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Investigate the impact of locus of control and self-confidence on prosocial behavior and religiosity among students at IAIN Palu.

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ABSTRACT

The goal of this study was to see what effect locus of control and self-confidence had on the prosocial behavior and religiosity of students at State Islamic University Datokarama. The methodology employed was quantitative. The data was analyzed using multiple linear regression correlation, which was done with SPSS for Windows version 17. This study covered four variables, consisting of two independent variables and two dependent variables, namely locus of control (X1) and self-confidence (X2) as independent factors and prosocial behavior (Y1) and religiosity (Y2) as dependent variables, with a total of 30 students as samples. The Likert scale was utilized as the instrument or data gathering tool by the researcher. (1) Locus of control has a considerable effect on IAIN Palu students' prosocial conduct. People with an internal locus of control contributed to their competency through exercising environmental control. (2) The locus of control variable had a substantial effect on IAIN Palu students' religiosity. The man diligently followed his religious teachings and commitments. (3) The self-confidence variable had a substantial effect on IAIN Palu students' prosocial conduct. Prosocial behavior is defined as behavior that demonstrates a student's concern and attention through acts that help others. (4) The self-confidence variable had a substantial effect on IAIN Palu students' religiosity. Their acts were free of concern. They were free to do anything they wanted, were accountable for their acts, and were courteous in their relationships with others.

Keywords: *locus of control, prosocial behavior, self-confidence*

Abstrak

Tujuan penelitian ini adalah untuk melihat pengaruh locus of control dan kepercayaan diri terhadap perilaku prososial dan religiusitas mahasiswa Universitas Islam Negeri (UIN) Datokarama. Metodologi yang digunakan adalah kuantitatif. Analisis data menggunakan korelasi regresi linier berganda yang dilakukan dengan SPSS for Windows versi 17. Penelitian ini mencakup empat variabel, terdiri dari dua variabel bebas dan dua variabel terikat yaitu locus of control (X1) dan kepercayaan diri (X2). sebagai faktor independen dan perilaku prososial (Y1) dan religiusitas (Y2) sebagai variabel dependen, dengan jumlah sampel sebanyak 30 siswa. Skala Likert digunakan sebagai instrumen atau alat pengumpulan data oleh peneliti. Hasil penelitian menyimpulkan: (1) Locus of control berpengaruh cukup besar terhadap perilaku prososial mahasiswa UIN Datokarama Palu. Mahasiswa dengan locus of control internal berkontribusi terhadap kompetensi mereka melalui latihan pengendalian lingkungan. (2) Variabel locus of control berpengaruh besar terhadap religiusitas mahasiswa UIN Datokarama Palu. Pria itu dengan tekun mengikuti ajaran dan komitmen agamanya. (3) Variabel kepercayaan diri berpengaruh besar terhadap perilaku prososial mahasiswa UIN Datokarama Palu. Perilaku prososial diartikan sebagai perilaku yang menunjukkan kepedulian dan perhatian siswa melalui tindakan membantu orang lain. (4) Variabel kepercayaan diri berpengaruh besar terhadap religiusitas mahasiswa UIN Datokarama Palu. Tindakan mereka bebas dari

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INTRODUCTION

University education has different obstacles than other degrees of education. Students at this level are figures who are responsible for themselves. This assumption is based on the fact that students are in their late adolescence, which is characterized by the ability to solve problems, find solutions, collaborate, have interpersonal relationships, and communicate effectively (Mappiare, 2002), mature behavior and emotions beginning to stabilize (Fakhrurrozi et al., 2022; Paramita, 2022), and being controlled (Fakhrurrozi et al., 2023; Walgito, 2004). Students learn in higher education to become cultured intellectuals or scientists, to enter or create occupations, and to progress professionally (RI Law No. 12/2012 concerning Higher Education, 2012). The goal of universities in assisting students to achieve success may no longer be limited to graduates with high GPAs, but rather to whether individuals have genuine abilities and skills that enable them to be valuable in the world of business and society. The ultimate purpose of education, it might be argued, is to generate excellent individuals who benefit the surrounding environment.

The phenomenon of globalization, along with advancements in technology, has been observed to exert an influence on individualistic attitudes inside societies (Arif, 2015). Consequently, this influence has the potential to diminish the prevalence of prosocial ideals within those societies. The term "prosocial" can be described as an altruistic behavior that involves engaging in heroic acts with the intention of providing assistance to others (Bariyyah et al., 2018). According to Hardy and Carlo (2011), prosocial elements have a crucial role in fostering positive connections, enhancing community dynamics, and contributing to the overall well-being of society (Hardy, S. A., & Carlo, 2011). This is primarily achieved through the cultivation of moral values within these contexts. Prosociality is a widely endorsed principle in major global religions, and it is noteworthy that persons who adhere to a religious belief system continuously exhibit higher levels of prosocial behavior, irrespective of demographic variables such as age, gender, income, education, and other relevant aspects (Harrell, 2010). Multiple research have indicated that prosocial conduct manifests through the display of a compassionate disposition towards others and a readiness to provide assistance or engage in sharing activities. This mindset encompasses behaviors such as the act of sharing, providing assistance, displaying generosity, engaging in cooperation, demonstrating honesty, and making donations (Matondang, 2017; Newton et al., 2014).

