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Analysis of Factors Affecting Mathematics Learning Outcomes With Internal Locus of Control As a Mediator

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Abstract:
Mathematics learning outcomes are optimal when an individual reaches a level of achievement that aligns with their potential and abilities. The factors that influence student learning outcomes come from two main aspects: external factors and internal factors. External factors include the influence of family, school, and the community environment, while internal factors encompass psychological dimensions, physical conditions, and the student's level of fatigue. This research analyzes the factors influencing mathematics learning outcomes through the internal locus of control as a mediator. The type of research is a survey with a quantitative approach. The research location was carried out at SMAN 2 Kediri City. The population of this study were all class XI students of SMAN 2 Kediri City. The sampling technique is simple random sampling, with a sample size of 100 SMAN 2 Kediri City students. Data collection techniques use family socioeconomic status questionnaires, psychological distress questionnaires, internal locus of control questionnaires, and third-semester student report cards. Data analysis was carried out using descriptive statistical analysis and inferential statistics. The research results show that (1) family socioeconomic status influences mathematics learning outcomes, (2) psychological distress influences mathematics learning outcomes, (3) internal locus of control influences mathematics learning outcomes, (4) internal locus of control cannot mediate between family socioeconomic status and mathematics learning outcomes, (5) internal locus of control can mediate between psychological distress and mathematics learning outcomes, and (6) the model in the research is acceptable.

Keywords: *Family Socioeconomic Status, Psychological Distress, Internal Locus of Control, Mathematics, SmartPL*

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Introduction

Mathematics can be interpreted as a symbol that can describe quantitative relationships in space and also helps in facilitating the thinking process (Hartati et al., 2021). Mathematics is a basic subject taught at every level of education, from kindergarten to college. It can be seen as one of the compulsory subjects in all schools and levels of education in Indonesia. Because mathematics is a fundamental subject and one of the subjects that must be studied, students are always required to study and master this subject.

Learning can be defined as the process of acquiring new knowledge, skills, understanding, or experiences through interaction with information or the surrounding environment. It involves information processing, behavioral changes, and increased knowledge that can occur through various methods and experiences. Learning does not only involve activities such as reading, listening, writing, doing assignments, and taking exams. It also includes behavioral changes that occur due to the learning process. During the learning process, there is active interaction with the environment, and the changes are permanent. (Setiawati, 2018).

Learning is a complex process in which students have an important role in determining whether learning occurs. Therefore, students must be actively and independently involved in their efforts to learn (Ahmad Budi Sutrisno & Yusri, 2021). The learning process refers to a series of interactions and activities between teachers, students, and learning materials to facilitate the acquisition of new knowledge, skills, and understanding. Learning involves information recognition, cognitive processing, social interaction, and desired behavioral changes.

Learning outcomes can be used to indicate success in the learning process. Learning outcomes reflect personality changes experienced by students after being involved in learning activities. The learning outcomes achieved by students can serve as an indicator to measure their abilities and success in understanding the material taught by the teacher (Hartati et al., 2021).

The student learning outcome evaluations suggested include authentic assessment, self-assessment, portfolio-based assessment, daily exams, midterm exams, final semester exams, and school or madrasah exams (Subagia & Wiratma, 2016). The results of the learning evaluation will be reported in a book called a report card, where the report card will be given to the student's guardian at the end of each semester.

Teachers, parents, and students expect good learning outcomes. However, differences in intellectual and physical abilities, learning habits, and learning approaches cause variations in student achievement. Some students are very smart, average, and underachieving. As a consequence, not all students will succeed in achieving the expected learning outcomes.

The learning outcomes are optimal when someone reaches a level of achievement that matches their potential and abilities. Factors that influence student learning outcomes come from two main aspects, namely internal factors and external factors. Internal factors include physical and psychological dimensions and the level of student fatigue. Meanwhile, external factors include influences from family, school, and the community environment (Annisa Putri & Rino, 2023).

