

# The relationship between the intensity of participation in Rohis activities and the self-control of junior high school students

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## Abstract

*Self-control is an important aspect that every individual must have to create disciplined and responsible behavior in the educational process. One factor that can help students to have good self-control at school is by participating in Rohis activities. This study aims to determine the relationship between the intensity of participation in Rohis activities and the self-control of eighth-grade students of Pancawati Islamic Middle School, Bogor. This study uses a quantitative approach with a correlational method. The sampling technique uses a non-probability sampling type with a sample size of 70 students. The instrument used is a questionnaire using a Likert scale. The results of the study show that the correlation coefficient value is 0.608, which means there is a relationship between the intensity of participation in Rohis activities and student self-control. Based on the correlation test, a significance value of 0.000 and a correlation coefficient of 0.608 are obtained, indicating that the intensity of participation in Rohis activities has a significant relationship with student self-control. This finding proves that the better the intensity of participation in Rohis activities, the better the self-control of students.*

**Keywords:** Responsibility; Discipline; Self-control; Islamic spirituality

## Abstrak

Kontrol diri merupakan aspek penting yang harus dimiliki oleh setiap individu untuk menciptakan perilaku disiplin dan bertanggung jawab dalam proses pendidikan. Salah satu faktor yang dapat membantu siswa untuk mempunyai kontrol diri yang baik di sekolah ialah dengan mengikuti kegiatan Rohis (Rohani Islam). Penelitian ini bertujuan untuk mengetahui hubungan intensitas keikutsertaan kegiatan Rohis dengan kontrol diri siswa kelas VIII SMP Islam Pancawati Bogor. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Teknik pengambilan sampel menggunakan jenis nonprobability sampling dengan jumlah sampel sebanyak 70 siswa. Instrumen yang digunakan berupa kuisioner dengan menggunakan skala likert. Hasil penelitian menunjukkan bahwa nilai koefisien korelasi sebesar 0,608 yang berarti terdapat hubungan intensitas keikutsertaan kegiatan Rohis dengan kontrol diri siswa. Berdasarkan uji korelasional diperoleh nilai signifikansi sebesar 0,000 dan koefisien korelasi sebesar 0,608 yang menunjukkan bahwa intensitas keikutsertaan kegiatan Rohis memiliki hubungan yang signifikan dengan kontrol diri siswa. Temuan ini membuktikan bahwa semakin baik intensitas keikutsertaan dalam

**Article Information:** Received Jan 31, 2026, Accepted Apr 14, 2026, Published Apr 30, 2026

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kegiatan Rohis, maka semakin baik pula kontrol diri pada siswa.

**Kata kunci:** Bertanggung jawab; Disiplin; Kontrol diri; Rohani Islam

## Introduction

Education is a crucial aspect of life. It improves individuals' well-being and leads to a more focused future. According to Wibowo (2021), education is a systematically designed and continuously implemented lifelong process designed to develop students' potential and improve their quality of life. Education fundamentally plays a role in developing students' overall potential, not only in academics but also in shaping their personality, one of which is self-control. During adolescence, especially in junior high school, students are in a developmental stage filled with emotional changes and a search for identity. As Hurlock argues, adolescence is a time of turbulent emotional maturity characterized by emotions that tend to be unstable due to the process of searching for identity (Hurlock, 2016: 212). There are still students who are unable to recognize and manage their emotions, so they are often easily influenced by their surroundings and act without considering the consequences. This situation shows the importance of guidance that focuses not only on knowledge, but also on strengthening self-control skills, so that students are able to act more wisely in various life situations.

Good self-control skills enable a person to act rationally and responsibly in various situations. According to Wahyu Setyowati, self-control is a person's ability to understand their own condition and their environment and regulate their behavior to suit the situation at hand. This ability helps students act more wisely in the school environment (Setiyowati et al., 2023). Students who have the ability to control their impulsive nature are able to think more maturely by considering each action beforehand, including its impact and its positive and negative values (Abdurrohim & Syavitri, 2024). The importance of self-control in students is inversely proportional to the facts that occur in the field, this can be seen from the results of research by Ririn Maiyulita and Yarmis Syukur that student self-control at SMP Negeri 1 Kubung is in the low category with a percentage of 57.67% (Maiyulita & Syukur, 2024). Furthermore, research by Arini et al. also showed that (66.6%) students' self-control was in the low category (Arini et al., 2021).

