

Self-Management and Learning Discipline: A Correlational Study of Vocational High School Students

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Abstract

Self-management and learning discipline are critical competencies that influence academic success, particularly in vocational education where practical and theoretical learning demands high student autonomy. This study investigates the relationship between self-management and learning discipline among vocational high school students. A quantitative correlational design was employed, with data collected from 48 tenth-grade students using validated Likert-scale questionnaires. Descriptive statistical analysis indicated that students exhibited moderate to high levels of both self-management and learning discipline. Pearson product-moment correlation analysis revealed a statistically significant positive relationship between the two variables ($r = 0.66$, $p < .001$), indicating that students with stronger self-management skills tend to demonstrate higher learning discipline. These findings underscore the importance of integrating self-management development into vocational curricula to foster disciplined learning behaviors. Educators and school administrators are encouraged to implement structured interventions that enhance students' time management, goal setting, and self-regulation. This study provides empirical evidence supporting the role of self-management as a foundational driver of academic discipline in vocational education contexts.

Keywords: Self-Management; Learning Discipline; Vocational High School Students; Correlational Study

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INTRODUCTION

Learning discipline has long been recognized as a fundamental pillar of educational success, particularly in secondary education where students are expected to develop greater autonomy and responsibility for their learning processes. Learning discipline refers to students' consistent adherence to academic rules, effective use of learning time, persistence in completing tasks, and sustained engagement in learning activities (Tu'u, 2004; Slameto, 2015). In contemporary educational settings, learning discipline is no longer understood merely as obedience to external regulations, but rather as a manifestation of students' internal capacity to regulate their behavior in accordance with academic goals and values (B. J. Zimmerman, 2000, 2021; M. A. Zimmerman, 1995).

In vocational high schools, the issue of learning discipline becomes increasingly complex and critical. Vocational students are required not only to master theoretical knowledge but also to engage in practical training, project-based learning, and skill development that demand high levels of self-direction, time management, and personal responsibility. Several studies in vocational education have reported persistent challenges related to low learning discipline, such as procrastination, irregular attendance, incomplete assignments, and weak commitment to learning tasks (Salsabila Syifa Ruswandi & Lilim Halimah, 2024; Sukmadinata, 2019; Yusuf, 2012). These challenges indicate that disciplinary problems in vocational schools cannot be adequately addressed through punitive or rule-based approaches alone, but require a deeper understanding of internal psychological factors that shape students' learning behavior.

One of the most widely discussed internal factors associated with learning discipline is self-management. Self-management refers to an individual's ability to plan, organize, control, and evaluate personal behavior in order to achieve desired goals (Bandura, 1977, 2010; B. J. Zimmerman, 2021). Within educational contexts, self-management encompasses a range of competencies, including goal setting, time management, emotional regulation, impulse control, and responsibility for learning outcomes (Goleman, 2004; Schunk & Greene, 2017). Students who possess strong self-management skills are generally more capable of maintaining disciplined learning behaviors, as they can regulate distractions, persist through difficulties, and align their actions with academic expectations.

The theoretical foundation linking self-management and learning discipline is strongly rooted in self-regulation theory. According to Zimmerman, self-regulated learners actively engage in a cyclical process involving forethought (planning and goal setting), performance (self-control and monitoring), and self-reflection (evaluation and adjustment). This process enables learners to take ownership of their learning behavior rather than relying solely on external control (B. J. Zimmerman, 2000). Empirical studies have consistently demonstrated that self-regulation and self-management are significant predictors of disciplined learning behavior, academic engagement, and achievement across educational levels (Arnold, 2011; Duckworth & Seligman, 2006; Hattie, 2019; Pintrich, 2004).

Research evidence further suggests that self-management may play a more decisive role in academic success than cognitive ability alone. Duckworth and Seligman (2005), in their seminal study, found that self-discipline predicted academic performance more robustly than intelligence quotient (IQ). Similarly, Tangney reported that individuals with higher self-control exhibited better academic

adjustment, greater persistence, and more adaptive behavior (Tangney, J.P., Baumeister, R.F., Boone, 2004). These findings underscore the importance of examining self-management as a key psychological resource underlying learning discipline, particularly in educational contexts that require sustained effort and responsibility, such as vocational education .