The family is the earliest educational environment because children first receive education and guidance in the family. It is stated as the main environment because most of the child's time is spent in the family. Hence, children's most dominant education comes from their family environment (Karini et al., 2019). According to Majid, the first factor that comes from the family and affects student learning outcomes is the parents' lack of economic ability (Karini et al., 2019). So, it can be concluded that one of the

external factors influencing learning outcomes is the family, especially the family's socioeconomic status. According to Sugihartono, the socioeconomic status of parents includes their level of education, type of work, and income (Yuvita & Saliman, 2021). According to him, parents' education level can influence their views on children and their expectations for education for their children.

Family socioeconomic status refers to a family's social position or standing based on economic factors, such as income, occupation, education, and wealth. It reflects its level of prosperity and access to economic resources. A family's socioeconomic status can affect lifestyle, educational opportunities, health, and community services and opportunities.

Several previous studies have shown that family socioeconomic status impacts student achievement. Previous research at SMP Negeri 3 Wates also revealed that family socioeconomic status affects student achievement. Students from families with high socioeconomic status tend to have greater support to achieve higher learning achievement (Yuvita & Saliman, 2021). Another study conducted at SMP Handayani Sungguminasa indicated that family socioeconomic status did not affect student achievement. It shows that high-achieving students do not only come from well-off families, but all students can achieve according to their abilities (Lestarini, 2019).

In addition to the family's socioeconomic status, other factors, such as internal factors, contribute to achieving satisfactory learning outcomes. One of these internal factors is psychological or psychic. Psychological distress can affect learning outcomes. According to Mirowsky & Ross (Windi Maryanti, 2020), psychological distress is an emotional condition that characterizes symptoms of depression, such as loss of interest, sadness, and feelings of hopelessness and anxiety, such as feelings of tension and excessive worry.

Based on preliminary research conducted by the author at SMAN 2 Kediri City, the data obtained on students' learning outcomes at SMAN 2 Kediri City can be said to be good. Evidence for this can be seen from the report card of mathematics learning scores at SMAN 2 Kediri City exceeding the KKM (Minimum Graduation Criteria) score, which is 75. Students' mathematics report card scores, especially class XI of SMAN 2 Kediri City, are above 80. Achieving these satisfactory learning outcomes is certainly inseparable from various factors and one of the factors that play a role in psychological distress. Low levels of distress in students can encourage the learning process and improve student learning outcomes (Abdillah & Septianawati, 2023).

In addition to distress, another internal factor included in the psychological factors that impact learning outcomes is locus of control (Riski, 2019). In general, a locus of control is formed through relationships with family, culture, and past experiences that receive reinforcement (Sundari, 2014). According to Gershaw (in Fatmawati, 2006), forming an internal locus of control is associated with higher socioeconomic status, parenting patterns in the family, cultural stability, and experiences that support self-esteem. According to Alvi T, Assad (2010), stressful events can be related to the ability to control oneself in each individual. The inability to control oneself can affect the psychological condition of each individual. This ability is related to how individuals view success and failure. This ability also results in the perception experienced by individuals when facing certain situations in life, which then affects motivation, expectations, self-esteem, risk-taking behavior, and the individual's decision-making process. This perception is called Locus of Control (Hariansyah & Reni S, 2017). According to Rotter, locus of control is divided into two dimensions, namely internal locus of control, which means a concept that explains whether someone feels they have control over the

direction of their own life, and external locus of control, which means a concept that explains whether someone feels they have control over the direction of their own life or whether the control is beyond their control, either from other people or other factors (Achadiyah & Laily, 2013). Locus of control describes how much control someone feels over a particular situation. Someone with an orientation towards internal locus of control believes that the decisions and actions they take internally affect the outcome. Internal locus of control shows that the efforts and behavior of the individual determine the outcome in life. An example of an internal locus of control in students' lives is students achieving good grades because of their efforts and actions.

Previous research on accounting students showed that internal locus of control significantly impacts their learning outcomes (Achadiyah & Laily, 2013). In addition, a previous study conducted at MTsN 6 AGAM concluded that locus of control significantly impacts students' mathematics learning outcomes (Adinda & Rahmat, 2022).

Based on several studies, the conclusion is that internal factors significantly impact learning outcomes. Therefore, the internal locus of the control variable is used as a mediator in this study to increase the indirect influence between the variables of family socioeconomic status and distress on students' mathematics learning outcomes.

