

Descriptive Analysis of Students' Self-Control in Learning and the Aspects that Influence it

Afrizal Sano, Sariro, Nilma Zola

Universitas Negeri Padang, Indonesia
zola@konselor.org

Submitted : 25-10-2022, Revised : 29-11-2022, Accepted : 29-11-2022

Abstract: Having good self-control, especially in learning, is an important thing that every student needs to have. Self-control, which is a part of inhibitory control, is the ability to restrain one's emotions, thoughts, and actions in the face of temptations and impulses. Self-control is a cognitive process that is required for controlling one's behavior in order to accomplish particular goals, and it is classified as an executive function. With good self-control, students will have the ability to control the impulses that exist within themselves and from others. This study aims to analyze students' self-control in learning and the aspects that influence it. The method used is descriptive quantitative, with a research population of 720 students, then by using a stratified random sampling technique, a research sample of 108 students was obtained. The data analysis technique used is descriptive analysis. The results showed that students' self-control based on aspects of discipline, prudence, healthy habits, work ethics and consistency were still in the moderate category, so it can be concluded that students' self-control still needs to be improved. So that school counselors need to provide services to students who need help.

Keywords: students' self-control, healthy habits, work ethics

Introduction

Self-control refers to a person's capacity to resist internal and external urges. People who can regulate themselves will make choices and take decisive action to achieve the desired results and prevent unfavorable (Laran, 2020). Self-control is the capacity to direct one's own behavior and the capacity to restrain or inhibit irrational or impulsive behavior (Alshebami & Aldhyani, 2022). Additionally, self-control is also defined as the capacity to regulate and manage behavioral factors in response to circumstances and conditions to present oneself when socializing, including the propensity to draw attention, the desire to alter behavior in order to suit others, please others, always conform with others, and the ability to hide their emotions (Wennerhold & Friese, 2020). Based on these several definitions, it is clear that self-control refers to a person's ability to use self-control to realize helpful and constructive behavior that adheres to established norms.

Self-control is not only limited to behavioral control, but includes emotional control, cognitive control or ways of thinking, and control in making decisions (Englert, 2019). Therefore, cognitive considerations are needed in self-control so that a person can display a form of behavior that can lead to positive consequences (Grass et al., 2019). In addition, self-control means that a person already has a mechanism that can help regulate and direct his behavior. This explanation illustrates that self-control is a form of mechanism for regulating individual behavior that does not only involve behavioral aspects (Li, Guo, & Yu, 2019).

Self-control serves multiple purposes and improves students' lives. Students with good self-control will show themselves as someone who can regulate themselves in behavior, emotions, and decision making and is able to engage effectively (Pauwels, 2018). People with good self-control will make choices and act in ways that will create the results they want while avoiding unfavorable outcomes (Van der Weiden, Benjamins, Gillebaart, Ybema, & De Ridder, 2020). Self-control plays a major role in the formation of good and constructive

behavior. The function of self-control is to harmonize personal desires with temptations. A person's ability to control one's desires and avoid these temptations is very instrumental in the formation of good behavior (Hagger, Wood, Stiff, & Chatzisarantis, 2010).

Facts in the field show that there are still students who are less able to control themselves during the learning process such as disturbing friends, students are easily influenced to do activities that interfere with learning activities such as talking to their classmates, going to the canteen during the learning process, cheating and other activities that have an ineffective impact. learning process (Syafitri & Yusri, 2021). There is a tendency in students to behave at will, against the rules, disobeying their parents and obeying their own will. Lazy to study, cheating, not doing homework, watching tv/movies for hours, playing games, coming home late at night, drinking are annoying temptations. During the learning process, some students played cellphones, enjoyed themselves, chatted with other friends, and some were sleeping, did not participate in learning, did not respect the teacher who was standing in front of them, came home early, often came late to school with excuses. certain things such as waking up late, stuck in traffic and so on.

