

## Self-Control and Disciplined Behavior Of Students

### *Self-Control dan Perilaku Disiplin pada Siswa*

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#### ABSTRACT

Islamic boarding school is a religious, educational institution with its characteristics and is different from other educational institutions. Education in Islamic boarding schools includes Islamic education, da'wah, community development, and additional similar education. This research aimed to determine the relationship between Self-Control with Discipline Behavior to students memorizing the Al-Qur'an at Islamic Boarding School Darussalam Purwokerto-Indonesia. This study uses quantitative research methods. The instrument used to collect data is the Self-Control scale and the Discipline Behavior scale. The population in the study was 80 students. Researchers use the entire population, so it is called population research. The data analysis technique uses product-moment correlation. Data were analyzed using Statistical Package for Social Sciences (SPSS) 25.0 for Windows Program. The results of the research data show that there is a relationship between Self-Control and Discipline Behavior in students who memorize the Qur'an at Islamic Boarding School Darussalam Purwokerto-Indonesia has a correlation of 0.695 and a significance level of  $p < 0.01$ . The results of data analysis show that there is a positive relationship between Self-Control and Discipline Behavior.

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### 1. INTRODUCTION

Islamic boarding school is a religious, educational institution with its characteristics and is different from other educational institutions. Education in "*pesantren*" (boarding school-like) includes Islamic education, da'wah, community development, and similar education. The students at the boarding school are called "*santri*," who generally stay, and the place for the students who live in the environment is called the hut (Depag RI, 2003). In the Islamic boarding school environment, there are many undisciplined behaviors. For example, many students still like to skip the Al-Qur'an and run away from the *pesantren*, even though discipline is an essential moral behavior that can affect academic achievement.

Disciplined students tend to follow the learning process well; otherwise, not disciplined students can not follow the learning process well. In this case, students must be disciplined in the applicable Islamic boarding school regulations to follow the learning process properly.

Discipline is essential because if there is no disciplinary regulation in a *pesantren*, the *pesantren* activities will not run well. The success of students in their studies is influenced by the way they learn. Haryono (2016) states that students who have an effective way of learning make it possible to achieve higher results or achievements than students who do not have an effective way of learning. Learning effectively and efficiently can be done by disciplined students. Students who have discipline in their education will try to organize and use appropriate strategies and ways of learning.

According to Sudrajat (2018), every student can behave in agreement with the regulations that apply at the Islamic boarding school. Therefore, students' self-control must be developed. Self-control is a condition where a

person in his actions can always control himself to control himself from various excessive desires (Ariananda, Hasan & Rakhman, 2014). With good self-control, students will adapt to their environment and follow the rules made by the boarding school administrator.

McMullen said self-control is being able to refrain from doing the behavior that is considered to violate the rules (Widiantoro et al., 2017)). According to Hurlock, self-control allows adolescents to think or behave in a more directed manner; adolescents can also channel the impulses of feelings in themselves correctly and do not violate the rules in the surrounding environment (Wahyudi & Rohyati, 2019). Calhoun defines self-control as a person's influence on the authorities about his physical, behavior, and psychological processes, in other words, a group of techniques that bind him (Wahyudi & Rohyati, 2019).

Self-control significantly affects the disciplined behavior of students, where when students have good self-control, the disciplined conduct of students will also be good. They will be committed, consistent, disciplined in carrying out their activities, following the daily rules and demands that they must live (Marsela & Supriatna, 2019). However, when students have low self-control, for example, cannot control themselves not to play cellphones excessively, are lazy in repeating rote memorization, and do not take advantage of free time to memorize, their disciplinary behavior will also be lower.

This research aimed to determine the relationship between Self-Control with Discipline Behavior to students memorizing the Al-Qur'an at Islamic Boarding School Darussalam Purwokerto-Indonesia. The findings in this study are expected to have implications for boarding school administrators about the importance of increasing discipline in students by increasing students' self-control.

## 2. THEORITICAL FRAMEWORK

This study uses two variables consisting of disciplinary behavior and self-control. The explanation of these two variables is in the next paragraph.

### *Disciplinary Behavior*

According to the Big Indonesian Dictionary, discipline means discipline (at school, in the office, in the military, etc.), obedience (compliance) with disciplinary regulations, fields of study that have certain objects and systems. Discipline is an ability or trait that a person has to obey and control himself to keep following the agreed or made rules. The word discipline, in English, namely discipline, comes from the Latin root (*discipulus*), with the word *disciple* having the same meaning, namely teaching or following a respected leader (Allen & Cheryl, 2005). Prijodarminto (Nansi & Utami, 2017) states that discipline is a condition that is created and formed through a process of a series of behaviors that show the values of obedience, obedience, loyalty, regularity, and or order. According to Hurlock, the popular concept of "discipline" is the same as punishment according to this concept; discipline is used only when the child violates the rules and orders given by adults who are authorized to regulate social life, where the child lives.

