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Analysing Self-Discipline: An Overview of Self-Control, Self-Regulation and Delay of Gratification in Elementary School Students in Jombang

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Abstract

This study aims to describe the self-discipline character of elementary school students in Jombang, in terms of delay of gratification, self-control, and self-regulation. Self-discipline is an important factor that supports students' learning success, as it is directly related to student's ability to organise themselves to follow school rules and achieve academic goals. Data were collected through distributing questionnaires to elementary school students spread across several schools in Jombang. The research method used was descriptive quantitative with a survey approach. This involved designing a questionnaire that measured the three aspects of self-discipline, distributing it to a representative sample of 200 students, and then analyzing the responses using descriptive statistical techniques. The results showed that primary school students in Jombang generally have a fairly good level of self-discipline. The self-control aspect shows the highest score, followed by self-regulation, while the delay of gratification aspect tends to be lower. The findings indicate that although students can control themselves and regulate their behaviour, they still need to improve in delaying gratification to achieve greater goals. The implications of this study emphasise the importance of self-discipline development programmes in primary schools that focus on self-control and behaviour regulation and improving delay of gratification. Interventions designed with attention to all three aspects can help students develop more holistic self-discipline skills, which in turn supports their future success

Keywords: *Self-Discipline, Self-Control, Self-Regulation, Delay of Gratification, Elementary School*

Introduction

Self-discipline is one of the important aspects in developing a child's personality, especially in the context of primary school education. Self-discipline relates to a person's ability to control their behaviour, emotions and desires to achieve long-term goals and follow applicable norms. In the school environment, self-discipline becomes the foundation for

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students to form good learning habits, follow school rules, and positively interact with peers and teachers.

Seen from a psychological view, according to Drever (1986) discipline was originally synonymous with education in using the root idea of controlling behaviour, either by an external authority or by the individual himself. The discipline focuses on the issue of controlling actions, where this control can occur because there are forces, both from outside and from within the individual concerned. While from the view of Sociology, Fairshild (1977) states that self-discipline is the ability of individuals to direct their abilities in accordance with accepted needs and norms. Through education, individuals have learned to regulate their own behaviour from within as a whole rather than being controlled as a whole from outside.

Regarding self-discipline, Kohn (2008) states that 'self-discipline is not the ability to realise goals, but rather the ability to strengthen the determination to realise these goals and strive for various deemed necessary or desirable standards. Self-discipline is not the capacity to do what others tell you to do, but rather the capacity to do what you want to do. Knowing how to regulate emotions and thoughts and understanding how to plan behaviour to achieve its goals'. Gumisiriza (2012) states, 'self-discipline is the practice of training one's mind, soul and body, also to control / master feelings, thoughts, speech and actions/behaviour'. Meanwhile (Richard, 2008) states 'self-discipline implies dissatisfaction with himself in "natural" conditions and an effort to direct his impulses constructively'. Technically Pavlina (2006) states, 'there are five pillars that form self-discipline, which include recognition, willingness, hard work, perseverance, persistence'. Based on some descriptions of the definition of self-discipline above, it can be concluded that Self-discipline is a positive and constructive force that refers to self-awareness starting from the individual's ability to regulate himself, control himself, and the courage to delay satisfaction in order to achieve goals. A person with good self-discipline can direct his thoughts, regulate his emotions and plan behaviours that can support him in achieving his life goals.

According to Folkman (2009) the characteristics of people who have self-discipline: 1) Realistic people who dare to say no; learn to get something not automatically; understand that to get success, happiness and material must stimulate goals and be motivated; 2) Designing goals is to achieve goals until success, goals are designed based on decisions, goals start from the simplest, goals are listed in importance, goals are achieved consistently; 3) People who are always motivated behave positively and keep their spirits up, have a desire to be fulfilled, control their thoughts and live life positively.According to Knapczyk (2004) self-discipline can be realised through different abilities. These abilities are: 1) the ability to determine behavioural goals; 2) the ability to adjust goals and behaviour and direction of thinking; 3) the ability to evaluate and improve.

