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IMPROVING SELF-CONTROL OF HIGH SCHOOL STUDENTS IN PADANG CITY (VIEWED FROM THE PERSPECTIVE OF ISLAMIC RELIGIOUS EDUCATION)

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Abstract

This study examines the improvement of self-control among high school students in Padang City: from the perspective of Islamic religious education. This research aims to explore the efforts of Islamic religious education teachers in enhancing the self-control of students in high schools in Padang City from the perspective of Islamic religious education. The research method used is qualitative with a case study approach. Data were collected through observation, interviews, and documentation. The results of the study indicate that Islamic religious education teachers at SMA Pertiwi 1 Padang make various efforts to improve students' self-control in the aspects of Behavior Control and Cognitive Control. In terms of Behavior Control, teachers use religious activities, character formation through the subject of faith and morals, as well as teaching the moral values of Islam. In terms of Cognitive Control, teachers apply active learning, remedial and enrichment programs, motivation, and student development. The results of this study show that the efforts of Islamic religious education teachers at SMA Pertiwi 1 Padang in improving students' self-control have had a positive impact, as students develop the ability to regulate behavior, control emotions, and make good decisions. Supporting factors in improving students' self-control include well-programmed religious activities, school and teacher support, and a conducive environment. Meanwhile, inhibiting factors include academic pressure, negative peer influence, and an unsupportive environment. This research provides deeper insights and understanding of the efforts of Islamic religious education teachers in improving students' self-control in high schools in Padang City, as well as the supporting and inhibiting factors that influence this process. This study can serve as a reference for further research and provide practical benefits in enhancing students' self-control through an Islamic religious education approach.

Keywords: Self-Control, High School Students, Islamic Religious Education

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INTRODUCTION

In everyday life, individuals are often faced with various situations that require self-control or self-control. Self-control is an individual's ability to regulate emotions, control impulses, and refrain from unwanted behavior (Masjkur, 2018). The ability to self-control is very important in achieving personal success, maintaining healthy relationships, and achieving success in various aspects of life. In human life, various good and bad conditions can affect a person's condition (Alfina Nur Dina, 2023). Human groups can be grouped into children, youth, and parents. In addition, academic pressure, peer association, and environmental influences can also affect students' level of self-control. Students who successfully pass through this transition period are well able to recognize their talents and potential. In this context, the Islamic religious education approach has significant potential in increasing students' self-control in high school (Sinta Sindika Intan Soleha, 2020). Islamic religious education provides a strong foundation of morals and values to help students develop their self-control abilities. Islam emphasizes the importance of self-control in facing temptation and living life with good ethics (Erviana, I. 2018).

So far, studies on Increasing Student Self-Control have discussed more, first, the relationship between self-control and truant behavior, namely a significant negative relationship between self-control and student truancy behavior (Putri et al., 2017). Second, the Role of the Islamic Religious Education Teacher, namely that the role of the Islamic religious education teacher is in increasing student self-control where the teacher always conveys to students so that they are disciplined in entering class, and the teacher teaches polite speech to students to be more polite in speaking, the teacher requires students to take part in extracurricular activities religion (Sunanto 2019). Third, the formation of student self-control through Islamic religious education subjects, namely teachers creating discussion forums/group guidance on how to control themselves, as well as providing students with an understanding that the youth they are currently facing is very vulnerable to being able to avoid deviant behavior (M. Thufail 2020).

In general, this paper is intended to complement the shortcomings of previous studies which have not revealed much about the self-control of high school students in the city of Padang from the perspective of Islamic religious education. In particular, this paper

was made 1. To find out the efforts of PAI teachers in increasing student self-control in the aspect of Behavior Control at SMA Kota Padang. 2. To find out the efforts of PAI teachers in increasing student self-control in the Cognitive Control aspect at Padang City High School. 3. To find out the efforts of PAI teachers in increasing student self-control in the Decisional Control aspect at Padang City High School. 4. To find out the supporting and inhibiting factors of PAI teachers in increasing student self-control at Padang City High School. As for the academic benefits, it is hoped that the results of this research can be useful as additional insight for writers and readers, as well as the general public who are concerned about Increasing Self-Control of High School Students in Padang City: Viewed from the Perspective of Islamic Religious Education. Meanwhile, practically this research is expected to serve as a basis or comparison for future researchers to examine in depth the Self-Control Improvement of High School Students in Padang City: Viewed from the Perspective of Islamic Religious Education.

