and transformations. Students who are willing to put in the effort to do well will make the most of their skills and strive to maximize the benefits of change adaptation. According to research, locus of control has a positive impact on academic performance. If students are intrinsically motivated to learn, they perform well in class by applying their skills and modifying their study methods. These modifications enhance students' academic and performance levels. The ability to maintain locus of control is crucial when performing any type of activity, whether it is routine or not. Our moods are impacted by locus of control. Students and professionals can both benefit from this study. Researchers can obtain data from studies demonstrating a substantial positive association between locus of control and academic achievement.

In the writing learning process, teachers need to analyze the factors that affect the success of the learning process including student psychological factors, one of which is the tendency of the type of locus of control they have. For this reason, this study was conducted which aims to determine the role of student locus of control in following writing learning and the factors that influence the type of locus of control. the purpose is to answer the questions: 1. What is the role of student locus of control type on the writing learning process in the Aviation English class in the academic year 2023/2024?; 2. What factors influence the type of Locus of control of students in the Aviation English class in the academic year 2023/ 2024?

2. Method

This study uses qualitative descriptive research methodology. The goal of research is to characterize students' locus of control and the elements that affect it. Research that describes or characterizes the subject of study based on facts that emerge or are presented is known as qualitative descriptive research. Interviews, questionnaires, observations, and documentation were used to collect data. To find out the validity of the data triangulation. The Constant Comparative Method is used to analyze the data. In analyzing data, researchers regularly compare one data with another, and then consistently compare categories with other categories. Data collection, data reduction, data display, and conclusion are the phases of qualitative data analysis. During the academic year 2023–2024, this study was conducted in the Aviation Polytechnic of Surabaya's Aviation English class. The sources of data consisted of 25 cadets from the MTU 8A class.

3. Results and Discussion

3.1. Results

Writing is seen by both teachers and students as a sophisticated and challenging language talent, particularly when it comes to EFL writing. Many factors can affect learning writing, and one of them is psychological factors. One psychological component called locus of control is thought to be able to predict people's social and academic activities. (Tell & Adika, 2008). Success or failure in learning achievement achieved by students can encourage them to look for reasons for what is achieved. When they succeed there is a tendency to reason that what they achieve is the result of their ability and effort. This shows that internal factors tend to be positioned as the main reason for student success in learning achievement. On the other hand, the excuse of "disadvantage" or "the task of the teacher is too difficult" is used as a scapegoat when they fail to achieve the desired learning achievement. (Syatriadin, 2017) said that the internal locus of control orientation states that individuals or students are the holders of control over success and failure in achieving learning achievement, and the external locus of control orientation states the opposite. Students with external locus of control believe that the environment (external aspects of themselves) is the holder of control over themselves. This means that he tends to perceive and believe that factors of fate, luck, power, influence from others, or opportunity are determining factors for success and failure achieved, as in learning achievement.

This research was carried out during 8 meetings in the MTU 8A class in January-February 2023. During the research process, researchers collected data through classroom observation, interviews, questionnaires, and documentation. Before the first meeting, cadets were first given a questionnaire to find out the division of their respective locus of control types. A questionnaire consisting of 35 statements was measured using the Likert scale. The locus of control questionnaire was based on the likert scale of 25 cadets. Each number was divided into positive and negative statements. The scale was arranged based on the arrangement of statements. Share a compliment and select SS (Strongly Agree) received a score of 4, Agree received a score of 3, Disagree (TS) received a score of 2, and Strongly Disagree received a score of 1.. From the 25 cadets, 15 cadets who scored high above 80 were categorized as having an internal locus of control type while 10 students who had a lower score below 80 had an external locus of control type.

After knowing the type of locus of control that cadets have, researchers observed their activities in the classroom. During 8 meetings, researchers observed the contribution of each cadet. The 15 cadets who had an internal locus of control were more active during the learning process. Notwithstanding their varied Locus of Control (LOC) types, the group showed greater zeal and excitement for following the learning process, moved to the front of the class and engaged in the activity, raised their hands to respond to questions without drawing attention to themselves, actively engaged in group discussions, and finished assignments and homework more assiduously and methodically as shown by their more organized work. According to expectations and the time used to complete the task on time, some were even in time. In contrast, cadets who have an external locus of control appeared to be more passive. During 8 meetings, 9 people were absent. After evaluation, it turned out that they had an external locus of control type. None of them took the initiative to raise their hands or came forward unless pointed out by the teacher. The resulting assignments and homework were visible as much as possible from the writing, form of assignments, and delayed

collection time. During the learning process, they were seen lazing around, putting their heads on the table, chatting with their friends, some constantly looking out the window and permission to the bathroom. These showed their lack of seriousness in following the learning process in class. Photographs taken throughout the lecture were used to document this observation. The observation result can be summarized in the following table:

