

Self-control and disciplined behaviour of Buddhist students at Gangga North Lombok public junior high school 3

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Abstract: Self-control, or the ability to regulate oneself, is very important to apply in today's era because by having self-control, a person can think more rationally, manage emotions, and act wisely in facing various increasingly complex challenges and temptations in the modern age. This study aims to determine the effect of self-control on the disciplined behaviour of Buddhist students at SMP Negeri 3 Gangga, North Lombok. The problems found include students who are less able to control themselves, such as being rude, often late, skipping lessons, not being responsible for assignments, and not caring about the school environment. This study is expected to improve student discipline in order to create a conducive learning atmosphere and better social ethics in the school environment. Self-control plays an important role in shaping students' disciplined behaviour. With good self-control, students can develop critical thinking skills, evaluate actions, and act more responsibly. This study employs a quantitative approach using a survey method on 99 respondents. The respondents in this study were 29 students in Year 7, 28 students in Year 8, and 42 students in Year 9. This study was conducted at SMP Negeri 3 Gangga, North Lombok, with respondents from Year 7, 8, and 9 students in the 2024/2025 academic year. The results of the regression analysis show that self-control has a positive and significant influence on students' disciplined behaviour. However, disciplined behaviour is also influenced by other factors such as family, school, and peer environments. This finding confirms that self-control is an important component in the formation of discipline, but external factors also have a major contribution in shaping students' character and self-development.

Keywords: Self-Control, Disciplined Behaviour, Buddhist Students

1. INTRODUCTION

Education is a means of improving one's abilities and knowledge as well as attitudes and behaviour in learning activities. One of the most important factors for success and progress is self-control [1]. Self-control is an individual's ability to read their own situation and environment or evaluate themselves, including how others perceive them, as well as the ability to control and manage behavioural factors in accordance with the situation and conditions in order to present themselves in social situations. Therefore, it

is very important to correct and evaluate oneself in order to become a better person in everyday life.

From an educational perspective, the emergence of this rude behaviour can be a reflection of a lack of character education, particularly in the aspects of manners, empathy, and communication ethics. Schools that do not actively instil strong moral and social values, or that do not set an example through the behaviour of teachers and a positive environment, risk becoming a place where such negative behaviour develops. Education should not only focus on cognitive aspects, but also nurture students' attitudes and behaviour so that they grow into polite, responsible individuals who are able to respect others in both the school environment and the wider community [2].

Having good self-control or self-discipline influences one's ability to socialise well, both internally and externally. The development of an individual's self-control is greatly influenced by their experiences and knowledge, so self-control will develop in a positive direction. Positive self-control is characterised by an individual's ability to control their emotions, think positively, and maintain commitment and discipline. Conversely, negative self-control makes individuals unable to control their emotions, think negatively, act before thinking, often violate commitments or rules, and lack discipline and responsibility for themselves. Negative views and attitudes towards one's abilities cause individuals to view all tasks as difficult to complete, therefore it is very important to understand self-control [3].

Understanding positive self-control within oneself and being able to develop good self-control is one of the supporting factors of disciplined behaviour. Discipline is an attitude of obedience or compliance with applicable rules. Having an attitude of obedience and compliance with rules means reducing lazy behaviour and improving oneself. This is in line with what Buddha explained in Dhammapada 281: "Let him guard his speech and control his mind well and not commit evil deeds through his body. Let him purify these three channels of action, winning the 'path' that has been expounded by the Saints" [4].

Disciplined behaviour in the school environment requires students to obey the rules and regulations that apply in the school environment. Because student success is not only measured by ability but also by individual discipline, disciplined behaviour is the behaviour or attitude of individuals to comply with norms and ethics in learning and pursuing knowledge. Discipline reflects an attitude of responsibility, compliance with rules, and the ability to control oneself in various situations. In the school context, disciplined behaviour is reflected in punctuality, obedience to rules, completing tasks on time, respecting teachers and peers, and maintaining order inside and outside the classroom. When every individual in the school environment applies discipline in their daily lives, a positive culture will be formed that supports the success of the learning process [5].