In the Indonesian context, studies on learning discipline have often focused on external factors, such as school rules, teacher supervision, and classroom management (Gustiana et al., 2019; Rini et al., 2023; Sari & Netrawati, 2025; Slameto, 2010; Tu'u, 2014) While these factors are undeniably important, an overemphasis on external control risks neglecting students' internal capacity for self-regulation (Hutasoit & Slameto, 2024; Kartianti & Asgar, 2021). Recent developments in Indonesian guidance and counseling scholarship have begun to emphasize the role of internal psychological skills, including self-management, as foundational to students' academic and personal development (Muliati, 2025; Prayitno dan Erman Amti, 2019; Yusuf, 2012) However, empirical studies that explicitly examine the relationship between self-management and learning discipline, particularly among vocational high school students, remain relatively limited.

From the perspective of guidance and counseling, self-management is not merely an individual trait but a developable skill that can be fostered through intentional educational and counseling interventions (Ellis et al., 2024; Gabriel Amponsah Adu & Srivastava, 2024). Contemporary counseling approaches emphasize empowering students to become active agents in managing their learning behavior, rather than positioning them as passive recipients of rules and sanctions (Corey, 2017; Gladding, 1994). In this sense, self-management serves as a bridge between personal development and academic discipline, enabling students to internalize learning norms and apply them autonomously.

Beyond mainstream psychological and counseling frameworks, there is a growing recognition of the need to integrate value-based and culturally grounded perspectives into the study of students' learning behavior. Humanistic psychology, as articulated by Rogers and Maslow, emphasizes personal meaning, self-direction, and responsible freedom as core aspects of human development (Maslow, 1943; Rogers, 1961; Rogers & Ransom, 1961). From a humanistic standpoint, disciplined learning behavior emerges naturally when individuals perceive learning as meaningful and aligned with their personal goals and values. This perspective challenges purely behavioristic notions of discipline and highlights the importance of internal motivation and self-awareness (Hizba Aulia et al., 2025; Lumbantoruan & Naibaho, 2025; Yuliasari, 2020) .

Building upon humanistic foundations, Masrukhin's Prophetic-Humanistic theory offers an integrative framework that situates self-management within a broader ethical, spiritual, and humanistic context (Masrukhin, 2024, 2025). In this framework, self-management is understood not only as a technical skill for regulating behavior, but as an integrative capacity that harmonizes cognitive control, emotional awareness, moral responsibility, and spiritual values. Learning discipline, therefore, is conceptualized as a reflection of internalized values and purposeful self-direction, rather than mere compliance with external authority.

The Prophetic-Humanistic perspective is particularly relevant in Indonesian educational settings, where education is expected to foster not only academic competence but also character, morality, and social responsibility. By integrating

prophetic values with humanistic principles, this approach emphasizes the cultivation of disciplined behavior grounded in ethical consciousness and personal accountability. In vocational education, where students are prepared for real-world professional roles, such value-based self-management is essential for developing disciplined, responsible, and trustworthy individuals.

Despite the theoretical richness of these perspectives, empirical research that integrates self-management, learning discipline, and value-based frameworks remains scarce. Many studies continue to treat self-management as a purely cognitive or behavioral construct, without considering its moral and spiritual dimensions. Moreover, vocational high school students are often underrepresented in educational psychology research, even though they face unique learning challenges that require strong self-management and discipline. This gap highlights the need for empirical studies that not only examine the relationship between self-management and learning discipline but also situate this relationship within integrative theoretical frameworks.

The present study seeks to address these gaps by examining the relationship between self-management and learning discipline among vocational high school students using a correlational approach. By focusing on vocational students, this study contributes to a more nuanced understanding of disciplined learning behavior in applied educational contexts. Furthermore, by interpreting the findings through the lens of self-regulation theory, humanistic psychology, and the Prophetic-Humanistic framework, this study offers an integrative perspective that bridges psychological theory, counseling practice, and value-based education.

In addition to its theoretical contribution, this study holds practical significance for guidance and counseling practice in vocational schools. Understanding the relationship between self-management and learning discipline can inform the design of counseling programs aimed at strengthening students' internal regulatory capacities. Rather than relying solely on external disciplinary measures, counselors and educators can develop interventions that enhance students' ability to plan, regulate, and evaluate their learning behavior in ways that are meaningful, ethical, and sustainable.

Therefore, the main objective of this study is to examine the relationship between self-management and learning discipline among vocational high school students. By empirically testing this relationship, the study aims to contribute to the growing body of literature on educational psychology and guidance and counseling, while also providing evidence-based insights that support the development of holistic, value-oriented approaches to fostering disciplined learning behavior in vocational education settings.