Looking at the various opinions mentioned above, in essence, self-discipline is very necessary in life. By having self-discipline, a person will more easily achieve his life goals because he will know how to manage his life pattern. By having self-discipline, a person will also have certain skills or abilities and will try to direct himself to always be better occasionally. Self-discipline will also make someone brave enough to make decisions, dare to face challenges and control their desires, and not be afraid to delay pleasure for the sake of the goals they want to achieve. So, based on these thoughts, it can be concluded that the self-discipline dimension can be measured through its indicators, which include 1) the ability to regulate oneself (self-regulation), 2) the ability to control oneself (self-control), and 3) the ability to delay gratification.

Self-regulation ability is understood as a process of thinking, acting and striving continuously to achieve goals (Zimmerman, 2000). Self-regulation skills are necessary for adolescents to improve self-discipline in organising and pursuing (A. L. Duckworth & Seligman, 2005). In addition (A. Duckworth et al., 2011) added that self-regulation skills are an integral part of self-discipline, a strategy to achieve goals. The main reason adolescents lack intellectual strategies is the lack of self-discipline (A. Duckworth et al., 2011; A. L. Duckworth

& Seligman, 2005). This shows that the ability to self-regulate is an important part of self-discipline as an intellectual strategy. The ability to self-regulate requires an individual's self-activity in setting goals, monitoring and evaluating achievements and adjusting strategies to achieve these goals (Senko & Harackiewicz. J. M, 2005). This shows that forming an attitude of self-discipline requires the active role of individuals to regulate themselves (self-regulation).

Successful self-regulation is defined as the willingness to exert effort towards one's most important goals, as well as taking lessons from failure as an opportunity to learn, identify weaknesses and overcome them, and develop new strategies to achieve these goals (Crocker et al., 2006). The ability to self-regulate is the result of a sense of personal agency, which considers itself responsible for efforts to achieve goals (Woolfolk, 2010). Thus, self-regulation skills are necessary for success, and each individual is responsible for their success.

Self-discipline is the practice of training one's mind, soul and body, also to control / master feelings, thoughts, speech and actions/behaviour (Gumisiriza, 2012). Drever (1986) states that self-discipline focuses on the issue of controlling actions, where this control can occur because there are forces, both from outside and from within the individual concerned. This shows that the ability to regulate oneself (self-regulation) is an important part of self-discipline as a self-control strategy.

The ability to control oneself (self-control) in self-discipline shows the regularity in internal obedience with an internal drive (Durkheim, 1990). The ability to control oneself is considered to be very important in human evolution; where many studies have shown that the ability to control oneself is essential for human functioning and that it leads to improved work and academic performance, more satisfying relationships, and, basically, a healthier and happier life (Gillebaart & de Ridder, 2015). This shows that forming an attitude of self-discipline requires the active role of individuals to control themselves (self-control). Self-control is often defined as the cognitive ability to control urges or stimuli to achieve long-term goals that involve self-activity to be able to prioritise long-term goals as well as short-term goals (Gillebaart & de Ridder, 2015). Self-control allows the flexibility necessary for successful goal achievement, and it greatly facilitates compliance with morals, laws, social norms, and other rules and regulations (Gailliot et al., 2007). Thus, self-control skills are necessary for success, and each individual is responsible for their success.

Self-discipline refers to the rejection of instant gratification in the direction of something better (Sasson, 2003). Duckworth et al. (2011) explained that delaying short-term satisfaction to get long-term satisfaction is the right way to build academic achievement. Efforts to stop pleasure and temporary satisfaction are for higher and better goals. People who have self-discipline are people who dare to say no, learn to get something not automatically, spur diti to achieve goals and are motivated to get material success and happiness (Folkman, 2009). This shows that delaying gratification is an important part of self-discipline as a strategy to achieve better results.

The ability to delay gratification is a person's cognitive ability to delay temporary satisfaction that leads to goal achievement and unyielding shown to predict future desired outcomes through the process of self-control and self-regulation (Matcalfe & Mischel, 1999; Mischel, Shoda, et al., 1989). The ability to delay gratification is the ability to work towards a goal and resist temptations that interfere with that goal. Delay of gratification describes the ability to divert attention from temptation, thereby delaying gratification and persisting in goal-directed behaviour. To function effectively, individuals must voluntarily temporarily delay gratification and persist in goal-directed behaviour to obtain later outcomes. (Gibson & Mitchell, 2011) This shows that forming an attitude of self-discipline requires the active role of individuals to delay gratification for the achievement of the best results.