Adhering to ethics in learning is very important and needs to be applied in school by teachers and students [6][6]. This is because disciplined behaviour has an influence that can help students in dealing with their environment. Disciplined behaviour stems from the need to maintain a balance between an individual's desire to do something in order to obtain something and the restrictions or rules imposed on the individual by their

environment. Having a disciplined attitude at home and in the community will enable a person to develop qualities, particularly in terms of behaviour and morals. A person with good moral behaviour will find it easier to obey the rules. For students, the learning process requires them to comply with school rules and discipline, especially for students attending junior high school, who must have disciplined behaviour because discipline can shape good behaviour. The behavioural values possessed by students will then form good behaviour.

The existence of students who lack self-control, especially those who often use rude words, is a matter of concern in the world of education. Such behaviour reflects the students' weak ability to control their emotional impulses and their lack of awareness in choosing words that are in accordance with the norms of politeness. Self-control is the ability to restrain or regulate behaviour, thoughts, and emotions so that they remain in accordance with social values, religious norms, and school rules. When a student is unable to control their speech, they tend to speak spontaneously, rudely, and even belittle others without considering the impact [7].

Indiscipline in students is a form of behaviour that is not in line with or contradicts the rules, norms, or regulations that have been established in an environment, including in the school environment. This behaviour shows a lack of responsibility and compliance with the existing system, which should be obeyed in order to create order, peace, and smoothness in teaching and learning activities [8]. In the context of school life, indiscipline includes various forms of violations committed by students, either individually or in groups. One of the most common forms of indiscipline is the habit of arriving late to school or class after lessons have started, which reflects a lack of responsibility towards time and duties as a student. In addition, skipping classes or not attending lessons is also a clear form of indiscipline, where students deliberately abandon their obligation to study without a clear reason or without permission from the teacher [9].

Responsibility in education is the awareness of students to carry out their learning obligations seriously, including completing tasks given by teachers on time, honestly, and as well as possible. Responsibility reflects maturity, respect for knowledge, and appreciation for the teacher's efforts in guiding and teaching. However, in practice, not all students have this awareness. Many students still show a lack of responsibility towards school tasks, such as not doing their homework, copying their friends' work, or even completely ignoring their tasks and showing a lack of concern for the school environment [10].

Lack of concern for the school environment is a form of attitude that reflects students' low sense of responsibility and awareness of the importance of maintaining cleanliness, order, and beauty in their learning environment. This indifference can be seen in various negative habits such as littering, vandalising school facilities, damaging plants, and refusing to participate in community service activities. If this behaviour is allowed to continue, it will not only disrupt the aesthetics of the school, but also the health and comfort of the entire school community. In fact, a clean and tidy school environment plays an important role in increasing enthusiasm for learning, creating a conducive

atmosphere, and instilling positive values in students. Therefore, concern for the environment must be instilled through character education, environmental awareness programmes, and role models from the entire school community [11].

Based on the results of a preliminary study on 28 February 2025 through online interviews with Buddhist teachers at SMP Negeri 3 Gangga, North Lombok, it was found that there were several problems faced in the school environment, particularly those related to student behaviour. Some of the main problems identified include a lack of self-control among students, which is evident in impulsive behaviour, emotional volatility, and difficulty in controlling their attitude during the learning process. In addition, there were also students who were undisciplined in their studies, such as arriving late to school, skipping classes without a clear reason, and not following the rules of punctuality. The lack of responsibility for tasks assigned by teachers was also highlighted, where many students did not submit their assignments, or copied their friends' work without understanding the material, and showed a lack of concern for the school environment.

This is caused by students who are unable to manage their time well and like to procrastinate on work that should be completed. Therefore, self-discipline is necessary, and one way to achieve this is through the education system. For this reason, it is necessary to conduct this study to reveal the issue of student discipline as the main variable linked to other variables that are thought to overcome discipline problems, namely the variable of self-control. This research is important because amid globalisation and strong social influences, students often face challenges that can hinder or disrupt individual discipline and positive behaviour. By understanding self-control, schools and parents can recognise that self-control is very important for students to have. In addition, the results of this study can be used as a basis for other schools in implementing self-control effectively to support students in positive self-control, both academically and non-academically. The expected outcome of this study is to prove the hypothesis regarding the influence of self-control on the disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga Lombok Utara.

2. Method

In this study, the researcher used a survey method with a quantitative approach and data processing techniques in the form of a questionnaire with 75 questions using a Likert scale for the answers. In this study, the population studied was 99 students in grades VII, VIII, and IX at SMP Negeri 3 Gangga Lombok Utara. They were used as the sample population because there were less than 100 students [12], so the entire population was used as the sample.

