

# He Impact of Self-Control on Students' Social Attitude at MTSN 1 Palangka Raya

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**Abstract:** Self-control in each individual is very necessary so that he can direct himself when he wants to do something. This self-control must also be possessed by every student at school, especially during learning. Thus, as students who will bring change, it is hoped that they can distinguish between positive things and negative things, so that they can limit themselves and follow positive things that will have an impact on their social attitudes. This study aims to find out how the impact of self-control on students' social attitudes in MTsN 1 Palangka Raya City. This study uses a quantitative method, with the sample in this study is 72 students in grade VIII room 1-8 in MTsN 1 Palangka Raya City, in each class there are nine students as a sample, and the sample is taken by random sampling with a shuffle system. The data collection technique in this study uses a questionnaire of respondents and documentation, using a Likert scale with a range of 5, consisting of two statement items, namely positive and negative. Furthermore, the data analysis technique in this study uses a simple linear regression analysis model consisting of prerequisite tests (normality and linearity tests), hypothesis testing using t-tests., this study explains what is the effect of self-control on social attitudes in schools, how the impact of self-control on students' social attitudes, and includes the category of whether students' self-control in MTsN 1 Palangka Raya City.

**Keywords:** Self-control; Social Attitudes; Student

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## Introduction

Self-control is the ability of how individuals regulate their behavior own that he has so that it leads to positive consequences. (Hamdanah, 2022) Self-control in a person can be developed or instilled through education. Education is important and necessary for all individuals in the development of life. (Muslimah, 2020) Education can be done in an educational institution. An official educational institution that aims not only at education but also at the quality and well-behaved schools. According to Syamsu Yusuf in Ridha & Rusydi (2016), Schools become formal educational institutions in a systematic manner in which they carry out various guidance and teaching programs which aim to help students develop their potential including emotional aspects. In emotional terms,

one of the activities programmed by the school leads to self-control. The creation of a good learning process at school depends on students controlling or controlling themselves when going through the learning process at school (Sari, 2017). However, during the Covid-19 pandemic, there was a pattern of change in the learning process which was initially taught directly to learning taught through distance learning. So indirectly, this will have an impact on student self-control. According to ( Firdaus M., F, 2022), Students who cannot control themselves will experience failure and can lead to failure. (Christabella & Tumanggor, 2024) Self-control is one way to stop a person from committing evil. Self-control is mentioned as one of the elements of social control theory. In line with this opinion (Norvia et al., 2023) said, If a person is able to control himself, it will have a positive

impact on himself and others, and can generate good energy to increase self-control for himself. Attitude is a person's skill in acting, in other terms attitude is a person's self to act on the state of mind, the feeling that accompanies the thought and the readiness to act (Surawan, 2020). Social attitudes need to be instilled in every student because every child must interact in education, and their time is spent more inside (Murniati & Erika, 2021). On self-control such as routine activities of reading the Qur'an before learning, activities of reading surah Yasin together every Friday morning before learning and some coaching activities carried out outside of learning (extracurricular). Self-control is a skill. It is also often stated that self-control exertions are intentional actions. However, no account has yet been proposed of the skillful agency that makes self-control exertion possible, how can agents transform their abstract and coarse-grained intentions into the highly context-sensitive, fine-grained control processes required to select, revise and correct strategies during self-control exertion?, more expert you are at self-control, the less likely you are to use it (Bermúdez, 2021). However, the results of interviews with several students in class VIII MTsN 1 Palangka Raya showed that some students were not aware that their attitudes and behaviour towards the social environment would have a detrimental effect on themselves and others around them. Referring to this, the researcher is interested in knowing how self-control is on students' social attitudes, with the research title "The Impact of Self Control on Students' Social Attitudes at MTsN 1 Palangka Raya".

### Materials and Methods

This research uses quantitative methods. Quantitative research is a systematic investigation of a phenomenon by collecting data that can be measured by performing statistical, mathematical or computational technique (Rustamana et al., 2024). As for Located at MTsN 1 Palangka Raya City. This research focuses on self-control, including self-discipline, deliberate/non-impulsive (consideration/non-impulsive actions), healthy

habits (good habits), then social attitudes, including discipline, courtesy, and Responsibility. The population in this study were class VIII students at MTsN 1 Palangka Raya City with a sample of 72 people by random sampling with a shuffling system.