The ability to delay gratification is used in the academic context because there is a possibility that it increases the achievement of academic goals that require a long time and effort such as doing well in exams and in completing assignments. The ability to delay gratification develops as children mature and learn to forgo less valuable short-term pleasures

to pursue valued long-term goals. This ability relies on executive function (i.e., cognitive control), the cognitive functions that underlie effective deployment of attention, self-monitoring, and planning (Schlam, 2012). Thus, delay of gratification skills are necessary for success and each individual is responsible for their success.

In Jombang district, as in many other areas, the challenge of improving the quality of education continues to be a major concern. One factor that is thought to influence students' academic achievement and character is self-discipline. However, the extent to which students in primary schools in Jombang have good self-discipline remains a question that needs to be answered through systematic research.

Preliminary observations show variations in the level of self-discipline of students in different primary schools in Jombang, which is influenced by factors such as family environment, quality of education at school, and social influence from peers. Lack of self-discipline can have a negative impact on students' learning achievement, social behaviour and overall character development. Therefore, it is important to understand the state of self-discipline among primary school students in Jombang to identify influencing factors and effective strategies to improve it. In addition, character education, which is one of the government's priority programmes, requires an in-depth understanding of the condition of self-discipline in primary schools. Character education aims to form students who are not only intellectually intelligent but also have good morals and discipline in daily life. Without self-discipline, character education programmes may not be able to achieve their goals optimally.

Research on self-control, self-regulation, and delay of gratification among elementary school students in Jombang is very important to find out the extent of their self-discipline, as well as the factors that influence it. This is important as a basis for developing more effective character education programmes, both in the school and family environment. In addition, an understanding of these three components will also help teachers and parents in providing the right support to improve students' self-discipline, so that they can achieve their best potential.

Research on self-discipline, self-control, self-regulation, and delay of gratification in students in Indonesia is still relatively new and developing. However, several relevant studies have been conducted in various regions and educational contexts in Indonesia. Research by (Simba et al., 2016) found that Self-discipline has a significant influence on student learning achievement. Students who have a high level of self-discipline tend to have better academic achievement. Meanwhile, (Prasetyo & Laili, 2023) stated that self-regulation is an important factor in the learning process of students, and can be intervened to increase their learning motivation. The results of research conducted by Ningsih (2018) are relevant in the context of education in Indonesia, showing that self-control plays an important role in shaping students' disciplinary behaviour. (Rahardi & Dartanto, 2021) concluded that students who are able to delay gratification show better academic performance. This ability correlates with students' awareness of the importance of learning and doing schoolwork on time. The results of previous research underscore the importance of educational interventions that support the development of these three aspects to improve students' academic achievement and disciplinary behaviour.

Most of the research on self-control, self-regulation, and delay of gratification is conducted in Western countries or in big cities in Indonesia, while local contexts such as in Jombang have not been explored much. Culture, family values, and social environment in Jombang may provide different dynamics in the development of self-discipline character in students. Previous research often focuses on only one aspect of self-discipline, such as self-control or delay of gratification, without linking it holistically with self-regulation. In fact, these three components are interrelated and form a unified whole in the development of student character. This study aims to fill the gap by providing a comprehensive picture of the relationship between the three components. There is limited empirical research that specifically examines self-control, self-regulation, and delay of gratification in elementary school students in Jombang. Most of the existing research focuses more on students at higher

education levels, such as junior or senior high school. It is important to fill this gap by targeting a population of primary school students who are at a critical stage of character development.

Although many studies have highlighted the importance of self-discipline, there are still few studies that offer specific and contextualised intervention strategies to improve self-control, self-regulation, and delay of gratification in primary school students. This study aims to develop practical recommendations that teachers and parents can implement in Jombang to support students' self-discipline and character development. This study seeks to fill this gap by exploring in more detail how these two environments shape students' self-discipline in Jombang. By identifying these research gaps, the planned quantitative descriptive study aims to significantly contribute to understanding and improving self-discipline among primary school students in Jombang. The study results are expected to form the basis for developing more effective and contextualised educational strategies.

Methodology

This study used a quantitative descriptive design with a survey approach. This design was chosen to describe the self-discipline character of elementary school students in Jombang, focusing on three main aspects: self-control, self-regulation, and delay of gratification. This descriptive quantitative research aims to provide a comprehensive picture of the level of self-discipline in the population under study. The population in this study were all grade 6 elementary school students in Jombang Regency. The sample was taken using random sampling technique. The total sample in this study was 200 students, consisting of 100 male students and 100 female students, with an age range between 11 to 12 years. The instrument used in this study was a questionnaire developed based on relevant theories regarding self-control, self-regulation, and delay of gratification. Data were collected through questionnaires distributed directly to students in class with guidance from the researcher and class teacher. Before filling out the questionnaire, students were explained the purpose of the study and instructions for filling out the questionnaire. The time given to fill out the questionnaire was about 30 minutes. Data collection was conducted in one month, involving several selected primary schools in Jombang. The data obtained were analysed using descriptive statistical techniques. This analysis included the calculation of mean, median, mode, and frequency distribution for each aspect of self-discipline (self-control, self-regulation, and delay of gratification). The analysis results were then presented in the form of tables, graphs, and descriptive narratives to describe the self-discipline characteristics of primary school students in Jombang as a whole and based on the variables reviewed. Before use, the questionnaire instrument was tested for validity through content validity by involving experts in education and child psychology. The reliability of the questionnaire was tested using Cronbach's Alpha test, where the expected alpha value is at least 0.70, to ensure that the instrument is reliable in measuring the intended construct. This research method was designed to ensure accurate and relevant results in describing the self-discipline character of primary school students in Jombang.

The method used in this research is a questionnaire method using a Likert scale. This measurement scale is used to categorize the variables measured so that there are no errors in data analysis and determination of the next steps (Roy, 2020). The basic principle of the Likert scale is to determine a person's position on an attitude continuum towards an attitude object, from very negative to very positive. In making this measuring instrument, a five-point scale is used, the Likert scale, which has five alternative answers: Very Suitable, Suitable, Undecided, Not Suitable, and Very Not Suitable.

The data analysis technique used in this research is descriptive analysis. Descriptive analysis is an analysis used to analyze data by describing or illustrating the data that has been collected as it is without intending to draw conclusions that apply to the public or generalizations (Blaikie, 2003). To analyze the results of the student self-discipline questionnaire produced, the researcher converts the data into percentage form using the

percentage formula. Students' self-discipline levels can be categorised based on the resulting percentage. The categorization is as follows.

Table 1. Categorization of students' self-discipline levels

No	Category	Percentage of score obtained	Score of Self-Discipline	Score of Self-Control	Score of Self-Regulation	Score of Self-Delay Gratification
1	Very good	85%-100%	102-120	39-45	43-50	22-25
2	Good	69%-84%	83-101	32-38	35-42	18-21
3	Fair	53%-68%	64-82	24-31	27-34	14-17
4	Deficient	37%-52%	44-63	17-23	19-26	10-13
5	Very Poor	21%-36%	24-43	10-16	11-18	5-12

Result and Discussion

This study aims to describe the self-discipline of elementary school students in Jombang regarding delay in gratification, self-control, and self-regulation. This study involved 200 grade VI elementary school students in Jombang, spread across several schools. The sample consisted of 100 female students and 100 male students. The following are the descriptive statistical results generated from the acquisition of data.

Table 2 Descriptive statistical results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Variance
SELF_DISCIPLINE	200	70	120	100.29	116.752
SELF_REGULATION	200	14	50	31.92	144.782
SELF_CONTROL	200	19	45	37.04	22.466
DELAY_OF_GRATIFICATION	200	14	25	21.14	7.153
Valid N (listwise)	200				

Based on Table 2, it can be seen that the self-discipline scores varied between 70 and 120, with an average (mean) of 100.29. The variance of 116.752 indicates how dispersed individual scores are from the mean, indicating moderate variation in self-discipline outcomes among students. Self-regulation scores ranged from 14 to 50, with a mean of 31.92. The higher variance (144.782) indicates more variation in self-regulation ability among students than other variables. Self-control scores ranged from 19 to 45, with a mean of 37.04. The variance of 22.466 indicates that the variation in self-control among students is quite low, suggesting that most students have consistent self-control ability. The delayed gratification scores ranged from 14 to 25, with a mean of 21.14. The relatively small variance (7.153) indicates that students have a more homogeneous level of delayed gratification. From the three aspects of self-discipline, it can be seen that self-regulation has a wider distribution of values compared to self-control and delayed gratification, which have a narrower distribution. The greatest variability was found in self-regulation, indicating a significant difference in students' ability to regulate their emotions and behaviour. Self-control and delay of gratification tended to be more stable across respondents, indicating a more consistent ability among students. To find out the categories of students on students' self-discipline, especially in the three aspects, can be seen in the table 3.

