The Relationship Between Peer Social Interaction and Self Control on the Discipline of 11th Grade Students at Senior High School 6 Kediri

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Abstract.
This research is motivated by the importance of discipline as an indicator of educational success. However, field observations show that many students still do not exhibit disciplined behavior. The purpose of this study is to determine whether there is a relationship between peer social interaction and self-control with the discipline of 11th Grade students at High School 6 Kediri. This research employed a quantitative approach using a correlational method and multiple correlation analysis techniques. The sample consisted of 40 students from a population of 395, selected using cluster random sampling. The instruments used were three psychological scales: the peer social interaction scale (57 items), self-control scale (24 items), and student discipline scale (36 items), with reliability scores of 0.974, 0.982, and 0.985 respectively. Hypothesis testing results showed no significant relationship between peer social interaction and self-control with discipline, as evidenced by the significance value (Sig. 2-tailed) of 0.642 (> 0.05). These findings suggest that student discipline is more influenced by external factors such as teacher supervision and school regulations rather than peer interaction and self-control. Therefore, schools need to strengthen consistent discipline systems and foster a culture of discipline through group guidance, habituation, and character building. Further research is recommended to explore other factors such as family influence, teacher leadership styles, and school climate on student discipline.

Key words: peer social interaction, self-control, discipline

INTRODUCTION

Education is a vital part of human life. If we aim to create intelligent individuals capable of striving for remarkable change, we must ensure access to quality education. Education also influences a country's progress or decline. It plays a significant role in the mental and intellectual development of children and contributes to character building, which is essential for social interaction in daily life.

Education is acquired through teaching and learning activities, where knowledge is transmitted between teachers and students. Teaching and learning in schools heavily depend on the cooperation between teachers and students. However, low student discipline has become a serious obstacle that disrupts the effectiveness of learning. This issue is part of the broader educational challenges in Indonesia, such as the low quality of students, lack of teacher experience, limited facilities, and weak implementation of educational policies. Low discipline reflects weak educational management and further deteriorates the overall quality of education nationally.

According to Sastrohardiwiryo (2003) in Hamzah & Setiawati (2020), discipline is defined as compliance with rules and readiness to accept consequences in case of violations. In education, discipline relates to adherence to school regulations, which play a vital role in creating an orderly and conducive learning environment. However, violations of these rules often occur and have become habitual through recurring social interactions, posing a challenge in fostering consistent discipline among students.

Hamzah and Setiawati (2020) argue that students' undisciplined behavior may be influenced by peer relationships due to similarities in age, background, and life perspectives, which create mutually influential interactions. According to Santrock (2012), peers are individuals with close and interdependent relationships who share the same age or maturity level. Madon & Ahmad (2004) in Hamzah & Setiawati (2020) also describe peers as children born around the same time, sharing similar developmental and maturity levels. From these views, it can be concluded that peers are close-knit groups of children with similar ages.

One effective way for students to change habits and support one another is through interactions with peers who share similar ages and experiences. According to Pierre (in Ahmad, 2009), this interaction

occurs in small groups and involves the exchange of opinions to achieve mutual understanding. Hendra (2010) and Winaryo et al. (2012) added that such interaction can lead to peer pressure, prompting students to imitate behaviors to gain social acceptance, particularly if they lack critical thinking skills. These repeated interaction patterns shape students' thoughts, actions, and perceptions. Therefore, self-control becomes crucial for students to filter negative influences and positively adapt within the school environment.

