# Description of Self Control with Student Compliance with School Rules at Public Junior High School 13 Semarang

## Andri Nur Mutaqin, Rulita Hendriyani✉

Department of Psychology, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

| Keywords | Abstract |
|---|---|
| *Self Control Behavior*, Code of Conduct Compliance School | School discipline compliance for students is an action that shows behavior in accordance with the norms or rules of discipline made and applied at school. School discipline compliance behavior by students can be influenced by various factors. The purpose of this study was to determine the description of the relationship between self-control and compliance behavior to obey school rules. The study used a correlational quantitative approach, focusing on the description of the relationship between *Self Control* in students with school discipline compliance behavior, The study population was all ninth grade students of SMP Negeri 13 Semarang. The sample of students as respondents was 100 students. Data collection techniques using questionnaires, which after tabulated. The results of data analysis based on tabulation of student answer scores on question instruments that measure self control variables (X) and school discipline compliance variables (Y) show that: (1) The results of the classical assumption test of normality, show that the estimated results of the regression model equation of this study meet the requirements of the normality test. (2) The results of the product moment correlation test show a correlation coefficient value of 0.348. So it illustrates that there is a relationship between self-control and compliance with school rules in students. The output results of the coefficient value are positive, meaning that if self control increases, student compliance will also increase. The significance of the analysis results is 0.000 <0.05, meaning that there is a significant relationship between self control and school discipline compliance. |

✉ Correspondence address:
  E-mail: andrinurmutaqin@students.unnes.ac.id

## INTRODUCTION

The in the present time the association of children is very worrying due to the development of science and technology, the global flow of modernization and the depletion of morals and faith of a person, especially children at this time (Jahja, 2013). The increasingly free association of children raises great concerns about negative behavior. Phenomena that appear in everyday life appear in various forms of negative behavior of children. The behavior carried out by adolescents such as accessing pornographic sites through cellphones, fighting, stealing, abusing drugs such as narcotics and engaging in free sexual activities. Many problems that arise in the school environment are caused by the inability to control themselves (*self control*). *Self control* is an individual's ability to manage self and environmental conditions.

According to Goldfried & Merbaum (in Oktarini, 2014: 9). Self control is an ability to structure, guide, regulate, and direct forms of behavior that can lead individuals towards positive consequences. The lack of self-control can be seen from the attitudes and behavior of deviations or delinquency that adolescents do and compliance with school rules. The rise of cases involving deviant attitudes and behavior is no longer in accordance with the prevailing values and norms. The results of research conducted by Husna (2019: 60) with the title "the level of self-control of students in complying with school rules at SMA 1 Canduang" found a phenomenon in SMA 1 Canduang that students who violate school rules such as skipping class during class hours, going to the canteen and sitting outside the classroom at the change of class hours, coming to school late, not wearing complete attributes, wearing untidy clothes and clothes issued. Compliance with the rules is due to lack of self-control in students.

According to Lazarus (in Ghufron & Rini, 2010) explains that self-control describes individual decisions through cognitive considerations to unite the behavior that has been arranged to improve certain results and goals as desired. Self control is a psychological variable that includes an individual's ability to modify behavior, an individual's ability to manage information and choose an action he believes in. Based on this opinion, it can be concluded that self-control is the child's ability to be able to adjust to a situation where the situation in question is a learning situation to be able to achieve the desired goal (Kusumadewi, 2014).

Widodo (in Gunawan, 2017) states that self-control has a contribution in creating a model of orderly compliance behavior, namely the existence of obedience to rules, norms that arise due to encouragement within themselves.

## METHODS

The type of research used in this study is descriptive quantitative. This research is descriptive research with a correlational quantitative method approach because it aims to determine a relationship between one variable and another.

The variables in this study are *self-control* (X) and school discipline compliance variables (Y). The research was conducted offline at SMPN 13 Semarang in 4 classes of 9th grade students. The population in this study were all 9th grade students at SMPN 13 Semarang with a sample of 100 students selected using random sampling method.

The following is the theory of variable X and variable Y: (X) Self-control is a person's ability to withstand negative responses and control behavior that arises in response to a stimulus so that a person can make the right decisions and achieve the desired results (Resti Fauzul Muna & Tri Puji Astuti, 2014: 3). (Y) According to Prijodarminto, (2003) compliance is a condition created and shaped through a process of a series of behaviors that show the values of obedience, compliance, loyalty, order and order. The attitude or actions carried out are no longer or not at all felt as a burden, even on the contrary, it will burden him if he cannot act as usual.

The research was conducted by distributing *Likert* scales using random sampling method in 4 different classes. The scales used are the *self-control* scale and the school discipline compliance scale which have CFA standards so that they are suitable for use in research in accordance with the themes raised.

The purpose of the study is to obtain data related to the results of the study, the data taken include the normality test, product moment, and frequency distribution so that from these results it can be seen the phenomena that are happening according to the research theme, at the place of research.

**RESULT AND DISCUSSION**

The normality test of this study uses the Kolmogorov-Smirnov Test (K-S) non-parametric statistical test, the results of which are in the following table.

Table 4.1 Normality Test Results
One-Sample Kolmogorov-Smirnov Test

|  |  | Unstandardized Residual |
|---|---|---|
| N |  | 100 |
| Normal Parameters[a,b] | Mean | .0000000 |
|  | Std. Deviation | 3.29098366 |
| Most Extreme Differences | Absolute | .079 |
|  | Positive | .043 |
|  | Negative | -.079 |
| Test Statistic |  | .079 |
| Asymp. Sig. (2-tailed) |  | .130[c] |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Primary Data Processing with SPSS V.22

From the normality test results above, the Kolmogorov-Smirnov value is 0.079 with a probability value of 0.130 significance. Because the significance value coefficient value is 0.130> 0.05, it is not significant, which means Ho is accepted. That the residual data estimated from the equation is normally distributed. Thus the regression model of this study meets the requirements of the normality test.

