

Influence of Self-Control and Peer Conformity on Disciplined Behavior

Rulis Setiani¹, Rina Rifayanti²

^{1,2} Faculty of Social Science and Politic, Mulawarman University, Indonesia

Email: rulis.setiani13@gmail.com, rina.rifayanti@fisip.unmul.ac.id

Info Article

Article History:

Submission Januari, 12 2022

Revision February, 05 2022

Accepted March, 05 2022

Keywords:

Disciplinary Behavior;

Self Control;

Peer Conformity

ABSTRACT

This study aims to see the effect of self-control, and peer conformity on disciplined behavior among students. This study uses a quantitative approach. The subjects of this study were 150 people who were selected using simple random sampling technique. The data analysis technique used is multiple regression test with the help of the SPSS version 21.0 program. The results of this study indicate that there is a positive and significant effect of self-control on disciplinary behavior with the value obtained by $F_{count} > F_{table}$ ($117.803 > 3.06$), Adjusted R square = 0.611, and $p = 0.000 < 0.050$. There is a positive and significant influence on self-control on behavioral behavior with a beta value = 0.757; $t_{count} = 14,294 > t_{table} = 1.976$ and $p = 0.000$. there is no influence on peer conformity with behavior with a beta value = -0.090; $t_{count} -1.694 > t_{table} = 1.976$ and $p = 0.092$.

Copyright (c) Aji International Journal of Social Science

Correspondence:

Rulis Setianil

Faculty of Social Science and Politic,

Mulawarman University, Indonesia

Email: rulis.setianil13@gmail.com



BACKGROUND

Boarding is an education based on the religion of Islam. Boarding is an educational institution that has a unique characteristic where there is a different educational curriculum background, both uniqueness can be in a part of the system, concepts and culture that distinguishes a scope in Boarding. Life in Boarding huts has a different order from other public schools where the rules that apply students are required to live independently and heed the discipline that has been applied in each Boarding, this is what makes the characteristics of distinguishing between Boarding and public schools.

According to the understanding (Kenneth, 2005) stated that discipline is an absolute thing for humans because discipline that is not strong will ruin his life. Boarding school Ibadurrahman is a forum for Islamic education in the realm of modernity. Like Boarding in general that emphasizes to its students to be serious in demanding knowledge related to Islamic matters then, this is stated in the realm of discipline that they must obey.

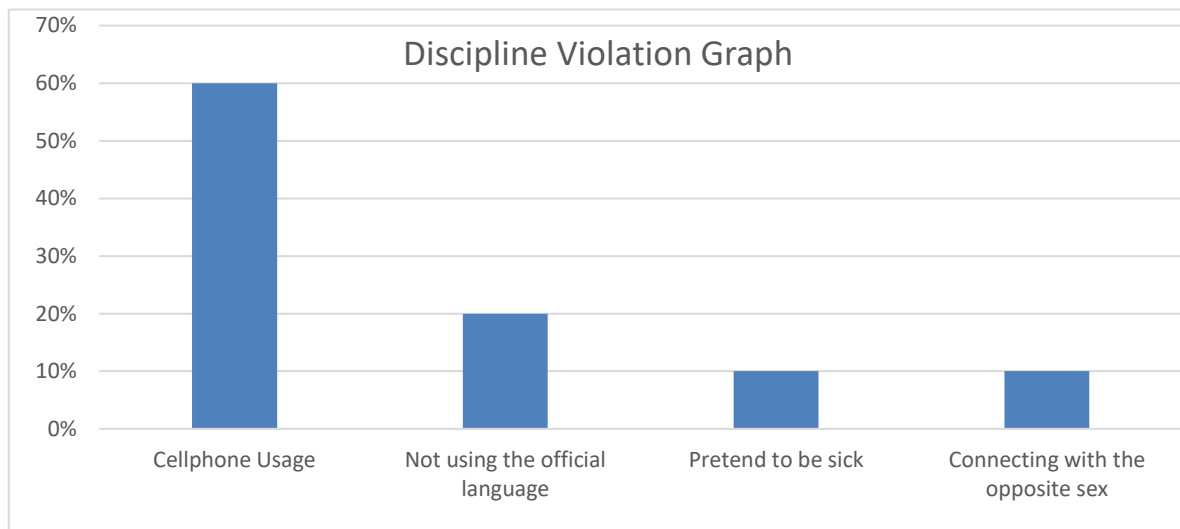
Boarding has its own methods for the development of the character of each student where the active coaching carried out by Boarding is expected that students can understand and be applied in everyday life such as Boarding providing knowledge about Islamic teaching values and providing stabilization in worship and social behavior. Based on the data obtained from the students care department (BPS) Boarding conducts intensive supervision of disciplinary regulations that are supervised for 24 hours non-formally carried out in the Boarding dormitory environment.