METHOD

This study employed a quantitative approach with a correlational research design to examine the relationship between self-management and learning discipline among vocational high school students. The research procedures included determining the research design, selecting participants, administering research instruments, and conducting statistical data analysis. Data were collected using structured questionnaires and analyzed using statistical software to ensure accuracy and reliability of the findings.

The study was conducted in a vocational high school setting. Prior to data analysis, the dataset was screened and cleaned to ensure completeness and consistency. Descriptive statistics and inferential analyses were then performed to address the research objective. The entire analytical process adhered to ethical standards in educational research, with respondents' identities kept confidential and data used solely for academic purposes.

Design

This research used a correlational design, aiming to identify the degree and direction of the relationship between self-management and learning discipline. The correlational approach was selected because it allows researchers to examine naturally occurring associations between variables without manipulating them, which is appropriate for educational and counseling research contexts.

Participants

The participants of this study were 48 tenth-grade students enrolled at SMK Ma'arif NU Mayangan Gumukmas Jember. Participants were selected using purposive sampling, based on their participation in a preliminary need assessment related to self-management and learning discipline. The students represented vocational education learners who experience both academic and practical learning demands (Choi & Park, 2024; Meiga Latifah Putri & Herdi, 2021).

Instruments

Two separate questionnaires were used to measure the research variables. Self-management was measured using a 20-item Likert-scale questionnaire covering four aspects: self-planning, self-control, time management, and learning responsibility. Learning discipline was measured using a 20-item Likert-scale questionnaire assessing time discipline, rule compliance, task discipline, and learning consistency. All items were rated on a four-point Likert scale ranging from strongly disagree to strongly agree. Favorable and unfavorable items were included, with reverse scoring applied to unfavorable items. Total scores for each variable ranged from 20 to 80, with higher scores indicating higher levels of self-management or learning discipline.

Data Analysis

Data analysis was conducted using SPSS version 26.0. The analysis procedure consisted of four stages. First, descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed to describe the general characteristics of the data. Second, normality testing was performed using the Shapiro–Wilk test to determine the appropriate correlational analysis. Third, Pearson product–moment correlation was applied to examine the relationship between self-management and learning discipline, as the data met normality assumptions. The significance level was set at $\alpha = 0.05$.

RESULT AND DISCUSSION

Descriptive Statistics of Research Variables

Descriptive analysis was conducted to examine the general tendencies of self-

management and learning discipline among vocational high school students. As presented in Table 1, the mean score of self-management was 62.96 ($SD = 4.46$), while the mean score of learning discipline was 64.92 ($SD = 4.54$). Both variables fell within the moderate to high category range, indicating that most students demonstrated relatively adequate self-regulatory capacities and disciplined learning behaviors.

Table 1. Descriptive Statistics of Research Variables

	N	Minimum	Maximum	Mean	Std. Deviation
<i>Self-Management</i>	48	52	70	62.96	4.46
<i>Learning Discipline</i>	48	54	72	64.92	4.54

The descriptive findings suggest that vocational students generally possess sufficient self-management skills, which are reflected in their learning discipline. This pattern aligns with self-regulation theory, which posits that learners who are capable of planning, monitoring, and controlling their behavior tend to show greater consistency in academic engagement (Schunk & Zimmerman, 2012; B. J. Zimmerman, 2000; B. J. Zimmerman et al., 2015) In vocational contexts, where students must manage practical tasks alongside academic demands, such internal regulation becomes especially salient.

Distribution of Category Levels

The distribution of score categories showed that 81.2% of students were classified in the high self-management category, while 18.8% were in the moderate category. Similarly, 87.5% of students demonstrated high learning discipline, and 12.5% were categorized as moderate. No students fell into the low category for either variable.

Table 2. Distribution of Self-Management Categories

Category	Score Range	Frequency	Percentage
Moderate	40–59	9	18.8%
High	60–80	39	81.2%
Total		48	100%

Table 3. Distribution of Learning Discipline Categories

Category	Score Range	Frequency	Percentage
Moderate	40–59	6	12.5%
High	60–80	42	87.5%
Total		48	100%

The dominance of high-category scores indicates that most students had already developed relatively strong self-management and disciplined learning behaviors. From a guidance and counseling perspective, this finding suggests that interventions in vocational schools should not merely focus on remediation but also on strengthening and sustaining existing self-regulatory capacities (Corey, 2017; Yusuf & Nurihsan, 2014). This pattern also supports the humanistic view that individuals possess inherent potential for growth when provided with supportive educational environments (Maslow, 1943; Roger, 1961).

