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The Relationship between Self-Control and Discipline among Tenth-Grade Students at SMKN 1 Solok Selatan

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Abstract

Student discipline is integral to character development and work readiness in vocational secondary education; however, evidence concerning its relationship with self-control among first-year vocational students remains limited. This study aimed to describe students' levels of self-control and discipline and examine the relationship between these variables among tenth-grade students at SMKN 1 Solok Selatan. A quantitative descriptive-correlational design was employed. Sixty students with documented records of arriving late at least three times were selected through purposive sampling. Data were collected using Likert-scale questionnaires and analyzed using descriptive statistics and Pearson's product–moment correlation. The findings showed that 55.00% of students were classified as having very high self-control, whereas 45.00% demonstrated very high discipline. Correlation analysis yielded $r(58) = .879$, $p < .001$, indicating a very strong, positive, and statistically significant relationship between self-control and student discipline. Thus, among the selected students, stronger capacities to regulate behavior, manage thoughts, and make responsible decisions were closely associated with more disciplined conduct. These findings extend evidence on the psychological correlates of discipline in vocational

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education and support the development of preventive guidance and counseling services focused on self-management, emotional regulation, decision-making, and learning readiness. Future research should investigate additional influences, including parental support, peer relationships, learning motivation, and school climate.

Keywords: Guidance and Counseling; Self-Control; Student Discipline; Vocational Education; Vocational Students

INTRODUCTION

Education represents a long-term investment in the development of individuals who are knowledgeable, capable, and prepared to participate responsibly in society. Its purpose extends beyond the transmission of academic knowledge and technical competence, as educational experiences also shape values, attitudes, and patterns of conduct that influence students' future lives. Indonesia's National Education System Law affirms that education is intended to develop students' abilities while cultivating character, dignity, independence, creativity, responsibility, and democratic citizenship (Indonesia, 2024). Munirah (2015) similarly argues that the Indonesian education system should provide a balanced space for intellectual development and character formation. This orientation suggests that educational success cannot be assessed solely through academic achievement; it must also be reflected in students' capacity to manage themselves, respect shared rules, and act responsibly within their social environment.

Technical and vocational education carries a particularly strong responsibility to connect learning at school with the behavioral expectations of the workplace. International discussions on technical and vocational education and training emphasize that vocational institutions must prepare learners with occupational competence as well as adaptive, interpersonal, and work-related capabilities that enable them to respond to changing labor-market demands (Bank et al., 2023). Indonesian vocational high schools pursue a comparable mission by preparing students for employment, independent work, and participation in business and industry according to their fields of expertise (Djohar, 2003). Vocational students are consequently expected to demonstrate not only technical proficiency but also punctuality, responsibility, consistency, and respect for established procedures. These qualities are closely associated with discipline and are highly valued in practical training, industrial placements, and professional settings.

Discipline reflects an individual's willingness to regulate behavior in accordance with rules, values, and responsibilities that have been understood and accepted. Tu'u (2004) describes discipline as an awareness that guides individuals to obey regulations because they recognize the personal and social benefits of orderly conduct. Imron (2011) views student discipline as an important element of school management because it supports a learning environment that is safe, organized, and conducive to development. Character education also places discipline as a behavior that must be cultivated through consistent practice rather than imposed solely through punishment or external supervision (Mulyasa, 2011). Students who understand the meaning of rules are more likely to develop responsible habits, while students who comply only because of surveillance may return to inappropriate behavior when such control is absent. Discipline, from this perspective, involves an internal commitment that gradually develops through experience, guidance, reflection, and repeated action.