Low self-control can negatively impact a student's life, encompassing academic, social, and emotional aspects, requiring serious attention in the world of education because it has the potential to hinder personality development and the achievement of educational goals. This is in line with Pebrian's opinion that low self-control abilities are often associated with the emergence of various

negative behaviors in the school environment, such as violating school rules, being late to school, and low responsibility in academic activities (Pebrian et al., 2025). Furthermore, according to Pratiwi, someone with a low level of self-control tends to have difficulty controlling and directing their behavior, is less able to understand stimuli properly, and is unable to determine appropriate actions, thus potentially giving rise to deviant behavior (Pratiwi et al., 2025). Then Davella also argues that this condition is evident in the large number of students who cannot control their emotions well, are less skilled in solving problems, are easily discouraged, have a negative view of a problem, and are not able to make the right decisions. (Davella et al., 2024).

Therefore, self-control can be enhanced through the religiosity fostered by participating in Rohis (Islamic Religious Council) activities. This activity serves as a vehicle for character development, encompassing the instillation of moral values, discipline, responsibility, and the development of positive attitudes in daily life. According to Evi (in Dimiyati, 2021), individuals with high religiosity believe that their every action is under God's supervision. This awareness fosters caution and fosters self-control, leading to behavior that aligns with moral values and religious teachings. According to Dimiyati (2021), students' religiosity can be enhanced by participating in extracurricular Rohis activities at school, as these activities aim to provide more in-depth religious guidance, ultimately contributing to the development of self-control in students.

The results of a study conducted by Hurriyati and Della entitled "The Role of Digital Literacy Education in Improving Students' Self-Control on Gadget Use at SDN 10 Tanjung Lago" showed that a digital literacy education program that combines material delivery, the use of QR Code media, educational games, and *checklist-based assessments* made a significant contribution to students' self-control abilities (Hurriyati, 2026). This study has similarities with the research that will be conducted by the researcher, namely both focusing on the study of student self-control. The difference lies in the type of activities studied, where the previous study examined digital literacy education, while the research that will be conducted by the researcher examines the relationship between the intensity of Rohis activities and students' self-control with an emphasis on the aspect of religious guidance.

Furthermore, Halimah & Rusman (2024) in their study entitled "The Effectiveness of *Home Room Technique Group Guidance Services* on *Self-Control* of Students at MAN 1 Medan" found that group guidance services using *the home room technique* were effective in improving student *self-control*. The similarity between this study and the research to be conducted by the researcher lies in the focus of the study on student self-control. The difference lies in the focus,

variables, and subjects of the study. Where Halimah and Rusman studied the effectiveness of group guidance services for MAN students, while this study examines the relationship between the intensity of Rohis activities and the self-control of junior high school students.

Meanwhile, a study by Surawan & Norvia (2022) entitled "The Contribution of Moral Development in Instilling *Self-Control* in Public Elementary School Students" concluded that moral development has a positive impact on student *self-control*. This study has similarities with the research that the researcher will conduct, namely both examine student self-control and examine the influence of religious-themed activities in the educational context. The differences lie in the form of activities and variables studied, where Surawan and Norvia examine moral development as a structured educational intervention, while the researcher will conduct examines the relationship between the intensity of student participation in Rohis activities as a religious extracurricular activity and the self-control of junior high school students.

Overall, previous studies have shown that students' self-control can be developed through various educational programs, such as digital literacy, group guidance services, and systematically designed moral development. However, research specifically examining students' self-control in relation to active involvement in extracurricular religious activities, such as Islamic Spirituality (Rohis), remains limited. Furthermore, the intensity of students' participation in these activities has not been widely studied as a quantitative variable potentially related to self-control. Based on these conditions, the novelty of this study lies in the analysis of the relationship between the intensity of participation in Rohis activities and the self-control of junior high school students. In this study, Rohis activities are understood as a form of religious participation that is actively followed by students with a measurable level of involvement. Thus, this study aims to determine the relationship between the intensity of Rohis activities and students' self-control at the junior high school level.

## **Research methods**

This research uses a quantitative approach. The choice of quantitative research is based on the research objective, which is to test the hypothesis and prove its acceptance/rejection. The research method used is correlational. Correlation is a numerical value that describes the direction and strength of the relationship between two or more variables. The direction of the relationship can be stated as positive or negative, while its strength is represented by the correlation coefficient (Sugiyono, 2021: 224).