Normality Test

Prior to correlation analysis, the normality of the data distribution was examined using the Shapiro–Wilk test. As shown in Table 4, both self-management ($p = 0.312$) and

learning discipline ($p = 0.241$) met the assumption of normal distribution ($p > 0.05$).

Table 4. Shapiro–Wilk Normality Test

	Statistic	df	Sig.
<i>Self-Management</i>	0.973	48	0.312
<i>Learning Discipline</i>	0.969	48	0.241

Meeting the normality assumption justified the use of Pearson product–moment correlation for hypothesis testing. This procedural rigor strengthens the validity of the statistical inference and aligns with best practices in quantitative educational research (Andy Field, 2009; Field, 2013).

Correlation between Self-Management and Learning Discipline

Pearson correlation analysis revealed a significant positive relationship between self-management and learning discipline ($r = 0.66$, $p < 0.001$), as presented in Table 5 and figure 1.

Table 5. Pearson Correlation between Self-Management and Learning Discipline

	r	Sig. (2-tailed)	N
<i>Self-Management ↔ Learning Discipline</i>	0.66	0.000	48

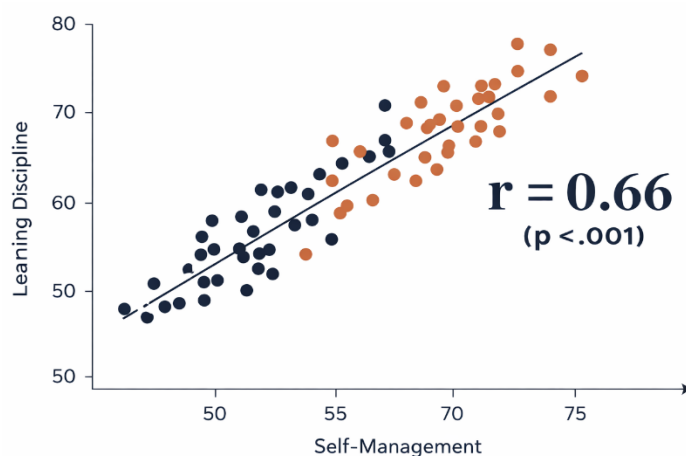


Figure 1. Scatter plot of self-management and learning discipline scores among vocational high school students ($n = 48$)

The present study investigated the relationship between self-management and learning discipline among vocational high school students. The findings revealed a strong and statistically significant positive correlation between the two variables ($r = 0.66$, $p < .001$). This result indicates that students who demonstrate higher levels of self-management tend to exhibit better learning discipline. Such a finding is theoretically meaningful and empirically relevant, particularly within vocational education contexts where students are required to balance academic learning with practical and skill-oriented tasks.

From a theoretical standpoint, the results strongly support the core assumptions of self-regulation theory, which emphasizes learners' active role in managing cognitive, motivational, and behavioral processes to achieve academic goals (Pintrich, 2004; B. J. Zimmerman, 2000). Self-management, as operationalized in this study, includes planning learning activities, controlling impulses, managing time effectively, and assuming responsibility for academic tasks. These components are widely recognized as fundamental elements of disciplined learning behavior (Duckworth et al., 2019; Schunk & Zimmerman, 2012). Therefore, the positive association found in this study reinforces the view that learning discipline is not merely a consequence of external control or institutional rules, but rather an outcome of internal self-regulatory capacity.

The descriptive findings further indicate that most students in this study were classified in the moderate to high categories for both self-management and learning discipline. This pattern suggests that vocational high school students possess a relatively adequate foundation of self-regulatory skills. However, the presence of moderate-level students also highlights the variability of self-management competencies within the same educational setting. This variability is important from an educational psychology perspective, as it underscores the need for differentiated guidance and counseling interventions that address individual differences in students' self-management capacities (Corey, 2017; Gladding, 1994).

Empirically, the results of this study are consistent with a substantial body of international research demonstrating the close relationship between self-management, self-control, and disciplined academic behavior. Duckworth and Seligman (2005) found that self-discipline was a stronger predictor of academic success than intelligence quotient (IQ). Similarly, Tangney et al. reported that individuals with higher self-control exhibited better academic performance and adaptive behaviors (Tangney, 2017). More recent studies have confirmed that time management and self-regulation skills significantly predict students' engagement, persistence, and learning discipline across educational levels (Broadbent & