

THE EFFECT OF SELF-CONTROL ON LEARNING DISCIPLINE IN GRADE X STUDENTS OF MAN 5 CIAMIS 2026

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Abstract

Learning discipline is an important aspect in supporting student success in school. However, in reality, there are still many students who display undisciplined behavior, such as procrastinating on assignments, lack of focus in learning or during lessons, playing with cell phones, talking with friends, and not complying with academic regulations. The purpose of this study was to determine the level of self-control, the level of learning discipline, and the effect of self-control on the learning discipline of class X students of MAN 5 Ciamis. This approach used a quantitative approach using the associative method. The population of 130 class X students of MAN 5 Ciamis was determined at 98 students using the Slovin formula and simple random sampling techniques. The instrument used was a questionnaire using a Likert scale scoring. Data analysis uses validity test, reliability test, descriptive analysis, linearity test, Person Product Moment correlation, and simple linear regression. Based on the results of the data analysis that has been done, the average score of student self-control is 46.94. The average discipline score is 49.11. The correlation results show a strong relationship between self-control and learning discipline with a value of $r = 0.6808$ and a significance of 0.000. The results of simple linear regression show the equation $Y = 18.236 + 0.584X$ with an R Square value of 0.4635, which means the influence of self-control is 46.35% on student learning discipline. Based on these results, it is concluded that self-control has a positive and significant effect on learning discipline in class X students of MAN 5 Ciamis.

Keywords: Kontrol Diri, Disiplin belajar, Siswa.

A. INTRODUCTION

Education plays a crucial role in shaping the quality of human resources (HR) (Silalahi et al., 2022). Through education, we as students are not only directed to acquire knowledge but also guided to develop attitudes, behaviors, habits, and responsibilities that support success in learning. This is in line with (Arikunto, 1990) who explains that success in education is not only determined by a student's intellectual abilities but also influenced by learning behaviors formed during the educational process. Similarly, (Suryabrata, 2011) emphasizes that psychological factors within a student also determine success in learning. Thus, learning

success is not only measured by intelligence but also by regular learning habits and attitudes (Mudjijanti F, 2013).

One attitude that is said to be important in supporting learning success is learning discipline. (Tu'u, 2004) explains that discipline is self-awareness to obey the values, rules, and regulations that apply. In the school context, learning discipline is seen in the behavior of being present on time, attending lessons in an orderly manner, completing assignments, and being able to maintain order in class, this is also in line with (Fiana et al., 2013) who stated that student discipline in schools is something that is closely related to compliance with the rules and the student's responsibility towards academics. In other words, learning discipline is part of one of the important requirements for the creation of an effective learning process (Ananda E, 2025).

However, in practice, many students still exhibit symptoms of low learning discipline. Behaviors such as procrastination, lack of focus during learning, playing with cell phones, chatting, and even sleeping are still common among some students. These conditions not only disrupt the learning process but also have the potential to lower academic achievement. (Utari, 2019) emphasizes that a student's uncertainty can be influenced by various factors, both internal and external, which are interrelated or interconnected. Meanwhile, (Sugeng, 2016) shows that student discipline is related to academic success. This demonstrates that the issue of learning discipline cannot be taken lightly because it can affect the quality of the educational process as a whole.

In more detail, (Averill, 1973) explains that self-control includes behavioral control, cognitive control, and decision-making control. These three aspects are crucial in learning activities because students need to be able to control their actions, manage their thoughts, and make choices that support academic goals. Similarly, (Hurlock, 1991) states that self-control helps individuals act according to social norms and demands. In the school context, this ability will make it easier for students to follow rules, avoid impulsive behavior, and maintain consistent study habits.

The relationship between these two variables has also been supported by previous research. (Fachrurrozi et al., 2018) found that self-control is related to student discipline in learning. Similar results were also seen in research (Triastutik & Sutoyo, 2015) which showed a relationship between self-control and disciplinary behavior in school discipline in high school students. Furthermore, research (Huda, 2023) also showed that self-control influences student discipline, so that the higher a student's self-control, the better their discipline. Thus, self-control can be seen as an important factor that deserves to be tested to explain student learning discipline.

Other research also shows that learning discipline is not only influenced by school rules but also relates to habituation and the development of self-awareness. Azizah (2022) explains that good learning discipline will help students control themselves in learning, even when studying without direct supervision. Furthermore, Esmiati (2020) shows that increasing self-awareness can help improve student discipline. These results demonstrate that strengthening students' internal factors, including self-control, plays a crucial role in developing discipline.

Based on initial observations at MAN 5 Ciamis, several behaviors were still found that lead to low learning discipline, such as delays in completing assignments, lack of focus during learning, playing with cell phones, chatting, and even sleeping when the lesson begins. These conditions indicate that student learning discipline still needs to be strengthened. On the other hand, research on the effect of self-control on learning discipline in the madrasah context, especially at MAN 5 Ciamis, is still limited. Therefore, this study is important to conduct which aims to provide an empirical picture of the level of self-control, the level of learning discipline, and the influence of self-control on learning discipline of class X students of MAN 5 Ciamis. Based on the description, there is also a formulation of the problem in this study, namely: (1) what is the level of self-control of class X students of MAN 5 Ciamis; (2) what is the level of learning discipline of class X students of MAN 5 Ciamis; and (3) is there an influence of self-control on the learning discipline of class X students of MAN 5 Ciamis. The purpose of this study is to determine the level of self-control of students, to determine the level of learning discipline of students, and to test the influence of self-control on the learning discipline of class X students of MAN 5 Ciamis. The hypothesis of this study is that there is a positive and significant influence between self-control on the learning discipline of class X MAN 5 Ciamis.

B. LITERATURE REVIEW

Self-Control Theory

Self-control theory explains that an individual's ability to resist momentary impulses, consider long-term consequences, and direct behavior in an orderly manner is an important foundation in developing adaptive behavior (Gottfredson & Hirschi, 1990). From this perspective, individuals with high self-control tend to be better able to avoid impulsive actions, are more compliant with rules, and are more consistent in achieving long-term goals. In an educational context, this theory is relevant because students are faced daily with choices between momentary pleasures and academic obligations that require perseverance. Students with good self-control are usually better able to delay distractions, manage study time, and maintain focus on schoolwork. Therefore, this theory is very appropriate to be used as a grand theory to explain why self-control can affect students' level of learning discipline. Indicators of self-control theory:

- Ability to resist momentary urges
- Ability to delay gratification
- Compliance with rules
- Orientation towards long-term goals
- Control of impulsive behavior

Personal Control Theory (Averil)

Averill (1973) views self-control as an individual's ability to manage responses to situations through behavioral control, cognitive control, and decision-making control (Averill, 1973). This theory emphasizes that individuals need not only be able to control their actual actions but also be able to regulate their thinking and make appropriate choices when faced with pressure or certain demands. In learning activities, these three aspects are crucial because students need to restrain disruptive behavior, interpret learning situations positively, and make

decisions that support academic goals. Averill's approach provides a more operational explanation than general self-control theories, making it very helpful in formulating the dimensions of research variables. Therefore, this theory is suitable for use in clarifying aspects of self-control that are directly related to student learning discipline in the school environment.

Personal Control Theory Indicators:

- Behavioral control
- Cognitive control
- Decision-making control

Theory of Learning Discipline (Tu,u)

Discipline is the self-awareness to consistently obey applicable values, rules, and regulations (Tu'u, 2004). In the context of education, learning discipline is not only interpreted as formal compliance with school regulations, but also as a positive habit that supports the learning process in an orderly and responsible manner. This theory views discipline as a behavior formed through habituation, self-control, and an individual's willingness to carry out their academic obligations in an orderly manner. In students, learning discipline is reflected in punctuality, regularity in attending lessons, seriousness in completing assignments, and the ability to maintain focus in learning activities. Because the dependent variable in this study is learning discipline, this theory is very relevant to explaining the forms of disciplinary behavior that emerge in students' academic lives. Indicators of Learning Discipline Theory:

- Compliance with learning regulations
- Punctuality in participating in learning activities
- Regularity in completing assignments
- Academic responsibility
- Consistency in learning habits

C. RESEARCH METHODOLOGY

This study employed a quantitative approach with an associative model. (Sugiyono, 2019) explains that quantitative research is used to examine a specific sample population using statistical analysis to test the hypotheses. This associative method was chosen because this study aimed to determine the effect of self-control variables on student learning discipline.

This research was also conducted at MAN 5 Ciamis. The population of this study was 140 students of grade X. The sample of this study was 98 students determined using the Slovin formula with a 5% error rate. The sampling technique used simple random sampling. The variables in this study consisted of self-control as the independent variable (x) and learning discipline as the dependent variable (Y). Data were collected through distributing questionnaires with a four-answer Likert scale. Before use, the instrument was tested for validity and reliability first. Data analysis was carried out through descriptive statistics, linearity tests, Pearson Product Moment correlations, and simple linear regression.

D. RESULT AND DISCUSSION

To find out the general picture of student self-control, the data is presented in the form of a frequency distribution table and descriptive statistics.

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Table 1. Frequency Distribution of Self-Control Variable (X)

Score Interval	Frequency	Percent
29-33	1	1%
34-38	4	4%
39-43	18	18%
44-48	40	41%
49-53	24	24%
54-58	9	9%
59-63	2	2%
Amount	98	100%

Source: Processed by Researchers, 2026

Based on Table 1, the highest frequency is found in the 44-48 interval, with 40 students, or approximately 41% of the total. This also indicates that most students have a moderate to good level of self-control.

Table 2. Descriptive Statistics of Self-Control Variable (X)

N	Mean	Median	Modus	Sstandard deviation
98	46,92	46,50	45	5,42

Source: Processed by Researchers, 2026

Based on Table 2, the mean value was 46.94. This value indicates that in general, the self-control of class X students at MAN 5 Ciamis is in the fairly good category. Learning discipline data is also presented in the form of a frequency distribution table and descriptive statistics to obtain a general overview of the level of student learning discipline.

Table 3. Frequency Distribution of Learning Discipline Variable (Y)

Score Interval	Frequency	Percent
27-31	1	1%
32-36	4	4%
37-41	3	3%
42-6	14	14%
47-51	48	49%
52-56	20	20%
57-61	8	8%
Amount	98	100%

Source: Processed by Researchers, 2026

Based on Table 3, the mean value of learning discipline was 49.11. This indicates that, in general, the learning discipline of class X students at MAN 5 Ciamis is in the fairly good category. This validity test was conducted to determine the feasibility of each item in the questionnaire. The testing criteria used were that an item is declared valid if the calculated r value is greater than the table r (0.198). The following is a recapitulation:

Table 4. Summary of Instrument Validity Test

Variables	Number of Items	Criteria	Result
Self-control (X)	16	r Count > 0,198	Valid
Learning Discipline (Y)	16	r Count > 0,198	Valid

Source: Processed by Researchers, 2026

Based on Table 4, all items of the self-control and learning discipline variables can be declared valid. Reliability testing was conducted to determine the consistency of the research instrument..

Table 5. Reliability Test Results

Variables	Cronbach's Alpha	Information
Self-control (X)	0,83	Reliabel
Learning Discipline (Y)	0,90	Reliabel

Source: Processed by Researchers, 2026

Based on Table 5, both variables have Cronbach's Alpha values greater than 0.60, indicating that the instrument is reliable. A linearity test was conducted to determine whether the relationship between self-control and study discipline is linear.

Table 6. Linearity Test Results

Source of Variation	Sum of Square	df	Mean Square	F	Sig.
Between Groups (combined)	1120,364	25	44,814	2,186	0,006
Linearity	845,271	1	845,271	41,218	0,000
Deviation from Linearity	275,093	24	11,462	0,559	0,945
Within Groups	1475,219	72	20.489		
Total	2595,583	97			

Source: Processed by Researchers, 2026

Based on Table 6, the significance value for Linearity is 0.000, and the Deviation from Linearity value is 0.945. Because the deviation from linearity value is greater than 0.05, the relationship between self-control and study discipline can be considered linear.

Correlation analysis was conducted to determine the closeness of the relationship between the variables of self-control and study discipline.

Table 7. Results of the Pearson Product Moment Correlation Test

Variables	r Count	Sig.	Information
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Self-control	0,681	0,000	Strong and Significant Relationship
Learning Discipline			

Source: Processed by Researchers, 2026

Based on Table 7, a correlation value of 0.681 was obtained with a significance level of 0.000. This indicates a strong and significant positive relationship between self-control and learning discipline. This means that the higher a student's self-control score, the higher their learning discipline.

Regression analysis was conducted to determine the extent of self-control's influence on student learning discipline.

Table 8. Simple Linear Regression Results

Component	Mark
Multiple R	0,6808
R Square	0,4635
Adjusted R Square	04,580
Standard Error	4,0226
Observation	98

Source: Processed by Researchers, 2026

Based on Table 8, the R Square value is 0.4635. This indicates that self-control contributes 4.35% to student learning discipline, while the remaining 53.65% is influenced by other external factors from the study.

Table 9. F Test Results (ANOVA)

Source	df	SS	MS	F	Significance F
Regression	1	1342,245	1342,245	82,951	0,000
Residual	96	1553,387	16,181		
Total	97	2895,633			

Source: Processed by Researchers, 2026

Based on Table 9, the F value obtained is 82.951 with a significance of 0.000. Because the significance value is smaller than 0.05, the regression model is declared significant.

Table 10. Regression Coefficients

Variables	Coefficient	Std. Error	t Count	Sig.
Konstanta	18,236	3,278	5,739	0,000
Kontrol Diri (X)	0,584	0,064	9,108	0,000

Source: Processed by Researchers, 2026

Based on Table 10, the regression equation obtained is: $Y = 18.236 + 0.584X$

This equation shows that every one-unit increase in self-control will increase learning discipline by 0.584. The significance value of 0.000 also indicates that self-control has a significant effect on student learning discipline.

The results of this study indicate that self-control has a positive and significant relationship with the learning discipline of class X students of MAN 5 Ciamis. This can be seen from the correlation coefficient value of 0.681 with a significance of 0.000. This finding is in line with the grand theory (Gottfredson & Hirschi, 1990) which emphasizes that self-control is an important ability in directing individual behavior so as not to easily follow momentary impulses. In the educational context, students who have good self-control will tend to be better able to withstand distractions, manage time, and focus on learning activities.

These results can also be understood through the perspective of Averill (1973), who stated that self-control encompasses behavioral control, cognitive control, and decision-making control. These three aspects are highly relevant to learning discipline, as students not only need to restrain disruptive behavior but also must be able to manage their thoughts and make decisions that support academic goals. Similarly, Hurlock (1991) also emphasized that self-control enables individuals to act in accordance with norms, rules, and the demands of their environment. Therefore, students with self-control will be better and more easily demonstrate orderly and consistent learning behavior.

Descriptively, the results of the study also show that students' self-control is in the fairly good category with a mean score of 46.94. Students' learning discipline is also in the fairly good category with a mean score of 49.11. This also shows that most students have a basic self-control and quite positive study habits. However, there are still some aspects that show less disciplined behavior, such as procrastination, lack of focus, and also being easily distracted by gadget users. Therefore, this condition also indicates that students' self-control is not always applied consistently in their daily lives.

The findings of this study align with several previous studies. For example, (Fachrurrozi et al., 2018) showed that self-control is related to student discipline in learning. Research (Triastutik & Sutoyo, 2015) also demonstrated a relationship between self-control and disciplined behavior in schools. Furthermore, (Huda, 2023) found that self-control influences student discipline. These similar results strengthen the hypothesis that self-control is an internal factor that plays a crucial role in shaping student learning discipline.

The R Square value of 0.4635 indicates that self-control has a 46.35% influence on student learning discipline. This means that almost half of the variation in learning discipline can be explained by self-control, while the rest is influenced by other factors outside the study. This also shows that learning discipline is a complex behavior. Where in addition to self-control, learning discipline can also be influenced by other factors such as family environment, friendships, school supervision, learning motivation, and even daily habits. (Utari, 2019) emphasized that student indiscipline can be influenced by many factors, while according to (Azizah, 2022) shows that learning discipline is also related to students' ability to control themselves during the learning process.

From a practical perspective, the results of this study imply that fostering learning discipline in schools is not sufficient simply through rules and punishments. Schools,

particularly guidance and counseling (BK) teachers, need to help students develop self-control through habituation, time management training, self-reflection, and strengthening learning responsibility. This is supported by research (Esmiati, 2020), which shows that increasing self-awareness can encourage student discipline. Therefore, improving learning discipline will be more effective if implemented through strengthening students' internal factors as well as support from the school and family environment.

E. CONCLUSION

Based on the results of the study above, it can be concluded that the self-control of class X students of MAN 5 Ciamis is in the fairly good category with a mean value of 46.94, while the students' learning discipline is also in the fairly good category with a mean value of 49.11. The results of the correlation analysis also show a strong and significant positive relationship between self-control and learning discipline with an r value of - 0.681 and a significance of 0.000. Furthermore, the results of simple linear regression show the equation $Y = 18.236 + 0.584X$ with an R Square value of 0.4635, which means that self-control has an influence of 467.35% on students' learning discipline. Thus, the hypothesis of this study is accepted. Namely, there is a significant and positive influence between self-control and learning discipline of class X students of MAN 5 Ciamis.

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