The research design used in this study involved making observations, editing the background of the problem, identifying the problem, formulating the problem using a theoretical basis or searching for theories related to self-control and student disciplinary behaviour, including exploring theories, creating research methods, and making decisions. This was followed by determining variables, creating an instrument grid, collecting data with a questionnaire, analysing data, and making conclusions and suggestions. The data analysis used in this study employed simple linear regression

analysis. To obtain higher and more reliable analysis results, this study used data analysis with the SPSS data processing program.

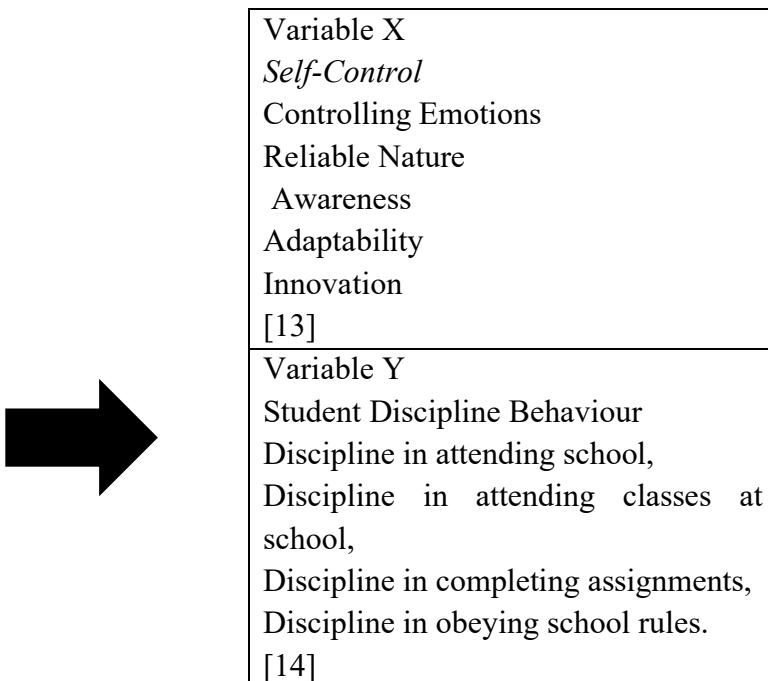


Figure 1. Conceptual Framework

3. Results and Discussion

3.1. Results

Based on the instrument for testing the influence of self-control on the disciplinary behaviour of Buddhist students using SPSS for Windows version 27.0, with 30 students as respondents and 80 statement items consisting of 40 items for the self-control variable and 40 items for the student disciplinary behaviour variable, the results for self-control showed that of the 40 items, 37 were valid and 3 were invalid. The invalid statements were numbers 7, 17, and 19. From the student disciplinary behaviour variable, the results showed that out of 40 items, 38 were valid and 2 were invalid. The invalid statements were found in numbers 55 and 77, with an rtable of 0.361. The researcher discarded the invalid statement items, leaving 75 statement items out of the 80 items.

Table 1. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.984	75

Source: Results of data processing in 2025 using SPSS 27.0

The main purpose of conducting a reliability test in this study is to ensure that the instruments used have a high level of consistency in measuring the variables under study. Reliability testing is very important because the data collected will form the basis for drawing conclusions. Thus, if the instruments used are not reliable, the validity of the research results may be questionable. High reliability indicates that the measuring

instrument is capable of producing stable and consistent data under various measurement conditions.

In this study, the reliability test was obtained using the Reliability Analysis Scale (alpha) with SPSS 27.0, which produced an alpha of 0.984. Since this is greater than $p > 0.05$, the measuring instrument is considered reliable. It can be concluded that the research instruments used in this study meet the requirements of validity and reliability.

Furthermore, these reliability results also reinforce the validity of the instrument. A reliable instrument is likely to have good validity, as measurement consistency is one indicator that the instrument can be used to measure what it is intended to measure. Therefore, it can be concluded that the research instrument used in this study has met the requirements as a valid and reliable measuring instrument and is suitable for use in scientific research data collection. Thus, the objective of this reliability test has been achieved, namely to ensure that the instrument used in the study has high stability and consistency and supports the overall validity of the data collected.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardised Residual	
N			99
Normal Parameters ^{a,b}		Mean	,000000
		Standard Deviation	12.34386176
Most Extreme Differences		Absolute	0.071
		Positive	0.040
		Negative	-0.071
Test Statistic			0.071
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.245
	99%	Lower	.234
	Confidence	Bound	
	Interval	Upper	.256
		Bound	

a. Test distribution is Normal.

