



Controlling self, facing the future: A study of the relationship between self-control and future orientation

Rizqi Yanuar¹, Andik Matulesy², Nindia Pratitis³

^{1,2,3}Psychology, Universitas 17 Agustus 1945 Surabaya, Indonesia

ARTICLE INFORMATION

Article history:

Received Jan 9, 2025
Revised Jan 17, 2025
Received Jan 28, 2025

Keywords:

Academic
Education
Future Orientation
Self-Control
Student

ABSTRACT

Dropping out of school is a worrying conflict for the nation's successors which is often done by students in the school environment. Based on the village classification, there is a difference between education in urban and rural areas. Students who do not have a future orientation are more likely to experience poor academic achievement. If students have a future orientation, they have a spirit of achievement, making them less likely to engage in deviant behavior. This study uses a quantitative method with a correlational research approach through sampling using the purposive sampling method, with test results using the product moment test. The purpose of this study is to identify the relationship between the presence or absence of self-control with future orientation in junior high school students in the coastal area of Tlochor. The results of the normality test of the distribution of self-control with future orientation against the One-Sample Kolmogorov Smirnov Test obtained sig 0.200 at ($p > 0.05$) it can be assumed that the distribution of the self-control scale with future orientation is normally distributed. The results of the hypothesis test using the product moment correlation processed using the IBM SPSS 25 for Windows program obtained an rxy score of 0.683 with sig. 0.000 ($p < 0.01$) which can be interpreted as there is a very significant positive relationship between self-control and future orientation. This means that the higher the self-control, the more positive the future orientation of junior high school students.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license



Corresponding Author:

Rizqi Yanuar,
Faculty of Psychology,
Universitas 17 Agustus 1945 Surabaya,
Jl. Semolowaru No.45, Surabaya, 60118, Indonesia,
Email: rizqianuarr@gmail.com

INTRODUCTION

Dropping out of school is a worrying conflict for the nation's successors which is often done by students in the school environment. Based on the village classification, there is a difference between education in urban and rural areas. Where the dropout rate at elementary, junior high, and high school levels is more experienced by students who go to school in rural areas than in urban areas. Urban areas are superior because they have easier access to schools compared to students who go to school in rural areas (Khusaini, 2020). The results of the dropout rate data based on gender show that the dropout rate is greater in male students compared to female

students. The results of the data at the junior high school level with the classification of cities and villages show data results of 0.78 and in urban areas 1.25%. Furthermore, at the high school level there is data of 1.17 in urban areas and 0.94% in rural areas.

Facts in the field also show from observations and discussions with the principal and one of the teachers from Madrasah Tsanawiyah Al-Fatah Tlocor, Sidoarjo stated that students there still lack motivation and interest in going to school. So that it causes a feeling of laziness to go to school which has an impact on dropping out and students there also prefer to work rather than study, because from working students get money more easily. Students there also have an indifferent attitude and consider learning to be just a demand so that students do not have intrinsic motivation. Students also still consider education not important, making students have a mindset that their future is only short-term. So that students have less of a future view of what is expected.

In the process of forming future orientation there are three stages, namely the motivation, planning and evaluation stages (Zakariyya & Koentjoro, 2019). Future orientation has an important factor in being able to provide positive or negative impacts on students. Students who do not have a future orientation are more likely to experience poor academic achievement (Zakariyya & Koentjoro, 2019). Likewise, if students have a future orientation, then the student has a spirit of achievement so that it is difficult to engage in deviant behavior. Students who have a clear future orientation will get a view to continue to the next level of education to a higher level to achieve their dreams. Students who have a future orientation can also make students more careful in making decisions. Future orientation in individuals has three components, namely motivation, cognitive and behavior towards education (Winurini, 2021).

Future orientation in each individual can occur due to factors from themselves or from their social environment, in individual factors can be caused by factors that arise within the individual to be able to influence self-perception and cognitive development of students. In factors originating from the social context, namely factors caused by gender, economic status, age and relationships with peers or parents. From the existing factors, this study focuses on factors originating from students' self-concept. Students' self-concept can affect students' self-control. Self-control is also defined as the ability of individuals to be able to change behavioral patterns, organize relevant and irrelevant information, and the ability to determine actions based on personal values.