Individuals are generally more capable of facing life's tasks and challenges with social support, including from peers. In schools, peer interaction plays a significant role in shaping students' identities, mindsets, and perceptions. However, such influences can be both positive and negative. Thus, self-control is an essential mechanism to manage responses in alignment with established norms and rules. According to Kay (in Liku, 2022), developing independence is a key developmental task for adolescents. DeWall, Baumeister, Stillman, and Gailliot (2007) stated that self-control enables individuals to function adaptively within social and cultural systems and contribute positively to their environment. Conversely, those with low self-control tend to struggle with behavioral regulation, lack insight into behavioral impulses, and often fail to make appropriate decisions, potentially leading to deviant behaviors

Gandawijaya (2017) defines self-control as an individual's ability to adapt and make changes to achieve optimal harmony between themselves and their surroundings. Meanwhile, Baumeister, Vohs, and Tice (2007) describe self-control as a person's capacity to regulate personal responses to align with moral principles, upheld values, social expectations, and long-term goals. From this perspective, self-control is a fundamental ability that enables individuals to consciously direct their responses and behaviors in accordance with prevailing social norms and expectations and to support life goal attainment.

Students in school settings easily engage in social interactions with peers, which play a vital role in shaping their behavior and mindset. Students with higher independence tend to exhibit positive and responsible learning behaviors (Rianti & Rahardjo, 2014). However, peer influence is especially strong among those with low self-control. Associating with deviant peers may encourage students to imitate negative behaviors, while a positive environment can reinforce discipline. A lack of self-control often underlies undisciplined behavior, making it crucial for students to possess strong self-control to filter peer influence and avoid harmful behavior.

During the School Field Introduction Program, the researcher observed that low levels of discipline often occurred in group settings within peer environments. Such behavior was not solely due to a lack of understanding of rules but was driven by solidarity and conformity with peer groups, highlighting weak self-control in dealing with social pressure. Self-control, as the ability to regulate impulses and consider the consequences of actions, is vital in shaping disciplined behavior. The lack of self-control makes students more susceptible to negative group norms. This observation led the researcher to assume that many students lacked adequate self-control in interacting with peers. Based on this background, the study aims to explain the relationship between peer social interaction and self-control on students' discipline in senior high schools, focusing on 11th Grade students at Senior High School 6 Kediri

METHODS

This study employed a quantitative correlational approach to statistically analyze the relationships between the variables: X_1 (peer social interaction), X_2 (self-control), and Y (discipline). The research was conducted on 40 11th Grade students of Senior High School 6 Kediri, selected randomly through cluster random sampling from a population of 395 students. The instruments used were three psychological scales developed based on relevant theories, namely: the peer social interaction scale (57 items), the self-control scale (24 items), and the student discipline scale (36 items). Validity was tested using Pearson Product Moment, and reliability was tested using Cronbach's Alpha, resulting in reliability scores of 0.974 for social interaction, 0.982 for self-control, and 0.985 for discipline. Data analysis involved several stages, including prerequisite tests (normality, linearity, multicollinearity, autocorrelation, and homoscedasticity), followed by hypothesis testing using partial correlation techniques to examine the relationships between variables.

RESULTS AND DISCUSSION

Table 1. Frequency Distribution of Peer Social Interaction

Interval	Frequency	Precentage	Category
127-148	16	40%	Low
149-170	17	42,5%	Medium
171-192	7	17.5%	HIgh
Jumlah	40	100%	

Most students fell into the medium category of peer social interaction (42.5%) 17 students.

Table 2. Frequency Distribution of Self-Control

Interval	Frequency	Precentage	Category
46-58	11	27,5%	Low
59-71	21	52,5%	Medium
72-84	8	20%	High
Jumlah	40	100%	

Most students were in the medium category self-control category (52.5%) 21 students.

Table 3. Frequency Distribution of Disciplin

Interval	Frequency	Precentage	Category
79-94	19	47,5%	Low
95-110	11	27,5%	Medium
111-126	10	25%	High
Jumlah	40	100%	

Most students fell into the low discipline category (47.5%) 19 students.

Tabel 4. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Interaksi Sosial Teman Sebaya	,071	40	,200*	,973	40	,443
Self Control	,062	40	,200*	,984	40	,842
Kedisiplinan	,112	40	,200*	,931	40	,017

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above and considering a sample size of 40 subjects, the Shapiro-Wilk test was used as the primary reference for decision-making. According to this test, if the significance value (Sig.) is ≥ 0.05, the variable is considered to be normally distributed; conversely, if the Sig. value is < 0.05, the variable is not normally distributed.