Self-control is very necessary so that someone is not involved in violating norms, especially at school. School is an institution or place for learning such as reading, writing and learning to behave well. Schools are also an integral part of a society that deals with the real conditions that exist in society today. School is also a second environment where children practice and develop personality (Pidarta, 1997). In the education process in schools, learning activities are one of the main activities, because the success or failure of education depends on the learning process. In general, learning can be defined as the stages of all changes in behavior that are relatively permanent as a result of experience or behavior and interactions with the environment that involve cognitive processes.

Students' self-control in the learning process at school is something that students need to do. Students who are able to control themselves during the learning process can direct their own behavior, learn well, contribute to the learning process, and obey the rules during the learning process (Duckworth, Taxer, Eskreis-Winkler, Galla, & Gross, 2019). Students must practice good self-control during learning in order to successfully complete the learning process (Duckworth et al., 2019). There are five aspects of self-control according to (Tangney, Boone, & Baumeister, 2018), namely: 1) Self-discipline; 2) Deliberate/nonimpulsive; 3) Healthy habits; 4) Work ethic; 5) Reliability. This article will analyze students' self-control in learning based on the five aspects of self-control.

Method

This research is quantitative descriptive (Sidel, Bleibaum, & Tao, 2018; Zook & Pearce, 2018). The population in this study were high school students, namely students of SMP Negeri 34 Padang. For sampling using stratified random sampling technique. SMP Negeri 34 Padang has a total of 720 students. From the population, 15% of the population was taken so that the number of samples was $15\% \times 720 \text{ students} = 108 \text{ students}$. The instrument used in this study was the student's self-control scale. The data analysis technique uses descriptive analysis (Lawless & Heymann, 2010).

Results and Discussion

Self-control as a form of mechanism for regulating individual behavior does not only involve one aspect, but there are several other aspects that influence it. This section will describe the results of research related to self-control based on five aspects of self-control, namely 1) self-discipline; 2) prudence; 3) healthy habits; 4) work ethic; and 5) consistent (Tangney et al., 2018).

Self-discipline

Self-discipline refers to an individual's ability in self-discipline. In other words, a person is able to focus while doing a task. Individuals who have self-discipline are able to refrain from other things that interfere with their concentration (Hagger et al., 2021). Student self-control in learning based on self-discipline sub-variables is described in Table 1.

Table 1. Students' self-control in learning based on self-discipline sub-variables

Interval	F	%	Category
≥ 19	9	8,3	Very high
≥ 17 s/d <18	30	27,8	High
≥ 15 s/d <16	39	36,1	Currently
≥ 13 s/d <14	19	17,6	Low
<13	11	10,2	Very low
Amount	108	100	

The ability of students' self-control in learning based on the discipline sub-variable in Table 1. Shows that 36.1% of students have moderate self-discipline, 27.8% of students have high self-discipline, then 17.6% of students have low self-discipline, there are 10.2% of students have very low self-discipline and only 8.3% of students have very high self-discipline. It can be concluded that in general students' self-control based on discipline sub-variables is in the medium category. This means that the ability to focus on learning and doing assignments for students still needs to be improved. Ability to control feelings and overcome weaknesses (Manokha, 2018). The ability to control behavior, the propensity to draw attention, the desire to change behavior to suit others, please others, always conform with others, and the ability to hide one's feelings can all be improved by controlling and managing behavioral factors according to situations and conditions to present themselves in socializing.

Deliberate/nonimpulsive

Prudence is an individual's tendency to do something with certain considerations so that it has a careful nature, and is not in a hurry. Someone who has non-impulsivity is able to be calm in acting or making decisions. Because of this, prudence is one aspect of self-control (Tangney et al., 2018). Table 2 presents data related to students' self-control in learning based on the precautionary sub-variable.

