



THE CONTRIBUTION OF SELF-CONTROL TO STUDENTS' COMPLIANCE WITH SCHOOL REGULATION: A CORRELATION ANALYSIS

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ABSTRACT

Student discipline is a key factor in creating an effective learning climate in schools; however, violations of school regulations are still frequently observed, often due to weak self-control among adolescents. This study aims to examine the relationship between self-control and adherence to school rules among twelfth-grade students. A quantitative approach with a correlational design was employed. The sample comprised 102 students randomly selected from a population of 239. Data were collected using a closed-ended, Likert-scale questionnaire that had been validated and proven reliable. Data analysis was conducted using Pearson product-moment correlation with the assistance of SPSS software. The results revealed a significant positive relationship between self-control and student discipline in adhering to school rules ($r = 0.557, p < 0.05$), with self-control contributing 31.10% to the variance in student discipline. These findings underscore the importance of strengthening self-control development programs through counseling services and habituation of discipline in schools as strategic efforts to improve students' compliance with school regulations.

ABSTRAK

Kedisiplinan siswa merupakan faktor kunci dalam menciptakan iklim pembelajaran yang efektif di sekolah, namun pelanggaran tata tertib masih sering terjadi akibat lemahnya kontrol diri pada remaja. Penelitian ini bertujuan untuk menguji hubungan antara kontrol diri dan kedisiplinan tata tertib pada siswa kelas XII. Metode yang digunakan adalah pendekatan kuantitatif dengan desain korelasional. Sampel sebanyak 102 siswa dipilih secara acak dari populasi 239 siswa. Instrumen pengumpulan data berupa kuesioner tertutup skala Likert yang telah tervalidasi dan reliabel. Analisis data dilakukan menggunakan korelasi product moment Pearson dengan bantuan SPSS. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara kontrol diri dan kedisiplinan tata tertib siswa ($r = 0,557, p < 0,05$), dengan kontribusi kontrol diri sebesar 31,10% terhadap variasi

kedisiplinan. Temuan ini menegaskan pentingnya penguatan program pengembangan kontrol diri melalui layanan bimbingan konseling dan pembiasaan disiplin di sekolah sebagai strategi peningkatan kepatuhan siswa terhadap tata tertib.

Introduction

Student discipline is one of the main foundations for creating a conducive, orderly, and moral learning environment in educational institutions. Discipline is not only a prerequisite for a productive learning atmosphere, but it also plays an important role in shaping the character and integrity of students from an early age. In practice, school rules that are well-designed and consistently implemented have been proven to significantly influence student behavior. This is reinforced by the findings of Oktaviani et al., (2024), which show that the better the implementation of school rules, the higher the level of student discipline. These findings affirm that school regulations are not merely formalities, but are crucial instruments of character education in the learning process.

Furthermore, student involvement in the formulation of school rules is also gaining more attention in the global education landscape. Research by Maingi et al., (2017) in Kenya demonstrates that active student participation in drafting school regulations can enhance their sense of ownership and compliance with those rules. This participatory model not only encourages the internalization of discipline values but also creates a healthy and harmonious school climate. Therefore, student participation in every stage of school policy-making is vital so that the resulting rules are relevant to the needs and dynamics of adolescent life at school.

However, in Indonesia, violations of school regulations are still frequently found. Various forms of misconduct such as tardiness, unexcused absences, disorderly behavior in class, and other deviant acts are still encountered across educational levels (Amelia et al., 2023; Laoli et al., 2023; Syarif et al., 2024). This reality shows that the mere implementation of rules is not sufficient to instill discipline effectively. Therefore, it is important to explore psychological factors that influence students' disciplinary behavior, especially the aspect of self-control. A number of international studies have confirmed that self-control is a key predictor of disciplinary behavior and various other positive outcomes in adolescents (Gillebaart, 2018; Holmes et al., 2019). In addition, a positive school environment, harmonious social relationships, and consistent enforcement of rules also mediate the relationship between self-control and student discipline (Senjaya et al., 2020).

Field observations indicate that disciplinary issues among twelfth-grade students tend to be more complex and prominent compared to other grade levels. Twelfth graders face high academic pressure related to preparing for final exams and graduation, as well as beginning to transition into higher education or the workforce. This situation often triggers various forms of rule violations, such as tardiness, skipping classes, unexcused absences, and violations of dress codes or school etiquette. In addition, social demands and the need for peer recognition also influence their discipline patterns. Observations by teachers and interviews in the field reveal that disciplinary violations are more prevalent among twelfth-grade students, both individually and in groups, thus requiring a deeper approach to understand the psychological factors affecting their compliance with school rules, particularly self-control.