This research was conducted at Pancawati Islamic Junior High School in Bogor City. The subjects were all eighth-grade students. The sampling method used was *non-probability sampling* with a saturated sampling technique. That is, all members of the population are used as research samples. This technique was chosen because the population is relatively limited and allows for comprehensive research. The sample size for this study was 70 respondents.

The main instrument in this study was a closed questionnaire developed based on indicators of the intensity of student participation in Rohis activities and indicators of student self-control. The indicators of the intensity of participation in Rohis activities were compiled with reference to the theory of religious habituation, which emphasizes the frequency of Rohis activities, the consistency of student involvement in Rohis activities, and the regularity of student participation in the Rohis program organized by the school.

Meanwhile, self-control indicators in this study include *behavioral control*, *cognitive control*, and *decisional control*, which reflect students' abilities to control behavior, manage thought processes, and make appropriate decisions. The measurement scale used was a Likert scale with four answer choices. The questionnaire that had been prepared was then tested for validity and reliability before being distributed to respondents in the main study. In addition, interviews with Rohis supervisors were conducted as supporting data to strengthen the picture of the implementation of Rohis activities and the condition of student self-control at school. Before conducting data analysis, the researcher first conducted analysis prerequisite tests, namely normality and linearity tests. After the prerequisite tests were met, this study analyzed the data using a correlation test with the help of the SPSS *statistics program 26* to determine the relationship between the two variables.

## Results and Discussion

### A. Research findings

The research data was analyzed using normality tests, linearity tests, Pearson Product Moment correlation tests, and categorization techniques with the help of SPSS *Statistics 26*.

Table 1. Normality Test Results

Information	Mark
N	70
Mean	0.000000
Standard Deviation	4.60464453
Most Extreme Differences Absolute	0.096
Most Extreme Differences Positive	0.069

<b>Most Extreme Difference Negative</b>	-0.096
<b>Test Statistics</b>	0.096
<b>Asymp. Sig. (2-tailed)</b>	0.187

Based on table 1. Above, the normality test was carried out to determine whether the data being tested was normally distributed or not using a *one sample test tool*. The *Kolmogorov–Smirnov* test is a prerequisite for parametric statistical analysis. To determine whether data is normally distributed, compare significance values. If the significance value is  $<0.05$ , the data is not normally distributed; if the significance value is  $>0.05$ , the data is normally distributed. The test results show that the number of research samples was 70 respondents, with an Asymp. Sig. (2-tailed) value of 0.187. This significance value is greater than the significance level of 0.05. Thus, the data can be stated to be normally distributed so that the research data has met the assumption of normality.

**Table 2.** Linearity Test Results

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
<b>Between Groups Combined</b>	22275233.14	28	795544,041	33927,580	0,000
<b>Linearity</b>	22274146.41	1	22274146.41	949925,882	0,000
<b>Deviation from Linearity</b>	1086,729	27	40,249	1,717	0.057
<b>Within Groups</b>	984,829	42	23,448	-	-
<b>Total</b>	22276217.97	70	-	-	-

Based on Table 2. above, after meeting the normality assumption, the analysis continued with a linearity test to ensure that the relationship between the intensity of Rohis activity participation and student self-control variables was linear. The relationship was considered linear if the significance value in *the Deviation from Linearity section* was greater than 0.05. The linearity test results show a significance value of 0.057 in *the Deviation from Linearity section*. This value is greater than the 0.05 significance level. These results indicate that there is no deviation from the linear pattern between the intensity of student participation in Rohis activities and student self-control. Thus, it can be concluded that the relationship between the two variables is linear, so further analysis can be continued using the *Pearson correlation test*.

**Table 3.** Correlational Test Results

Variable 1	Variable 2	Pearson Correlation	Sig. (2-tailed)	N
<b>Intensity of participation in Rohis activities</b>	Self-control	0.608	0,000	70

Based on Table 3 above, a *Pearson correlation test* was conducted to determine the relationship between the intensity of participation in Rohis activities and student self-control. If the significance value is less than 0.05, there is a correlation, whereas if the significance value is greater than 0.05, there is no correlation. *The Pearson* correlation test yielded a significance value of 0.000, meaning it was less than 0.05, indicating a correlation between the intensity of Rohis activities and student self-control. The correlation test results indicate a correlation between the two variables. The correlation coefficient of 0.608 indicates a positive relationship with a relatively strong level of correlation.