Source: Data processed in 2025 using SPSS 27.0

The normality test is an important step in the quantitative data analysis process. The purpose of the normality test is to determine whether the data used in the study has a normal distribution or not. Normal distribution is one of the basic assumptions in the use of parametric statistical tests such as linear regression, t-test, and ANOVA. Therefore, ensuring that the data is normally distributed is very important so that the statistical analysis results are valid and reliable.

In this study, the normality test was conducted using the One Sample Kolmogorov Smirnov test. The data sample was required to come from a normally distributed population with a significance level of 0.05 or 5%. Based on the normality test results obtained from 99 respondents, the significance value (2-tailed) was 0.200, which is

greater than 0.05. Therefore, it can be concluded that the data is normally distributed. Overall, the purpose of the normality test in this study was to ensure that the data distribution met the basic requirements for the use of parametric statistical tests. With data that has been proven to be normally distributed, the subsequent analysis will have a strong basis in terms of statistical assumptions.

Table 3. Results of the Homogeneity Test

Tests of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
X and Y	Based on Mean	,002	1	196	.967
	Based on Median	,003	1	196	0.953
	Based on Median and with adjusted df	0.003	1	195,979	.953
	Based on trimmed mean	,003	1	196	.956

Source: Results of data processing in 2025 using SPSS 27.0

A homogeneity test was conducted to determine whether the variances of two or more data groups were similar. The main purpose of this test was to ensure that the analysed data met one of the important requirements for the use of parametric statistical tests, such as the Independent Sample T-Test or One-Way ANOVA. The homogeneity test was important so that the analysis results could be interpreted correctly and did not cause bias due to differences in variance between groups.

The homogeneity test was conducted as a requirement in the independent sample test analysis by comparing means using one-way ANOVA, assuming that the populations were the same. The test criterion was that if the value was greater than 0.05 or 5%, then the variances of the two data groups could be said to be the same. The results of the homogeneity test can be seen in Table 3, the output of the test of homogeneity variance, where the significance value of self-control and student discipline is 0.956, which means that 0.104 is greater than 0.05, so it can be said that the two data sets are homogeneous.

These results indicate that the data used has a uniform distribution among the groups being compared, thus fulfilling the basic assumption for proceeding to the next stage of analysis using parametric tests. Variance homogeneity is very important because if there are significant differences in variance between groups, the statistical test results can be inaccurate or misleading.

Thus, the purpose of the homogeneity test in this study is to ensure that comparisons between groups in statistical analysis are conducted fairly, without the influence of differences in data distribution. The test results showing that the data is homogeneous provide confidence that the analysis model used is appropriate and the research results are reliable.

Descriptive analysis is a method that can be used to describe the independent variable (X), namely the influence of self-control, and the dependent variable (Y), namely the disciplinary behaviour of Buddhist students. Descriptive analysis is used to explain or

answer the question "The influence of self-control on the disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga Lombok Utara". The researcher used a percentage scale with the help of SPSS (Statistical Program Social Science) computer software.

The steps for finding the percentage interval value are as follows:

$$\text{Highest percentage value} : (5:5) \times 100\% = 100\%$$

$$\text{Lowest percentage value} : (1:5) \times 100\% = 20\%$$

$$\text{Percentage range} = \text{highest percentage} - \text{lowest percentage} = 100\% - 20\% = 80$$

Class intervals are determined using the following formula:

$$i = \frac{\text{Measurement range (R)}}{\text{Total of interval}}$$

Explanation:

i : Interval.

R : Measurement range.

Percentage range (R) = highest percentage - lowest percentage

$$\text{Therefore } i = \frac{100\% - 20\%}{5} = \frac{80\%}{5} = 16\%$$

Table 4. Regression Equation Output

Model	Coefficients ^a				
	Unstandardised		Standardised	t	Sig.
	Coefficients	B	Coefficients		
1	(Constant)	35,640	9,072	3,929	,000
	Variable X	,756	,066		
<i>Self-Control</i>					

a. Dependent Variable: Y Student Discipline Behaviour

Source: Data processed in 2025 using SPSS 27.0

Based on the regression analysis results obtained from the output coefficients, it is known that the constant value is 35.640. This figure means that if the *Self-Control* variable (X) is at zero or does not exist at all, the value of the Student Discipline Behaviour variable (Y) remains at 35.640. In other words, even though there is no influence from Self-Control, students still have a basic level of discipline equal to that value. Furthermore, the regression coefficient of the Self-Control variable is 0.756, which indicates that every one-unit increase in Self-Control will cause an increase of 0.756 units in student disciplinary behaviour. This shows that there is a positive relationship between Self-Control and disciplinary behaviour, where the higher the self-control ability of students, the higher the level of discipline they show in learning activities at school.