Table 1. Observation result of the writing process in Aviation English Class

Writing categories	External Locus of Control Cadets	Internal Locus of Control Cadets
Determining the purpose of writing	<p>Cadets found it challenging to choose a topic for their writing:</p> <ol style="list-style-type: none"> 1. They were unable to extract the essence 2. Before they could begin writing, they wasted too much time. 3. They lacked inspiration for writing about the assigned subject. 	<p>Cadets could become more conscious of drafting and planning:</p> <ol style="list-style-type: none"> 1. They could come up with ideas for the text's content. 2. They could make writing appropriate in terms of style. 3. They were able to outline a plan for the type of writing
Increasing consciousness of the written text	<p>Cadets demonstrated inadequate writing skills</p> <ol style="list-style-type: none"> 1. They expressed a desire to quit writing right away. 2. They were unable to continue writing. 3. Their meaning was unclear. 	<p>Cadets could use self-control in all writing processes:</p> <ol style="list-style-type: none"> 1. Their writing was neat. 2. They could examine the writing's appearance on paper. 3. They were able to inform whether any ideas were superfluous.
Gaining consciousness of the need to assess and edit the text	<p>Cadets were unaware of the proper post-writing protocol.</p> <ol style="list-style-type: none"> 1. They were not proficient in writing and editing 2. They didn't go over the text again after they were finished. 3. They were unable to evaluate the text's content. 	<p>Cadets started to realize that they needed to evaluate and edit the text:</p> <ol style="list-style-type: none"> 1. They could check their spelling and grammar. 2. They could change the text if there were any grammatical errors. 3. They could rearrange the text's sections to enhance its coherence.

To find out the reasons and explanations for these actions, researchers interviewed 4 cadets, 2 students had an internal locus of control and 2 more had an external locus of control. 10 questions were given to dig up information and confirm actions. A list of the questions asked is stated in the following table:

Table 2. Questions for the cadets in Aviation English Class

Opening question

Can you tell me about yourself? Please describe yourself in 1 minute

Introductory questions

Do you like Writing in English lessons or not? Try to give a reason why?

Transition questions

How did you feel during writing in the English lesson?

Research questions

What do you like and dislike to do by the lecturers during writing in English lessons?

How are the materials or topics given by the lecturers?

What factors can influence your writing result?

Closing question

What do you expect after learning English, especially writing skills?

The first introductory question, "Do you like Writing in English lessons or not? Try to give a reason why?" cadets with internal locus of control said, "I like... anything that smells of English I like... I feel that English is cool..." Another cadet added, "I love English... the most able and easy lesson for me that's why I like..." while cadets with external locus of control said "I don't like it... I don't think I'm talented in English..." Another cadet replied, "I don't like English... The reading and writing are different... difficult..."

When the researcher asked, "How did you feel during writing in the English lesson?" the cadet with the internal locus of control replied "Glad Mom... I love writing because I love English lessons," one added, "Yes... passionate... There should be English lessons every day." When the same question was asked to cadets with an external locus of control, they replied "Yes... it's great... but I can't... afraid Mom..." Another cadet replied, "Afraid that if there is an English Lesson, it will be difficult to learn writing... I just want to finish it quickly..."

A different question delivered by the researcher, "What do you expect after learning English, especially writing skills?" cadets with an internal locus of control replied "I want to continue my studies abroad... Thank goodness for the scholarship..." One replied, "I want to be a diplomat just traveling around the world". Cadets with external locus of control replied "May luck be on my side when working on final exam questions later, Mom... but I am not sure..." One replied, "Hopefully the English exam time will be scheduled in the morning, so the mood is still good... if it's at noon, I can't think about it, Mom..."