METHODS

The research method applied in this study is qualitative, using a case study approach. In qualitative research, data is collected systematically through observation, interviews, and documentation, then interpreted to gain an in-depth understanding. The case study method is used to find facts and investigate processes to gain a deeper understanding of the individuals or groups studied (Dewi Nur'aini, 2020). The choice of this type of research and method is based on the need to find meaning, investigate processes, and gain an in-depth understanding of the individuals or groups being studied. Data was obtained through observation, interviews, and documentation. Data sources consist of primary data collected from PAI teachers, students, school principals, and counseling teachers, as well as secondary data in the form of documentation (Zakariah, M. A., Afriani, V., & Zakariah, K. M. 2020). A research instrument is a tool used by researchers to collect various information that is processed and arranged systematically (Mamik,2015) by including observation guidelines, namely a stage of observing, looking to find data regarding the efforts of PAI

teachers in increasing the self-control of Pertiwi 1 City High School students Padang which ends by concluding (Mamik, 2015., Fitrah, M. 2018).

informants were Islamic Religious Education Teachers, school principals, students, and counseling teachers. As well as documentation guidelines by studying photos, videos, and other files. Data analysis was carried out using interactive data analysis methods, which involved data reduction, data display, and conclusion (Ismayani, A. 2019). The validity of the data was tested through source triangulation and technical triangulation.

RESULTS

1. Efforts of Islamic Religious Education teachers in increasing students' self-control in the aspect of Behavior Control

Islamic Religious Education teachers at SMA Pertiwi 1 Padang make various efforts to increase student self-control in the aspect of Behavior Control. In addition to providing religious knowledge, the teacher's duties also include forming the character of students by the principles of Islamic law so that they become individuals who behave well and have a broad understanding. One way that is done by the teacher is through religious activities carried out in schools. The teacher carries out a series of religious activities regularly and consistently so that students get used to them and eventually can master them. By carrying out religious activities regularly, students can develop habits that will help them control their behavior in everyday life. In addition to providing knowledge, teachers also provide real examples in everyday life both when teaching and carrying out activities at school.

Through religious activities, students are taught about the importance of discipline in regulating their behavior. The teacher teaches about manners in communicating and encourages students to take part in extracurricular religious activities. By doing these activities, students can develop self-control in managing their behavior properly. In addition, the teacher also aims to shape the character of students through the subject of aqidah and morals. They encourage students to exercise self-control through discussion and learning about self-control. The teacher also provides students with an understanding that adolescence is prone to deviant behavior so that students are more aware and try to

control themselves. To increase student self-control, PAI teachers also provide a moral foundation and Islamic religious values. They teach students to face temptation and live a life of good ethics. PAI teachers play an important role in guiding students to make good decisions and control themselves in tempting situations. In carrying out this effort, supporting factors include student awareness, family support, and good communication between PAI teachers and students. Meanwhile, inhibiting factors include academic pressure, peer association, and environmental impact.

PAI teachers at SMA Pertiwi 1 Padang try to overcome these inhibiting factors by providing proper attention and supervision and building cooperation between teachers and parental support. Overall, the efforts of Islamic Religious Education teachers at Pertiwi 1 Padang High School in increasing student self-control through religious activities, habituation, and real examples in everyday life. Teachers play an important role in shaping student character and teaching moral values so that students have good self-control. The teacher of Islamic Religious Education at Pertiwi 1 Padang High School, Mrs. Selna Susanti S.Pd.I, explained that efforts to increase student self-control through habituation of activities religious.