Discipline is important for everyone to train themselves to develop into a better individual by applying a disciplined attitude to oneself so that the individual's own awareness will keep away from things that are bad for themselves. One of the Boarding huts in Tenggara Seberang Kutai Kartanegara area precisely in Boarding school Modern Ibadurrahman researchers conduct surveys and observations by observing activities inside the Boarding hut directly, especially disciplinary activities that are very clearly visible in the running of all activities organized by very strict discipline.

Based on the results of interviews with the student's parenting department, the phenomenon of using *mobile phones* secretly in this student's environment is also very rife and the highest among violations that exist in the past year. Four sequences of discipline that were violated in the female student's environment in the archives of the students parenting department documents were the first violation of *mobile phone* use in students, not using official language, related to the opposite sex, and pretending to be sick.

Related to violations that are often committed by students are a form of violation such as using a mobile phone by borrowing with a student's guardian who comes to visit his child, does not use the official language, namely using Indonesian in everyday speaking, pretending to be sick is a student who feels uncomfortable and lazy to follow lessons due to Arabic subjects that are considered to make themselves burdensome and finally related to students and female students exchange letters through intermediaries and can also be through *mobile* phones to contact and this is the description of violations that occurred in the female students Ibadurrahman.

Table.1 Disciplinary Violation Data Results Graph



From the results of the graph above the percentage of disciplinary violations from the lowest is related to the opposite sex has a value of 10% with the number of 5 people, pretending to be sick has a value of 10% with the number of 5 people, not using official language has a value of 20% with the number of 19 people, and the highest is to use a *mobile phone* as much as 60% with a total of 58 people.

One of the main factors is because it is not accustomed to students if not holding a *mobile phone*, most of them commit this violation by secretly using a *mobile phone* to contact parents by borrowing a *mobile phone* to the student's guardian, this is very clearly committed violations but so it can be seen self-regulation to control themselves not using a *mobile phone*. Very heavy, especially between one friend and another support each other to use a *mobile phone* and obviously if this is known by the student's parenting department, it will be given a fatal sanction. For the level of sanctions themselves have stages, namely in the form of warnings and reprimands in advance if

they are still violated, they will be given penalties in the form of *suspensions*.

Based on the results of an interview conducted by researchers to one of the 3 students of the Ibadurrahman boarding school with the initials RI, RF and AD on Monday, November 5, 2018 at 09.30 WITA at the Ibadurrahman boarding school. The results and interviews of the subject named RI disciplinary violation behavior that is often violated is using a mobile phone when the student's guardian of one of the students comes to feel uncomfortable living in the student's environment because it has a very strict disciplined rule of 24 hours as the main trigger for the context of violations that are often faced in the past year.

The interview results of the subject named RF disciplinary violation behavior that was carried out were mostly also experienced by classmates, namely feeling heavy with the lessons taught because the lesson-based use of Arabic in a complete manner in the explanation of the material and students is also required to memorize. The subject himself feels that between discipline and academics are lived simultaneously feeling

heavy and burdened, therefore using a *mobile phone* in the taste can reduce the saturation that is felt.

The results of interviews from subjects called AD the behavior of disciplinary violations that exist in the students environment can actually be carried out smoothly if they can obey the rules, the subject himself is accustomed to a life of discipline that requires to be consistent *on time*, this is recognized by the subject of the role of each individual who chooses for himself how the association is chosen and feels comfortable and suitable for each individual and self-control that has been get possessed and Of course, disciplinary violations are minimal. One important aspect of life is the need for self-awareness to apply a disciplined attitude.