Theoretically, self-control is defined as an individual's ability to restrain, regulate, and direct behaviors or immediate impulses to achieve long-term goals (Parker, 2006; Thalib, 2021). Self-control is not only about resisting negative impulses, but also encompasses the ability to initiate positive behavior, develop adaptive habits, and use self-regulation strategies both consciously and automatically (Duckworth et al., 2019; Gillebaart, 2018). Thus, self-control is a complex self-regulation mechanism, involving cognitive, emotional, and behavioral

aspects that interact in shaping an individual's adaptation in the school environment. Research by Adlya et al., (2020) and Hidayah (2021) also demonstrates that students with high self-control tend to be more compliant with school rules.

Furthermore, the role of self-control in education is increasingly important as it has been shown to correlate with academic achievement, report card grades, and success at various educational levels (Duckworth et al., 2019). Nonetheless, research in Indonesia still reveals a gap concerning empirical evidence on the relationship between self-control and student discipline at the high school level. Most previous studies have focused on external environmental factors such as sanction systems or social support and have not specifically examined the contribution of self-control as a psychological variable affecting student discipline (Alam & Fitriatin, 2024; Senjaya et al., 2020).

Based on this research gap, this study offers an original contribution by empirically examining the relationship between self-control and students' compliance with school rules. This research focuses on twelfth-grade students in a senior high school in Yogyakarta, with the hope of enriching the national literature regarding the importance of self-control and student discipline in Indonesia. In addition, the results of this study are expected to provide an evidence-based foundation for designing more targeted educational interventions, especially in strengthening student character and disciplinary behavior.

Theoretically, this study is expected to enrich both national and international literature on recent empirical findings regarding the role of self-control in shaping student discipline towards school rules. This theoretical contribution is important, given the scarcity of similar studies at the high school level in Indonesia that examine the contribution of self-control in a measured and systematic manner. Practically, the findings of this study can serve as a reference for schools, teachers, and counselors in designing sustainable intervention programs to strengthen students' self-control and discipline, thereby supporting the creation of a more orderly and productive school environment.

Research Method

This study employed a quantitative approach with a correlational design to identify the relationship and degree of association between self-control as the independent variable (X) and students' discipline toward school regulations as the dependent variable (Y) among twelfth-grade students at a senior high school in Yogyakarta. The selection of a correlational design was based on the research objective to test the hypothesis of the relationship between two variables measured simultaneously within a single population, as outlined by Arikunto, (2021) and Sugiyono (2018). The research population comprised all twelfth-grade students, totaling 239 individuals, including both Science (IPA) and Social Science (IPS) tracks. The sample was selected using simple random sampling, resulting in 102 students, so the sample characteristics are considered representative and the research findings have strong generalizability.

The main data were collected using a closed-ended questionnaire developed based on the theoretical indicators of both variables. The measurement of self-control referred to the aspects of behavioral control, cognitive control, and decisional control as adapted from Thalib, (2021), as summarized in Table 1 below.

Table 1. Self-Control Indicators

Aspect of Self-Control	Indicator
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Behavioral control	(1) Ability to control/regulate behavior; (2) Ability to deal with various stimuli
Cognitive control	(1) Ability to process information; (2) Ability to interpret events/incidents
Decisional control	(1) Ability to choose/determine goals; (2) Ability to make decisions

Meanwhile, students' discipline toward school regulations was measured by adapting the aspects of habitual behavior, self-interest, and moral decision-making ability, based on Parker (2006) as summarized in Table 2.

Table 2. Indicators of Discipline Toward School Regulations

Aspect of Discipline Toward School Regulations	Indicator
Habitual behavior	(1) Responsibility; (2) Awareness of one's own obligations
Self-interest	(1) Understanding strengths/weaknesses; (2) Understanding opportunities
Moral decision-making ability	(1) Thinking before acting; (2) Awareness of behavioral boundaries at school

Each questionnaire item was constructed using a 4-point Likert scale (Strongly Appropriate, Appropriate, Less Appropriate, Not Appropriate), comprising both favorable and unfavorable items, following Likert (1932). Prior to use, the instrument was piloted with 35 students to ensure its validity and reliability. Validity testing was conducted using Pearson's product-moment correlation technique, while reliability was tested using the split-half (Spearman Brown) and Cronbach's Alpha methods via SPSS software. The results showed that the self-control scale consisted of 52 valid items with a reliability coefficient of 0.931, and the discipline scale consisted of 49 valid items with a reliability coefficient of 0.934; both were considered highly reliable (above 0.60).