For the peer social interaction variable, the Sig. value in the Shapiro-Wilk test was 0.443, which is ≥ 0.05, indicating that the variable is normally distributed and therefore eligible for further analysis using the Pearson Product-Moment Correlation. Similarly, the self-control variable showed a Sig. value of 0.842 in the Shapiro-Wilk test, which is also ≥ 0.05, confirming a normal distribution and suitability for the Pearson correlation test. However, the discipline variable had a Sig. value of 0.017, which is < 0.05, indicating that this variable is not normally distributed.

Nevertheless, the researcher proceeded with the partial correlation analysis. This decision was justified by the adequate sample size (n = 40), which, according to the central limit theorem, tends to approximate a normal distribution. Moreover, maintaining consistency in the analytical method was essential to fulfill the research objective, which required assessing the partial relationship between two variables while controlling for a third.

Table 5. Linearity Test X_1 to Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kedisiplinan * Interaksi	Between Groups	(Combined)	5564,375	26	214,014	1,775	,139
		Linearity	54,310	1	54,310	,451	,514

Sosial Teman Sebaya		Deviation from Linearity	5510,065	25	220,403	1,828	,128
	Within Groups		1567,000	13	120,538		
	Total		7131,375	39			

Based on the table above, the significance value (Sig.) for the Deviation from Linearity is 0.128, which is greater than 0.05. This indicates that the relationship between peer social interaction and discipline is linear.

Table 5. Linearity Test X_2 to Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kedisiplinan* Self Control	Between Groups	(Combined)	4536,625	24	189,026	1,093	,440
		Linearity	982,127	1	982,127	5,678	,031
		Deviation from Linearity	3554,498	23	154,543	,893	,607
	Within Groups		2594,750	15	172,983		
	Total		7131,375	39			

Based on the table above, the significance value (Sig.) for the Deviation from Linearity is 0.607, which is greater than 0.05. This indicates that the relationship between self-control and discipline is linear.

Table 7. Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	47,937	25,751		1,862	,071		
	Interaksi Sosial Teman Sebaya	,089	,133	,102	,670	,507	,999	1,001
	Self Control	,568	,230	,375	2,470	,018	,999	1,001

a. Dependent Variable: KEDISIPLINAN

Based on the results of the multicollinearity test using the Variance Inflation Factor (VIF) and Tolerance values, it can be concluded that there is no multicollinearity between the independent variables in this model. All VIF values are approximately 1.001, and the Tolerance value is 0.999 both well within acceptable limits, indicating no signs of multicollinearity. This suggests that the two independent variables in this model operate independently and do not excessively influence one another. Since no multicollinearity was detected, the data analysis proceeded with the autocorrelation test.

Tabel 8. Uji Autokorelasi

Model Summary[b]

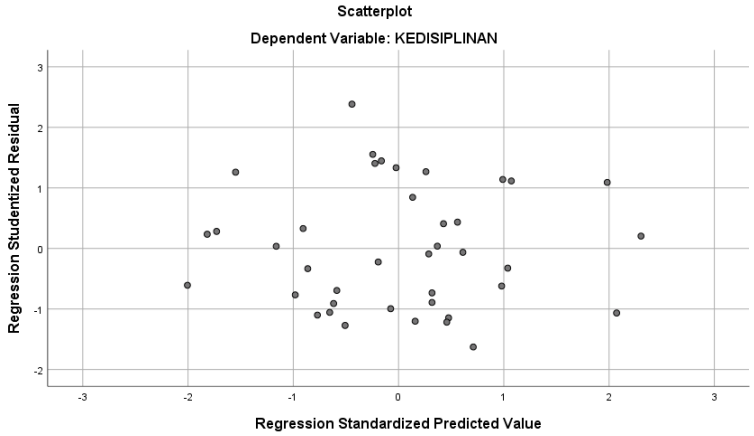
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,385[a]	,148	,102	12,814	2,175

