Self-Regulation and Discipline of Unai Girls Dormitory on 2018/2019 Proposed for A Program

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ABSTRACT

Discipline is one of the key of success in reaching the college highest academic achievement Discipline requires self-regulation). This study measured the correlation between self-regulation and discipline among Unai girls' dormitory residents of school year 2018/2019. This study occupied descriptive correlation method with convenient sampling held in UNAI chapel program on May 3, 2019. Out of 477 girls dormitory residents, 297 students were able to return the questionnaires. The Self-Regulation questionnaire was modified from The Self-Regulation Questionnaire (SRQ) and Discipline questionnaire was modified from Discipline with Purpose Questionnaire. The reliability of those questionnaires were .882 (high). This study found that there was significant relationship between Self-Regulation and Discipline of UNAI girls' dormitory residents on 2018/2019 with correlation .353 (low correlation). This low correlation measures happened because the residents are more afraid of punishment rather than practicing self-regulation.

Keywords: Self-Regulation, Self- Discipline, Girls Dormitory.

INTRODUCTION

The purpose of this study was to measure the extent of self-regulation and self-discipline of respondents. The researcher conducted this study to measure the correlation of self-regulation and self-discipline of the respondents. Self-regulation is the most important thing in self-discipline. Self-regulation allows students to apply a certain of good behavior for a long time. Mostly students follow discipline in fear of punishment, but if they apply self-regulation, they will follow the rules with without pressure. Hopefully through this study, we can improve the quality of students' obedience in following the rules

. LITERATURE REVIEW

1. Self-Regulation

Self-Regulation is the ability to act in long-term best interest, consistent with somebody's deepest values. It is simply outlines the process and components involved when we decide what to think, feel,

say and do. It is particularly salient in the context of making a "good" choice when we actually have a strong desire to do the opposite (Stosny, 2011). People who have self-regulation can control their behavior. They can resist impulsive behavior that might worsen their situation, and they can cheer themselves up when they are feeling down. They have a flexible range of emotional and behavioral responses that are well matched to the demands of environment (Bell, 2016). Self-Regulation determine the goal of respondents, the goals directing the action and as a major vehicle for self-change (Baumgardner and Crotehrs, 2009). Self-regulation predicted student achievement, much higher self-regulation, the academic achievement will be follow (Zimmerman and Kitsantas, 2014). According to Self-Regulation Theory by Roy Baumeister (2007), there are four components involved: (1) Standard (desirable behavior); (2) Motivation to meet the standards; (3) Monitoring of situations and thoughts that precede breaking standards; and (4) Willpower, internal strength to control urges. Students behavior is determined by their personal standards of good behavior, their motivation to meet those standards, the degrees to which they are consciously aware of their circumstances and their actions, and the extent of will power to resist temptation and choose the "right" path (Baumeister, 2007)

2. Self-Discipline

Discipline is training expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement: was raised in the strictest discipline. (Thesaurus, 2019). Self-discipline is attitude of someone whose put study as prioritize, to follow the syllabus as the roadmap to that is required in particular class (Paul, 2013). In college life nature self-discipline more required to achieve the highest achievement. Practicing self-discipline is committing to take initiative and staying persistence in working towards goals (Kline, 2018).

Research Questions

This study will answer some research questions:

1. What is the extent of Self-Regulation of the respondents.
2. What is the extent of Self-Discipline of the respondents
3. What is the extent of Self-Regulation and Self Discipline of respondents based on demographic variables
4. Is there any relationship between Self-regulation and Self Discipline of the respondents

METHODS

This study measured correlation between self-regulation and self-discipline among Unai girls' dormitory residents on 2018/2019. This research occupied descriptive correlation method with convenient sampling in the last UNAI chapel program on May 3, 2019. Out of 477 girls dormitory residents, 297 students were able to return the questionnaires. The Self-Regulation questionnaire was modified from The Self-Regulation Questionnaire (SRQ), Brown, J.M., Miller, W.R., & Lawendowski, L.A (1999) and Self-Discipline questionnaire was modified from Discipline with Purpose Questionnaire by Dr.Phil. The reliability of those questionnaires were .882 (high). The data collected by questionnaires with convenience sampling. The respondents was the UNAI girls dormitory, the researcher distributed 477 questionnaires but only 287 returned.

Every student who enrolled will receive 500 points, every time they did mistake (absence from the worship or study period, their point will be reduce. If the point already 125 left, they should pay pre-registration fee. If they still continue doing same mistakes, their name will be brought to the discipline committee (Unai, Student Handbook, 2014.As a student they just follows the rule, for the sake of the point, than because of self-regulation.

RESULTS

Table 1 belows, shows that the biggest number of respondents their age are 19-20 years old 171 students (57,6%), 21-23 years old 60 students (20,20%), 17-18 years old 55 students (18.5%) and the lass was 23 years above 11 students (3,7%). Table 4, shows the biggest number of respondents came from Level 1, 108 students (36,4%), Level 2, 88 students (29.6%), Level 3, 87 students (29,3), and the last is the level 4 (14 students 4.7%)

Table 1. **Demographic Variable on Year Level**

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
17-18 years old	55	18.5	18.5	18.5
19-20 years old	171	57.6	57.6	76.1
21-22 years old	60	20.2	20.2	96.3
23 years old and above	11	3.7	3.7	100.0
Total	297	100.0	100.0	

Table 2. **Demographic Variable on Year Level**

Year Level	Frequency	Percent	Valid Percent	Cumulative Percent
1	108	36.4	36.4	36.4
2	88	29.6	29.6	66.0
3	87	29.3	29.3	95.3
4	14	4.7	4.7	100.0
Total	297	100.0	100.0	

Table 5 shows, highest percentage of respondent came from Business department 167 students (56.2%). Nursing 64 students (21.5%), Education 46 students (15.5%), IT 12 students (4%), Biology 5 students(1.7%), Farmasi Table 6 shows the biggest population of parents respondent graduated from high school 159 (53.5%, next finished Masteral degree 56(18.9%), 49 (16.5%) graduated from secondary school, 32 (10.8%) graduated bachelor degreeand 1parent graduated from doctoral degree (.3%). Table 7, it shows most of the parents work as entrepreneur (198 or 66.7%),61 (20.5) are working as Church worker, 24(8.1) are working as Government Employee, and 6(2%) are working as farmers.