The variables in this study are the independent variable and the dependent variable. The independent variable is self-control (X) and the dependent variable is students' social attitudes (Y). Techniques in data collection, namely questionnaires and documentation. In the questionnaire technique itself, the questionnaire instrument used is in the form of a checklist, meaning that the respondent only needs to choose alternative answers that are available according to the characteristics of each student. The scale used is a Likert scale with a range of 5, in which this scale consists of two statement items, namely those that are positive and negative. Before the instrument is used in actual research, the instrument is tested first using a validity test and a reliability test. Analysis of the research data is a simple linear regression analysis model, which consists of prerequisite tests, namely normality and linearity tests, hypothesis testing using a t-test, and analysis of the coefficient of determination.

### Results and Discussion

#### Result

Before testing the research hypothesis, the normality test and linearity test were carried out as prerequisite tests in the linear regression analysis model. According to (Ghozali and Ratmono 2017), the normality test is carried out to test whether in a regression model, an independent variable and a dependent variable or both have a normal or abnormal distribution. If a variable is not normally distributed, the results of statistical tests will decrease (Nugroho et al., 2020). In the normality test, the data is said to be normally distributed if the significance value is greater than 0.05 and if it is less than 0.05, then the data is not normally distributed. (Widyastari, Diny, et al., 2020). To test the normality of the data, the Kolmogorov Smirnov formula was used in the SPSS version 24 for

Windows program. The linearity test was carried out to determine whether the relationship between independent variables to dependent variables had a significant linear relationship or not ( palalangan et al., 2019) .While the linearity test, the data is said to have a linear relationship if the significance value in the deviation from the linearity line is greater than 0.05 and if the significance value is less than 0.05, then the data does not have a linear relationship (Irhamiati et al. 2017). The results of the normality test and the data linearity test on self-control of students' social attitudes are as follows:

**Table 1.** Normality Test by One-Sample Kolmogorov-Smirnov Test

	Self control	Social Attitude
N	72	72
Asymp. Sig. (2-tailed)	.200	.171

Note :

a. Test distribution is Normal.

b. Calculated from data.

In the table above, it can be seen that the significance value for self-control is 0.200 which is greater than 0.05. So it can be concluded that the data is normally distributed. Then the significance value on social attitudes of 0.171 is greater than 0.05. This means that the significance value of the social attitude of the data is also normally distributed

**Table 2.** Linearity Test

**ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
Sikap Sosial Deviation * Self from Linearity Control	1555.588	36	43.211	1.484	.125

The results of the linearity test showed a significant value in the deviation from the linearity line, which was 0.125, which meant a significance value > 0.05. It could be concluded that there was a linear relationship between self-control variables and students' social attitudes. Referring to the results of the prerequisite test that has been carried out, it is known that the research data is normally

distributed and has a linear relationship to the two research variables, namely the self-control variable (X) and the student's social attitude variable (Y). So that simple linear regression analysis can be carried out. The data influences the two research variables if  $F_{hitung}$  is greater than  $F_{tabel}$  with a significant value less than 0.05 and if  $F_{hitung}$  is less than  $F_{tabel}$  with a significance value greater than 0.05, then there is no effect between the two research variables (Irhamiati et al., 2017). Hypothesis using t-test The data has a partial effect between the two variables if  $t_{count}$  is greater than the  $t_{table}$  with a significance value less than 0.05, then  $H_a$  is accepted and  $H_0$  is rejected (Sudaryana dan Agusiady 2022). Analysis of the coefficient of determination aims to determine how much influence the two research variables have by looking at the value of the coefficient of determination (R Square). The results of simple regression analysis, t-test, and analysis of the coefficient of determination are as follows:

**Table 3.** Simple Linear Regression analysis

**ANOVA**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3909.157	1	3909.157	107.500	.000 <sup>b</sup>
	Residual	2545.496	70	36.364		
	Total	6454.653	71			

Note:

a. Dependent Variable: Sikap Sosial

b. Predictors: (Constant), Self Control

The results of simple linear regression analysis in the table above show that there is a significant influence between the two variables in this study, namely  $F_{count}$  of 107.500 and  $F_{table}$  of 3.98, meaning  $F_{count} > F_{table}$  and a significance value of 0.000 < 0.05.