**Table 4.** Results of the categorization of the intensity of Rohis activities

Category	Frequency	Percentage (%)	Cumulative Percentage (%)
Low	41	58.6	58.6
Tall	29	41.4	100.0
Total	70	100.0	

Based on table 4. Above, the results of the categorization of the intensity of student participation in Rohis activities show that of the 70 students who were respondents to the study, as many as 41 students (58.6%) had an intensity of participation in Rohis activities in the low category, while 29 students (41.4%) were in the high category. Therefore, it can be concluded that the level of self-control of students at Pancawati Islamic Middle School is in the low category with a percentage of 58.6%.

**Table 5.** Results of self-control categorization

Category	Frequency	Percentage (%)	Cumulative Percentage (%)
Low	38	54.3	54.3
Tall	32	45.7	100.0
Total	70	100.0	

Based on table 5. Above, the categorization results show that of the 70 respondents, 38 students (54.3%) were included in the low self-control category, while 32 students (45.7%) were included in the high self-control category. Therefore, it can be concluded that the level of self-control of Pancawati Islamic Middle School students is in the low category with a percentage of 54.3%.

## B. Discussion

Rohis is an extracurricular activity in the field of religion that organizes a number of activity programs aimed at exploring the religious potential of students and becoming a forum or means to obtain more in-depth religious guidance, these activities not only play a role in improving abilities and strengthening students' knowledge of Islamic teachings, but also instilling and directing students to implement them in everyday life (Khofifah et al., 2024). The

process of internalizing these values encourages the formation of self-awareness, attitude control and students' ability to control internal drives, thus contributing to strengthening students' self-control. From the perspective of Islamic Religious Education, self-control is not simply defined as the ability to resist negative impulses, but rather as an individual's ability to act in accordance with the values of faith (Mansyur & Casmini, 2022). Good self-control will help students develop optimally. Conversely, low self-control will have various negative impacts on students' lives.

The results of the study showed a significant positive relationship between the intensity of student participation in Rohis activities and self-control. The correlation coefficient value was 0.608, indicating a strong relationship between the two variables. This finding suggests that the higher the intensity of student involvement in Rohis activities, the better their level of self-control. This significant positive relationship can be understood as the impact of the ongoing behavioral development process through Rohis activities. Rohis activities not only serve as a forum for religious activities, but also as a platform for instilling religious values, discipline, self-control, and moral responsibility (Munawaroh et al., 2025). Through active involvement in various structured religious activities, students are accustomed to obeying rules, managing emotions, and controlling behavior, thus contributing to the formation of better self-control.

These quantitative findings are supported by interviews with Islamic Religious Education teachers, who stated that students who are highly active in Rohis activities are generally easier to direct and have a greater sense of self-control in the school environment. This statement suggests that instilling Islamic values through Rohis activities contributes to strengthening students' self-control. Conceptually, Baumeister (in Fitriani, 2020) states that self-control is an individual's ability to regulate thoughts, emotions, and behavior to align with social expectations and long-term goals. In early adolescence, such as in junior high school, self-control is still developing and is heavily influenced by the social environment in which individuals interact. Therefore, participation in Rohis activities can act as an external factor supporting the development of self-control through the development of positive behavioral habits (Dimiyati, 2021).

Theoretical support for this research's findings can also be viewed from an Islamic normative perspective. The Quran emphasizes the importance of an individual's ability to control themselves and consider the consequences of their behavior consciously and with a long-term orientation. This is as stated by Allah SWT in Surah Al-Hashr, verse 18:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِإِعَادٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the afterlife). Fear Allah. Indeed, Allah is careful about what you do.

In Imam Tabari's commentary, Sheikh Muhammad ibn Kathir Abu Ja'far At-Tabari explains that the above verse commands each person to consider the deeds they have performed throughout their lives. Whether those deeds are good deeds that will save them or, conversely, bad deeds that will lead them astray. This verse emphasizes the importance of self-reflection and reassessing past deeds. Everyone must realize that their deeds will be accounted for before Allah on the Day of Judgment. Therefore, everyone must strive to always do good deeds and avoid bad ones (Lubis, 2023).