Some of the religious activities carried out in this school include a. The Dzuhur congregational prayer is attended by all students of grades X to XII as well as the teacher council every day from 12.30-13.00. b. Read prayers, verses of chairs, and asmaul husna together before the learning process begins. c. Tadarus Al-Qur'an before learning begins, where students are allowed to improve their ability to read the Qur'an, especially the short surahs contained in Juz Amma. The Islamic Religious Education teacher sometimes allows students to read the Al-Qur'an along with different surahs, there are also times when the teacher asks students to take turns reading certain surahs while other students listen attentively. d. Cultum activities every Friday by students who are assigned according to a predetermined schedule and fostered by the PAI teacher. e. Guiding students to spend every Friday by visiting each class by the students on duty. f. TPA (Al-Qur'an Education Park) - a place where students can learn the Koran and understand the teachings of Islam. g. Tahfidz - activities to study and memorize the Qur'an. h. Hold Islamic boarding schools every month of Ramadan to train students to be more active in carrying out the sunnah of

fasting. i. Celebrate Islamic holidays such as Hijriyah New Year, Maulid Nabi Muhammad SAW, Isra Mi'raj, and so on.

Islamic Religious Education teachers at Pertiwi 1 Padang High School make efforts to increase student self-control in the aspect of behavior control through religious activities. One of the main activities is the congregational midday prayer which is held every day at the mosque near the school. Students are expected to attend this prayer in an orderly manner and their attendance is monitored. This congregational midday prayer activity supports student discipline and reduces the free time that can be used for negative behavior. In addition, Islamic Religious Education teachers provide educational instructions, warnings, and punishments to students who break the rules.

Teachers also set good examples in everyday life to inspire students. In addition, religious values are also instilled through religious activities such as reading the Koran, cults and celebrating Islamic holidays. Teachers also try to involve parents in building student character, although parental support is sometimes inconsistent. The results of this effort can be seen in changes in student behavior. They become more disciplined in prayer, study the Qur'an, and manage their time well. Students also acknowledge the positive influence of these religious activities. Although teachers play an important role in shaping student behavior, the role of the family environment is also very significant.

The teacher hopes that support from the family environment will help students build good character. In conclusion, religious activities carried out at Pertiwi 1 Padang High School had a positive influence in increasing students' self-control in the aspect of behavior control. Islamic Religious Education teachers play a role in teaching, setting an example, and providing educational instructions and punishments. However, support from the family environment is also important in shaping the behavior of their students to become individuals who behave well by the teachings of Islam.

2. Efforts of Islamic Religious Education teachers in increasing self-control in the cognitive control aspect

The teachers at Pertiwi 1 Padang High School have a special strategy for forming broad-minded individuals in students. They are very attentive and careful in guiding

students through the challenges of the times which are full of outside influences that can confuse their minds. In the era of globalization which is filled with knowledge and technological developments, teachers must adjust the knowledge they provide to suit the needs of students in facing today's challenges. In the process of learning religion, teachers at SMA Pertiwi 1 Padang take two approaches, namely learning in the classroom and outside the classroom. In class, they deliver religious material using interactive methods and attract students' attention. They also hold discussions, questions and answers, and group activities to encourage students to think critically and actively participate in learning.

In addition to learning in the classroom, teachers also carry out activities outside the classroom to broaden students' horizons. They invite students to visit places of worship, take part in religious activities outside of school, and engage in social activities related to religious values. In this way, students can see and experience the application of religious values in real life. During the learning process, the teacher also focuses on aspects of student personality development. They teach moral values, ethics, and manners in interacting with others. Teachers also pay special attention to students' social and emotional development, so that they can understand how to deal with conflict and control themselves in challenging situations. An interview with Selna Susanti, a PAI teacher at SMA Pertiwi 1 Padang, indicated that this approach helps students understand religion more deeply and develop critical thinking.

Teachers at Pertiwi 1 Padang High School try to create a conducive environment for students to ask questions, discuss, and develop a broader understanding of religion. By using a holistic approach that involves real experience, teachers at SMA Pertiwi 1 Padang seek to form broad-minded students, who have a strong understanding of religion and can face the challenges of the times wisely. The purpose of religious education in SMA is not only to improve students' cognitive aspects but also to change their attitudes and behavior. For example, students who previously did not know the meaning of prayer now know and start practicing it. PAI teachers at SMA Pertiwi 1 Padang use a variety of different learning methods to teach students. These methods include lectures, debriefings, discussions, assignments, and demonstrations. In a lecture, the teacher conveys the subject matter by teaching directly to students.