With the role of the individual over the sense of discipline, of course, the individual will behave in accordance with the rules that have been applied and to be obeyed in order to build and train the discipline that has been applied. With regard to discipline that is very strict in the rules of boarding schools that are required to be independent must also have proper self-control in regulating themselves independently because the influence of discipline is very important for every individual who lives 24 hours with discipline.

This is supported by Chaplin's opinion (2011) which states self-control is an ability to be able to guide his own behavior, which has the meaning of an ability to suppress or resist impulsive impulses or behaviors.

Self-control is one of the potentials that individuals can develop and use during processes in life, including in dealing with the conditions in the surrounding environment. An individual's own self-control sets the standard for his performance and rewards or

punishes himself if he succeeds or does not succeed in achieving that standard.

This is supported by Santrock opinion (2007) which states in peer groups is a social environment first after the family, where adolescents learn and recognize living together with others who are not their families. . The thing that can affect the occurrence of a change in the scope of peer conformity is that every teenager will experience changes in appearance, interests, attitudes, speech, and behavior. The actions of students who always participate in every behavior in carrying out disciplinary activities every day make students have a strong influence in socializing influenced by peer conformity.

In accordance with Haditono Opinion (2006) explained that conformity will definitely occur in adolescents because this is a development in social development, adolescents can do two kinds of movements, namely teenagers will begin to separate themselves from their parents and even their families and will go towards the scope of their peers. With this, the peer group is the second social environment after the family environment.

In the phase in adolescence, in general individuals will be moved to start exploring the potential and independence of the presence of attachment figures is certainly something important for adolescents. Susilowati (2011) states that within the scope of peer groups usually serve as a provider of any information about the life of the world outside of the family. From the peer group, each teenager will receive feedback to be able to see the potential they have, to continue to learn about whether his behavior is better, just as good, or even worse than other teenagers. therefore whether the violations committed are related between

self-control and peer factors so that discipline behavior can be violated or not.

The majority who often commit disciplinary violations tend to model other students to do the same but some understand if it can actually be minimized and overall depends on how negative or positive peer influences exist on students between one friend and another.

The existence of regularity and punishment that applies in Boarding must be obeyed in accordance with the prevailing orderly tat. Because if the process of coaching through rules and punishments is not carried out in a functional manner, it will cause unexpected behavior that is behavior that deviates from the rules that have been set and accustomed to violating rules that are not carried out in an orderly manner. If the discipline is enforced in a permissive way, it will tend to form a less responsible attitude, less respect for authority, and egocentricity. Ghufron and Risnawita (2014) stated that self-control is an individual's ability to read situations from what is perceived and seen in their environment.

The ability to control behavior can be managed with situations and conditions it can be said that self-control is a process that helps students in managing their thoughts, behaviors, and emotions to successfully achieve their learning goals. One that can affect individuals committing disciplinary violations is having low self-control in arranging themselves to carry out each disciplinary activity while in Boarding and the influence of the conformity of different students' peers according to their respective peer groups leads to negative or positive which can lead to the context of violations that will often occur.

According to Myers (2014), stating that conformity is the existence of a change in behavior or a belief in the individual as a result of real group pressure based solely on imagination. Individuals meet group pressure as a form of adjustment to group norms, this is done by individuals equalizing how their behavior patterns must be in accordance with the rules of the peer group.

RESEARCH METHODS

The research used in this study is to use quantitative research that uses a lot of numbers, ranging from data collection, interpretation of data and the appearance of the results. According to Azwar (2016), research with a quantitative approach emphasizes its analysis on numerical data (numbers) obtained by statistical methods. The population in this study is students in the modern cottage Ibadurrahman Tenggara Seberang. The sampling technique in this study uses *simple random sampling*, where the technique of sampling from members of the population is done randomly without regard to the strata in that population.

This scale of disciplined behavior, self-control and peer conformity uses a modified assessment of the Likert scale with four alternative answers used, namely: very appropriate (SS), appropriate (S), inappropriate (TS), very inappropriate (STS). On the 41 aitem self-control scale declared valid with *cronbach's alpha* value of $0.922 > 0.600$, the peer conformity scale of 40 aitem can be declared valid with *cronbach's alpha* value of $0.958 > 0.600$ and the disciplinary behavior scale of 42 aitem and also valid with *cronbach's alpha* value of $0.934 > 0.600$.