Therefore, this study aims to analyze whether factors influence mathematics learning outcomes, especially family socioeconomic status factors and psychological distress mediated by internal locus of control in SMAN 2 Kediri City students who obtained mathematics scores above 80.

Based on the issues described, the researcher is interested in researching "Analysis of Factors Affecting Mathematics Learning Outcomes with Internal Locus of Control as a Mediator. ".

Methods

This research applies a quantitative approach with a survey research type. This study took the population of SMAN 2 Kota Kediri students in class XI of the 2023/2024 academic year, totaling 432 students. In this study, sampling was carried out using the *simple random sampling method*. According to Suharsimi Arikunto in Hatmoko, if the number of research subjects is less than 100, it is advisable to take all of them so that the research can be considered a population study. However, if the number of subjects is large (more than 100 people), around 10-15% or 20-25% or more of the total number of subjects can be taken for adequate representation. Based on the definition above, it can be said that the number of samples in this study is $432 \times 23\% = 99{,}36 \approx 100$. So, the sample in this study was 100 students and required at least three classes. The research instruments used were a family socioeconomic status questionnaire, a psychological distress questionnaire, and an *internal locus of control questionnaire.* Apart from the questionnaire, the data required was in the form of student learning outcomes obtained from students' mathematics report card scores.

The data analysis techniques used are descriptive statistics and inferential statistics. Descriptive statistics describe questionnaire data, while inferential statistics are used for normality and hypothesis tests.

Results and Discussion

Findings

In this study, there are four variables consisting of family socioeconomic status as the independent variable (X1), psychological distress as the independent variable (X2), *internal locus of control* as the mediator variable (Z), and mathematics learning outcomes as the dependent variable (Y).

1. Descriptive Data Analysis of Family Socioeconomic Status
   a. Parental Education Level

      Education is important in developing individuals, society, and the nation. One of the important roles of education is to open economic opportunities for each individual. The level of education starts from graduating from elementary school, junior high school, and D1-Bachelor's degree. At SMAN 2 Kediri City, it is known that the last formal education of the student's father was 46% graduated from S1, 32% graduated from high school/equivalent, 11% graduated from diploma, 6% graduated from S2, 4% graduated from junior high school, 1% graduated from elementary school, and 0% graduated from S3. While the last formal education of the student's mother was 50% graduated from S1, 28% graduated from high school/equivalent, 8% graduated from diploma, 7% graduated from S2, 5% graduated from junior high school, 2% graduated from elementary school, and 0% graduated from S3.

   b. Parent's Employment Status

      The type of work can determine socioeconomic status because work can fulfill various life needs. Work has economic value and is a human effort to fulfill needs and get compensation. Working is an obligation because a person's work will affect their financial ability. According to Lilik in Resty Lestarini, the type of parent's work is indicated by the level of parental employment, which ranges from high to low (Lestarini, 2019). At SMAN 2 Kediri City, it is known that the main jobs of the student's father are as many 36%as Civil Servants, 34%are self-employed, 14%are retired, 1%are not permanent, 3%are not working, and as many as 12%other jobs. Of the main jobs of the student's mother, 35%are % are homemakers, 25%are Civil Servants, 17%are self-employed, 10%are not permanent, and as many as 13% are other jobs.

   c. Parental Income

      Based on the classification according to BPS (Central Statistics Agency), population income is classified into 4 (Rakasiwi, 2021). It is known that at SMAN 2 Kediri City, the basic income of the father of students *is* 27 Rp5,000,000.00. In addition, the income of the father of students from the three classes varies from Rp0.00 to Rp30,000,000.00. Meanwhile, the basic income of the mothers of students *is* 38% not earning because the work of the mothers of students from the three classes is mostly housewives. In addition, the income of the mother of students from the three classes varies greatly from Rp300,000.00 to Rp25,000,000.00.