There exists a strong association between prosocial attitudes and locus of control. The concept of locus of control refers to an individual's perception and belief regarding the degree of control they have over the outcomes and events in their life (Altin et al., 2013; Dudley-Marling et al., 1982; Tseng et al., 2022). An internal locus of control refers to an

individual who holds the belief that their actions and decisions exert a significant influence over the outcomes they experience in life. Conversely, an external locus of control denotes the perspective that outcomes are mostly shaped by external circumstances, such as chance occurrences and the acts of others. The concept of locus of control holds significant relevance in elucidating human behavior within organizational contexts (Oyeleye, 2018). The level of achievement attained in higher education is contingent upon the agency and efforts of the students themselves. The success of student learning is contingent upon various factors, including the quality of lecturers, the availability of resources and infrastructure, and the overall campus environment. In light of their autonomy in shaping their own future, it is imperative for students to possess a comprehensive understanding of the repercussions associated with each choice they undertake. In this particular context, it is vital for students to possess a comprehensive body of information during their educational journey, alongside receiving psychological assistance (Ryan & Deci, 2020) and being immersed in an atmosphere that fosters the development of identity and motivation, ultimately contributing to their academic achievements (Howard et al., 2017; Rejas & Tan, 2023). Several theories about motivation are associated with the concept of self-determination, which subsequently classifies motivation into two distinct categories: intrinsic and extrinsic (Howard et al., 2017; Ryan & Deci, 2020). However, it is important to note that the current study does not delve into this particular aspect. The author will examine the concept of motivation that emerges from an individual's locus of control. Moreover, the assessment of locus of control in academic studies does not rely on student learning outcomes, but rather on students' social and religious attitudes, which are anticipated to foster effective learning and societal adaptation.

The primary objective of this study is to examine the impact of locus of control and self-confidence on the development of prosocial and religious attributes among students at Datokarama State Islamic University. Several previous studies focused on locus of control related to several things as follows: comparison of internal and external locus of control (Altin et al., 2013), gender comparison, i.e. male versus female (Altin et al., 2013; Awaworyi Churchill et al., 2020; Njiru et al., 2022); dealing with learning difficulties (Dudley-Marling et al., 1982; Syatriadin, 2017) such as procrastination or procrastination (Sarirah & Apsari, 2019) and learning readiness (Malach et al., 2020); mental health and stability (Awaworyi Churchill et al., 2020; Chiang et al., 2019), and trauma (Reddy et al., 2022); correlation with social self-efficacy (Iskender & Akin, 2010), and correlation with cyber education (Oyeleye, 2018; Tseng et al., 2022); and the influence of locus of control on prosocial attitudes (Chiang et al., 2019; Iskender & Akin, 2010; Sumantri & Pratiwi, 2020). The present study aims to address the existing research gap pertaining to the concept of locus of control within the context of social and religious frameworks. The author discovered scholarly investigations pertaining to the relationship between locus of control and religious views, exemplified by Ellis' study that endeavored to establish a correlation between locus of control and parental beliefs (Iles-Caven et al., 2020). However, it is noteworthy that there is a dearth of comparable research in this domain. Hence, the author posits the significance of investigating the relationship between locus of control and religion in study. The results of this study are anticipated to contribute to the existing literature.

RESEARCH METHODS

The present study employs a quantitative methodology to establish a causal association among the variables under investigation. The objective of this study is to establish the association between variables X and Y, thereby classifying it as a correlational research design. The objective of this study is to examine the impact of locus of control and self-confidence on prosocial behavior and religiosity among students at IAIN Palu.

The sample for this study consisted of 90 students who were enrolled in the third semester of the 2019/2020 academic year at IAIN and were pursuing a major in PAI. The participants in this research were selected by a purposive random sampling method. A total of 30 students from the Faculty of Tarbiyah and Teacher Training, IAIN Palu, who were in their third semester and belonged to the class of 2019/2020, and were majoring in PAI, were included in the sample. This study encompasses four variables, comprising of two independent variables and two dependent factors. The independent variables are Locus of Control (X1) and self-confidence (X2), while the dependent variables are Prosocial Behavior (Y1) and religion (Y2).