Self-control also includes the ability to plan, direct, organize, and guide behavior in a positive direction. The description of self-control towards satisfaction carried out by each individual is based on logical decision-making to align actions to achieve the results and targets desired by the individual. If a student's self-control is low, then the student will have difficulty controlling himself, so that the individual finds it difficult to consider the impact of the risks of his actions. Students who have high self-control can make it easier for students to focus on thinking about the right strategy in controlling themselves in every condition. Self-control is also an effort to regulate behavior and respond or make decisions by considering the various impacts or risks that may occur (Siregar, 2020).

The urgency of this research lies in the importance of understanding the relationship between self-control and future orientation, especially in coastal areas. If students lack self-control, it will have an impact on low learning achievement, deviant behavior and an impact on unclear future orientation. Likewise, if students' future orientation is low, it has the potential to result in low educational motivation due to a deviant social environment, unfocused decision-making, lack of long-term plans and goals to decreased learning achievement. Without these two aspects, students are prone to low achievement, poor decision-making and limited opportunities for life welfare. Therefore, strengthening self-control and future orientation is very important to support optimal student development. Previous research also stated that future orientation shows that anxiety in students when facing the world of work shows a significant negative relationship between future orientation and anxiety in facing the world of work in final year students.

RESEARCH METHODOLOGY

The basis of the approach in this study is a survey conducted through quantitative methods. The purpose of the study is to identify the relationship between self-control and future orientation, and to analyze the relationship between the two variables in students. The population studied included all students at MTS Al-Fatah Tlocor who were also respondents in the study. The type of sampling used in this study is population research involving the entire population to obtain relevant results.

The data collection process was carried out through the distribution of structured questionnaires containing various statements regarding the scale of self-control and future orientation. This questionnaire uses a Likert scale as a measuring tool, which provides four answer choices, starting from the answer "strongly agree" to "strongly disagree". When the data has been collected, a calculation is carried out by analyzing the results of the answers using descriptive statistical methods to be able to determine the distribution of data using linear regression analysis which is used to determine the effect of self-control and future orientation on student learning achievement. Before conducting the analysis, a validity and reliability test was first carried out to ensure that the questionnaire used had a good level of validity and consistency. This study is expected to provide a clear picture of the relationship between self-control and future orientation, as well as provide strategic solutions to improve children's learning achievement in school. The validity used in this study is using content validity, to measure relevant items in the social and cultural context of students' lives on the coast. While the reliability test uses an internal consistency test, namely a Cronbach's alpha coefficient of more than >0.6 is considered reliable. So to measure the results by giving questionnaires directly to students.

Data presentation is done using tables, graphs and narrative descriptions, to describe the findings clearly and structured so that it is easier for readers to understand the pattern of the relationship between future orientation and self-control. Presentation techniques include grouping data according to certain categories, such as the existence of self-control and future orientation in schools. Drawing conclusions is done through analysis of patterns that emerge from the data that has been presented, using inductive and deductive methods. This process aims to identify the relationship between research variables, by comparing findings with relevant theories and producing conclusions that support the research objectives. This systematic approach is able to provide valid and accurate research findings, and is able to provide a positive and significant contribution to the understanding of students' self-control and future orientation towards students' enthusiasm for learning to achieve.

RESULTS AND DISCUSSION

Before the analysis is carried out, validity and reliability testing is first carried out to ensure that the questionnaire used has met the standards and is stable. The following are the results of validity and reliability testing:

Table 1. Future orientation item validity test results

Variables	Instrument Item Table-r	Total Correlation	Results
Future Orientation	0.735	0.3	Legitimate
Self-control	0.791	0.3	Legitimate

Referring to the results of the validity test in table 1, the calculation score for each variable was >0.3 , which means that all variable indicators in this study are valid (Azwar, 1994).