The data analysis method used in this study used multiple regression analysis. The entire data analysis technique in this study

will be carried out with the help of *statistical packages for social science* (SPSS) program software version 21.0 *for windows*.

RESEARCH RESULTS

Table 1. Full Model Regression Analysis Test Results

Variable	T Count	T Table	R ²	P
Disciplinary Behavior (Y)				
Self-Control (X1)	117.803	3.06	0.611	0.000
Peer Conformity (X2)				

Based on table 1, it can be known that the results of the model multiple regression test are full with the result of F count = 17,757 > F table = 3.29, *Adjusted R square* = 0.526 and the value of P = 0.000 < 0.050, which

means that self-control to disciplinary behavior in tenggarong Seberang Ibadurrahman cottage shows a significant influence.

Table 2. Staged Model Regression Analysis Test Results

Variable	Beta	T Count	T Table	P
Self-Control (X1)	0.757	14.294	1.976	0.000
Disciplinary Behavior(Y)				
Peer Conformity(X2)	-0.090	-1.694	1.976	0.092
Disciplinary Behavior (Y)				

Based on table 2, it can be concluded that:

1. There is a significant influence between self-control and disciplined behavior with a beta value = 0.757; t count = 14,294 > t table = 1,976 and p = 0.000
2. There was no significant influence between peer conformity and disciplined behavior with beta = -0.090; t calculate - 1.694 > t table 1.976 and p = 0.092

the discipline assessment in the modern cottage Ibadurrahman with a sample number of 150 students. These results are based on the analysis of the full model regression test with values, F calculates > F table (117,803 > 3.06), *Adjusted R square* = 0.611, and p = 0.000 < 0.050. This suggests that the first hypothesis in the study was accepted which means that there is an influence between self-control on disciplined behavior.

DISCUSSION

Based on the results of the full model regression hypothesis test obtained in this study shows that self-control and also peer conformity to disciplined behavior. In this study has a goal where the influence between self-control and peer conformity to

The contribution of influence (R²) of self-control to disciplinary behavior was obtained 0.611 which means that the free variable of self-control contributes 61 percent to the influence of 61 percent on bound variables (disciplinary behavior), but the remaining 39 percent is influenced by other factors that have not been studied and

reviewed more in this study. According to Prijodarminto (1994) discipline can be interpreted as a condition formed by going through the process of a whole series of behaviors that show the values of obedience, obedience, loyalty, order and order. Boarding hut is a forum focused on the world of education on a religious basis. This is of course the boarding school has discipline that must be applied. Understanding various disciplinary regulations derived from the reading of the Boarding Code of Conduct (TATIB), demanding that all students can maximize behavior in accordance with the laws and obligations applicable in the boarding school.

In students who live in the boarding school environment has a responsibility as a student to be able to carry out discipline that has become the main obligation that must be obeyed and not to be violated, if the discipline is not obeyed then the students will get the appropriate sanctions. Judging from the results above if students who have good self-control in obeying the existing regulations in Boarding huts make it easier for them to follow all existing disciplines without feeling the burden and can be applied in every activity in the Boarding environment. Unaradjan (2003) states that one of the factors that influence disciplined behavior is from external factors and internal factors one example of external factors can include from the environment of school and family circumstances to internal factors, namely a physical and psychic state.

Such a personal psychic state affects the element of forming discipline from within each individual. As for the physical state is closely related to the mental or psychic state of a person, because only people who are

normal psychically or mentally can live the norms that exist in society and family.

Tulus Tu'u (2004) said that discipline is an effort to control themselves and mental attitudes of individuals or communities to be able to develop obedience and obedience to rules and regulations based on encouragement and awareness that comes from his heart. Based on the understanding obtained through information from the students parenting department and the Pondok Modern Student Organization (OPPM), that there is a disciplinary appeal that is an obligation that must be obeyed by students to avoid all sanctions that become a prohibition in discipline. All these disciplines require students to become better and responsible individuals in following all activities that have been set by the boarding school.