The present study employed a Likert scale as a data gathering device. According to Soewadi (2012), this scale serves to distinguish the varying degrees of an individual's attitude or emotions towards a specific object or concept (Soewadi, 2012). The decision to choose a 4-point Likert scale was motivated by the desire to minimize the likelihood of respondents selecting neutral responses. This finding indicates a positive correlation between the score and the respondent's perception of the quality of information used in decision-making.

Tabel 1 Likert Scale Score

Answers	Score	
	Favourable	Unfavourable
SS (Strongly Agree)	4	1
S (Agree)	3	2
TS (Disagree)	2	3
STS (Strongly Disagree)	1	4

The data analysis conducted in this study encompasses descriptive analysis, multiple regression, and partial correlation. The initial phase of doing the analysis in this study involved the administration of the classical assumption test. The classical assumption test is a preliminary test conducted prior to conducting subsequent data analysis. The classical assumption test was conducted using SPSS (Statistical Program for Social Science) version 17 for Windows. The next section provides a detailed description of each analysis employed in this study.

Descriptive analysis is employed to provide a comprehensive description of the data pertaining to each variable. The initial set of descriptive data commences with a broad overview, followed by individual descriptions for each variable. The descriptive statistics provided encompass the range of values observed, including the minimum and maximum values, as well as measures of central tendency such as the mean, standard deviation, mode, and median. In the present study, the researchers conducted a multiple regression analysis to ascertain the ability of the independent variables (X1 and X2) to predict the magnitude

of the dependent variable (Y). A regression line equation can be derived by the utilization of multiple regression analysis. The F test is employed to ascertain the statistical significance of the regression equation. The criteria employed in this study dictate that if the estimated F value is obtained from the F table or if the p-value is less than 0.05, it can be inferred that the combined impact of the two factors under investigation on learning accomplishment is statistically significant. The utilization of the F count is imperative in linear regression testing due to its necessity. A correlation study using multiple linear regression was conducted using SPSS (Statistical Program for Social Science) version 17 for Windows. In this study, the researchers used a partial correlation analysis in order to assess the relationship between two variables while accounting for the potential influence of one or more additional factors, known as control variables. This study involves two independent variables and one dependent variable. Therefore, when doing partial correlation, one of the variables is held constant.

RESULT AND DISCUSSION

Result

The research incorporates a targeted sample size of 30 students and encompasses data descriptions of locus of control, self-confidence, prosocial behaviour, and student religion. The following part will provide a discussion of the aforementioned data.

Locus of Control

According to the research findings, the sample size for this study consisted of 30 students. The locus of control variable exhibited a range of scores among students, with the greatest score recorded at 173 and the lowest score at 132. The average score among students was found to be 149.55, with a standard deviation of 10,066. The statistical findings pertaining to the locus of control variable are presented in the subsequent table.

Table 2 Locus of Control Statistics

		Locus of Control	Valid N (listwise)
N	Statistic	30	30
Minimum	Statistic	132	
Maximum	Statistic	173	
Mean	Statistic	149.55	
	Std. Error	1.808	
Std. Deviation	Statistic	10.066	
Variance	Statistic	101.323	
Skewness	Statistic	.291	
	Std. Error	.421	
Kurtosis	Statistic	-.458	
	Std. Error	.821	

The tool measuring the locus of control variable comprises a set of 50 questions, each rated on a Likert scale ranging from 1 to 4. Consequently, the optimal upper limit for students' scores is 200, the optimal lower limit is 50, and the optimal mean is 125. According to the data presented in Table 2, the average score obtained is 149.55. The numerical value of this score exceeds 125. Indeed, it is worth noting that none of the students had an average score lower than 125, while the minimum score recorded was 132. Therefore, it may be inferred that the student's locus of control, as determined in this study, falls inside the favorable group.

Self-confidence

According to the research findings, the sample size for this study consisted of 30 students. The self-confidence variable exhibited a range of scores across students, with the greatest score recorded at 144 and the lowest score at 127. The average student score on this variable was found to be 133.71, with a standard deviation of 4,670. The statistical findings pertaining to the variable of self-confidence are presented in the subsequent table.

Tabel 3 Self-confidence Statistics

		Self-confidence	Valid N (listwise)
N	Statistic	30	30
Minimum	Statistic	127	
Maximum	Statistic	144	
Mean	Statistic	133.71	
	Std.	.839	
	Error		
Std. Deviation	Statistic	4.670	
Variance	Statistic	21.813	
Skewness	Statistic	.366	
	Std.	.421	
	Error		
Kurtosis	Statistic	-.251	
	Std.	.821	
	Error		

The self-confidence variable instrument has a set of 50 questions, each rated on a Likert scale ranging from 1 to 4. Consequently, the optimal upper limit for students' scores is 200, while the optimal lower limit is 50, with the optimal mean score being 125. The average score of 133.71 was obtained and is presented in Table 3. The numerical value of this score exceeds 125. Indeed, it can be shown that none of the students achieved an average score lower than 125, as the minimum score recorded was 125. Therefore, it can be inferred that the level of self-confidence exhibited by the students in this study falls within the favorable range.

Prosocial behavior

According to the research findings, the sample size for this study consisted of 30 students. The prosocial conduct variable exhibited a range of scores across students, with the greatest score recorded at 173 and the lowest score at 133. The average student score on this variable was calculated to be 149.58, with a standard deviation of 10,033. The statistical findings pertaining to variables related to prosocial conduct are presented in the subsequent table.

Tabel 4 Prosocial Statistics

		Prosocial behavior	Valid N (listwise)
N	Statistic	30	30
Minimum	Statistic	133	
Maximum	Statistic	173	
Mean	Statistic	149.58	
	Std. Error	1.802	
Std. Deviation	Statistic	10.033	
Variance	Statistic	100.652	

Skewness	Statistic	.303
	Std. Error	.421
Kurtosis	Statistic	-.485
	Std. Error	.821

The instrument measuring the prosocial behavior variable comprises a set of 50 questions, each rated on a Likert scale ranging from 1 to 4. Consequently, the optimal upper limit for students' scores is set at 200, while the optimal lower limit is established at 50. Additionally, the desired mean score is set at 125. The average score of 149.58 was obtained and is presented in Table 4. The numerical value of this score exceeds 125. Indeed, it is noteworthy that none of the students achieved an average score lower than 125, while the minimum score recorded was 133. Therefore, it can be inferred that the prosocial behavior exhibited by the students in this study can be classified as positive.

Religiosity

Research data shows that the number of samples in this study was 30. The highest student score on the religiosity variable was 180, the lowest score was 129, the average student score was 154.39, and the standard deviation was 13,009. The statistical results describing prosocial behavior variables can be seen in the following table.

Table 5 Religious descriptive Statistics

		Religiosity	Valid N (listwise)
N	Statistic	30	30
Minimum	Statistic	129	
Maximum	Statistic	180	
Mean	Statistic	154.39	
	Std. Error	2.337	
Std. Deviation	Statistic	13.009	
Variance	Statistic	169.245	
Skewness	Statistic	.126	
	Std. Error	.421	
Kurtosis	Statistic	-.407	
	Std. Error	.821	

The tool measuring religiosity comprises a set of 50 questions, each utilizing a Likert scale ranging from 1 to 4. Hence, it may be stated that the optimal upper limit of scores attainable by students is 200, while the lower limit is set at 50. Additionally, the desired mean score is established at 125. According to the data presented in Table 5, the average score obtained is 154.39. The numerical value of this score exceeds 125. Indeed, it is worth noting that every student achieved an average score of no less than 125, as the lowest recorded score was 129. Therefore, it may be inferred that the religiosity of the students in this study falls within the favorable range.

Subsequently, the application of partial correlation analysis is undertaken to assess the relationship between two variables while mitigating the impact of one or more additional factors (referred to as control variables) (Santoso, 2017). This study involves the examination of two independent variables and two dependent variables. Consequently, when doing partial correlation, two variables are held constant.

The influence of the locus of control variable on the prosocial attitudes of IAIN Palu students was assessed using multiple regression analysis. The statistical significance of this relationship was determined by examining the t value, with a significance level (p) set at

less than 0.05. The t-value obtained from the regression analysis of the locus of control variable is presented in the Table.

Table 6 t Results of Regression Analysis for Locus of Control Variables

Linear coefficient	t	p	Conclusion
P _{x,y}	12,472	0,000	Affected

The t value obtained from the calculations in Table 6 is utilized to determine the significance of the influence of variable X1 on y1. The regression analysis yielded a calculated t value of 12.472, indicating a statistically significant relationship. The p-value associated with this t value was found to be 0.000, further supporting the significance of the results. According to the t-table with a degree of freedom of 30 and a significance level of 0.05, the critical t-value is found to be 1.697. Therefore, the calculated t-value (12.472) exceeds the critical t-value (1.697) at a significance level of $p < 0.05$. Therefore, it can be inferred that the locus of control variable exerts a substantial impact on the prosocial attitudes exhibited by students at IAIN Palu. The influence of the locus of control variable on the religiosity of IAIN Palu students was assessed using multiple regression analysis. The statistical significance of this relationship was determined by examining the t value at a significance level (p) of less than 0.05. The t-value associated with the regression analysis of the prosocial behavior variable is presented in Table 7.