A total of 8 students, or 4.0% of the total respondents, were in the 'Fair' category, indicating that their self-discipline is quite good but not optimal. The majority of respondents, 105 students or 52.5%, were in the 'Good' category, indicating that more than half of the students had good self-discipline. A total of 87 students or 43.5% of the respondents showed excellent self-discipline. Overall, more than 95% of students demonstrated good or excellent self-discipline.

Table 3 Self Discipline Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
SELF_DISCIPLINE					
Valid	Fair	8	4.0	4.0	4.0
	Good	105	52.5	52.5	56.5
	Very Good	87	43.5	43.5	100.0
	Total	200	100.0	100.0	

Table 4 Self-Regulation Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
SELF_REGULATION					
Valid	Fair	13	6.5	6.5	6.5
	Good	89	44.5	44.5	51.0
	Very Good	98	49.0	49.0	100.0
	Total	200	100.0	100.0	

A total of 13 students, or 6.5% of the total respondents, were in the 'Fair' category, which indicates that they have fairly good self-regulation but may still have difficulty in some aspects of regulating emotions and behaviour. 89 students, or 44.5% of the respondents, were in the 'Good' category, indicating that almost half of the students have good self-regulation skills. They can regulate their emotions and behaviour quite well in demanding situations. 98 students, or 49.0% of the respondents, were in the 'Very Good' category, indicating that almost half of the students have excellent self-regulation. They can manage their emotions, urges, and behaviours very effectively.

Table 5 Self Control Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
SELF_CONTROL					
Valid	Deficient	2	1.0	1.0	1.0
	Fair	22	11.0	11.0	12.0
	Good	103	51.5	51.5	63.5
	Very Good	73	36.5	36.5	100.0
	Total	200	100.0	100.0	

A total of 2 students, or 1.0% of the total respondents, were in the 'Deficient' category, which indicates deficient self-control. They may have difficulty in controlling their urges or emotions. 22 students, or 11.0% of the respondents, were in the 'Fair' category. They have sufficient self-control, but there is room for improvement in situations that demand stronger self-control. The majority of students, 103 or 51.5%, were in the 'Good' category, indicating that more than half of the students had good self-control and could manage their impulses quite effectively. A total of 73 students, or 36.5% of the respondents, showed excellent self-control, which means they are very capable of controlling their urges and emotions and making more mature decisions in situations requiring self-control. This is reflected in their ability to resist the urge to act impulsively and complete tasks without distraction.

16 students, or 8.0% of the total respondents, can delay satisfaction, which is quite good. They tend to be able to delay gratification, but not yet consistently or optimally. Most respondents, namely 90 students or 45.0%, were in the 'Good' category, indicating that most students can delay gratification fairly well in situations that demand it. A total of 94 students, or 47.0% of the respondents, showed excellent delayed gratification ability, which means they could delay gratification with consistent and optimal gratification.

Table 6 Delay of Gratification Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
		DELAY_OF_GRATIFICATION			
Valid	Fair	16	8.0	8.0	8.0
	Good	90	45.0	45.0	53.0
	Very Good	94	47.0	47.0	100.0
	Total	200	100.0	100.0	

The results of this study show that most primary school students in Jombang have good self-discipline, especially in terms of delay of gratification and self-regulation. This is in accordance with Jean Piaget's theory of Cognitive Development, which states that 12-year-olds are in the formal operational stage, where they begin to be able to think abstractly and logically. Children begin to understand better the long-term consequences of their actions at this age, which is the basis for self-discipline. Piaget believed that developing this thinking ability can help children control impulses and make wiser decisions. In his Moral Development theory, Lawrence Kohlberg states that children around 12 years old are at the conventional stage, where they begin to understand social rules and norms. They begin to obey rules not just out of fear of punishment, but because they realise the importance of rules to maintain order. This reflects an increased ability in self-regulation and self-discipline.