In addition to the questionnaire, structured interviews were conducted with a subset of the sample purposively selected from the 102 questionnaire respondents. The interviews aimed to confirm questionnaire responses, explore supporting/inhibiting factors of self-control and discipline, and obtain contextual illustrations of students' behavior regarding school regulations. The interview guidelines were developed according to the variable indicators, and each session lasted about 15–20 minutes after questionnaire completion. The interview results were not statistically processed but were analyzed descriptively as supplementary data to reinforce the interpretation of research findings.

The research process consisted of three main stages. The *first* stage was implementation, including data collection through the distribution of questionnaires to selected samples. The *second* stage was data processing and analysis, in which the completeness of questionnaire data was verified and analyzed using SPSS software. Quantitative analysis was conducted descriptively, and the results were categorized into five intervals according to Arikunto (2021), namely: Very Low ($X < M - 1.5SD$), Low ($M - 1.5SD < X < M - 0.5SD$), Medium ($M - 0.5SD < X < M + 0.5SD$), High ($M + 0.5SD < X < M + 1.5SD$), and Very High ($X > M + 1.5SD$), with M representing the mean and SD the standard deviation. Subsequently, normality tests, linearity tests, and Pearson's product-moment correlation analysis were conducted to examine the relationship between self-control and students' discipline toward school regulations. Meanwhile, interview data were thematically and descriptively analyzed without statistical processing and served as supplementary data to strengthen the interpretation of quantitative results. The *third* stage involved interpretation and conclusion drawing, which included

synthesizing the analysis of questionnaire and interview data, interpreting the relationship between the two research variables, and developing recommendations based on the findings. All research procedures were carried out systematically and in accordance with research ethics principles, so the results are expected to be valid, reliable, and replicable by other researchers.

Result and Discussion

Implementation Stage

At this stage, the primary data were collected through the distribution of closed questionnaires to 102 twelfth-grade students who were randomly selected from a population of 239 students at a senior high school in Yogyakarta. The questionnaire consisted of two parts, namely the self-control scale (52 valid items, reliability 0.931) and the school rules discipline scale (49 valid items, reliability 0.934), both developed based on theoretical indicators and using a 4-point Likert scale. The characteristics of the respondents are presented in Table 3.

Table 3. Characteristics of the Research Sample

Characteristic	Number (N=102)	Percentage (%)
Male	52	51.0
Female	50	49.0
Age 16	28	27.0
Age 17	74	72.0
Science Major	58	56.9
Social Science	44	43.1

In addition to the questionnaire, structured interviews were conducted with some purposively selected respondents. Each interview lasted 15–20 minutes per student, aiming to confirm questionnaire responses, explore supporting/inhibiting factors, and obtain real illustrations of self-control and discipline behaviors. Interviewee identities are presented only by initials.

Analysis of Students' School Rules Discipline

The questionnaire data were verified and processed using SPSS. Students' discipline scores ranged from 85 to 157, with a mean of 121.79 and a standard deviation of 15.30. The distribution of discipline categories is shown in Table 4.

Table 4. Categories of Student Discipline Levels

Category	Score Range	Number of Students	Percentage (%)
Very High	143–157	7	6,9
High	129–142	23	22,5
Medium	115–128	63	61,8
Low	101–114	8	7,8
Very Low	85–100	1	1,0

As shown in Table 4, the majority of students (61.8%) were in the “medium” category, with only 1% in the “very low” category.

Structured interviews were conducted to clarify the questionnaire findings and to explore actual strategies used by students to comply with school rules. The following are systematically arranged interview excerpts, with each response preceded by the researcher's (R) question:

R : “What do you usually do to ensure you comply with school rules?”

SR : “I always try to arrive on time, wear the complete uniform, and attend the flag ceremony. If there is a new rule from the school, I write it down so I won't forget.”

DA : “I make it a habit to check my supplies and schedule every night so I don't forget. Sometimes I feel the rules are strict, but I still follow them so I don't get punished.”

- YN : *"I usually remind myself of the importance of discipline. I once got sanctioned for being late, since then I've been more careful and prepare my school needs the night before."*
- R : *"How do you respond to rules that you find difficult or strict?"*
- DA : *"At first I thought the rules about hair or attributes were a bit much, but I realized it's for orderliness. I try to stay compliant even if it's sometimes uncomfortable."*
- AN : *"Even though I sometimes find it tough, I still follow the rules so as not to cause more problems. Friends who often break the rules eventually comply after being reprimanded several times."*
- R : *"Have you ever received a sanction for breaking school rules?"*
- YN : *"I was once late for school. After that, I became more disciplined because I didn't want to repeat the same mistake."*

The interviews confirm that students tend to comply with rules for the sake of order and to avoid sanctions, employing anticipation strategies such as preparing school needs the night before, noting new rules, and reminding themselves to stay disciplined.