Table 7 t Results of regression analysis for prosocial variables

Linear coefficient	t	p	Conclusion
P _{x,y}	12,887	0,000	Affected

The t value obtained from the calculations in Table 7 is utilized to determine the statistical significance of the relationship between variable X1 and y2. The regression analysis yielded a calculated t value of 12.887, indicating a statistically significant relationship. The associated p-value was found to be 0.000, further supporting the significance of the results. According to the t-table with a degree of freedom of 30 and a significance level of 0.05, the critical t-value is determined to be 1.697. Therefore, the computed t-value exceeds the critical t-value from the t-table ($12.887 > 1.697$) at a significance level of $p < 0.05$. Based on the findings, it can be inferred that the locus of control variable exerts a notable impact on the religiosity of students at IAIN Palu. The t value at a significance level (p) of less than 0.05 reveals the outcomes of a multiple regression analysis conducted to examine the impact of the self-confidence variable on the prosocial attitudes of students at IAIN Palu. The t-value associated with the regression analysis of the self-confidence variable is presented in Table 8.

Table 8 t Results of regression analysis for self-confidence variables

Linear coefficient	t	p	Conclusion
P _{x,y}	11,211	0,000	Affected

The t value obtained from the calculations in Table 8 is utilized to determine the significance of the influence of variable X1 on y1. The regression analysis yielded a calculated t value of 11.211, indicating a statistically significant relationship. The associated p-value was found to be 0.000, further supporting the significance of the results. According to the t-table with a degree of freedom of 30 and a significance level of 0.05, the critical t-value is determined to be 1.697. Therefore, the calculated t-value (11.211) exceeds the critical t-value (1.697) at a significance level of $p < 0.05$. Based on the findings, it can be

inferred that there is a noteworthy impact of the self-confidence factor on the prosocial attitudes exhibited by students enrolled at IAIN Palu. The influence of the self-confidence variable on the prosocial attitudes of IAIN Palu students was assessed using multiple regression analysis. The statistical significance of this relationship was determined by examining the t value at a significance level (p) of less than 0.05. The t-value associated with the regression analysis of the variable representing religiosity is presented in Table 9.

Table 9 t Results of regression analysis for religiosity variables

Koefisien Jalur	t	p	Kesimpulan
P _{x₁y}	11,211	0,000	Berpengaruh

The t value obtained from the analysis in Table 9 is utilized to determine the statistical significance of the relationship between variable X1 and y1. The regression analysis yielded a calculated t value of 11.211, indicating a statistically significant relationship. The associated p-value was found to be 0.000, further supporting the significance of the results. According to the t-table with a degrees of freedom of 30 and a significance level of 0.05, the critical t-value is determined to be 1.697. Therefore, the value of tcount (11.211) exceeds the critical value of ttable (1.697) at a significance level of p < 0.05. Based on the findings, it can be inferred that the variable of self-confidence exerts a notable impact on the religiosity of students at IAIN Palu.

Discussion

Locus of Control and Prosocial Attitudes of IAIN Palu Students.

Based on the results of the simple regression analysis conducted in the preceding discussion, the quantitative data findings indicate a noteworthy impact of the locus of control variable on the prosocial attitudes of students at IAIN Palu. The result of 12.471 in the t table indicates a statistically significant effect of the independent variable on the dependent variable. The qualitative aspect of this study is evident in the administration of questionnaires, which reveals that IAIN Palu students exhibit prosocial attitudes as a result of their internal locus of control. The locus of control exerts a substantial impact on the prosocial attitudes of students, manifesting in the cultivation of positive social interactions and a heightened sense of environmental concern. Conversely, those who possess an internal locus of control exhibit greater engagement in a multitude of activities within their immediate surroundings, encompassing both on-campus and off-campus endeavors. This involvement manifests through active participation in multiple organizations as well as individual pursuits.

The findings of this study align with the perspective put forth by Abzani and Leonard (2017), who argue that persons with proficient problem-solving skills are indicative of possessing strong internal self-control (Abzani & Leonard, 2017). Individuals who possess an internal locus of control exhibit a propensity to engage in prosocial conduct by demonstrating a willingness to make decisions that involve providing assistance. The findings presented in this study are supported by previous research conducted by Sears, David O., Freedman, J.L., and Peplau, L.A. (1985), which demonstrated a statistically significant and positive correlation between an individual's internal locus of control and their engagement in prosocial behavior (Sears et al., 1985). According to Tahrir et al. (2020), more studies have found that an internal locus of control is associated with a good and significant impact on students' critical thinking abilities (Tahrir et al., 2020).

This study further supports the findings of Noya's research, which shown a substantial positive correlation between internal locus of control and prosocial conduct (Noya, 2018). This implies that there is a positive correlation between the level of internal locus of control and the extent of prosocial conduct exhibited by students. According to Bella et al. (2020), individuals with an internal locus of control exhibit a favorable disposition towards environmental occurrences (Bella et al., 2020). This optimistic mindset will foster a propensity among pupils to engage in prosocial behavior. This implies that possessing a strong internal locus of control will result in increased personal and collective responsibility among students at IAIN Palu.