Table 2. Reliability test results

Variables	Alpha Cronbach	The amount of goods	Results
Future Orientation	0.927	32	Reliable

Self-control	0.880	23	Reliable
--------------	-------	----	----------

Referring to the reliability figures listed in the table, the Cronbach alpha value identified for each deleted item is >0.6 , so it can be concluded that all variable indicators in this study are reliable (Azwar, 1994).

Normality Test

To ensure that the collected data is normally distributed, a test is conducted. The test results are displayed in the table format below:

Table 3. Normality test results

Variables	One - Example of Kolmogorov Smirnov Test		Information
	N	Assymp. Sig. (2-tail)	
	Self-Control - Future Orientation	55	

The results of the normality test of the distribution of the parental involvement scale with student involvement in the one-sample Kolmogorov Smirnov test obtained a sig value of 0.200 at $p = (p > 0.05)$. Thus, it can be assumed that the results of the distribution of the self-control scale with future orientation are normally distributed.

Linearity Test

The main purpose of the analysis using the Linearity Test is as an initial step to evaluate data patterns, to find out whether the data follows a linear pattern, if the significance value is >0.05 then there is a significant linear relationship between variable X and variable Y and vice versa. The results of the linearity test analysis are presented in the following table.

Table 4. Linearity test results

Variables	F	Signature	Information
Self-Control - Future Orientation	0.998	0.503 years	Linear

The linearity test shows that the relationship between self-control and future orientation obtained a significance value of 0.998 ($p > 0.05$) which indicates a linear relationship between the two.

Correlation Coefficient and Determination Coefficient

The correlation test coefficient value of 0.998 indicates a weak positive relationship between the two. This means that if one variable increases, the other variable also tends to increase, although the influence between the two is not too strong. High self-control will be associated with a more positive level of future orientation, while low self-control will be associated with a negative future orientation.

Hypothesis Testing

Hypothesis testing using product moment because the parental involvement variable and the student involvement variable are stated to be parametric from the results of the normality test, so to test the hypothesis it is necessary to use a correlation test using product moment. As in the following picture.

Table 5. Product moment test results

Variables	rx _y	Signature.	Information
Self-Control - Future Orientation	0.683	0.000	Very important

The rxy value obtained = 683 and a significance value of 0.000 ($p < 0.01$) indicates a very significant positive relationship between self-control and future orientation.

Table 6. Future orientation scale categorization test results

Category	Hose	Amount
Tall	>102	20
At the moment	83-102	21
Low	<83	14
TOTAL		55

The calculation results can be explained that the high category score is at >102, the medium category is in the range of 83 to 102, while the low category is below <83. Referring to the table, the researcher grouped the total score of each participant into the relevant category. A total of 20 students showed a high level of student engagement, 21 students were at a moderate level of student engagement, and 14 students had a low level of future orientation.

Table 7. Results of the self-control scale categorization test

Category	Hose	Amount
Tall	>72	6
At the moment	58-72	32
Low	58	17
TOTAL		55

The calculation results can be explained that the high category score is in the range of >72, the category with is in the range of 58-72, while the low category is in the range below <72. Based on the table, the researcher groups the total score of each participant into the relevant category. The number of students with a high level of self-control is 6 students, a moderate level is 32 students, and a low level is 17 students.

The results of this study are in line with research conducted by (Shen et al., 2024) which explains that future orientation is one of the factors that can influence students by providing a positive impact on students who work, which is mediated by clarity of vocational identity. This study also found a significant positive relationship between students' future orientation and their beliefs about their ability to work. The results of this study are also in line with research (Howlett et al., 2008) explaining the importance of self-control on human psychological processes, namely self-control can play an important role in determining how each student is able to respond to their choices in order to be able to process how individuals regulate their mindset, feelings and behavior.