When asked, "What do you enjoy and find annoying about the lecturers' writing in English classes? students with internal Locus of control said "I like it when the lecturer asks us to practice making essays....we can imagine what to write... what I don't like is when I don't have enough time to finish my writing," another cadet added, "I like it when lecturers give interesting examples, Mom... makes us want to be able to create our sentences... I don't like it when the practices have to be collected but I'm not perfectly finished". Cadets with external Locus of control said, "When the teacher explains I like it but during practice, I don't like it..." Another cadet added, "I don't like writing homework... but when the lecturer gives an example, it looks easy..."

The results of this investigation align with earlier studies. Higher learning achievement resulted from students' locus of control being more internal, whereas lower learning outcomes resulted from students' locus of control being more external (Sujadi, E., & Aulianisya L. , 2020). Students who have a high internal locus of control tend to be more proactive and productive during the learning process, according to a study. However, during this time, people with an external locus of control are more passive and reactive (Abid, M. ., Kanwal, S., Nasir, M. A. ., Iqbal, S., & Huda, N. , 2016)

3.2. Discussions

Researchers discovered that the following factors had an impact on the Locus of Control (LOC) based on the data collection methods:

a. Potential behavior that indicates how specific actions might be taken in particular circumstances.

This can be seen from their exposure at the time of the interview. The question "Do you like writing in English lessons or not? Try to give a reason why?" was answered positively by cadets with an internal locus of control. They have the behavioral potential to learn and make an effort truly. Inversely proportional to cadets who have an external locus of control. This is in line with the questionnaire results. Based on the observation, cadets with internal locus of control tend to be active during the learning process in contrast to cadets with external locus of control who tend to be more passive.

b. Expectancy, in which various events will arise and be experienced by someone.

A person's expectations influence the type of locus of control they have. Cadets with internal locus of control have high expectations about future careers and goals. When asked about their hopes, they were optimistic about saying they wanted to get scholarships to study abroad or to become diplomats who could travel around the world. Meanwhile, cadets with external locus of control were more pessimistic because they expected good luck to graduate from English lessons.

c. Reinforcement value, the degree of choice for one reinforcement in place of another.

Reinforcement that comes can come from anywhere, including lecturers. When asked what they liked and disliked about the teacher, students with internal locus of control replied they liked the lecturer providing exercises and examples. While cadets with external locus of control don't like that because they tend to be too lazy to try.

d. Psychological situation, a form of stimulation both internally and externally that a person receives at a certain time.

Psychological situations also affect the type of locus of control they have. When asked if they liked writing lessons or not, cadets with internal locus of control said that they liked it because they felt it was possible and easy in English lessons. They didn't like it when the effort they had made had not been maximized. Cadets with external locus of control did not like English because it was difficult and untalented. They tend to blame fate and resign themselves to circumstances.

The characteristics of cadets with an external locus of control and those with an internal locus of control were different. Cadets with internal locus of control tend to be hard workers, self-starters, problem solvers, and efficient thinkers who believe that hard work is necessary for success. They believed that failure and success were in their hand. Their effort in doing their best could bring them success in what they are doing. They tend to evaluate themselves when something is not like what they expect to become. They prepared better. They fixed the way they should do to get better results. Individuals with internal locus of control recognize that the actions taken are a reflection of their actions. This is in line with research that shows that the human mind is composed of the totality of individual knowledge and understanding. If a person has an internal locus of control, then he will be able to understand what is happening to him. Therefore, expansion, responsibility, and independence are examples of individual behavior that has an internal locus of control. If a person receives bad advice, then it will be difficult for him to understand his shortcomings. This is due to the intense sense of self-discovery they have while learning. Lastly, if you take the exam to the maximum, this will also happen because you have already experienced it. Based on various studies, there is evidence that shows that the internal locus of control has a significant and positive influence on student outcomes

On the other hand, because they felt that other forces were in charge of them, cadets with external locus of control disliked working hard, lacked initiative, thought poorly, looked for less knowledge to solve difficulties, and did not like to try. They tend to give up easily because they believe that as long as the other factors outside them are not fixed, they cannot become successful. Individuals with external locus of control were susceptible to being influenced and influenced by everything that happened to them. If the research subject has an external locus of control at the time of experimenting or if the results of the experiment are not satisfactory, then the research subject will mention other things, such as difficult topics that have never been studied. On the other hand, if

they see the same good or better results than expected, they will realize that the teacher in question is good or will experience failure. Researchers want to clarify the theory that says a person's locus of control can affect their working life. External locus of control refers to the tendency to regulate life as a result of external factors or benefits, it is not usually seen as a positive factor that affects student learning outcomes.