Table 2. Students' self-control in learning based on the sub-variable of prudence

Interval	F	%	Category
≥ 24	9	8,3	Very high
≥ 21 s/d <23	36	33,3	High
≥ 18 s/d <20	41	38,0	Currently
≥ 15 s/d <17	21	19,4	Low
<15	1	0,9	Very low
Amount	108	100	

In Table 2, it can be seen that in general, students' self-control based on sub-prudence is in the moderate category, which is 38.0%, then 33.3% of students have high caution, and only 0.9% of students have caution. very low. This means that students still need to increase the

nature of prudence in acting, namely by not rushing in making decisions and remaining calm in dealing with problems that disturb them while studying. Self-control is needed during adolescence because it is one of the potentials that individuals can use to act in a way that is in accordance with their values, ideals, and life philosophies. (Bağatarhan, Siyez, & Vazsonyi, 2022).

Healthy habits

Healthy habits are a person's ability to regulate behavior so that it becomes a good and healthy habit for that person. Individuals who have healthy habits will refuse other things that can have a bad impact on him even though it is very pleasant. He will prioritize other things that have a positive impact on him even though it will not have a direct impact (Tangney et al., 2018). Student self-control in learning based on sub-variables of healthy habits is presented in Table 3.

Table 3. Student self-control in learning based on sub-variables of healthy habits

Interval	F	%	Category
≥ 28	8	7,4	Very high
≥ 25 s/d <27	28	25,9	High
≥ 22 s/d <24	36	33,3	Currently
≥ 19 s/d <21	27	25,0	Low
<19	9	8,3	Very low
Amount	108	100	

Students' self-control in learning based on the sub-variable of healthy habits in Table 3 shows that, 33.3% of students' self-control related to the sub-variable of healthy habits is in the moderate category, and as many as 25.9% of students have high healthy habits, then 25, 0% of students have low healthy habits, 8.3% of students have very low healthy habits and 7.4% of students have very high healthy habits. This illustrates that most students have moderate self-control on the sub-variable of healthy habits. Healthy habits in students can be one of the benchmarks in seeing the level of student self-control. So from the results of the research found, these healthy habits need to be improved again.

Work ethic

Work ethics measures how well a person controls their own ethics while going about their regular business. People with a strong work ethic will be able to finish their tasks without being affected by external factors. He will be able to concentrate on the task at hand. By having a good work ethic, it can have an impact on good self-control too (Tangney et al., 2018). Students' self-control in learning based on work ethic sub-variables is shown in Table 4.

Table 4. Students' self-control in learning based on work ethic sub-variables

Interval	F	%	Category
≥ 23	7	6,5	Very high
≥ 20 s/d <22	26	24,1	High
≥ 17 s/d <19	49	45,4	Currently
≥ 14 s/d <16	24	22,2	Low
<14	2	1,9	Very low
Amount	108	100	

The data in table 4 shows that almost some of the students have self-control in learning which is being based on the work ethic sub-variable with a percentage of 45.4%. Then less than 2% who have a very low work ethic. This illustrates that in general, students' work ethics still need to be improved.

Reability

Associated with the individual's assessment of his ability to design plans for certain purposes. This individual will consistently regulate his behavior in order to achieve the goals of his plans (Tangney et al., 2018).

Table 18. Student self-control in learning based on consistent sub-variables

Interval	F	%	Category
≥ 24	8	7,4	Very high
$\geq 21 \text{ s/d} < 23$	19	17,6	High
$\geq 18 \text{ s/d} < 20$	42	38,9	Currently
$\geq 15 \text{ s/d} < 17$	30	27,8	Low
< 15	9	8,3	Very low
Amount	108	100	

Based on Table 18, the results of the study of student self-control in learning in terms of consistent sub-variables are generally in the medium category with a percentage of 38.9%. Students who have very high and high consistency in learning will be able to regulate their behavior in achieving success in learning, students who have high self-control will be able to be consistent in learning and achieve their goals and will succeed in what they want. (Tangney et al., 2018).