Self-control constitutes one of the psychological capacities that may support the internalization of disciplined behavior. Averill (1973) conceptualizes personal control through behavioral, cognitive, and decisional dimensions, including the ability to modify responses, interpret or manage information, and choose appropriate actions. Marsela and Marsela & Supriatna (2019) explain that self-control enables adolescents to direct their behavior according to moral standards, social values, and environmental expectations. Related psychological perspectives describe self-control as the capacity to inhibit immediate impulses and maintain actions that serve more meaningful long-term goals (Baumeister & Vohs, 2007; Mischel et al., 1972). Executive-function theory also identifies inhibitory control as the capacity that allows individuals to resist distractions, pause before acting, sustain attention, and adjust their behavior to situational demands (Diamond, 2013). Nigg (2017) further clarifies that self-control is closely connected to, but conceptually distinguishable from, self-regulation, executive functioning, impulsivity, and risk-taking. These perspectives indicate that disciplined behavior is not merely a response to school rules; it is also shaped by students' ability to regulate thoughts, emotions, impulses, and decisions.

Adolescence presents a meaningful context for examining the relationship between self-control and discipline because students experience considerable emotional, social, and educational changes during this period. Tenth-grade vocational students face the additional challenge of moving from junior secondary education into a learning environment characterized by specialized subjects, practical activities, unfamiliar expectations, new peer relationships, and closer preparation for employment. Yusuf & Sugandhi (2011) explain that

students' adjustment during adolescence involves the development of emotional maturity, personal responsibility, social competence, and increasingly independent decision-making. Students who have not yet developed stable self-control may find it difficult to manage frustration, delay immediate desires, consider the consequences of their actions, or maintain consistency in following school rules. Stronger self-control, by contrast, has been associated with better adjustment, academic performance, interpersonal relationships, and fewer problematic behaviors (Tangney et al., 2004). The transition into vocational high school therefore represents an important period for identifying psychological capacities that may help students establish sustainable disciplinary habits.

Preliminary findings at SMKN 1 Solok Selatan indicate that student discipline remains an issue requiring educational attention. Observations conducted from 9 to 13 February 2026 identified several forms of rule-breaking among tenth-grade students, including lateness, insufficient responsibility for school obligations, and behavior that appeared impulsive or inconsistent with school expectations. An earlier interview with a guidance and counseling teacher on 11 August 2025 also suggested that students who repeatedly violated school regulations often experienced difficulty controlling emotions, resisting immediate impulses, and considering the consequences of their decisions. These concerns are particularly relevant because tenth-grade students are still adjusting to the routines and expectations of vocational education. Preliminary information from the school further indicated that industry partners had raised concerns regarding punctuality, responsibility, and work attitudes during student placements. Such feedback shows that discipline is not only a school-based concern but also part of students' preparation for professional life.

Empirical research has generally shown that self-control is positively associated with students' disciplinary behavior. Adlya et al. (2020) found that self-control made a significant contribution to student discipline, indicating that students who were better able to regulate their behavior tended to show stronger compliance with school expectations. Pujawati (2015) reported a significant relationship between self-control and behavioral discipline among students in a boarding-school setting. Research involving vocational students also found that self-control positively influenced discipline, both directly and through learning motivation (Febriani & Sugiarti, 2021). Setyawan & Christiana (2023) identified a significant positive relationship between self-control and discipline among tenth-grade vocational students, while parental social support did not independently demonstrate the same relationship. More

recent evidence from senior secondary education similarly suggests that self-control contributes positively to student discipline (Putri & Syamantha, 2024). These findings consistently position self-control as an important internal resource, although the strength and form of its relationship with discipline may vary according to students' developmental characteristics, school culture, social environment, and educational context.

Existing studies have provided valuable evidence, yet several contextual and practical questions remain open. Previous research has often examined students from general senior high schools, boarding schools, or vocational schools without giving sustained attention to the early transition into vocational education and its specific disciplinary demands (Febriani & Sugiarti, 2021). Research combining self-control with parental support or learning motivation has also tended to position discipline within broader multivariable models rather than examining the direct relationship between self-control and discipline in a specific first-year vocational-school population (Setyawan & Christiana, 2023). Limited evidence is available concerning tenth-grade students in Solok Selatan, whose educational experiences are shaped by local school culture, transitional adjustment, vocational learning, and preparation for industrial practice. The present study offers contextual novelty by examining self-control and discipline specifically among first-year students at SMKN 1 Solok Selatan and by interpreting the relationship through Averill's behavioral, cognitive, and decisional control framework. This focus allows student discipline to be understood not only as compliance with regulations but also as an expression of students' growing capacity to manage impulses, interpret situations, and make responsible choices.