This research is supported by the results of interviews with MF students that from the results of students interviews also do not forget in the ups and downs in the student's life period arranged in 24 hours bound by the discipline of students sometimes who have problems or feel in saturated conditions they do counseling to the parenting department of students and OPPM and can also be done with peers who feel they can already be trusted.

Based on the above explanation, it is understandable that it is so important that self-control is to reduce disciplinary violations. One that must be improved and developed in everyone is to exercise self-control consistently. So, self-control behavior is a very influential behavior for students to have a positive effect to avoid all sanctions that apply in Boarding huts. This is because the higher the good self-control, the more

students can obey all the disciplines that apply in Boarding school.

Based on the results of previous research conducted by Nur Lailatul Muniroh with the title Relationship Between Self-Control and Students discipline behavior in Boarding school there is a very significant relationship between self-control and disciplinary behavior in the students complex N Boarding school Yayasan Ali Maksum with a correlation coefficient of 0.789 and $P = 0.000$, where the higher the self-control, the higher the discipline behavior of a person, and also if the lower the self-control in the individual, the lower the discipline behavior of a person.

In the analysis of the regression model gradually obtained the results that there is a significant positive influence between self-control of disciplined behavior with a beta value = 0.757 ; $t \text{ count} = 14,294 > t \text{ table} = 1,976$ and $p = 0.000$. Positive influence means that the more self-control you have, the more you have, it will affect the improvement of disciplined behavior and the lower the self-control, the less individuals can carry out discipline well. This is the basis for the answer of the second hypothesis in this study, namely the influence of self-control on disciplinary behavior in students in modern Ibadurrahman huts.

The results of the hypothesis above, prove that there is an influence between self-control on disciplined behavior. The results of previous research in addition to that conducted by Fachrurrozi, Firman, Indra Ibrahim in his research entitled the relationship between self-control and student discipline in learning according to Fachrurrozi, Firman, Indra Ibrahim mentioned the results there is a positive and significant relationship found most students of SMK Kota Padang have self-control in

learning. Then self-control was positively and significantly associated with the student's discipline in learning, amounting to 0.644. Internal control is the self-control that a child uses in directing his behavior, according to Gnagey (in Moh. Shochib, 2000).

Calhoun and Acocella (1990) explained that there are two reasons that require individuals to control themselves in the long run. First, each individual must live together in a group so that to reinforce his desires, the individual needs to control his behavior so that others feel comfortable with the behavior that has been done. Second, society encourages each individual to be able to constantly compile how standards can have maximum results.

This is supported by the results of interviews with students, namely students also feel how psychological conditions in the student's life period are arranged in 24 hours bound by the discipline of students sometimes who have problems or feel in saturated conditions they counsel to the parenting department of students and OPDM and can also be done with peers who have problems. In the sense of trust.

Hurlock (2004) explains that individuals who have self-control have a readiness to behave in accordance with the demands of norms, customs, values derived from religious teachings and the environmental demands of the society in which individuals live. Behaving in accordance with norms can certainly lead the individual to better understand the circumstances that occur around him, as well as being disciplined will train individuals to get used to doing positive things in accordance with the norms by maintaining attitudes from deviant behavior so as to have self-control derived from the readiness of each individual.

Adolescence is synonymous with times of crisis. Teenagers have the opportunity to try a variety of behaviors that sometimes conform to the rules or even sometimes do not conform to the rules. The behavior of trying many things in Marcia terms is known as identity exploratory (Marcia, 1966). This is in accordance with Erickson's statement (2010) which states that this behavior is a manifestation of adolescent behavior to convince himself that he is able to face situations and can intersect with the adult world. In addition to developmental issues, as a human being sometimes teenagers can be faced with the dilemma of obeying the rules or breaking the rules.

Students who have high self-control understand how they behave appropriately in any situation and have a sense of responsibility not to violate the orderly tata that already applies in Boarding. Conversely, if students who have low self-control, then their behavior can deviate from all the rules that have been set in Boarding. So that students who lack self-control will act according to their own will regardless of the rules that have been set to fulfill the desires that are still biased in control whether a behavior leads to positive or negative behavior.

Then based on the results of descriptive tests obtained through measurements using a scale of discipline behavior that has been filled obtained empirical mean 131.38 higher than hypothetical mean 105 with high category. It states that the subjects belong to the category of high levels of disciplinary behavior of 50.7% or 76 percent of the men's and women's students which means most have a high level of disciplinary behavior.

This is in line with Sheldon & Epstein (2002) who suggested the need for connection and cooperation between schools, families, and community contexts as one of the efforts for behavior control and school discipline. The state of the school environment for coaching and discipline education in the school is determined by the state of the school. The state of the school in this case is the presence or absence of the necessary means for the smooth process of teaching and learning in the place and finally from the external factors part of the community as a wider environment than the family and school, which also determines the success of coaching and education of self-discipline.

The results that have been obtained in descriptive tests of self-control scale measurements that have been obtained empirical mean 131.38 higher than hypothetical mean 105 with high categories, subjects belonging to the range of values of the future orientation scale are in the high category with values between 112.75-132.25 has a frequency of 85 people or 56.7 percent. This suggests the subjects in this study lead to being able to control themselves to the maximum, proving that the subject is already in the category of a high level of self-control. In general, people who have high self-control will lead themselves to positive behavior.

The contribution of self-control to disciplined behavior was 62.3%. This means that with good self-control, it is able to control one's behavior to avoid violations thus increasing one's disciplined behavior. So that the hypothesis in this study is accepted. A student who has high self-control is very concerned about the right way to behave in a situational, responsible in accordance with

the rules that apply in Boarding. Conversely, students who have low self-control tend to deviate from existing rules. So it can be said that students who have low self-control will behave and act on things that are more pleasing to themselves even though they do not comply with the rules that apply in school. Based on the above explanation, it is understandable that it is so important that self-control is to reduce disciplinary violations. One that must be improved and developed in each individual is to exercise self-control consistently.

In accordance with previous research conducted by Zulva Pujawati (2016) in her research entitled the relationship of self-control and parental support with disciplined behavior in students in boarding schools *darus sa'adah Samarinda* this study is supported by the results of descriptive tests have results for disciplinary behavior there is a range of disciplinary behavior in the average category while Subjects categorization results were very high at 94.74 percent of the total number of 127 people from the total subjects. For the average obtained disciplined behavior is in a very high category getting results most subjects are at a fairly high disciplinary behavior.

According to Tu'u's explanation, (2004) the self-control that students have is closely related to discipline. Students who have high self-control will be able to interpret any given stimulus, consider it and choose the actions to be taken by minimizing unintended consequences or impacts. Conversely, with students who have low self-control, they will have difficulty in directing and regulating behavior so that they will tend to delay the demands of the task as a student and transfer it to more enjoyable activities. Thus, one way to avoid inability to discipline is to increase the self-control found in students.

Based on the results of an interview with one of the BPS sections, students who violate discipline are usually influenced by external faculties that affect such as the influence of environmental peers from the same group or close friends also violate discipline, so all also violate discipline, otherwise not all students commit discipline violations because they have the conformity of peers who support each other.

Based on the data obtained from the students parenting department in the archive of documents for violations of discipline improvement in Boarding has increased gradually, namely disciplinary violations began to decline this is due to the parenting section of students members of the communication container by conducting counseling guidance every month, from the data obtained, namely a decrease in violations or reduction in the forms of violations such as having a relationship with the son's students, Not entering the classroom and for disciplinary violations not to borrow *mobile* phones against students guardians has increased slowly because this violation was the most violated in 2018, which was 62% borrowing *mobile* phones to students guardians.

Partial testing between variables of self-control to variable discipline behavior has a positive and significant relationship with aspects of mental attitudes. This indicates the ability to control behavior in this case in the form of the ability to determine who can control the situation, himself, others, or something outside of himself. The above explanation is in accordance with the results of interviews with TA students, the subjects said that in carrying out daily life in boarding schools requires a mental resilience to be able to continue to carry out discipline for 24 hours students trained to be strong in

physical and mental attitudes that must be formed during life in Boarding that has been organized rules, that if the subject is always obedient and disciplined with existing rules, Then it will be easy for subjects to control behavior because it has become a habit during Boarding.