Based on the provided description, it can be inferred that students at IAIN Palu possess a strong sense of locus of control, indicating their belief in their ability to exert influence over their own life. This perspective is derived from an individual's internal consciousness, manifested as cognitive analysis facilitated by an internal locus of control. Conversely, individuals also have a notable inclination towards prosocial behavior, a characteristic that stems from their internal locus of control. The development of a prosocial attitude in individuals can be attributed to regular engagement in social relationships. This phenomenon can be comprehended via the lens of habituation, wherein repeated exposure to social stimuli leads to the adoption of behaviors that facilitate and reinforce these social interactions. In the context of this study, it was shown that prosocial attitudes were not primarily influenced by extensive social interactions, but rather by individual consciousness. From an alternative perspective, it might be argued that this internal consciousness leads to the development of prosocial orientations. The notable distinction between the two models is to the cognitive analysis process, wherein the first model relies solely on habituation rather than requiring analysis to develop prosocial attitudes.

Locus of Control and Religiosity of IAIN Palu Students.

The study revealed a significant quantitative relationship between locus of control and the religiosity of students at IAIN Palu, with a coefficient of 12.887. The presented picture is derived from a basic regression analysis, suggesting a substantial and statistically significant relationship between the locus of control variable and the religious attitudes of students at IAIN Palu. The numerical value of 12.887 exceeds the t-table control degree of 1.697, indicating a substantial quantitative impact of the independent variable on the dependent variable. Regression analysis is frequently employed to determine the extent to which one variable exerts impact on another one. Regression analysis is employed in research to examine the hypothesis that the locus of control has an impact on the religiosity of students at IAIN Palu. According to Ghozali (2016), in the context of hypothesis testing, a T-statistics value larger than 1.697 is regarded significant, whereas a T-statistics value less than 1.697 is deemed not significant (Ghozali, 2016). Based on the findings, it can be inferred that the locus of control variable exerts a notable impact on the religiosity of students at IAIN Palu. The qualitative analysis of this study is evident through the administration of questionnaires, which indicate that the religiosity of IAIN Palu students is influenced by their internal locus of control. The religious attitudes of students, which are shaped by their locus of control, can be classified into various behavioral manifestations. These include engaging in congregational prayer, actively participating in worship practices, displaying willingness to contribute to charitable causes, involving themselves in religious activities both on campus and within their local community, exhibiting trust in and belief in a higher power's predetermined fate, and demonstrating patience when confronted with academic challenges. It is important to acknowledge that the students of IAIN Palu have an internal locus of control, which influences their religious

perspective that attributes their past experiences and future outcomes to the power of God. The belief in the existence of God is said to have an impact on events that have occurred in the past, are occurring in the present, and will occur in the future.

¹⁰ This research aligns with the perspective put forth by Martin and Lefcourt (1983) that the internal locus of control arises from the interactions between students, leading individuals to perceive that their experiences are contingent upon their own actions (Martin & Lefcourt, 1983). Students who possess an internal locus of control, characterized by the belief in personal control and responsibility over their own lives, exhibit the capacity to engage in prosocial activity. According to Corry Mandriesa, the degree of religiosity exhibited by adolescents has a significant impact on their behavioral patterns and attitudes. She stated that, there is a positive correlation between high religiosity among students and a favorable attitude, whereas conversely, students with lower levels of religiosity tend to have a negative attitude (Mandriesa, 2020).

⁵⁷ The present study's analysis reveals that individuals who possess an internal locus of control exhibit a heightened inclination to place faith in the power of a divine entity, acknowledging its potential to aid them both presently and in forthcoming circumstances. Furthermore, these individuals demonstrate pro-social tendencies within their daily behavioral dispositions. Individuals who possess an internal locus of control tend to engage in religious worship with greater frequency compared to those who possess an external locus of control. Further investigation into gender-specific factors revealed that women exhibited a substantially higher degree of involvement in all religious belief and activity characteristics when compared to males, specifically in relation to their internal locus of control. The individuals exhibit a greater degree of religiosity, as evidenced not only by their beliefs and behaviors, but also by their sartorial choices. The findings of this study are consistent with the research conducted by Iles-Caven et al. (2020), which suggests that possessing an internal locus of control may enhance an individual's level of religiosity (Iles-Caven et al., 2020).

Based on the aforementioned findings, it can be inferred that students who possess a strong religious inclination tend to exhibit a favorable attitude, whereas students with a lesser degree of religiosity tend to have a less favorable attitude. The significance of attitudes in the context of learning cannot be overstated, as they play a crucial role in fostering a sense of responsibility and self-determination among students. This, in turn, empowers individuals with an internal locus of control to engage in behaviors that are beneficial to society.