Guidance and counseling services have an important role in translating empirical findings into preventive educational support. Services that respond only after students commit violations may address immediate cases but may not strengthen the internal capacities needed to prevent similar behavior. Knowledge about the relationship between self-control and discipline can help school counselors design group guidance, self-management activities, decision-making exercises, emotional-regulation training, and informational services that encourage students to reflect on the consequences of their behavior. The present study therefore aims to describe the levels of self-control and discipline among tenth-grade students at SMKN 1 Solok Selatan and to determine whether a statistically significant relationship exists between these variables. The findings are expected to provide an empirical basis for preventive guidance and counseling programs and to

support the school's efforts to prepare graduates who possess both vocational competence and responsible work character.

METHODS

This study employed a quantitative approach using a descriptive correlational design. A quantitative approach was considered appropriate because the study examined measurable variations in self-control and student discipline and tested the statistical relationship between the two variables. Quantitative research uses numerical data and statistical procedures to generate objective conclusions regarding the phenomenon under investigation (Sugiyono, 2022). The descriptive component was used to portray the levels of self-control and discipline, while the correlational design was applied to determine the direction and strength of the relationship between these variables without manipulating the participants or their learning environment (Iskandar, 2023). The study was conducted at SMKN 1 Solok Selatan, Sungai Pagu District, South Solok Regency, in May 2026. Unlike earlier studies that examined self-control and discipline among broader student populations, the present study focused specifically on first-year vocational students who had documented disciplinary concerns, particularly repeated lateness. This focus was intended to provide a more context-sensitive understanding of discipline during students' transition into vocational education.

The study population comprised all 316 tenth-grade students enrolled at SMKN 1 Solok Selatan during the 2025/2026 academic year. These students were distributed across 12 classes representing accounting, office management, computer networking, visual communication design, hospitality, digital business, and culinary programs. Participants were selected through purposive sampling, a non-probability sampling technique in which respondents are chosen according to criteria that are directly relevant to the research objectives (Sugiyono, 2019). The inclusion criterion was being a tenth-grade student with a documented record of arriving late at school at least three times. This sampling strategy allowed the study to examine self-control among students whose disciplinary behavior was observable and relevant to the research problem.

Data were collected using two five-point Likert-scale questionnaires. The self-control questionnaire consisted of 30 items covering behavioral control, cognitive control, and decisional control, whereas the discipline questionnaire contained 49 items measuring attendance and punctuality, compliance with school regulations, active participation in

learning, attitudes and behavior at school, and timely completion of academic tasks. Responses ranged from *always* to *never*, with scores of 5 to 1 for positively worded statements and reverse scoring for negatively worded statements. Item validity was examined using Pearson's product–moment correlation, while internal consistency was assessed using Cronbach's alpha. The self-control instrument demonstrated an alpha coefficient of .920, and the discipline instrument obtained an alpha coefficient of .959, indicating very high reliability. Data were processed using Microsoft Excel and IBM SPSS Statistics 22. Descriptive analysis involved frequencies, percentages, and score categorization to describe each variable, while Pearson's product–moment correlation was used to test the relationship between self-control and discipline. Statistical significance was determined at the .05 level, with the alternative hypothesis stating that self-control was significantly associated with discipline among tenth-grade students at SMKN 1 Solok Selatan.