**Table 4.** Dependent Variable: Social Attitude

**Coefficients<sup>a</sup>**

Model		t	Sig.
1	(Constant)	4.981	0.000
	Self Control	10.368	0.000

The results of the t-test showed that there was a partial influence between the two variables in this study, namely  $t_{count}$  of 10.368 and  $t_{table}$  of 1.66691, meaning that  $t_{count} > t_{table}$  and its significance value

was  $0.000 < 0.05$ , then  $H_a$  was accepted and  $H_0$  was rejected.

**Table 5.** Coefficient of Determination (R Square)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 <sup>a</sup>	.606	.600	6.030

Note:

a. Predictors: (Constant), Self Control

The results of the coefficient of determination test show the magnitude of the influence of self-control on students' social attitudes at the value of the coefficient of determination (R Square) of 0.606 (60.6%). Then the value of the correlation coefficient (R) is 0.778 (77.8) which shows a positive value, meaning that the higher the self-control, the higher the social attitude, while the other 39.4% is influenced by other factors outside what the researchers examined

## Discussion

Self-control is how individuals control themselves, emotions and behaviors from within themselves (Tobing, 2022). According to Muali & Fatmawati (2022), Self-control is an ability that students have, because with good self-control, student behaviour will be more focused on good and positive things, but this ability is not automatically formed, but must go through a guidance process carried out by the school, by Such guidance will instil good self-control in students. Self control will have an important role in the application in the life of every individual, whether it is in dealing with conflicts, life goals and social interactions and others (Nur'aeni, 2022).

According to Muhammad Husni & Qomari (2018), Guidance is a process of assisting individuals which are carried out systematically, so that the individual can understand himself so that he can direct himself and can act naturally by the demands and conditions of the school, family and community environment. In response to this statement, the school's efforts to increase student self-control are by guiding routine religious activities reading Yasin surahs, short surahs and prayers together in the field every Friday morning. Not only reading Yasin surahs, short surahs and sholawat, at the end of the activity it was also closed with a lecture delivered by the

teacher. This is done so that students have good self-control and lead to positive things. So that with the guidance applied by the school through these religious activities, it can increase student self-control and behavior is also directed at positive things. The above statement is in line with opinion Harahap (2021), students with good self-control tend to be able to limit, direct, and regulate their behavior in a good and positive direction. Conversely, students with low self-control tend to be unable to limit, direct, and regulate their behavior in a good and positive direction. Then the results of research conducted (Fachrurrozi & Ibrahim, 2018) The existence of discipline can make a person obey the applicable rules or norms, and behave in an orderly manner with control and supervision. Similar research also written by (Rahmawati & Andhaniwati, 2023) also shows that with good self-control, a person can decide to take effective actions and make the right decisions in consuming. Self-control is a person's ability to control behavior to make decisions to act. Conversely, the lower the student's self-control, the lower the student's disciplinary behavior at school.

Responding to this that discipline is one of the social attitudes. Students who have good self-control are characterized by an attitude of obedience to rules, norms and social conditions (Febriani & Sugiarti, 2021). Based on the researchers' findings that the social attitudes of students at school include discipline, all students wear school uniforms in accordance with the rules set by the school, students attending school on time, when the bell rings for entry all students immediately enter their respective rooms and wait for the teacher is in the classroom not on the terrace and the students follow the learning activities in an orderly manner during the learning process. Furthermore, in an attitude of courtesy, students wear neat and complete uniforms with attributes, respect other people and greet the teacher when they meet at school, in speaking to others use smooth language and ask permission if they want to go out loud such as permission to go to the bathroom or toilets. Then in an attitude of responsibility, students carry out tasks that have become their obligations in class such as carrying

out class cleaning pickets properly. In addition, students dare to admit mistakes and apologize and promise not to repeat it again.