2. Descriptive Data Analysis of Psychological Distress

   By using SPSS 26, the psychological distress categories of students at SMAN 2 Kediri City are as follows:

Table 1. Categorization of Psychological Distress Variables

Kategori

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rendah	32	32.0	32.0	32.0
	Sedang	57	57.0	57.0	89.0
	Tinggi	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

From the table above, the categorization shows that there are 32 subjects (32%) who have low psychological distress, as many as 57 subjects (57%) who have moderate psychological distress, and finally, as many as 11 subjects (11%) who have high psychological distress. From the results of the classification, it can be concluded that students of class XI SMAN 2 Kota Kediri have moderate psychological distress, meaning that students of class XI SMAN 2 Kota Kediri have a fairly negative emotional condition marked by symptoms of depression and anxiety in mathematics subjects.

3. Descriptive Data Analysis *of Internal Locus of Control*

By using SPSS 26, the psychological distress categories of students at SMAN 2 Kediri City are as follows:

Table 2. Categorization of Internal Locus of Control Variables

Kategori

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sedang	33	33.0	33.0	33.0
	Tinggi	67	67.0	67.0	100.0
	Total	100	100.0	100.0	

From the table above, the categorization shows that 33 subjects (33%) have a moderate internal locus of control, and as many as 67 subjects (67%) have a high internal locus of control. From the results of the classification, it can be concluded that students of class XI SMAN 2 Kediri City have high internal locus of control, meaning that students of class XI SMAN 2 Kediri City have high individual beliefs that they have great control or influence over the results of their own lives.

4. Descriptive Data Analysis of Mathematics Learning Outcomes

By using SPSS 26, the psychological distress categories of students at SMAN 2 Kediri City are as follows:

Table 3. Categorization of Mathematics Learning Outcome Variables

Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	11	11.0	11.0	11.0
	Very good	89	89.0	89.0	100.0
	Total	100	100.0	100.0	

From Table 3 above, the categorization shows that 11 subjects (11%) have good mathematics learning outcomes, and as many as 89 subjects (89%) have very good mathematics learning outcomes. From the classification results, it can be concluded that students of class XI SMAN 2 Kota Kediri have very good learning outcomes.

5. Normality Test

The normality test determines whether the data obtained has a normal distribution (Usmadi, 2020). The aim is to ensure whether the data used meets the requirements for analysis with a particular statistical method, thereby avoiding errors in interpreting the results of data analysis. In this study, the normality test with Kolmogorov-Smirnov will be used. The normality test was carried out using the IBM SPSS 26 application.

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.20731544
Most Extreme Differences	Absolute	.073
	Positive	.073
	Negative	-.055
Test Statistic		.073
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, the results of the normality test of family socioeconomic status data, psychological distress, and internal locus of control on mathematics learning outcomes using the Kolmogorov-Smirnov test with the help of IBM SPSS 26 obtained a significance value of 0.200. Because the Asymp. Sig. The value is 0.200 > 0.05. Based on the decision taken, it is concluded that the sample data comes from a normally distributed population.

6. Hypothesis Testing

Hypothesis testing aims to answer the problem formulation the researcher and hypothesis testing has made using the SmartPLS 4 application. The diagram of the path obtained is as follows:

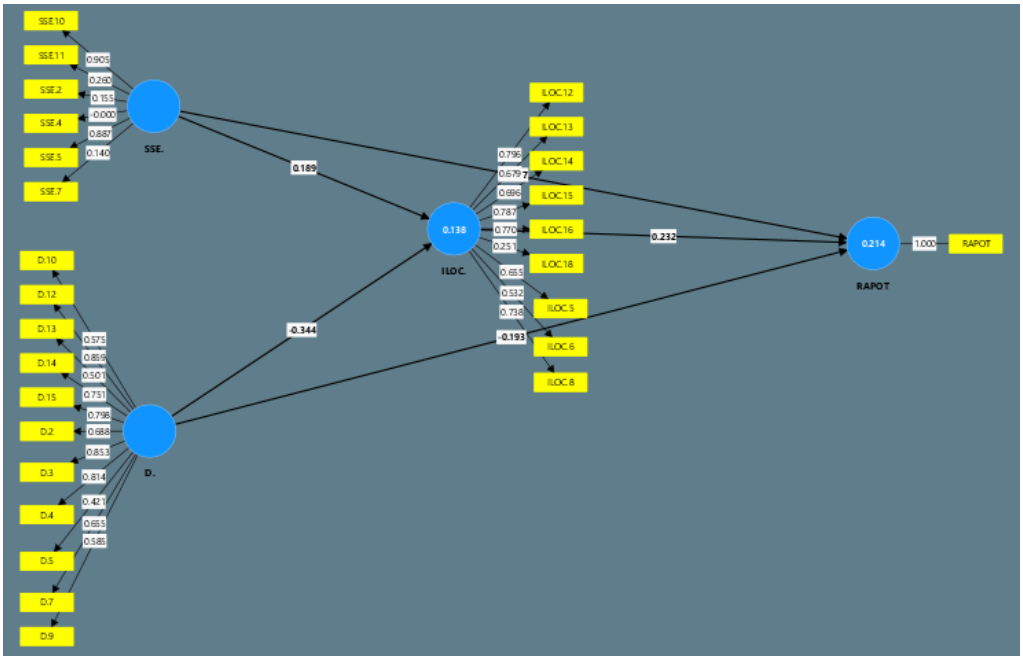

Figure 1Research Model Results

Table 5. Path Coefficients Results

		Original Sample (O)	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T-statistics***	**P-Value**	**Caption**
H1	X1 →Y	-0.317	-0.320	-0.139	2.284	0.022	Influential
H2	X2 →Y	-0.193	-0.197	0.097	1,984	0.047	Influential
H3	Z →Y	0.232	0.227	0.098	2,368	0.018	Influential

The results in Table 5 reflect the Path Coefficients, which are the results of testing *the direct effect* or direct influence so that the following conclusions can be drawn:

1) Family socioeconomic status significantly affects mathematics learning outcomes with a *t-statistic value of* 2.284 >1.96 and a *P-value* of 0.022.< 0.05.
2) Psychological distress significantly affects mathematics learning outcomes with a *t-statistic value of* 1.984. > 1.96, and the *P-value* is 0.047 <0.05.
3) *Internal locus of control* significantly affects mathematics learning outcomes with a *t-statistic value of* 2.368 >± 1.96 and a *P-value* of 0.018 ± <0.05.

Therefore, it can be concluded that hypotheses 1, 2, and 3 can be accepted.

Table 6. Specific Indirect Effect

		Original Sample (O)	***Sample Mean (M)***	***Standard Deviation (STDEV)***	***T-statistics***	**P-Value**	**Caption**
H4	X1 →Z →Y	0.044	0.039	0.056	0.787	0.432	No Mediating
H5	X2 →Z →Y	-0.080	-0.079	0.040	1,979	0.048	Mediating

The results in Table 6 reflect the Specific Indirect Effect, which is the result of testing *the indirect effect* or indirect influence, so it can be concluded as follows:

1) *Internal locus of control* cannot mediate family socioeconomic status on mathematics learning outcomes with a *t-statistic value* of 0.787 <± 1.96 and a *P-value* of 0.432 >± 0.05.
2) *Internal locus of control* mediates psychological distress on mathematics learning outcomes with a *t-statistic value of* 1.979.> 1.96, and the *P-value* is 0.048 <0.05.

Therefore, it can be concluded that hypothesis 4 is rejected, and hypothesis 5 can be accepted.

Table 7. Model Fit Values

	Mark
SRMR	0.100
d_ULS	3,791
d_G	1,271
Chi-square	595,714
NFI	0.587

The table shows that the SRMR value for the fit model is 0.10, which means ≤ 0.10 that the model used is acceptable.

Analysis

1. The Influence of Family Socioeconomic Status on Mathematics Learning Outcomes

   The questionnaire instrument on family socioeconomic status was distributed to 100 students of grade XI at SMAN 2 Kediri City. Calculations were carried out to determine the influence of family socioeconomic status on mathematics learning outcomes using the Smart PLS 4 application. Based on the results of the analysis, it was found that family socioeconomic status influenced mathematics learning outcomes of grade XI students of SMAN 2 Kediri City. It can be seen in the t-statistics value of 2.284 and the p-value of 0.022. Where the t-statistics is $2.284 < 1.96$and the p-value $0.022 < 0.05$, then it is stated that H_1it is accepted, and H_0rejected so that it can be concluded that family socioeconomic status affects mathematics learning outcomes.

   It is following the research results of Aprilia Yuvita and Dr. Drs. Saliman, M.Pd (Yuvita and Saliman 2021) that the socioeconomic status of the family positively affects mathematics learning outcomes, which means that an increase will directly follow an increase in the socioeconomic status of the family in student learning outcomes. Strengthened in the research of Lilis Nur Chotimah et al. (Chotimah, Ani, and Widodo 2018), it was revealed that parents' socioeconomic status significantly influences student learning achievement. It was further clarified in Mat Rosit's research (Rosit 2021) that the family's socioeconomic status significantly influences student learning outcomes.

2. The Influence of Psychological Distress on Mathematics Learning Outcomes

   The psychological distress questionnaire instrument was distributed to 100 grade XI students at SMAN 2 Kediri City. Calculations were carried out to determine the effect of psychological distress on mathematics learning outcomes using the Smart PLS 4 application. Based on the calculation results, it was found that distress did not affect the mathematics learning outcomes of grade XI students of SMAN 2 Kediri City. It can be seen from the t-statistics value of 1.984 and the p-value of 0.047. Where the t-statistics is $1.984 > 1.96$and the p-value is $0.047 < 0.05$, it is declared H_0rejected and H_1 accepted so that it can be concluded that psychological distress affects mathematics learning outcomes.

   It is in line with research conducted by Maulidya Julianti (Julianti, 2022), which states that psychological distress significantly influences learning burnout in achieving the target of memorizing the Al-Quran of PPTQ Assaadah students. In addition, there is another study conducted by Khairunnisa et al. (Fadhila et al. 2024), which states that students at Islamic Boarding Schools experience psychological distress in the moderate category. Hence, the demands related to memorization are not easy for students.

3. The Influence of Internal Locus of Control on Mathematics Learning Outcomes

   The internal locus of control questionnaire instrument was distributed to 100 grade XI students at SMAN 2 Kediri City. Calculations were carried out to determine the influence of internal locus of control on mathematics learning outcomes using the Smart PLS 4 application. Based on the calculation results, it was found that the internal locus of control did not affect the mathematics learning outcomes of grade XI students of SMAN 2 Kediri City. It can be seen from the t-statistics value of 2.368 and the p-value of 0.018. Where the t-statistics are $2.368 > 1.96$and the p-value is $0.018 < 0.05$, it is declared H_0rejected and H_1 accepted so that it can be concluded that internal locus of control affects mathematics learning outcomes.

It aligns with research conducted by Rizka Adinda (Adinda and Rahmat 2022), which states that locus of control influences mathematics learning outcomes. Research conducted by Bety Nur Achadiyah et al. (Achadiyah & Laily 2013) states that internal locus of control influences the learning outcomes of accounting students. In addition, there is also other research conducted by Beny Dwi Pratama et al. (Pratama and Suharnan 2015), which states a positive relationship between internal locus of control and career maturity.

4. The Influence of Family Socioeconomic Status on Mathematics Learning Outcomes with Internal Locus of Control as a Mediator

   In this study, the family's socioeconomic status did not significantly affect the internal locus of control. It is supported by the results of research conducted by Wihelmina Yubilia Maris and Agung Listiadi (Maris and Listiadi 2021), which stated that the size of the parent's income, the level of education of the parents, and the facilities and wealth owned by the parents did not affect the students' locus of control. So, in this study, the internal locus of control cannot mediate between the family's socioeconomic status and mathematics learning outcomes. It is evidenced by the results of the path analysis test using Smart PLS 4, which obtained a t-statistics value0.787 and p-value0.432 where the t-statistics is equal to $0.787 < 1.96$and the p-value is $0.432 > 0.05$, then it is stated as H_1rejected and H_0accepted so that it can be concluded that the internal locus of control cannot be a mediator between the family's socioeconomic status and mathematics learning outcomes.

   In line with this, a study conducted by Wihelmina Yubilia Maris and Agung Listiadi (Maris and Listiadi 2021) stated that family socioeconomic status also does not affect locus of control. Because the existing path is insignificant, it can be concluded that student consumer behavior is not influenced by family socioeconomic status through locus of control, which means that locus of control cannot mediate family socioeconomic status on student consumer behavior.