RESULTS

1. Students' Self-Control Levels

The descriptive analysis was conducted on data obtained from 60 tenth-grade students at SMKN 1 Solok Selatan. Self-control was measured using 30 valid questionnaire items representing three dimensions: behavioral control, cognitive control, and decisional control. Table 1 presents the overall distribution of students according to their self-control levels.

Table 1. Distribution of Students' Overall Self-Control Levels

No.	Category	Frequency	Percentage
1	Very high	33	55.00%
2	High	16	26.67%
3	Moderately high	8	13.33%
4	Low	3	5.00%
5	Very low	0	0.00%
Total		60	100.00%

Table 1 shows that 33 students, representing 55.00% of the participants, were classified as having a very high level of self-control. A further 16 students, or 26.67%, were in the high category. Eight students, or 13.33%, demonstrated a moderately high level of self-control, while three students, or 5.00%, were classified in the low category. No student was identified as having very low self-control. Taken together, 81.67% of the participants were in the high or very high categories. This result indicates that most students were

generally able to regulate their behavior, manage their thoughts, and consider the consequences of their decisions.

The distribution of self-control was further examined through its three dimensions. Each dimension was measured using 10 valid questionnaire items. Table 2 presents the percentage distribution for behavioral, cognitive, and decisional control.

Table 2. Distribution of Self-Control Dimensions

No.	Self-Control Dimension	Very High	High	Moderately High	Low	Very Low
1	Behavioral control	40.00%	45.00%	15.00%	0.00%	0.00%
2	Cognitive control	43.33%	33.33%	21.67%	1.67%	0.00%
3	Decisional control	55.00%	26.67%	13.33%	5.00%	0.00%

Table 2 indicates that behavioral control was predominantly classified as high, with 45.00% of students in this category and 40.00% in the very high category. No student demonstrated low or very low behavioral control. This pattern suggests that most participants were able to regulate observable actions and adjust their behavior to school expectations.

Cognitive control was most frequently found in the very high category, accounting for 43.33% of the participants. Another 33.33% were classified as high, while 21.67% were moderately high. Only one student, representing 1.67%, was in the low category. These findings show that most students were able to manage attention, interpret situations, and direct their thoughts toward appropriate responses.

Decisional control produced the highest proportion of students in the very high category, reaching 55.00%. A further 26.67% were classified as high, while 13.33% were moderately high. Three students, or 5.00%, remained in the low category. The result indicates that most students were able to consider available choices and make decisions by taking possible consequences into account, although a small proportion still experienced difficulty in this area.

2. Students' Discipline Levels

Student discipline was measured using 49 valid questionnaire items covering five dimensions: attendance and punctuality, compliance with school regulations, attention during learning, responsibility for completing assignments, and readiness of learning materials. Table 3 presents the overall distribution of student discipline.

Table 3. Distribution of Students' Overall Discipline Levels

No.	Category	Frequency	Percentage
1	Very high	27	45.00%
2	High	15	25.00%
3	Moderately high	17	28.33%
4	Low	1	1.67%
5	Very low	0	0.00%
Total		60	100.00%

Table 3 shows that 27 students, or 45.00% of the sample, demonstrated a very high level of discipline. Fifteen students, representing 25.00%, were in the high category, while 17 students, or 28.33%, were classified as moderately high. Only one student, or 1.67%, demonstrated a low level of discipline, and no participant was classified in the very low category. Overall, 70.00% of the students were in the high or very high categories. The distribution suggests that most participants consistently demonstrated disciplined behavior, although almost one-third still required support to strengthen their disciplinary habits.

The five dimensions of student discipline were also analyzed separately. Table 4 presents the distribution of discipline levels for each dimension.