In an organizational context, locus of control has been demonstrated to have a major effect on an individual's work ethic. People with an internal locus of control typically have a stronger work ethic than those with an external locus of control. It is possible to conclude that the college environment affects students' locus of control and work ethic by using case studies of students. Pupils exhibit excellent self-control in creating an internal center of control that can reinforce a strong work ethic. A strong internal locus of control in employees increases the likelihood that they will use these abilities following a gap. Hiring individuals with an internal locus of control, a consistently strong work ethic, and sound personal judgment can be beneficial to the corporate sector.

In this day and age of exponential growth and change, organizations must adapt to succeed. As they consider the lives of their students and their best interests going forward, they also need to consider how they will study, how focused they will be on their studies, and which subjects they will perform best in. It is first necessary to determine the locus of control of an individual's behavior over an extended period by evaluating the student's performance. The locus of control is the fundamental framework through which researchers distinguish between the attitudes and learning of their students; it must lie within the realm of abilities and modifications. Skills indicate how well a student can continue to study, and adjustments indicate how well a student can adjust to new situations to maintain the efficacy of their education.

The locus of control is not static, but it can change so that internally oriented individuals can transform into externally oriented individuals. On the contrary, this will change if the situation and conditions that accompany it, namely where individuals live and often carry out their activities. It's still on debate what type of locus of control the students should develop in their lives, but whatever they develop when they focus on the positive attitudes towards it can help them to reach success in their lives.

4. Conclusion

The locus of control theory holds that an individual's expectations about the outcomes of their actions are based either on those behaviors themselves or on chance, luck, or fate—that is, on other factors such as unanticipated events or outside power. When it comes to positive or negative events, cadets with an internal locus of control believe they can control themselves because of the reinforcement they receive. In contrast, a person with an external locus of control believes that circumstances, other people in positions of power, chance, and fate are outside their control. Thus, it can be concluded that:

1. Cadets with an internal locus of control actively and positively contribute to the learning process since they believe that a person's behavior determines whether they succeed or fail in life. Conversely, cadets who have an external locus of control tend to be more passive during the learning process because they view negatively individual behaviors that are considered to have no role in success or failure in life.

2. Locus of Control (LOC) is influenced by: a.) Behavior potential in which certain behaviors will occur in certain situations; b.) Expectancy, in which various events will arise and be experienced by a person; c.) Reinforcement value, the degree of choice for one reinforcement in place of another; d.) Psychological situation (psychological situation), a form of stimulation both internally and externally that a person receives at a certain time.

Locus of Control is related to a person's belief in what he experiences or gains something in his daily life from his efforts or due to the influence of others, good luck, and fate. Considering the effect of Locus of Control in someone's life, it is necessary to strive for the formation of an internal Locus of Control by instilling self-control in the form of self-belief that studying diligently will be

able to achieve success in the form of much better learning achievements. The success of students in learning English especially writing is due to the efforts made by students themselves in the form of diligent writing practice without being told. Locus of Control in students can also be maintained by continuing to try to create paragraphs with certain topics, instilling in students that students are confident that they can work on their writing difficulties. When considering the locus of control in the context of student ethics, this can have an impact on how students determine their responsibility for learning, as well as the rules of academic integrity and social interaction on and off campus. While students with an internal locus of control take responsibility for their choices and behaviors, those with an external locus of control frequently attribute their mistakes or the unfavorable effects of their behavior to outside forces. Understanding how locus of authority affects student ethics in higher education can aid campuses in creating successful plans to uphold moral principles and student duties. Higher education has the potential to increase student efforts to develop mastery by focusing on the development of internal locus of control. Character-based education programs can help students understand the importance of personal responsibility and its impact on work ethics. Colleges can facilitate specialized training that focuses on improving employee ethics in the context of the organization. Students must be equipped with knowledge and skills that can help them face ethical dilemmas in the workplace. More in-depth study of the factors affecting the Locus of Control of cadets is needed. It is necessary to conduct research with a combination of quantitative and qualitative studies to make the results obtained more significant. This study solely involves civil aviation cadets, however, it can be recommended to students at other institutions in many subjects and regions. Another recommendation is to conduct additional studies on the variable change, which might be studied in brief for the following or future studies.

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