Above verse emphasizes self-reflection and behavioral control, which aligns with the concept of self-control. Consistent with this view, Gottfredson and Hirschi state that self-control does not develop optimally if the socialization process is ineffective (Nofziger & Rosen, 2017). In the context of education, Islamic Spiritual Activities (Rohis) can be viewed as a form of socialization within the school environment, a supporting aspect that contributes to the development of student self-control. The categorization results in this study indicate that most students fall into the low Rohis intensity category (58.6%) and low self-control category (54.3%). This finding strengthens the argument that low involvement in Rohis activities can lead to suboptimal self-control development. Conversely, students who actively participate in Rohis activities have more opportunities to learn Islamic values, which contributes to improved self-control.

Based on the findings of this study, students' low self-control abilities, which lack adequate attention and coaching efforts, including through strengthening religious activities such as Rohis, have the potential to have long-term impacts on their behavioral development and academic achievement. In early adolescence, weak self-control can affect students' ability to manage emotions, delay immediate desires, and make wise decisions (Mayangsari & Sugiharto, 2024). The subsequent impact of this condition is reflected in a decline in learning discipline and an increased tendency for behavior that is inconsistent with school norms. In the longer term, weak self-control in adolescents has the potential to hinder the formation of positive character and students' readiness to face increasingly complex social demands at the next level of education, considering that self-control plays a crucial role in the development of adolescents' moral competence (Khofifah et al., 2024). Thus, the suboptimal use of Rohis activities as a means of developing self-control not only impacts individual students but also affects the school environment, as poorly controlled behavior can disrupt social interactions and the effectiveness of the classroom learning process.

The findings of this study align with previous research showing that religious extracurricular activities play a strategic role in shaping students' behavior and self-control. Research by Nasrudin et al. (2023) demonstrated that religious extracurricular activities serve as a medium for strengthening religious character through instilling the values of discipline, responsibility, and self-awareness in students. These findings are relevant to the results of this study, as the intensity of student participation in Rohis activities provides a space for habituating behaviors that require discipline, adherence to rules, and self-control. Similar results were also reported by Baehaqi & Hakim (2020), who found that students' active involvement in school religious activities plays a role in supporting the development of religious character and positive behavior. Furthermore, Ulfah et al. (2025) emphasized that religious extracurricular activities help instill the values of responsibility and discipline in students through direct experience in the school environment. This finding is supported by Hambali & Yulianti (2018), who stated that religious activities in schools not only impact spiritual aspects but also contribute to the formation of adaptive attitudes and behaviors that enable students to internalize religious values and demonstrate self-control in everyday behavior. Therefore, the results of this study are relevant to previous research that confirmed that the intensity of involvement in Rohis activities plays a role in supporting the development of student self-control.

Although several studies have shown a positive relationship between student involvement in religious activities and self-control, others have shown conflicting results when examining self-control within the social context outside of school. Duri (2021) found that parenting styles, whether authoritarian, democratic, or permissive, did not significantly impact student self-control. These findings indicate that the influence of social factors on student self-control can vary depending on the context. Consistent with this, the results of this study indicate that the intensity of student participation in Rohis activities as part of the school environment has a significant relationship with junior high school students' self-control.

Based on comparisons with previous research, this study strengthens empirical findings regarding the role of school religious activities in developing students' self-control. The study's primary contribution lies in its focus on junior high school students, an age group characterized by suboptimal self-control development. Therefore, the results provide empirical evidence that Rohis activities can be an alternative support for developing self-control in students.

Theoretically, the results of this study support the theory of self-control and positive habits in the context of education. These findings indicate that self-control can be developed through active involvement in ongoing activities to

instill discipline and positive behavior. Practically, the results of this study provide implications for schools and Rohis instructors to further optimize the implementation of Rohis as a means of fostering student self-control. Schools are expected to consistently support Rohis activities, both in terms of programs, mentoring, and facilities, so that the activities carried out are not merely ceremonial, but also able to form habits of discipline, responsibility, and self-control in students in everyday life.

## **Conclusion**

The results of the study indicate a relationship between the intensity of student participation in Rohis activities and the level of self-control of junior high school students. The correlation test showed that students with higher levels of participation in Rohis activities tend to have better self-control. This indicates that participation in Rohis activities contributes to supporting the formation of student self-control through the habituation of positive values carried out in Rohis activities. This study has limitations, especially in the number of respondents and the scope of the study. Thus, further studies are needed to examine other variables that have the potential to influence student self-control, such as family environment, school culture, and character development programs, by involving subjects at more diverse educational levels.

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