Table 4. Distribution of Student Discipline Dimensions

No.	Discipline Dimension	Very High	High	Moderately High	Low	Very Low
1	Attendance and punctuality	60.00%	21.67%	18.33%	0.00%	0.00%
2	Compliance with school regulations	58.33%	21.67%	18.33%	1.67%	0.00%
3	Attention during learning	41.67%	16.67%	35.00%	6.67%	0.00%
4	Responsibility for completing assignments	46.67%	25.00%	23.33%	5.00%	0.00%
5	Readiness of learning materials	41.67%	26.67%	21.67%	10.00%	0.00%

Table 4 demonstrates that attendance and punctuality constituted the strongest dimension of student discipline. A total of 60.00% of students were classified in the very high category, while 21.67% were in the high category. No participant was classified as having low or very low attendance discipline. Compliance with school regulations showed a similar pattern, with 58.33% of students in the very high category and only 1.67% in the low category. These findings indicate that most participants had developed positive habits related to school attendance and adherence to formal regulations.

Attention during learning showed a more varied distribution. Although 41.67% of the students were in the very high category, 35.00% were only moderately high and 6.67% were in the low category. Responsibility for completing assignments was generally positive, with 46.67% of students classified as very high and 25.00% as high. Three students, or 5.00%, were still in the low category. Readiness of learning materials recorded the largest proportion of students in the low category, reaching 10.00%. This dimension therefore appeared to require greater attention than attendance, regulatory compliance, and assignment responsibility.

3. Assumption Testing

Normality and linearity tests were conducted before the Pearson product–moment correlation analysis. Normality was examined using the one-sample Kolmogorov–Smirnov test, while linearity was assessed through the significance value of deviation from linearity. The results are presented in Table 5.

Table 5. Results of Normality and Linearity Tests

No.	Assumption Test	Statistical Indicator	Value	Significance	Interpretation
1	Normality	Kolmogorov–Smirnov Z	0.793	0.555	Residuals were normally distributed
2	Linearity	Deviation from linearity, F	1.164	0.370	The relationship was linear

Table 5 shows that the Kolmogorov–Smirnov test produced a significance value of .555. This value was higher than the predetermined significance level of .05, indicating that the residual data followed a normal distribution. The normality requirement for parametric correlation analysis was therefore satisfied.

The linearity test produced a deviation-from-linearity significance value of .370. Since this value exceeded .05, no statistically significant deviation from a linear relationship was identified. Self-control and student discipline could consequently be analyzed using Pearson's product–moment correlation.

4. Relationship Between Self-Control and Student Discipline

Pearson's product–moment correlation was used to determine the direction, strength, and statistical significance of the relationship between self-control and student discipline. The analysis was performed using IBM SPSS Statistics 26. The correlation results are presented in Table 6.

Table 6. Pearson Correlation Between Self-Control and Student Discipline

No.	Variables	Pearson's r	Significance	Sample Size	Interpretation
1	Self-control and student discipline	0.879	< .001	60	Very strong positive relationship

Table 6 shows a Pearson correlation coefficient of $r(58) = .879$ with a significance value below .001. The coefficient was positive and statistically significant, indicating a very strong positive relationship between self-control and discipline among tenth-grade students at SMKN 1 Solok Selatan. Students with higher self-control scores tended to report higher levels of discipline, whereas lower self-control scores were associated with lower discipline scores.

The probability value was lower than the significance threshold of .05, leading to the rejection of the null hypothesis and acceptance of the research hypothesis. The findings therefore provide empirical evidence of a significant relationship between self-control and student discipline. The result should be interpreted as an association rather than a causal effect because the correlational research design did not involve manipulation or experimental control.

DISCUSSION

The descriptive findings indicate that most tenth-grade students at SMKN 1 Solok Selatan possessed a positive capacity for self-control. More than half of the participants, or 55.00%, were classified in the very high category, while a further 26.67% were in the high category. This pattern suggests that most students were generally capable of managing their thoughts, directing their actions, and considering the possible consequences of their choices. Self-control in this context should not be understood merely as the suppression of undesirable behavior. It reflects a broader psychological capacity through which students can pause, evaluate a situation, and choose a response that is consistent with their responsibilities. The findings therefore show that the students had an important personal resource for adjusting to the academic, social, and practical demands of vocational education.