5. The Influence of Psychological Distress on Mathematics Learning Outcomes with Internal Locus of Control as a Mediator

   Determining the influence of psychological distress on the mathematics learning outcomes of class XI students at SMAN 2 Kediri City is necessary to conduct a path analysis test using Smart PLS 4 to obtain a t-statistics 1.979 value. and p-value0.048 where the t-statistics is equal to $1.979 > 1.96$and the p-value is $0.048 < 0.05$, then it is stated as H_0 rejected and H_1 accepted so that it can be concluded that internal locus of control can mediate psychological distress and mathematics learning outcomes.

   In line with this, a study by Norma Nur Shifa Al Qusaeri and Sunarto (Nur and Al 2024) stated that internal locus of control also influences intellectual intelligence's influence on elementary school teachers' classroom management. In addition, Kestia Ria Astuti's (Astuti 2019) research stated that the locus of control variable can mediate the relationship between financial knowledge and financial management behavior. In addition, a study conducted by Ihda Rohamtin Khoirunnisa and Rochmawati (Khoirunnisa and Rochmawati 2021) stated two things: the first locus of control can function as an intervening variable between financial attitudes and personal financial management, and the second statement states that locus of control is an intervening variable between family financial education and personal financial management.

6. Research Models Can Predict Mathematics Learning Outcomes

   To find out whether this model can predict learning outcomes or, in other words, has a good data fit, it is necessary to carry out a Goodness of FIT test using

Smart PLS 4 to obtain the SRMR 0.10 value. Where the value is ≤ 0.10. The requirement is that the SRMR value below 0.08 indicates a fit model. In contrast, the SRMR value between 0.08 and 0.10 is still acceptable (Yamin, 2021:14). In addition, according to Hair et al., the Standardized Root Mean Square Residual (SRMR) value$\leq$ 0.1. So, it can be concluded that the model in this study is still acceptable because it is between 0.08 and 0.10 or ≤ 0.1.

Conclusion

Based on the research that has been conducted on the analysis of factors that influence mathematics learning outcomes with internal locus of control as a mediator in class XI of SMAN 2 Kota Kediri, it can be concluded as follows:

1. The family's socioeconomic status directly influences the mathematics learning outcomes of SMAN 2 Kota Kediri class XI students. It can be seen in the t-statistics value of 2.284 and the p-value of 0.022. Where the t-statistics is $2.284 > 1.96$and the p-value $0.022 < 0.05$, then it is stated that H_1it is accepted, and H_0rejected so that it can be concluded that the family's socioeconomic status affects mathematics learning outcomes.
2. There is a direct influence of psychological distress on the mathematics learning outcomes of class XI students of SMAN 2 Kota Kediri. It can be seen in the t-statistics value of 1.984 and p-value of 0.047. Where the t-statistics of 1.984> 1.96 and p-value $0.047 < 0.05$, it is stated that H_1it is accepted, and H_0rejected so that it can be concluded that psychological distress affects mathematics learning outcomes.
3. There is a direct influence on the internal locus of control on the mathematics learning outcomes of class XI students of SMAN 2 Kota Kediri. It can be seen in the t-statistics value of 2.368 and the p-value of 0.018. Where the t-statistics of 2.368> 1.96 and the p-value of 0.018 <0.05, then H_1it is accepted, and H_0rejected so that it can be concluded that the internal locus of control affects mathematics learning outcomes.
4. Internal locus of control cannot be a mediator between family socioeconomic status and mathematics learning outcomes. It can be seen in the t-statistics value.0.787 and p-value0.432 Where the t-statistics is equal to $0.787 < 1.96$and the p- p-value is $0.432 > 0.05$, then it is stated that H_1it is rejected and H_0.
5. Internal locus of control can be a mediator between psychological distress and mathematics learning outcomes. It can be seen in the t-statistics value 1.979 and p-value 0.048 where the t-statistics is equal to $1.979 > 1.96$ and the p-value is $0.048 < 0.05$, then it is declared. H_1rejected and H_0accepted.
6. The model used is acceptable. It can be seen in the SRMR 0.100 value. Where the value is ≤ 0.10. So, this model can predict high or low mathematics learning outcomes.

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