Analysis of Students' Self-Control

Students' self-control scores ranged from 108 to 165, with a mean of 138.49 and a standard deviation of 13.45. The distribution of self-control categories is shown in Table 5.

Table 5. Categories of Students' Self-Control Levels

Category	Score Range	Number of Students	Percentage (%)
Very High	155–165	10	9,8
High	142–154	32	31,4
Medium	129-141	51	50,0
Low	116-128	9	8,8
Very Low	108-115	0	0,0

As shown in Table 5, most students (50.0%) were also in the "medium" category.

The following interviews explicitly present the researcher's (R) questions to identify self-control mechanisms:

- R : *"How do you control the urge to break rules or follow friends' invitations?"*
- AN : *"I usually remember the consequences if I break the rules. Sometimes when a close friend invites me, I do get tempted, but I try to refuse politely."*
- FK : *"I choose not to get too close to friends who often break the rules. If invited, I remind myself that I have to stick to my principles."*
- MA : *"If I feel tempted, I like to find other activities so I forget. I also usually remember my parents' advice so I'm not easily influenced."*
- R : *"What do you do when you encounter situations that make you angry or disappointed at school?"*
- FK : *"If I'm emotional, I prefer to be silent and walk away for a bit. I know if I can't control my emotions, it could lead to a violation."*
- SR : *"I try to take a deep breath and remember my purpose at school. Usually, I talk to the school counselor if the problem is quite serious."*
- R : *"Do you find it easy or difficult to control yourself at school?"*
- MA : *"Sometimes it's easy, sometimes it's hard. Usually, if my friends are supportive, I find it easier to control myself. But if I'm in a bad mood, I have to try harder to restrain myself."*

The interviews show that students already have good self-control mechanisms, such as politely refusing friends' invitations, avoiding environments that trigger violations, and finding positive activities as distractions. Self-control is also reinforced by awareness of the consequences, internal motivation, and parental advice.

Prerequisite Analysis and Correlation Test

Before the correlation test, prerequisite tests were conducted, namely normality and linearity tests. Normality test: self-control ($p = 0.398$) and discipline ($p = 0.265$), both $p > 0.05$ (normally distributed). Linearity test: $p = 0.120 > 0.05$ (linear relationship).

The hypothesis testing used Pearson product moment correlation analysis, with the following hypotheses:

H_0 : There is no significant relationship between self-control and students' discipline towards school rules.

H_1 : There is a significant positive relationship between self-control and students' discipline towards school rules.

A summary of the correlation analysis results is presented in Table 6.

Table 6. Summary of Pearson Product Moment Correlation Test Results

Variable X (Discipline)	Variable Y (Self-Control)	r Calculated	Significance (p)
102	102	0,557	0,000

As shown in Table 6, the calculated r value of 0.557 is greater than the r_{table} value (0.195) at a significance level of 5%, and the p -value of $0.000 < 0.05$. Based on these results, H_0 is rejected and H_1 is accepted. Thus, there is a significant positive relationship between self-control and students' discipline towards school rules.

These results indicate that the higher the students' self-control, the higher their discipline in complying with school rules. Conversely, lower self-control is correlated with a tendency to violate school rules. The coefficient of determination ($R^2 = 0.311$) shows that self-control explains 31.10% of the variation in students' discipline.

Interpretation and Conclusion Stage

Based on data analysis and interviews, it was found that most students have self-control and discipline at a medium level. There is a significant positive relationship between self-control and discipline towards school rules among twelfth-grade students ($r = 0.557$; $p = 0.000$), with self-control contributing 31.10% to the variation in discipline. This means that students' self-control makes a real contribution to the variation in discipline, while the remainder is influenced by other factors outside this study. This finding is also supported by the interviews, which show that self-awareness, past experiences, peer influence, as well as internal and external motivation play a role in shaping students' discipline and self-control behaviors.

Discussion

This study empirically found a significant positive relationship between self-control and students' compliance with school regulations among twelfth-grade students, as indicated by a Pearson correlation coefficient of $r = 0.557$ ($p < 0.05$) with a determination contribution of 31.10%. These findings reinforce previous research, particularly that of Adlya et al. (2020), who stated that self-control is a key determinant in shaping students' disciplinary behavior; the higher the level of self-control, the greater the students' compliance with school rules. This connection is further strengthened by the meta-analysis of Li et al. (2021), which affirmed that the relationship between self-control and discipline is consistent across educational levels and

cultural backgrounds. Li et al. (2021) also emphasized that school structural components, support, and the quality of teacher-student relationships play an important role in fostering students' self-control. The present study supports this argument, as qualitative data show that students who perceive support and consistency of rules in the school environment, as well as positive relationships with teachers, tend to display higher levels of self-control and discipline.

Furthermore, the results of this study intersect with the findings of Gunawan & Wangid (2025) and Sari & Netrawati (2025), which assert that self-management interventions-such as goal-setting, self-monitoring, and self-evaluation are proven to be more effective in fostering discipline and self-control than modeling approaches. This implication is further reinforced by Smith et al. (2019), who stated that domain-specific training such as self-management and inhibitory control training can sustainably increase self-control capacity. In the context of this study, most students admitted that actively applying self-management strategies, both individually and in groups, greatly assisted them in overcoming impulses to break the rules and in adjusting their behavior to school norms.

This research also underscores the importance of a disciplined and supportive school environment in providing positive self-regulation experiences, as emphasized by Li et al. (2021). Such an environment not only strengthens students' behavioral supervision but also fosters independence and the ability to delay gratification for long-term goals, in line with Adlya et al. (2020) who positioned self-control as the primary mechanism in behavioral adjustment to norms. Interviews with students also confirmed the crucial role of internal and external motivation, as well as past experiences, in strengthening their self-control mechanisms.

The practical implications of this study directly affirm the recommendations of the literature, namely the need to integrate self-management techniques into school counseling services, as well as to establish consistent rules and a supportive environment to foster student discipline and self-control (Li et al., 2021; Sari & Netrawati, 2025). This study also underscores the importance of family involvement, as recommended by Adlya et al. (2020) and Gunawan & Wangid (2025), in instilling rule consistency and monitoring children's behavior at home. Therefore, group counseling programs based on self-management and strong collaboration between families and schools become the main recommendations to systematically and sustainably strengthen the habituation of discipline and self-control in students.

Theoretically, this study strengthens the foundation of domain-specific behavioral interventions and confirms the central role of the school environment in building sustainable self-regulation in students, as synthesized by Li et al. (2021). Nevertheless, the limitations of this study must be acknowledged, namely its focus on only two main variables without elaborating on external factors such as family economic status, psychosocial conditions, or access to other supporting facilities that may also potentially influence student discipline. Moreover, the use of closed questionnaires risks introducing social desirability bias, in which respondents tend to provide answers in line with social expectations. Therefore, future research is recommended to expand the scope of variables, adopt a more in-depth qualitative approach, and conduct studies at various educational levels and contexts to enrich understanding and the external validity of the findings.

Conclusion

Based on the analysis of 102 students using questionnaires and Pearson correlation techniques, this study found a significant positive relationship between self-control and student discipline in complying with school regulations. The obtained correlation coefficient was $r = 0.557$ with a significance level of $p = 0.000$. This means that the better the students' self-control, the higher their level of discipline in adhering to school rules. Self-control was shown to

contribute 31.10% to the variation in student discipline, while the remaining variation is influenced by other factors beyond this study.

These findings emphasize that developing self-control is very important to increase students' compliance with school regulations. Efforts such as counseling services and fostering disciplinary habits in schools need to be continuously strengthened so that students become more capable of self-regulation and disciplined behavior. Moreover, the results of this study also support previous findings in educational psychology, which state that self-control is a key factor in shaping disciplinary behavior among adolescents.

The relevance of these findings is particularly significant for school policy, especially in the formulation and implementation of Standard Operating Procedures (SOP) for discipline, which should not only emphasize punitive aspects but also character development and the cultivation of self-control. Schools can enhance character-building programs by integrating self-control materials into the curriculum, providing emotion regulation training, and offering rewards for consistently disciplined students. In addition, the development of extracurricular activities such as sports, arts, scouting, or student organizations can be directed to train skills in self-regulation, decision-making, and social responsibility. Thus, holistic school policies based on strengthening self-control not only improve discipline but also foster students' independence, responsibility, and readiness to face future challenges.

Overall, this research highlights that strengthening self-control is a strategic step to create an orderly, conducive, and character-building learning environment. The aim of the study-to prove the relationship between self-control and student discipline-has been successfully achieved both empirically and statistically.

For future research, it is recommended to expand the scope of the variables studied, use longitudinal research designs, and develop more comprehensive measurement instruments. Schools and guidance counselors are also encouraged to enhance integrated programs for developing self-control and discipline in order to support students' character building and academic achievement.

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