The product moment test using the statistical test tool of the SPSS V program. 22, can be described in the following table.

Table 4.2 Product Moment Test
Correlations

|  |  | X | Y |
|---|---|---|---|
| X | Pearson Correlation | 1 | .348** |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 100 | 100 |
| Y | Pearson Correlation | .348** | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 100 | 100 |

**. Correlation is significant at the 0.01 level (2-tailed).

From the table of analysis results, it is known that the product moment test value shows a correlation coefficient of 0.348. So it illustrates that there is a relationship between self-control and compliance with school rules in students. The output results of the positive coefficient value mean that if the amount of self-control increases, the level of student compliance will also increase. The significance of the analysis results is 0.000 <0.05, meaning that there is a significant relationship between self control and school order compliance.

**Overview of Self Control in Students**

Table 4.3 frequency distribution of students' *self-control*

| Category | Frequency | % | Mean |
|----------|-----------|-----|-------|
| Low | 0 | 0 | |
| Medium | 13 | 13 | 52,24 |
| High | 87 | 87 | |
| Total | 100 | 100 | |

Based on table 4.3 above, the description of student self-control at SMP Negeri 13 Semarang is measured into 3 categories, namely low, medium, high. Most students' self-control is in the high category as many as 87 (87%) respondents and the moderate category as many as 13 (13%) respondents but there are no respondents who have low self-control.

**Overview of School Discipline Compliance**

Table 4.4 Frequency distribution of discipline compliance in students

| Category | Frequency | % | Mean |
|----------|-----------|-----|-------|
| Low | 29 | 29,0 | |
| Medium | 51 | 51,0 | 61,59 |
| High | 20 | 20,0 | |
| Total | 100 | 100,0 | |

Based on table 4.4 above, the description of discipline compliance in students at SMP Negeri 13 Semarang is measured into 3 categories, namely low, medium, high. discipline compliance in students is mostly in the moderate category as many as 51 (51%) respondents and the low category as many as 29 (29%) respondents but there are respondents who have high discipline compliance, namely as many as 20 (20%) respondents.

Self Control of students at SMP Negeri 13 Semarang is measured into 3 categories, namely low, medium, high. Students' self-control is mostly in the high category as many as 87 (87%) respondents and the medium category as many as 13 (13%) respondents but there are no respondents who have low self-control.

Self-control is the act of managing behavior positively so that it can achieve the desired standard of life goals (Hager, Riez, Kangro, Wang, 2018). This can be interpreted that positive self-control will direct one's behavior in a positive direction. Self-control allows a person to think or behave more purposefully, can channel the impulses of feelings in himself correctly and not deviate from the norms and rules that apply in the surrounding environment (Hurlock, 2013). Self-control as a personality trait, although within a person, can be observed through their behavior (Gurbonus, Kapenieks & Cakula, 2016). This can be observed when students are able to behave in accordance

with the rules or violate them. Students with high self-control will have a high level of discipline in complying with the rules (Ningsih, 2015). Someone with high self-control, when faced with a new rule, will more quickly understand and carry out what is their responsibility. Conversely, students with low self-control when faced with a rule tend to complain, do things that deviate from the rules and behave according to their wishes. Therefore, it is important for students to have high self-control in order to control themselves to behave in accordance with the rules (Rianti & Rahardjo, 2014).

According to researchers, students who have high self-control, they will behave more positively and be able to take responsibility, such as the responsibility as a student is to study. Students will also be able to guide, direct, and regulate their behavior to be disciplined in complying with school rules.

Self-control is one of the potentials that can be developed by each individual. This potential can be used by individuals during the life process, including when facing discipline in the school environment. Fachrurrozi, Firman & Ibrahim (2018) explain that the condition of high student self-control needs to be maintained, developed, and improved in improving student discipline in learning, as well as the condition of self-control of Setiabudhi High School students who are in the moderate category needs improvement efforts.

The picture of discipline compliance in students at SMP Negeri 13 Semarang is measured into 3 categories, namely low, medium, high. discipline compliance in students is mostly in the moderate category as many as 51 (51%) respondents and the low category as many as 29 (29%) respondents but there are respondents who have high discipline compliance, namely as many as 20 (20%) respondents.

These findings are in line with research conducted by Ningsih (2018) which shows that there is a significant relationship between self-control and student discipline. Another study conducted by Pujawati (2016) showed that there is a relationship between self-control and disciplinary behavior. What makes the results of this study interesting is that, in predicting self-control with disciplinary behavior, student discipline is not seen in general, but more specifically with a focus on school discipline. According to the explanation of Tu'u, (2004) self-control owned by students is closely related to discipline. Students who have high self-control will be able to interpret every stimulus given, consider it and choose the actions to be taken by minimizing unwanted consequences or impacts so that students can behave in accordance with the rules that apply at school.

**CONCLUSION**

1. The product moment test results showed a positive relationship between self-control and compliance with school rules by students at SMP Negeri 13 Semarang.

2. Self Control of students at SMP Negeri 13 Semarang is measured into 3 categories, namely low, medium, high. Students' self-control is mostly in the high category as many as 87 (87%) respondents and the medium category as many as 13 (13%) respondents but there are no respondents who have low self-control.

3. The picture of discipline compliance in students at SMP Negeri 13 Semarang is measured into 3 categories, namely low, medium, high. discipline compliance in students is mostly in the moderate category as many as 51 (51%) respondents and the low category as many as 29 (29%) respondents but there are respondents who have high discipline compliance, namely as many as 20 (20%) respondents.

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