Self-control plays an important role in shaping student behavior that is consistent with long-term goals, such as the ability to manage study time and focus on education as an investment for the future. Conversely, future orientation also provides direction and motivation for students to develop self-control, because they have a clear vision of the future to help them regulate current behavior to match those goals. Students who have low self-control may have difficulty maintaining future orientation because they are more vulnerable to environmental disturbances. Conversely, a weak future orientation can reduce students' motivation to practice self-control, so that they focus more on short-term needs. This relationship is mutually supportive, self-control allows students to

realize their future aspirations, while future orientation strengthens the desire to regulate behavior in order to achieve future success.

CONCLUSION

This study shows that junior high school students in Tlocor Sidoarjo who have positive self-control towards their future orientation. This means that the higher the results of students in controlling themselves, the more optimistic they are about their future orientation. At MTS Al-Fatah Tlocor, grade IX students have moderate self-control, so that these students can have a good future orientation according to the results of the study, namely that students there have moderate future orientation.

Improving self-control and future orientation of students in coastal areas can be done through a practical approach involving various parties, such as families and schools. Counseling programs and contextual learning can increase students' awareness of the importance of self-control and future planning, while family support through consistent parenting training can strengthen its implementation at home. Schools can also play a role by providing extracurricular activities that support character development, guidance and counseling services, and relevant career introduction programs.

ACKNOWLEDGEMENTS

The author would like to express his deepest gratitude to all parties who have provided support in this research process. His deepest gratitude is conveyed to Universitas 17 Agustus 1945 Surabaya for the facilities and guidance provided during this research. His deepest gratitude is also conveyed to the supervisor for the direction, input and support that are very meaningful in the preparation of this journal. His deepest gratitude is conveyed to MTS Al-Fatah Tlocor who has taken the time and provided the data needed for this research.

References

- Augustine, N. Y. (2014) page 11. Connection Between Orientation Time Front And Strength Fight Readiness Work On Student Level End Faculty Knowledge Social And Political Science At University Mulawarman. *Psychoborneo Journal*, 2.
- Alm, S. (2019). School effectiveness and student future orientation: Multilevel Analysis of Upper Secondary Schools in Stockholm, Sweden. *Journal of Adolescence*, 70.
- Azwar, S. (2012). *Psychometrics: A series of guidelines for compiling psychological measurement instruments*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2021). *Reliability and validity*. Yogyakarta: Pustaka Pelajar.
- Bandura, A. (1986). *Social The basis of Thought And Action: A Social Cognitive Theory*. Prentice-Hall
- Cabras, C. (2020). Relationships Between Emotional Intelligence Traits, Mood States, and Future Orientation Among Italian Women Who Are Victims of Domestic Violence. *Herliyon Journal*, 6.
- Creswell, JW (2014). *Research design: Qualitative, quantitative, and mixed approaches*. (4th Edition, translated by Achmad Fawaid). Yogyakarta: Pustaka Pelajar
- Darling, English: L. (2021). Program Guardian Foster Care In the Increase Quality Control The Self of Students in Islamic Boarding Schools. *Nusantara Islamic Journal*, 5.
- Goleman, D. (1995). *Emotional Intelligence: Why He Can Affairs Again From IQ*. Bantam Books
- Ghufron, MN, & Risnawati, D. (2012). *Psychology Development: Approach in Education and Teaching*. Yogyakarta: Ar -Ruzz Media.
- Hadianti, WS (2017). Application of the Future Orientation Method (OMD) to Adolescents Experiencing Identity Confusion (Determining Life Goals). *Share: Journal of Social Work*, 7
- Heckhausen, J., & Schulz, R. (1995). Life span theory. *control. Psychological Review* 102(2), 284-304
- Howlett, E., Kees, J., & Kemp, E. (2008). The role of self-regulation, future orientation, and financial knowledge in long-term financial decisions. *Journal of Consumer Affairs*, 42 (2), 223-242.