The three dimensions of self-control revealed a more detailed pattern. Decisional control recorded the largest proportion of students in the very high category, reaching 55.00%, followed by cognitive control at 43.33%. Behavioral control was predominantly classified as high, accounting for 45.00% of the participants. These results imply that students were relatively confident in understanding situations and selecting appropriate actions,

although translating such judgments into consistent observable behavior may remain more challenging. A student may understand that arriving on time, remaining attentive, or preparing learning materials is important, yet still struggle to perform these behaviors consistently when faced with fatigue, peer influence, emotional pressure, or competing interests. Executive-function theory explains that inhibitory control supports the ability to resist impulsive responses, sustain attention, and act according to longer-term goals rather than immediate desires (Diamond, 2013). Self-control is therefore expressed not only through what students know or decide, but also through their ability to maintain appropriate behavior in everyday school situations.

The findings concerning student discipline were also generally positive. A total of 45.00% of students were classified as having very high discipline, while 25.00% were in the high category. Attendance and punctuality emerged as the strongest dimension, with 60.00% of the participants in the very high category. Compliance with school regulations followed closely at 58.33%. These results indicate that school rules had been understood and practiced by most students, particularly those related to attendance and formal expectations. Discipline at school appears to have developed as a combination of personal awareness, established routines, and institutional guidance. Students who attend regularly, respect school regulations, and complete assigned responsibilities demonstrate an ability to organize their conduct around shared expectations rather than immediate convenience.

A more varied pattern was observed in attention during learning and readiness of learning materials. Attention during learning included 35.00% of students in the moderately high category and 6.67% in the low category. Readiness of learning materials recorded the largest proportion in the low category, at 10.00%. These dimensions suggest that discipline was stronger in visible and formally monitored behaviors than in daily learning habits that require personal initiative. Attendance and compliance are often directly observed by teachers and supported by explicit rules, whereas concentration, preparation, and learning readiness depend more heavily on internal regulation. This distinction is educationally meaningful because a student may be physically present and formally compliant but not fully prepared to participate in learning. The results therefore show that disciplinary development should not stop at rule compliance; it should also encourage students to build routines of preparation, sustained attention, and responsibility for their own learning.

The strong positive relationship between self-control and student discipline represents the central finding of this study. Pearson's correlation analysis produced a coefficient of $r(58) = .879$ with $p < .001$, indicating that students with stronger self-control tended to demonstrate higher discipline. The magnitude of the coefficient falls within the very strong range and supports the research hypothesis. Students who were able to regulate impulses, process situations thoughtfully, and make responsible decisions were also more likely to attend punctually, comply with school regulations, remain engaged during learning, complete assignments, and prepare the materials needed for class. The relationship should nevertheless be interpreted as an association rather than evidence that self-control alone causes discipline, because the correlational design did not manipulate variables or establish temporal precedence.

The present result is consistent with earlier empirical evidence. Adlya et al. (2020) reported a significant relationship between self-control and student discipline, with a correlation coefficient of .590 among 275 students. Setyawan & Christiana (2023) similarly identified a positive and significant relationship between self-control and discipline among tenth-grade vocational students, with a coefficient of .533. Research conducted by Gunawan (2017) also showed that self-control was significantly associated with student discipline, both independently and together with personal adjustment. Studies conducted in other educational settings have reached comparable conclusions, indicating that students who are better able to direct their behavior tend to demonstrate more consistent compliance with academic and institutional expectations.