The results of research conducted by Triastutik & Sutoyo (2020: 44) that there is a significant relationship between self-control and disciplinary behaviour in school discipline in students. With the meaning that the higher the student's self-control, the higher the disciplinary behaviour of the school order in students. Instead with students who have self-control low, they will have difficulty directing and regulating behavior, as a result they will tend to behave that leads to violations of school rules (Triastutik & Sutoyo, 2020). Response to this statement regarding school rules, which of course every school must have rules in fostering social attitudes in its students. Based on the findings of researchers that the school has school rules and regulations in which all of these rules must be obeyed and obeyed by all students. The school rules are contained in the form of a printed book called the student order book and every student is required to have the book. The school in fostering students' social attitudes uses reward and punishment strategies. Rewards given by schools to students are carried out to provide motivation and enthusiasm for students to be able to do the best things, rewards at this school are given to students in the form of adding positive points for their achievements and participation in various activities at school which include: OSIS management, management class, National Holiday Committee (PHBN), school activity committees, class winners/rankings (every semester), competition participants at school (both individuals and groups), and ceremonial officials.

In addition to rewards, the strategy for fostering students' social attitudes is by applying punishment to students. Giving punishment is in the form of negative points. The application of punishment in fostering students' social attitudes is carried out in two ways: first, minor violations which are carried out with direct verbal warnings by teachers who find or find students who commit violations and given sanctions in the form of points. The second is a serious violation, a serious violation can be in the form of suspension or dropout. Giving punishment with serious violations in the form of suspension can be carried

out for violating a written agreement made with parents/guardians and having committed a violation of school rules which is considered or considered quite serious by the school leadership. While giving punishment with serious violations in the form of dropouts is carried out if the number of points for violating school rules has reached the specified minimum limit, has been subject to suspension for more than 2 times, has committed immoral behaviour in the school environment and committed violations that the teacher council and school leadership should be reason to be expelled. With the existence of rewards and punishments imposed by the school, it is hoped that students will have a sense of responsibility to obey and carry out school rules properly.

Based on the description above, the final results of the researchers' findings indicate that self-control has a very large positive impact on students' social attitudes at school. That is, the higher the student's self-control, the better the student's social attitude. Conversely, the lower the student's self-control, the lower his social attitude. The researcher said that based on the findings from the questionnaire results that more than sixty per cent of self-control had an impact on students' social attitudes while the other thirty-nine per cent were influenced by factors outside of the careful researchers. This means that the self-control of students' social attitudes at MTsN 1 Kota Palangka Raya has a greater impact than the influence of other factors beyond the findings of the researchers.

This is in line with the results of research conducted by (Masitah & Minauli, 2012), that there is a significant relationship between self-control and student bullying behavior. The results of this study can be interpreted that good self-control is able to prevent student bullying behaviour. If students are able to control themselves, then student bullying behaviour will tend to be low.

The results of research conducted by researchers are also relevant to the results of research conducted by (Atina et al., 2022) that there is a significant influence between self-control exercises through group counseling on students' aggressive behaviour tendencies. the tendency of aggressive behaviour of students decreased after being given self-control exercises. With the results of giving

self-control exercises through group counseling conducted, it shows that there is a change in behaviour for the better, this means that self-control exercises through group counseling are effective in reducing the tendency of aggressive behaviour in students.

According to Ahmadi in (Widyastari, Atrizka, et al., 2020), Other factors that can influence a person's social attitude are internal factors (inside oneself), such as one's interests and talents and external factors (environmental factors), such as influences from the family environment, community environment or guidance from teachers and friends.

Among these factors, one of the factors that influence students' attitudes is their peers. Because at school, dominant students interact more and hang out with their peers. Habits carried out with peers can affect a person's personality, so that indirectly, a person's attitude and behavior will be formed in accordance with the social character that is built in social groups with peers. These habits can be positive or negative. This is in line with opinion Kurniawan & Sudrajat (2017), The peer environment has an influence on students wherever they are, including at school. Peer pressure is an important and influential factor for the formation of student attitudes and behavior.

### Conclusions

Self control on MTsN 1 Palangka Raya City students is in the very high category with a value of 4.12. The social attitude of students at MTsN 1 Kota Palangka Raya is in the very high category with a score of 4.36. There is a positive impact between self control and social attitudes at MTsN 1 Palangka Raya City. This means that the higher the self-control, the higher the social attitudes of students. Self control gives an effect of 60.6%, while the other 39.4% is influenced by other factors that may not be studied in this study.

It is hoped that future researchers can continue similar research using qualitative research methods, mixed methods or using experimental methods to increase self-control in students so that this research provides more benefits.

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