Furthermore, data analysis yielded a t-value of 3.929, and a t-table value with $df=n-2$ was $df=97$ of 1.662 with a significance value of 0.001 because the absolute value of t-value $3.929 > 1.660$ and significance $0.000 < 0.05$, so H_0 was rejected and H_a was accepted. A positive coefficient means that self-control has a positive effect on the

disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga Lombok Utara. Based on these results, H_0 is rejected and H_a is accepted, so it can be concluded that *self-Control* has a positive and significant effect on the disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga Lombok Utara. The hypothesis testing criteria use *alpha* 5% (0.05), which is to reject H_0 if the significance is ≤ 0.05 by reading the ANOVA table.

This positive and significant regression coefficient indicates that self-control has a real and unidirectional effect on the disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga, North Lombok Regency. This means that the better the students' self-control abilities, the better their disciplinary behaviour will be, both in following school rules, completing tasks, and interacting socially in the school environment. Thus, it can be concluded that self-control plays an important role in shaping and improving student discipline, and these findings support the initial hypothesis in this study, which suggests a positive and significant relationship between the two variables.

Table 5. ANOVA Analysis Output

Model		ANOVA ^a				
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20,403.831	1	20,403.831	132,543	,000 ^b
	Residual	14,932.350	97	153,942		
	Total	35,336.182	98			

a. Dependent Variable: Y
b. Predictors: (Constant), X

Source: Results of data processing in 2025 using SPSS 27.0

From the ANOVA analysis output, the $F_{calculated}$ value is 132.543 with a significance of 0.000, so there is no need to match the F table because SPSS already provides the significance value. A significance of $0.000 < 0.05$ indicates that H_0 is rejected and H_a is accepted. This shows that self-control influences the disciplinary behaviour of Buddhist students.

The purpose of this test result is to ensure that the regression model used in this study is truly relevant and reliable in explaining the effect of the Self-Control variable on Discipline Behaviour. The high F_{count} value indicates that variations in Discipline Behaviour can be significantly explained by variations in Self-Control. Thus, it can be confirmed that Self-Control has an important contribution in shaping and influencing the disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga, North Lombok.

Overall, the ANOVA test in this study aims to examine the feasibility of the analysis model used, as well as to strengthen empirical evidence that Self-Control is not only an individual factor but also a psychological aspect that has a real influence on student disciplinary behaviour in the context of education. These findings are important as a basis for developing strategies for character building and student discipline in the school environment.

Table 6. R Square Determination Coefficient Values

Model	Model Summary ^b			
	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.760 ^a	.577	0.573	12.407
a. Predictors: (Constant), X				
b. Dependent Variable: Y				

Source: Data processed in 2025 using SPSS 27.0.

The main objective of the coefficient of determination analysis in this study is to determine the extent to which the independent variable, Self-Control, contributes to explaining the dependent variable, Student Discipline Behaviour. The coefficient of determination is shown through the R Square value in the regression analysis output and serves as an indicator of the extent to which the variation in the dependent variable can be explained by the variation in the independent variable used in the model.

Based on the output in Table 6, an R Square value of 0.577 was obtained, which means that 57.7% of the changes or variations in the disciplinary behaviour of Buddhist students can be explained by the Self-Control factor. In other words, the influence of Self-Control on disciplinary behaviour is quite large and significant. This shows that students' self-control abilities play a very important role in shaping their disciplinary behaviour in the school environment.

Meanwhile, the remaining 42.3% is explained by other factors not included in this research model. These factors may include family environment, peer influence, teacher leadership style, school culture, learning motivation, or even other psychological conditions. Therefore, this R Square value also serves as a basis for future researchers to explore and examine other factors that influence student disciplinary behaviour more comprehensively.