Judging from the aspect of self-regulation, which is, on average, good, it shows that grade VI elementary school students have good self-regulation skills. They can regulate their emotions and behaviour quite well in demanding situations. Weisz and his colleagues, in various studies, have shown that children, including elementary school-age students, can develop good self-regulation skills through various forms of intervention and training. Johnson points out that children, including those of primary school age, often have the ability to regulate their emotions and behaviour well, especially when they get support from positive social and educational environments.

Self-regulation influences children's ability to regulate their emotions and behaviour (Blair & Ursache, 2022). Zelazo & Müller (2002) state children in this age group can regulate their emotions and behaviour effectively, thanks to the development of their executive functions. While Thompson (1994) states various aspects of emotion regulation and how children, including those around 12, can develop the ability to regulate their emotions well. Children who receive appropriate support can manage their emotions and behaviour effectively (Rothbart & Bates, 2006). Good self-regulation is seen as very important in supporting student success at school. Students who can regulate their emotions well tend to be more successful in completing academic challenges and maintaining positive social relationships.

In the aspect of students' self-control, it shows that at primary school, students have good self-control and can manage their impulses quite effectively). These results support the claim that most 12-year-old students have good self-control (A. L. Duckworth & Seligman, 2005). Mischel et al. (1989) showed that children who can delay gratification at an early age, including age 12, tend to have good self-control competence in adolescence. Other research shows that many 12-year-olds, after receiving appropriate training and support, can better manage their urges and emotions (Klingberg, 2010).

In delaying gratification, elementary school students in Jombang have very good results. Metcalfe & Mischel (1999) showed that the ability to delay gratification could be developed and improved in children, including those around 12 years old. Mischel found that children who delay gratification at an early age show better academic and social results in the future. Lack of ability to delay gratification can affect long-term academic performance, as students who are less able to delay pleasure tend to be less diligent in completing tasks. 12-year-olds who can delay gratification tend to perform better in Angela Duckworth's various

domains. Other research shows that many 12-year-olds can develop effective strategies for delaying gratification in demanding situations (Mischel, Shonda, et al., 1989).

This high level of self-discipline is likely influenced by a supportive school environment and the active role of teachers and parents in teaching the importance of discipline from an early age. In addition, factors such as family support, habits at home, and the teacher's approach to managing the classroom may be key elements that support students' self-discipline development. Mischel, Shonda, et al. (1989) showed that the ability to delay gratification, which is an important component of self-discipline, is influenced by individual and environmental factors, including support from parents and peer influence. (A. L. Duckworth & Seligman, 2005) pointed out the importance of self-discipline as a predictor of academic success and discussed factors such as school environment and teacher support that influence students' self-discipline. various aspects of self-regulation, including self-discipline, as well as cognitive, social, and environmental factors that influence individuals' ability to self-regulate (Tangney et al., 2018). parenting and family support influence the development of self-discipline in children and adolescents. Zimmerman (2000) elaborates that social and environmental factors influence students' self-control and self-regulation abilities, including the role of motivation, learning strategies, and support from teachers and parents. parenting styles greatly influence children's self-regulation and self-discipline abilities at school (Eisenberg & Spinrad, 2004)

These three aspects are interrelated and support each other in forming self-discipline. Self-control helps students to delay instant gratification or entertainment, as they can resist the urge to do activities that do not support long-term goals. In this case, self-control supports students' ability to delay gratification. Self-regulation provides the framework for self-control because, through self-regulation, students can identify goals, plan actions, and use self-control to stay on track. Students who have good self-regulation find it easier to practice self-control. Delaying gratification also requires good self-regulation, where students can monitor and evaluate their behaviour and delay instant gratification to achieve better results in the future.

The findings of this study provide a deeper understanding of how self-control, self-regulation and delayed gratification play a role in student self-discipline. The implications of these findings include the importance of character education, early intervention, support from family, and a supportive learning environment. The development of self-discipline not only impacts students' academic performance but also affects their success in life in the long term.

Conclusion

This study analyses primary school students' self-discipline by focusing on three main aspects: self-control, self-regulation and delay of gratification. The results show that most primary school-aged students in Jombang can manage their emotions, urges and behaviour in demanding situations. More than half of the students could control themselves quite effectively, showed strong self-regulation, and could delay gratification well. Most students demonstrated good self-control, with the ability to resist negative urges and manage their impulses effectively. Most students can regulate their emotions and behaviour well in various academic and social situations. Students demonstrate a fairly strong ability to delay gratification, placing long-term needs above immediate impulses.

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