Table 3. **Demographic Variable On Course**

	Frequency	Percent	Valid Percent	Cumulative Percent
Business	167	56.2	56.2	56.2
Education	46	15.5	15.5	71.7
Nursing	64	21.5	21.5	93.3
Theology	1	.3	.3	93.6
IT	12	4.0	4.0	97.6
Biology	5	1.7	1.7	99.3
Pharmacy	2	.7	.7	100.0
Total	297	100.0	100.0	

The biggest respondents came from Business department with percentages 56.2%, next from Nursing department with percentages 21.5%, third one from education department with percentage 15.5%, forth from IT department with percentages 4%, Pharmacy with percentages 0.7% and the last one from theology department with percentages .3%.

Table 4. **Demographic Variable on Parents Educational Attainment**

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Secondary School	49	16.5	16.5	16.5
High School	159	53.5	53.5	70.0
Bachelor	32	10.8	10.8	100.0
Master	56	18.9	18.9	88.9
Doctoral	1	.3	.3	89.2
Total	297	100.0	100.0	

Based on education attainment of parents, respondents with the biggest percentages were high school with percentages 53.3%, Masteral with percentages 18.9%, Secondary school 16.5%, and doctoral .3%.

Table 5. **Demographic Variable on Parents Job**

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Entrepreneur	198	66.7	66.7	66.7
Government Employee	24	8.1	8.1	74.7
Church Worker	61	20.5	20.5	95.3
Foreign Employee	8	2.7	2.7	98.0
Farmer	6	2.0	2.0	100.0
Total	297	100.0	100.0	

Table 5 shows the job of respondents' parents, Entrepreneur is the biggest percentages with 66.7%, Church worker with percentages 20.5%, Government Employee with percentages 8.1%, Foreign employee with 2.7% and the last Farmer with percentages 2%.

Table 6. **Mean and Standard Deviation of Self-Regulation Questionnaire and Self Discipline Questionnaire**

Name of Questionnaire	N	Mean	Standard Deviation	Level of Interpretation	Verbal Interpretation
SRQ	297	3.8500	.54377	Sometimes	High Self-Regulation
SDQ	297	4.1044	.73496	Sometimes	High Discipline

Table 6, it shows there was high level of self -regulation and self-discipline, with mean : 3.8500 (Self-regulation), with interpretation High Self-Regulation and High Self-discipline with mean 4.1044, it means the respondent are high self-regulation and high self-discipline. table III shows the extend of self regulation with means 3.85, it means they have high self regulation and the extent of self discipline with means 4.1, it means they have high self discipline

Table 7. **Correlation of Self-Regulation and Self Discipline of Unai Girls Dormitory Residents**

		SRSCORE	SDSCORE
SRSCORE	Pearson Correlation	1	.353[**]
	Sig. (2-tailed)		.000
	N	297	297
SDSCORE	Pearson Correlation	.353[**]	1
	Sig. (2-tailed)	.000	

Table 7, it shows that there is significant relationship between self-regulation and self-discipline. The correlations shows was very low .353. It means that there is others factor which affected self-regulation student

This study found that respondent **have high self-regulation and high self-discipline,** there **was a significant relationship** between Self-Regulation and Discipline of UNAI Girls' dormitory residents on 2018/2019 with correlation .353 (low correlation). This low correlation measures happened because of some factors of residents in following the rule in dormitory such as Point Reducing System (they follow the rule because they are more afraid of punishment than practicing self-regulation) and lack of knowledge about self-regulation in practicing self-discipline in the dormitory. To improve correlation between Self-Regulation and self-discipline, researcher should make workshop. Monitoring and evaluation about the extent of self-regulation.

There is no significant relationship between self-regulation and self-discipline in terms of demographic variables.

DISCUSSION

This study measured the level of self-regulation and self-discipline of Unai Girl Dormitory Residents of the school year 2018/2019. It was found that respondents have high self-regulation and high self-discipline. There was significant relationship between self-regulation and self- discipline, but the correlation range was very low. It means that the respondents follow the discipline not because they have high self-regulation, but to avoid punishment. Respondents need more trainings and programs to realize that they should follow the rule or have high self -discipline because they have high self-regulation, rather than to avoid punishment. There needs to be some more studies to increase the correlation between self-regulation and self-discipline. There was not significant relationship between self-regulation and self-discipline in terms of demographic variables.It means that in every age, every years level, every course, any parents educational attaitment, any parents income or any parents job., respondent have high self-regulation and high selfdiscipline.

Enhancing Correlation Between Self-Regulation and Self-Discipline

Based on te research findings, there is correlation between self-regulation and self-discipline, but the correlation is quite low. To enhance the correlation between self-regulation and self discipline, there are programs will be offered by the researcher, such as:

1. Pre Test for self-regulation and self-discipline
2. Seminar to improve knowledge about self-Regulation and self Discipline
3. Games and Workshop
4. Post test on self-regulation and self discipline

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