Thus, the purpose of using the coefficient of determination analysis is to provide an overview of the extent to which the research model used is able to explain the relationship between variables. The R Square value of 0.577 in this study indicates that the model has a fairly strong explanatory power and can be used as a valid basis for drawing conclusions. These results also emphasise the importance of developing self-control as a strategic approach to improving student discipline in schools, particularly among Buddhist students at SMP Negeri 3 Gangga, North Lombok.

4. Discussion

Based on the results of data analysis and hypothesis testing, it was found that self-control has a positive influence on student disciplinary behaviour. This means that the better students' ability to control themselves, the higher the level of discipline they demonstrate in their daily lives, both in and outside of school. These findings indicate that self-control is a very important psychological aspect to develop because with good self-control skills, students can direct their actions and behaviour in accordance with the applicable rules, norms, and regulations.

Furthermore, the results of this study also confirm that self-control plays a role in increasing student engagement in the learning process. Students who are able to control

themselves tend to be more disciplined in completing tasks on time, take learning more seriously, and show a high level of responsibility towards their academic obligations. They are also better trained to think before acting, so they can express their opinions, ask questions, and respond to learning materials in a more focused and conscious manner. Thus, self-control not only influences disciplinary attitudes but also contributes to improving the quality of students' active participation in class.

Overall, the results of this study prove that there is a close and positive relationship between self-control and student disciplinary behaviour. The implication of these findings is the importance of developing self-control through learning activities that instil values of responsibility, self-awareness, and emotional control. Teachers are expected to create a conducive learning environment that supports the development of students' self-control, for example by providing opportunities to practise decision-making, obeying rules, and managing study time well. With continuous guidance, it is hoped that students will be able to internalise the values of discipline as part of their character, thereby bringing positive impacts not only on their academic achievements but also in their daily lives.

Discipline is something that relates to a person's self-control over rules that are applied by the person concerned or originate from outside. Discipline is defined as compliance with rules, order, norms or obedience to supervision and control [15]. Discipline is the key to success because with a high level of discipline, our level of disciplined behaviour in carrying out activities increases. In learning activities, the discipline referred to is time discipline, study discipline, activity discipline, and everything related to learning and manners [16].

Discipline also fosters independence by teaching individuals to rely on themselves and take responsibility for their actions. With discipline, a person learns to manage themselves without always having to depend on directions from others, so that they become more independent and responsible. In addition, discipline can improve the quality of life by helping individuals achieve their goals. With regular and consistent habits, a person can avoid stress caused by irregularity and chaos, making life more orderly and meaningful [17].

Self-control is the ability of students to regulate their behaviour, emotions, and impulses in order to comply with the rules and norms that apply in the school environment. It is not only a matter of compliance with rules, but also about how students learn to take responsibility for their own actions without constant supervision from teachers or other adults. Research shows that self-control is closely related to student discipline. The higher a student's ability to control themselves, the more likely they are to behave in a disciplined manner in their daily school life. This positive influence is evident from the results of the analysis, which show that self-control contributes significantly to the formation of discipline.

Self-control or good control over oneself has an influence in supporting good socialisation skills, both in internal and external environments. The development of an individual's self-control is greatly influenced by their experiences and knowledge, so self-control will develop in a positive direction. Positive self-control is characterised by an individual's ability to control their emotions, think positively, maintain commitment and

discipline. Conversely, negative self-control makes individuals unable to control their emotions, think negatively, act before thinking, often violate commitments or rules, and lack discipline and responsibility for themselves. Negative views and attitudes towards one's abilities cause individuals to view all tasks as difficult to complete, so it is very important to understand self-control [3].

Positive self-control within oneself and the ability to develop good self-control are supported by disciplined behaviour. Discipline is an attitude of obedience or compliance with applicable rules. Being obedient and compliant with rules means reducing lazy behaviour and improving oneself. This is explained by Buddha in Dhammapada 281: "Let him guard his speech and control his mind well and not commit evil deeds through his body. Let him purify these three channels of action, winning the 'path' that has been expounded by the Saints" [4].

Self-control encompasses all forms of beliefs, feelings, and judgements that individuals hold about themselves and that influence the process of social interaction with their surroundings. As stated in the Buddhist Pancasila, I am determined to avoid killing living beings. I am determined to avoid taking things that are not given. I am determined to avoid immoral behaviour. I am determined to avoid untruthful speech. I am determined to avoid all intoxicants that can cause a weakening of consciousness. From this, we must be able to control ourselves.