Partial testing between variables of self-control to variable discipline behavior has a positive and significant relationship with aspects of mental attitudes. This shows that the higher the action to take decisions, the lower the disciplinary violations committed by students to be able to carry out discipline properly, of course, students will act according to the decision to manage their behavior to follow discipline or violate the discipline that has been set by Boarding.

According to Siagian (in Hasan, 2002) decision making is a systematic approach to the nature of the alternative faced and taking actions that according to calculations are the most appropriate actions. Just like students who can carry out discipline well, of course they think to choose a good and bad behavior decision to be applied in Boarding so that it can be an option if students who obey discipline certainly decide to behave positively and do not violate a rule in Boarding.

His work will cause a sense of discipline to have a negative and significant relationship. This shows that the lower the students' adherence to disciplined behavior, the more frequent violations of discipline committed by students are committed. Just as students who are serious in carrying out existing disciplines are an observance that has been obeyed, in accordance with the results of interviews with KN students, the subjects said that like one of the disciplines that make mental students enough to be a

burden is the speech activities of 3 Arabic, English, Indonesian not all students obey to follow because accompanied by mental resilience students who must adjust for 1 week, Students who do not obey to carry out these activities will be given sanctions that have been set, this is a trigger to encourage students who have good obedience, of course, obedient to follow the activity. According to Hartanto and Indra (2001), the theory of obedience states that the individual who has power is a source that can influence people's behavior with the commands given.

The above exposure is enough to prove that the results of this study which states that aspects of behavior control have a significant positive influence on aspects of mental attitudes that are in accordance with the conditions in the students that can manage all behaviors, especially mental attitudes to carry out all existing activities properly, namely, especially the students of sons and daughters in the Boarding Ibadurrahman Tenggara Seberang.

CONCLUSION

1. There is a significant influence between self-control and disciplined behavior in Ibadurrahman students.
2. There is an insignificant influence between peer conformity to disciplinary behavior in Ibadurrahman students.
3. There is a significant influence between self-control over disciplined behavior and the insignificant conformity of peers to the disciplined behavior of Ibadurrahman students.

REFERENCES

- Azwar, S. (2016). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar.

- Chaplin, J P. 2011. *Kamus lengkap Psikologi* (Penerjemah Kartini Kartono). Jakarta: Rajagrafindo Persada.
- Ghufron, M. Nur & Rini Risnawita S. 2010. *Teori-Teori Psikologi*. Ar-Ruzz media. Jogjakarta
- Hadi S 2004. *Methodology Research*. Yogyakarta: Andi Offset
- Haditono, S.R. 2006. *Psikologi Perkembangan Pengantar dalam Berbagai Bagiannya*. Yogyakarta: Gadjah Mada University Press.
- Unaradjan 2003. *Psikologi Perkembangan (Suatu Pendekatan Sepanjang Rentang kehidupan)*. Jakarta: PT Gelora Aksara Pratama.
- Tu'u, Tulus. 2004. *Peran Disiplin pada Perilaku dan Prestasi Belajar*. Jakarta: Grasindo.
- Prijodarminto, Sugeng 1994. *Disiplin Kiat Menuju Sukses*. Jakarta: PT Pradnya Paramita.
- Pujawati, Z. 2016. Hubungan kontrol diri dan dukungan orang tua dan perilaku disiplin pada santri di pondok pesantren darussa'adah samarinda. *Ejournal Psikologi*, 4 (2) 2016: 227, 236.
- Robbins, S. P & Judge, T. A (2011). *Organizational behavior. (14th ed)*. New Jersey: Pearson.
- Santrock, J.W. 2003. *Life Span Development (Perkembangan Masa Hidup Jilid 2)*, Jakarta: Erlangga.
- Susilowati, K. 2011. Hubungan antara konformitas teman sebaya dan konsep diri dengan kemandirian pada remaja panti asuhan muhammadiyah karanganyar *Skripsi*. Surakarta. Universitas Sebelas Maret.
- Sheldon, S. B., & Epstein, J. L. 2002. Improving student behavior and school discipline with family and community involvement. *Education and urban society*, 35(1), 4-26.