Self-Confidence and Prosocial behavior of IAIN Palu Students.

The results of the quantitative data analysis, namely the simple regression analysis, indicate a notable impact of the self-confidence variable on the prosocial attitudes of students at IAIN Palu. The numerical value of 11.211 in the t table indicates a higher magnitude. Consequently, it may be inferred that the independent variable exerts a substantial and statistically significant impact on the dependent variable. The qualitative aspect of this research is evident through the administration of questionnaires, which capture the prosocial attitude resulting from the self-confidence exhibited by students at IAIN Palu. Several prosocial attitudes are influenced by these beliefs. These include being socially amiable and able to establish positive relationships with friends and other individuals. Additionally, individuals with these beliefs are more adaptable to forming new friendships and are willing to collaborate effectively with others. They demonstrate a capacity to successfully accomplish tasks both within the campus community and in broader society. Furthermore, they exhibit a greater openness to embracing changes in their surrounding environment. Lastly, individuals with these beliefs possess aspirations and

dreams. Ultimately, it can be observed that pupils possessing elevated levels of self-assurance are capable of independently fulfilling duties proficiently, or alternatively, acquiring the necessary skills to do those tasks without relying on external assistance. Moreover, these individuals exhibit the fortitude and aptitude to enhance their own academic accomplishments.

This finding aligns with Nurlita's assertion that self-confidence leads individuals to be self-reliant in accomplishing tasks (Nurlita, 2012). The present study's results further support Handayani's assertion that self-confidence plays a substantial role in determining peer acceptance. According to Handayani (2016), self-confidence plays a significant role in shaping the fluctuations of peer relationships, leading to both rises and declines in social interactions (Handayani, 2016). There is a positive correlation between self-confidence and peer acceptance, whereby those with higher levels of self-confidence tend to experience greater acceptance from their peers. This implies a notable correlation between self-confidence and prosocial behavior, indicating that an increase in a student's self-confidence is associated with an increase in their prosocial activity, and conversely, a decrease in self-confidence is associated with a decrease in prosocial behavior. ²⁶

According to Bandura, as cited by Siska (2003), self-confidence refers to an individual's belief in their ability to exhibit the necessary behaviors to achieve desired outcomes (Siska, 2003). The aforementioned viewpoint is substantiated by Lauter Peter, as cited by Khoriroh and Amri, who assert that self-confidence is a disposition or conviction in one's own capabilities, enabling individuals to engage in acts without excessive apprehension and with a sense of autonomy to act in accordance with their desires or obligations. The individuals exhibit courteous behavior in their interactions with others, demonstrate a strong motivation for accomplishing goals, and possess the ability to identify and acknowledge their personal strengths and limitations (Khoriroh, 2018; Syam & Amri, 2017). According to DeVito (2014), self-confidence is identified as a crucial attribute in establishing successful interpersonal connections and plays a significant role in interpersonal strength. This concept encompasses a state of ease and tranquility experienced throughout interpersonal communication scenarios (DeVito, 2014).

The present analysis suggests that self-confidence, in the context of prosocial behavior, encompasses an individual's belief in their capacity to act in alignment with their intentions and assume accountability for their conduct. Additionally, it entails exhibiting courteous behavior during interpersonal interactions, possessing a motivation for accomplishment, and demonstrating an ability to acknowledge personal strengths and limitations. ⁴⁰

Self-Confidence and Religiosity of IAIN Palu Students.

Based on the results of the conducted simple regression analysis, the quantitative data findings from the preceding discourse indicate a noteworthy impact of the self-confidence variable on the religiosity of students at IAIN Palu. The observed value of 11.512 in the t table indicates a higher magnitude, suggesting a substantial and statistically significant impact of the independent variable on the dependent variable. Additionally, it can be observed that the variable of self-confidence exerts a notable impact on the religiosity of students at UIN Datokarama Palu. The qualitative analysis in this study examines the religiosity of IAIN Palu students through the administration of questionnaires. The findings indicate that students demonstrate religiosity by actively engaging in religious activities both on and off campus, displaying respect for religious diversity, participating in congregational prayers, and actively participating in commemorative events. The religion of Islam emphasizes the need of showing respect and love for one's parents, as well as promoting the practice of spreading greetings.

The findings of this study align with the research conducted by Satrio, Budiharjo, and Prasetyani (2020) in Danang, which posited that religion not only plays a significant role in shaping helping behavior but also offers individuals a sense of protection and security in their quest for self-discovery (Satrio et al., 2020). According to Asrullah Syam and Amri, self-confidence can be defined as an individual's attitude or belief in their own capabilities. This state of mind allows individuals to engage in actions without excessive anxiety, enabling them to freely pursue their desires and take responsibility for their actions. Additionally, individuals with self-confidence exhibit politeness in their interactions with others, are motivated to achieve their goals, and possess the ability to acknowledge their own strengths and weaknesses. The development of self-confidence involves acquiring the ability to effectively respond to external stimuli by engaging with the surrounding environment (Syam & Amri, 2017).