The ability possessed by individuals to continuously observe their physical condition, feelings, thoughts and phenomena, and to strive to be conscious, control themselves and overcome greed and sadness within themselves. When individuals can understand and control themselves, whether through attitude, feelings, or thoughts, they can interact without harming themselves or others because they can control their thoughts and behaviour in disciplining themselves. This is in line with what the Buddha said in the Hiri Ottappa Sutta that the first thing to do is to have a sense of shame (Hiri) and fear of doing wrong (Ottapa), as these two things are the closest causes for the emergence of control over the sense organs or (Indriya Samvara) [18].

Self-control plays a very important role in such interactions. Individuals with high self-control can socialise well, be disciplined, and anticipate external stimuli. In this life, we often encounter situations that require self-control. How could it not be so? Every day we encounter unpleasant things in life that cause us suffering and dissatisfaction (Domanassa), as well as pleasant things that can make us indulge in worldly pleasures (Abhijja). However, life is very dynamic, because everything is impermanent (Anicca) and will undergo change (Viparinama). When that change is unpleasant, it will become suffering (*Dukkha*) for oneself. This is explained by the Buddha in the Attarakkhita Sutta (S.III.5): "Restraint of the body is good; restraint of speech is good; restraint of mind is good; everywhere, restraint is good. A person who is sincere and restrained everywhere is said to be protected."

Based on the results of the descriptive analysis, it was found that students at SMP Negeri 3 Gangga Lombok Utara, especially those who are Buddhist, showed a high level of self-control and disciplined behaviour. This is indicated by the average score percentage for the self-control variable of 76%, which is categorised as high, and the

average score for the disciplined behaviour variable of 75%, which is also in the high category. These findings reflect that, in general, the students have good self-control skills, both in terms of managing their emotions and regulating their personal impulses or desires, as well as in acting in accordance with the rules that apply in the school environment. High self-control enables students to refrain from inappropriate behaviour, such as being late, skipping classes, or not completing assignments. Instead, they are more likely to demonstrate responsibility, punctuality, and compliance with school rules.

Self-control has a major influence on disciplinary behaviour because in Buddhism, spiritual values such as *sati* (mindfulness), *samādhi* (concentration), and *paññā* (wisdom) are in line with the concept of self-control. Buddhist teachings also emphasise the importance of controlling thoughts, speech, and actions as a path to a harmonious and orderly life. Self-control is an individual's ability to plan, guide, process, and direct one's behaviour, often referred to as the process of shaping oneself [19]. This definition emphasises the ability to manage behaviour, which is provided as a means to shape students' behaviour patterns to avoid negative behaviours that can hinder the learning process.

Based on data analysis, it is known that self-control among Buddhist students at SMP Negeri 3 Gangga Lombok Utara has increased, with most students able to control themselves. In terms of controlling emotions, trustworthiness, alertness, adaptability, and innovation, they show that they feel capable of controlling their emotions or controlling themselves. Self-control has a significant influence on the formation of discipline in a person. This is in line with what Roy F. Baumeister (2007) said: Self-control reflects an individual's ability to control their emotions, impulses, and behaviour in order to remain in accordance with established norms, rules, and goals. In the context of student life, the ability to control oneself plays a very important role in supporting successful socialisation with friends, teachers, and the surrounding environment.

When students are able to control their emotions and desires, they will find it easier to remain calm in various situations, both pleasant and challenging. The inner peace that students possess as a result of good self-control will become a strong foundation for forming disciplined habits, such as arriving on time, doing tasks consistently, obeying school rules, and respecting others. Thus, it can be concluded that self-control is an important foundation for the formation of a disciplined attitude. Without self-control, students tend to be easily influenced by negative things and find it difficult to carry out routines responsibly. Conversely, with good self-control, students will be able to manage themselves and their actions wisely, which will be reflected in their daily disciplined behaviour [20].

Based on the results of data analysis of various indicators used to measure self-control, it can be seen that Buddhist students at SMP Negeri 3 Gangga, North Lombok Regency, performed well in every aspect assessed. In terms of trustworthiness, the results of the study show that the students have a high level of trustworthiness. This means that they are able to keep their commitments, take responsibility for the tasks assigned to them, and can be relied upon by teachers, peers, and the school in general. This is an important foundation for building strong character and discipline in daily life.