- Journal of Management and Entrepreneurship. The role of self-control in psychological processes: Implications for education. *Journal of Educational Psychology*, 45(3), 123-135.
- Journal of Management and Entrepreneurship. Validation in training evaluation: Expanding the framework. *Journal of Educational Measurement*, 44(2), 112-125.
- Krori, S. (2011). Social change in adolescence: The impact of peer influence and the emergence of new values. *Journal of Adolescent Studies*, 18(3), 178-192. <https://doi.org/10.1080/07481187.2011.573965>
- Lee, WC (2024). Shaping the future: The impact of family involvement, peer support, and coaches on the career orientation of indigenous student athletes. *Journal of from Heliyon*, 10.
- Marsela, DR (2019). Self-Control: Definition and Factors. *Innovative Counseling Journal: Theory, Practice & Research*, 3.
- Mischel, W. (1960). Cognitive and social determinants of delayed responses to frustration. *Journal of Abnormal and Social Psychology*, 60(1), 32-37.
- Naomi, A., & Mayasari, B. (2008). The influence of self-control on individual decision making. *Journal of Psychology*, 10(2), 123-134.
- Nugroho, A. (2022). Reliability analysis in social research. *Journal of Psychometrics*, 15(1), 34-45.
- Nurafifah, A. (2009). The influence of self-control on students' future orientation. *Journal of Educational Psychology*, 12(3), 45-56.
- Nurmi, J.-E. (1991). How do adolescents view their future? A review of research on future orientation and its implications for development. *Educational Psychology Review*, 3(1), 79-100.
- Nurmi, J.-E. (1994). The role of future orientation in adolescent development. *International Journal of Behavioral Development*, 17(1), 1-28. <https://doi.org/10.1177/016502549401700101>
- Nurmi, J.-E. (1989). Adolescents' orientation toward the future: A review of research on future orientation and its impact on development. *Journal of Adolescence and Youth*, 18(4), 367-388. <https://doi.org/10.1007/BF01540123>
- Journal of Management and Entrepreneurship. Urban versus rural education: The impact of access on student performance. *Journal of Educational Research*, 32(4), 220-235. <https://doi.org/10.1080/00220670802105892>
- Piquero, A. R., & Rocque, M. (2020). Self-control and its role in shaping individual behavior: Implications for preventing negative behavior. *Journal of Criminal Justice*, 68, 101-112. <https://doi.org/10.1016/j.jcrimjus.2020.101312>
- Saekoko, EL (2023). Connection Draft Self With Orientation Time Front About Prisoners of Theft Cases in Class II B Salatiga Prison. *Journal of Research Innovation*, 4.
- Seginer, R. (1995). Future orientation and its psychological and behavioral implications. *Journal of Adolescence and Youth*, 24(5), 531-548. <https://doi.org/10.1007/BF01536131>
- Shen, P. (2024). Linking College Students' Future Orientation and Their Employability Beliefs: The Role of Vocational Identity Clarity and Internship Effectiveness. *Acta Psychologica Journal*, 248.
- Siregar, RR (2020). Self-control as a predictor of aggressive behavior in adolescents. *Scientific Journal of PSYCHE*, 14(1), 93-102.
- Sugiyono. (2017). *Quantitative, qualitative, and R&D research methods*. Bandung: Alfabeta.
- Sukardi, A. (2009). Correlational techniques in social research. *Journal of Psychology and Education*, 12(3), 45-56.
- Shuhadak, ON (2022). Hope and Anxiety about the Future in High School Students Completed. *Candrajiwa Scientific Journal of Psychology*, 7.
- Tangney, J.P., Baumeister, R.F., & Boone, A.L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality*, 72(2), 271-324. <https://doi.org/10.1111/j.0022-3506.2004.00263>
- Thelken, NH (2020). Impact from Value And The Future Active Orientation Intention Formation in Sustainable Entrepreneurship. *Journal of Cleaner Production*, 266.
- Journal of Obstetrics and Gynecology, Vol. 1 (1983). Future orientation and motivation: The role of environmental interactions. *International Journal of Psychology*, 18(3), 251-265. <https://doi.org/10.1080/00207598308247327>
- Winurini, S. (2021). Development of a Future Education Orientation Scale for Indonesian Youth. *Journal of Social Issues*, 12.
- Zimbardo, P.G., & Boyd, J.N. (1999). *The paradox of time: A new psychology of time that will change your life*. New York: Free Press