They also encourage student participation through question-and-answer sessions, where students can ask questions or obtain additional explanations about the material being studied. In addition, group discussions are also used to involve students in the learning process. Students are allowed to discuss with their classmates, share opinions, and learn from one another's experiences. This aims to develop critical thinking, argumentation skills, and cooperation in understanding and applying religious values.

The assignment is also one of the methods used by PAI teachers at SMA Pertiwi 1 Padang. Students are given assignments to complete or work on material that has been studied outside of class hours. By doing this assignment, students can practice their independent abilities in developing religious understanding and increasing their self-control. In addition to these methods, teachers also use rote methods in learning. Memorizing the verses of the Koran is an important part of religious learning. The teacher provides guidance and exercises to students to memorize important verses in the Al-Quran.

Through this memorization, students can develop their knowledge about religion and improve their ability to memorize and remember important verses. To improve students' cognitive control, PAI teachers at SMA Pertiwi 1 Padang motivate students. They use inspirational stories and give praise as a form of appreciation for students' achievements or efforts in understanding and applying religious values. This aims to motivate students to continue learning and increase their understanding of religion. However, if there are students who behave badly or are not disciplined, the PAI teacher gives punishment as a form of education. This punishment can be in the form of reciting verses of the chair or memorizing verses of the Al-Quran as an action to help students improve their behavior.

By using a variety of learning methods and applying constructive punishment or education, PAI teachers at SMA Pertiwi 1 Padang try to increase students' understanding of religion and self-control in dealing with everyday life. Teachers also use reward and punishment in the learning process, by giving praise or prizes to students who are successful and giving punishment to students who behave badly. The teacher's efforts to increase students' cognitive control are supported by school principal policies, such as the use of control cards that restrict students from leaving class without permission. This helps control student discipline during the learning process. Thus, the strategies adopted by the

teachers at SMA Pertiwi 1 Padang in forming broad-minded student personalities include using a variety of learning methods, providing motivation, punishment, and supporting school policies. All of this aims to improve students' cognitive control and achieve the expected learning outcomes.

DISCUSSION

1. Efforts of PAI teachers in increasing students' self-control in the aspect of Behavior Control

According to Averril's theory, self-control is an individual's ability to control behavior and respond to unpleasant circumstances. Several supporting factors play an important role in increasing student self-control at SMA Pertiwi 1 Padang. These factors include religious activities carried out routinely and programmed, support and policies provided by schools, and the creation of a conducive school environment. In addition, good cooperation between teachers and their support for self-control programs is also a very significant supporting factor. All of these factors collectively assist students in developing their self-control abilities. However, on the other hand, there are also inhibiting factors that can influence the increase in student self-control.

These factors include high academic pressure, negative peer relationships, and the impact of an unsupportive environment. When students face excessive academic pressure, they may have difficulty controlling their emotions and managing stress. In addition, negative peer association and an unsupportive environment can affect students' behavior and hinder their development of self-control. Therefore, in increasing student self-control, it is necessary to pay attention to and improve the supporting factors, while the inhibiting factors need to be overcome or minimized. Thus, students will have a conducive environment and adequate support to develop their self-control abilities optimally.

Lack of attention and supervision from parents, unfavorable family environment, and the uncontrolled influence of technology are obstacles in efforts to increase student self-control. Differences in education and supervision in schools and the family environment are also inhibiting factors. In increasing student self-control, several approaches have been

taken by PAI teachers at SMA Pertiwi 1 Padang. First, through habituation of religious activities which are carried out routinely and programmed. These activities help train students in self-control and form good self-control. Furthermore, sanctions or punishments are also applied in an effort to control student behavior. This punishment is educational and aims to make students realize their mistakes and promise not to repeat them.