The findings of this study additionally corroborate the viewpoint expressed by Nadzir, A.I., and Wulandari, N.W., which posits that religiosity constitutes a fundamental aspect in the cultivation of character education (Nadzir & Wulandari, 2016). Character and religious education places greater focus on the cultivation and development of religious attitudes. Individuals with a strong inclination towards religiosity include religious beliefs and practices as a guiding framework for their conduct, including their ability to adapt and cope with various life circumstances. Consistent with the research conducted by Darmawanti, an individual's level of religiosity significantly influences their capacity to cope with stress. According to Darmawanti (2012), there exists a positive correlation between an individual's level of religiosity and their capacity to cope with stress (Darmawanti, 2012). The practice of religiosity is inherently internal, placing significant emphasis on the notions of self-surrender and reverence for the divine. This is demonstrated by the degree to which an individual fulfills ritualistic responsibilities within their religious practice, such as engaging in prayer, observing fasting, doing the Hajj pilgrimage, engaging in dhikr, and participating in other forms of worship (Wahyuni et al., 2020). Religiosity is considered a significant value in the cultivation of character education. Typically, within the context of character and religious education, greater focus is allocated to the cultivation and examination of religious attitudes. Individuals with a strong inclination towards religiosity tend to rely on religion as a guiding framework for their conduct, including several aspects of their adaptation (Nadzir & Wulandari, 2016). The cultivation of religiosity in pupils is crucial, as it fosters the development of discipline, diligence, and integrity (Abdulfatah et al., 2018). Students with strong religious values or high levels of religiosity are more likely to readily adjust to other individuals and exhibit positive attitudes in both the educational setting and broader community. Individuals possess varying attitudes. The phenomenon under consideration is attributed to a multitude of characteristics inherent to individuals, including variations in aptitude, preferences, past encounters, acquired knowledge, emotional disposition, and external circumstances (Riwahyudin, 2015). Psychologists contend that attitudes play a significant role in accounting for variations in the conduct of individuals, especially students. Variations in human behavior can be attributed to divergent attitudes individuals hold towards specific objects (Sutarto, 2018).

According to this analysis, individuals with strong religious values or religiosity are more likely to exhibit a high degree of adaptability towards others, hence demonstrating a lack of negative attitudes within both educational settings and broader society. This phenomenon can be attributed to various characteristics inherent in pupils, including variations in aptitudes, interests, backgrounds, expertise, dedication, emotions, and external circumstances.

KESIMPULAN

The present study establishes that locus of control and self-confidence exert a positive influence on the attitudes and conduct of students enrolled at Datokarama State Islamic University, Palu. Individuals who possess an internal locus of control experience a sense of confidence in their talents and possess the capacity to effectively navigate challenging circumstances, such as living independently while pursuing higher education or engaging with the social milieu. This implies that there is a positive correlation between the level of internal locus of control and the extent of prosocial conduct exhibited by students. Individuals with an internal locus of control exhibit a favorable disposition towards environmental occurrences. This optimistic mindset will foster a sense of social responsibility among students, motivating them to engage in prosocial behavior for the benefit of both themselves and others. The concept of locus of control can also serve as a means of facilitating students' enhancement of their religious attitudes, including the development of prosocial attitudes. The development of religious attitudes in pupils is independent of external incentives and penalties, instead originating from self-awareness and internal locus of control. The present study has not addressed the dimensions of the degree to which locus of control impacts the prosocial and religious attitudes of students, including the potential attainment of habituation and the development of their prosocial and religious character. Hence, it is imperative that future academics undertake additional investigations on this subject. Additionally, alternative methodologies such as sociological and anthropological approaches, as well as ethnic and cultural approaches, might be employed.

In conclusion, the author asserts that the findings of this study indicate that individuals within the age bracket of 18-22 years, possessing an internal locus of control, exhibit the capacity to develop introspection and self-awareness, hence influencing their behavioral tendencies. In the context of this study, the observed conduct exhibits a correlation with prosocial and religious behavior. Moreover, the concept of locus of control can also contribute to the development of self-understanding, which in turn leads to the cultivation of self-confidence. The final argument stated by the author is an assumption that warrants additional investigation. The author acknowledges the current limitations of this research, yet expresses optimism that the findings may serve as a catalyst for future investigations into the function of locus of control in human behavior. There are various potential areas that could serve as themes for future research, one of which pertains to the examination of loci of control in children. Examining the relationship between locus of control and age phase holds significant academic value as it facilitates the identification and delineation of the optimal phase during which locus of control exerts the most impact on an individual.

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