### *Self-Control*

McMullen (1999) says self-control is being able to refrain from engaging in behaviors that violate the rules. According to Alberts & de Vries (2006), self-control is defined as the ability possessed by each individual to control his thoughts, urges, and desires. Aviyah & Farid (2014) self-control has the meaning as an activity carried out by a person to control his behavior. A person's ability to compose, guide, regulate, and direct behavior can lead individuals to positive consequences. According to Averill (in Ghuftron & Risnawati, 2012), there are three aspects of self-control in individuals, including Behavior Control, Cognitive Control, Decision control.

## 3. RESEARCH METHODOLOGY

This study uses quantitative methods that aim to determine the relationship of one variable to another variable. The population in this study was the students who memorized the Al-Qur'an at the Islamic Boarding School Darussalam Purwokerto-Indonesia, amounting to 80 students.

The instruments used in this study include a disciplinary behavior scale based on Prijodarminto's (1994) disciplinary aspect and a self-control scale based on Averill's self-control aspect (in Ghuftron & Risnawati, 2012). The disciplinary behavior scale consists of 50 statement items, while the self-control scale also consists of 50 statement items. Both scales are using a 5-point Likert scale.

The data analysis technique used in this study is product-moment correlation analysis to find the relationship between self-control and the disciplined behavior of students who memorize the Al-Qur'an. The data analysis process was carried out using SPSS (Statistical Product and Service Solution) IBM statistics 25.0 for the windows program

## 4. RESULTS AND DISCUSSION

### *Item Analysis and Reliability*

Testing the item analysis of the scale is done by correlating the item score with the total score. The results of the corrected item-total correlation showed that the correlation ranged from 0.342 to 0.575 for the disciplinary behavior scale. The results of the reliability test show that the reliability of the scale is 0.881. In comparison, the results of the item analysis of the self-control scale showed that the corrected-item total correlation value ranged

from 0.311 to 0.505. The results of the reliability test showed that the reliability of the scale was 0.848.

Furthermore, table 1 shows that the categories for each subject that have very high disciplined behavior are one person or 1,25%, high is 17 people or 21,25%, the medium is 48 people or 60%, low are ten people or 12,5% and very low as many as four people or 5%.

Table 1. *Data Description Disciplined Behavior*

Category	Score Range	Freq.	percentage (%)
Very High	$X > 209,82$	1	1,25
High	$186,71 \leq X \leq 209,82$	17	21,25
Medium	$163,59 \leq X \leq 186,71$	48	60
Low	$140,48 \leq X \leq 163,59$	10	12,5
Very Low	$X < 140,48$	4	5
<b>Total</b>		<b>80</b>	<b>100</b>

Table 2. *Data Description Self-Control*

Category	Score Range	Freq.	percentage (%)
Very High	$X > 159,08$	5	6,3
High	$141,01 \leq X \leq 159,08$	15	18,8
Medium	$122,94 \leq X \leq 141,01$	36	45,0
Low	$104,87 \leq X \leq 122,94$	23	28,8
Very Low	$X < 104,87$	1	1,3
<b>Total</b>		<b>80</b>	<b>100</b>

Table 3 shows that the categories for each subject that have very high self-control are five people or 6,3%, high is 15 people or 18,8%, the medium is 36 people or 45,0%, low are 23 people or 28,8% and very low as many as one person or 1,3%.

The researcher then tested the hypothesis to determine whether there was a relationship between self-control and disciplined behavior in students who memorize al-Qur'an at the Islamic Boarding School Darussalam Purwokerto-Indonesia. The result of hypothesis testing can be seen in table 3.

Table 3. *Correlation Analysis*

Variable	Correlation Analysis Result ( r )	Significance
Disciplined Behavior Self-Control	0,695	0,000

The table shows the result that the correlation value of  $r$  is 0,695 at  $p = 0,000$  ( $p < 0,01$ ). These results indicate a positive relationship between disciplined behavior and self-control of students who memorize al-Quran at the Islamic Boarding School Darussalam Purwokerto-Indonesia. So, it can be interpreted that the higher disciplined behavior, the easier it is for students to achieve self-control conditions.

This study supports the research (Triastutik & Sutoyo, 2015) with the ex post facto research method on self-control, which has a positive and significant correlation or relationship with disciplinary behavior. According to Tu'u (2004), students' self-control is closely related to disciplinary behavior. Students who have high self-control will interpret any given stimulus, consider it and choose the action to be taken by minimizing unwanted consequences or impacts so that students can behave by the rules that apply at school. On the other hand, students who do not have high self-control will find regulating and directing their behavior challenging. As a result, they will tend to behave, which leads to violations of disciplinary rules.

The weakness in this research is distributing questionnaires using google forms. In this case, it is still very minimal to get many respondents. Suggestions for further research are distributing questionnaires directly to acquire enough respondents and conducting research not only in one Islamic boarding school.

## 5. CONCLUSION

The results showed that self-control was a determining factor in the disciplined behavior of students who memorized the Qur'an at Pondok Pesantren Darussalam Purwokerto-Indonesia. Suggestions for boarding school administrators to provide services to students to further improve disciplinary behavior by involving self-control given in the form of individuals or groups. For further researchers, it is recommended to research with a qualitative approach to examine more profoundly student disciplinary behavior.

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