Conclusions and Suggestions

Good self-control can help students increase productivity in learning. The ability of self-discipline, prudence, healthy habits, work ethic and consistency in students also need to be considered as aspects that affect students' self-control in learning. In general, students' self-control in learning based on the five careful aspects is in the moderate category, meaning that students still need help in achieving maximum results for these five aspects so as to produce good self-control. In this case, the role of various parties, especially school counselors, is needed in providing appropriate services for students, so that good student self-control in learning can be achieved.

References

- Alshebami, A. S., & Aldhyani, T. H. (2022). The interplay of social influence, financial literacy, and saving behaviour among Saudi youth and the moderating effect of self-control. *Sustainability*, 14(14), 8780.
- Bağatarhan, T., Siyez, D. M., & Vazsonyi, A. T. (2022). Parenting and Internet Addiction among Youth: The Mediating Role of Adolescent Self-Control. *Journal of Child and Family Studies*, 1-11.
- Duckworth, A. L., Taxer, J. L., Eskreis-Winkler, L., Galla, B. M., & Gross, J. J. (2019). Self-control and academic achievement. *Annual review of psychology*, 70(1), 373-399.

- Englert, C. (2019). The self-regulation of human performance: a critical discussion and future directions for self-control research. *Performance enhancement & health*, 6(3-4), 156-157.
- Grass, J., Krieger, F., Paulus, P., Greiff, S., Strobel, A., & Strobel, A. (2019). Thinking in action: Need for cognition predicts self-control together with action orientation. *PLoS one*, 14(8), e0220282.
- Hagger, M. S., Wood, C., Stiff, C., & Chatzisarantis, N. L. (2010). Ego depletion and the strength model of self-control: a meta-analysis. *Psychological bulletin*, 136(4), 495.
- Hagger, M. S., Zhang, C.-Q., Kangro, E.-M., Ries, F., Wang, J. C., Heritage, B., & Chan, D. K. (2021). Trait self-control and self-discipline: Structure, validity, and invariance across national groups. *Current Psychology*, 40(3), 1015-1030.
- Laran, J. (2020). Self-control: Information, priorities, and resources. *Consumer Psychology Review*, 3(1), 91-107.
- Lawless, H. T., & Heymann, H. (2010). Descriptive analysis. In *Sensory evaluation of food* (pp. 227-257): Springer.
- Li, H., Guo, Y., & Yu, Q. (2019). Self-control makes the difference: The psychological mechanism of dual processing model on internet addicts' unusual behavior in intertemporal choice. *Computers in Human Behavior*, 101, 95-103.
- Manokha, I. (2018). Surveillance, panopticism, and self-discipline in the digital age. *Surveillance and Society*, 16(2).
- Pauwels, L. J. (2018). The conditional effects of self-control in situational action theory. A preliminary test in a randomized scenario study. *Deviant Behavior*, 39(11), 1450-1466.
- Pidarta, M. (1997). Peranan Ibu dalam Pendidikan Anak. *Jurnal Ilmu Pendidikan*, 4(4), 11.
- Sidel, J. L., Bleibaum, R. N., & Tao, K. C. (2018). Quantitative descriptive analysis. *Descriptive analysis in sensory evaluation*, 287.
- Syafitri, I. V., & Yusri, Y. (2021). The Perception Of Class VII Students On Classical Assistance Services At SMP Negeri 26 Padang. *Jurnal Neo Konseling*, 3(1), 41-48.
- Tangney, J. P., Boone, A. L., & Baumeister, R. F. (2018). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. In *Self-regulation and self-control* (pp. 173-212): Routledge.
- Van der Weiden, A., Benjamins, J., Gillebaart, M., Ybema, J. F., & De Ridder, D. (2020). How to form good habits? A longitudinal field study on the role of self-control in habit formation. *Frontiers in Psychology*, 11, 560.
- Wennerhold, L., & Friese, M. (2020). Why self-report measures of self-control and inhibition tasks do not substantially correlate. *Collabra: Psychology*, 6(1).
- Zook, K. L., & Pearce, J. H. (2018). Quantitative descriptive analysis. In *Applied sensory analysis of foods* (pp. 43-71): Routledge.