a. Predictors: (Constant), SELF_CONTROL, INTERAKSI_SOSIAL_TEMAN_SEBAYA

b. Dependent Variable: KEDISIPLINAN

The output from the model summary shows that the Durbin-Watson value is 2.175, which is close to 2. This indicates that there is no autocorrelation in the residuals (the data is free from autocorrelation issues). Since the data is free from autocorrelation, the next step in the analysis is to perform the homoscedasticity test.

Table 9. Homoscedasticity Test



In the displayed scatterplot, the data points appear to be randomly dispersed without forming any specific pattern. No shapes resembling a parabolic curve, wave, or extreme clustering were observed that would indicate a systematic pattern. The distribution of the points is fairly even around the horizontal axis at zero (0), both above and below the line, suggesting a balanced distribution of residuals. Furthermore, there is no visible funnel-shaped pattern commonly characterized by data narrowing on one side and widening on the othe which would indicate the presence of heteroscedasticity. In this graph, neither an open nor a closed funnel pattern is present, leading to the conclusion that there are no symptoms of heteroscedasticity. Additionally, the distribution of standardized residuals along the Y-axis shows that nearly all residual values fall within the ±2 range, with only a few exceptions. This suggests that the data does not contain many outliers and the residual distribution remains within normal limits.

Tabel 10. Uji Korelasi Parsial

Correlations

Control Variables			Interaksi Sosial Teman Sebaya	Self Control
Kedisiplinan	Interaksi Sosial Teman Sebaya	Correlation	1,000	-,077
		Significance (2-tailed)	.	,642
		df	0	37
	Self Control	Correlation	-,077	1,000
		Significance (2-tailed)	,642	.
		df	37	0

The results indicate that there is no significant relationship between peer social interaction (X1) and self-control (X2), as evidenced by the significance value (2-tailed) of 0.642, which is greater than 0.05. This suggests that a high level of self-control is not correlated with the level of peer social interaction. Therefore, there is no relationship between peer social interaction and self-control with the discipline of 11th Grade students at Senior High School 6 Kediri.

Based on these findings, while peer social interaction and self-control are theoretically considered important factors in shaping student discipline, the results of this study at Senior High School 6 Kediri show that neither variable has a significant relationship with student discipline, with a significance value of 0.642 (> 0.05).

These findings suggest that student discipline in school is more strongly influenced by external factors such as teacher supervision, strict school rules, and sanctions, rather than by peer influence or internal self-control. Peer interactions tend to be informal and do not directly foster disciplined behavior. Likewise, underdeveloped self-control may be insufficient to guide students toward discipline without external pressure.

This study provides practical contributions to guidance and counseling services, particularly in emphasizing the importance of creating a supportive social environment and strengthening students' self-control through group guidance and responsibility training. The study's limitations include a relatively small sample size, reliance on self-reported data, and the lack of differentiation between types

of social interactions (positive and negative). Future research is recommended to employ mixed methods and broaden the research scope to yield more in-depth and representative results.

CONCLUSION

Based on the findings evaluating the relationship between peer social interaction and self-control with the discipline of Grade XI students at SMAN 6 Kediri, it is concluded that there is no statistically significant relationship between the two independent variables (X1 and X2) and the dependent variable (Y), namely discipline. This is evidenced by the significance value (2-tailed) of 0.642, which exceeds the threshold of 0.05. These findings suggest that student discipline is not directly influenced by peer interaction or self-control levels. Instead, discipline likely results from a complex interaction of various other factors not explored in this study, such as teacher supervision, parenting styles, and the effectiveness of school disciplinary systems. Therefore, fostering disciplined behavior cannot rely solely on internal or peer-related factors; it also requires consistent and systematic structural interventions from educational institutions, including proactive school roles in creating a supportive and guiding environmen.

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