Furthermore, on the indicator of alertness, students showed a good level of caution in their actions and decision-making. They were able to control themselves so as not to act impulsively and were self-aware when facing various situations in the school environment. This ability is very important in supporting the learning process and healthy social interaction in the educational environment.

In terms of adaptability, Buddhist students at this school also demonstrate a high level of adaptability. They are able to adapt well to changes in their environment, whether in an academic, social, or cultural context. This adaptability reflects the students' mental and emotional flexibility, which makes it easier for them to face challenges or new conditions that arise in the school environment.

Meanwhile, in terms of innovation, the students demonstrated good creative thinking skills. This was reflected in their ability to find alternative solutions to problems, their courage to try new things, and their ability to develop constructive ideas in the learning process. Creative thinking skills greatly support the development of students' full potential and are an important part of improving the quality of learning and discipline.

The results of data analysis show that the disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga, North Lombok Regency, is generally in the high category. This reflects that most students have a good awareness of their obligations and responsibilities as students. When examined in more detail based on the indicators used in the study, it can be explained that: first, discipline in terms of school attendance is high, with the majority of students arriving on time according to the schedule set by the school. Second, discipline in following the learning process is also relatively high, as indicated by the active involvement of students in receiving lesson material, paying attention to teachers when teaching, and participating in class activities. Third, discipline in completing assignments is in the same category, which means that students tend to be responsible in completing assignments given by teachers on time and according to instructions. Fourth, discipline in obeying school rules was also in the high category, indicating that students were accustomed to following the rules and norms that applied in the school environment.

Furthermore, based on the results of a simple linear regression analysis, a t-value of 39.281 was obtained with a significance value (p) of 0.000, which is statistically much smaller than the specified significance level of 0.05. Thus, it can be concluded that there is a positive and significant influence between the Self-Control variable and Student Discipline Behaviour. These results indicate that the higher the self-control ability of students, the higher the level of discipline they display in the context of school life. This is in line with the theory that self-control is an important factor in shaping responsible behaviour and obedience to rules.

Furthermore, from the model summary results, a coefficient of determination (R square) value of 0.577 was obtained, which means that 57.7% of the variation in student disciplinary behaviour can be explained by the Self-Control variable. Meanwhile, the remaining 42.3% is explained by other factors not examined in this study. These factors may include family environment, parenting patterns, school culture and climate, teaching quality of teachers, peer influence, and internal drive or self-motivation of students themselves. Therefore, these findings confirm that self-control is a significant factor that

greatly contributes to the formation of student discipline, although it is not the only influencing factor.

Based on these overall results, the researchers concluded that self-control has a real, positive, and significant influence on the disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga, North Lombok. These findings imply that efforts to improve student discipline can be directed through programmes or activities that can train and strengthen students' self-control abilities, either through classroom learning, character building, or extracurricular activities that support the development of positive attitudes in students.

5. CONCLUSION

Based on the results of the study conducted on the influence of self-control on the disciplinary behaviour of Buddhist students at SMP Negeri 3 Gangga in North Lombok, it can be confirmed that self-control skills play a very important role in shaping student discipline. The results of the analysis show that self-control has a 57.7% influence on students' disciplinary attitudes, while the rest is influenced by other factors that were not studied, such as family environment, parenting patterns, school culture, teaching quality, and peer influence. These findings confirm that self-control is not only an individual's ability to control behaviour, but also a key factor that can determine students' success in being disciplined, both at school and in their daily lives.

Furthermore, this study illustrates that student discipline cannot be formed solely through rules and supervision from teachers or the school, but requires self-awareness from each student through self-control. With good self-control, students will be better able to manage their study time, carry out tasks responsibly, and respect the rules that apply in the school environment. However, this study also shows that there are other external factors that are equally important in influencing student discipline, such as encouragement from family, social environment, and personal motivation. This means that the process of shaping student discipline must be seen as a comprehensive system, which includes the involvement of family, school, and community.

Thus, it can be concluded that self-control has a significant influence on student discipline at SMP Negeri 3 Gangga Lombok Utara. Therefore, the researchers recommend that schools and teachers continue to provide guidance that supports the development of students' self-control, for example, through instilling a disciplined attitude, setting a good example, and strengthening students' intrinsic motivation. Parents are also expected to provide support through consistent, attentive parenting and instilling values of discipline from an early age. With synergy between students, teachers, and parents, it is hoped that student discipline will not only be formed in the school environment but also become part of their personal character that will remain with them into adulthood.

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