The correlation obtained in the present study was stronger than that reported in several previous studies. This difference may be related to the characteristics of the participants and the context in which the study was conducted. The sample consisted specifically of tenth-grade vocational students who had documented records of being late at least three times. The selection criterion may have made differences in self-control and discipline more visible within the group. Vocational-school students also encounter a combination of academic requirements, practical activities, safety procedures, and preparation for industrial work, making behavioral regulation particularly relevant. Pebrian et al. (2025), for example, found that self-control positively and significantly predicted discipline among tenth-grade vocational students and accounted for 58.9% of the variance in discipline. Davella et al. (2024) also reported a significant effect of self-control on learning discipline, although its contribution was more modest at 19.6%. Variations in effect size

across studies suggest that discipline is shaped not only by self-control but also by school culture, family support, peer relationships, motivation, teacher supervision, and students' developmental circumstances.

The findings also support the broader view that self-control contributes to positive adjustment in academic and interpersonal life. Tangney et al. (2004) found that individuals with stronger self-control generally demonstrated better academic performance, psychological adjustment, interpersonal relationships, and emotional responses. Self-control allows students to delay immediate gratification and remain oriented toward goals whose benefits may not be experienced immediately. A student who chooses to complete an assignment, prepare learning materials, or comply with a schedule is often giving priority to a longer-term educational goal over a more attractive short-term activity. This interpretation helps explain why self-control was closely related to several dimensions of discipline in the present study.

The findings carry practical implications for guidance and counseling services at SMKN 1 Solok Selatan. School counseling should not be limited to responding to students after a disciplinary violation has occurred. Preventive and developmental services could strengthen the internal abilities that support disciplined behavior. Group guidance may address emotional regulation, time management, responsible decision-making, learning preparation, and strategies for resisting peer pressure. Self-management exercises could help students set realistic behavioral targets, monitor their own progress, and reflect on situations in which they find it difficult to remain disciplined. Greater attention should be directed toward learning readiness and classroom concentration because these dimensions showed more room for improvement than attendance and compliance with regulations. Similar recommendations have been proposed in research involving vocational students, particularly the use of emotion-management, decision-making, and time-management activities to strengthen discipline through self-control.

Several limitations should be considered when interpreting these results. The study involved only 60 students from one vocational school, which limits the extent to which the findings can be generalized to students in other schools or regions. Purposive sampling focused on students with at least three records of lateness, meaning that the sample did not represent the entire tenth-grade population. Self-control and discipline were measured through self-report questionnaires, which may have been influenced by social desirability,

memory limitations, or students' tendency to present themselves positively. This possibility deserves attention because many participants reported high discipline despite being selected partly on the basis of previous lateness. Discipline is multidimensional, so repeated lateness may coexist with strong performance in other areas; however, the difference may also reflect limitations inherent in self-reported data. The correlational design further prevents causal conclusions, while factors such as parenting, peer influence, motivation, teacher supervision, socioeconomic circumstances, and school climate were not statistically controlled. Future studies could involve larger and more diverse samples, combine questionnaires with attendance records and teacher assessments, and use longitudinal or intervention-based designs to examine how changes in self-control are followed by changes in disciplinary behavior.

CONCLUSION

Based on the research findings and discussion, tenth-grade students at SMKN 1 Solok Selatan generally demonstrated very high levels of self-control and discipline. Most students were able to regulate their behavior, manage information thoughtfully, and make appropriate decisions when responding to various situations. They also showed positive disciplinary habits through punctual attendance, compliance with school regulations, active participation in learning, responsibility for completing assignments, and adequate preparation for classroom activities. Nevertheless, several aspects, particularly attention during learning and readiness of learning materials, still require continued support from teachers and school counselors.

The Pearson product moment correlation analysis revealed a very strong and statistically significant positive relationship between self-control and student discipline, with $r(58) = .879$ and $p < .001$. This finding indicates that students with stronger self-control tended to demonstrate higher levels of discipline. The result provides practical support for the development of preventive guidance and counseling programs that strengthen emotional regulation, self-management, responsible decision-making, and learning readiness. Future research is recommended to involve larger and more diverse samples, incorporate teacher assessments and school disciplinary records, and examine other factors such as parental support, peer influence, learning motivation, and school climate that may contribute to students' disciplinary behavior.

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