Finally, PAI teachers provide exemplary students through good behavior that is used as an example and role model. With these examples and role models, it is hoped that students can emulate good behavior and control their behavior. Thus, the efforts of PAI teachers to increase students' self-control are carried out through habituation, applying sanctions, and setting an example. All of these efforts aim to form students who have good self-control and can control their behavior.

2. Efforts of PAI teachers in increasing students' self-control in the aspect of cognitive control

PAI teachers at SMA Pertiwi 1 Padang make efforts to improve students' cognitive control through several steps. First, they apply active learning with class-based assessment. In this learning, students are actively involved in the teaching-learning process, and assessments are made based on student performance in class. In addition, remedial and enrichment programs are also implemented to help students who experience learning difficulties and to develop the potential of more capable students. In the remedial program, students are given assistance to improve their learning achievement through improving the teaching-learning process and developing student personality. Meanwhile, the enrichment program aims to optimize mastery of subject matter and achieve optimal development.

Through the learning process, students can use their cognitive abilities to gain knowledge and judge what is good and what is bad. This learning process also has an impact on changes in student behavior that are more active and toward better changes. In this context, PAI teachers also motivate and coach students to ensure that the learning process goes well and achieves the expected results. Motivation plays a strategic role in student learning activities. Without motivation, there will be no learning activities.

Therefore, PAI teachers try to keep student motivation high. Motivation is an impulse that arises in a person to take action with a specific purpose. PAI teachers understand that to maximize student motivation, the principles of motivation in learning must be applied to students' daily activities. Thus, the efforts of PAI teachers in increasing students' cognitive control include active learning, remedial and enrichment programs, motivation, and coaching. Through these steps, students can develop their cognitive abilities, carry out appropriate assessments, and have high motivation in the learning process.

CONCLUSION

Islamic Religious Education Teacher at Pertiwi High School 1 Padang has carried out various efforts to increase student self-control in the aspect of Behavior Control. This effort includes the habituation of routine religious activities, the application of educational sanctions to control student behavior, and providing examples through concrete examples in everyday life. Through religious activities, students are taught about the importance of having discipline in regulating their behavior. PAI teachers provide educational instructions, warnings, and punishments to students who break the rules as a way to form their self-control. In addition, religious values are also instilled in students through religious activities such as reading the Qur'an, participating in cults, and celebrating Islamic holidays.

Teachers also seek to involve parents in the process of forming student character. It can be said that the religious activities carried out by Islamic Religious Education teachers at SMA Pertiwi 1 Padang have a positive influence on increasing student self-control in the aspect of Behavior Control. By habituating religious activities, imposing sanctions that are educated, and providing examples, PAI teachers try to form students who have good self-control and can control their behavior. In addition, school support, collaboration between teachers, and the creation of a conducive school environment are also important supporting factors in increasing student self-control. On the other hand, the efforts of Islamic Religious Education teachers at Pertiwi 1 Padang High School in increasing student self-control also involve aspects of Cognitive Control.

Teachers use a variety of different learning methods, such as lectures, discussions, questions and answers, assignments, demonstrations, and memorizing verses of the Qur'an. In addition, they motivate students through inspirational stories and praise. Punishment is also applied as a form of education if there are students who behave badly. All of these efforts are supported by school principal policies, such as the use of control cards to control student discipline. By using a holistic approach and involving real experience, Islamic Religious Education teachers at SMA Pertiwi 1 Padang seek to form broad-minded students, who have a strong understanding of religion and can face the challenges of the times wisely. Through active learning, remedial and enrichment programs, motivation, and coaching, teachers try to improve students' cognitive control.

All of these efforts aim to shape the character of students who have good self-control, strong religious understanding, developed cognitive abilities, and high motivation in learning. The efforts of Islamic Religious Education teachers at Pertiwi 1 Padang High School in increasing student self-control include habituation strategies, applying sanctions, setting an example, active learning, remedial and enrichment programs, motivation, and coaching. All of these efforts are made to form students who have good self-control, a strong understanding of religion, developed cognitive abilities, and high motivation in learning. Supporting factors such as religious activities, school support, and a conducive environment are important factors in increasing student self-control while inhibiting factors such as academic pressure, negative peer association, and the impact of an unsupportive environment need to be addressed.

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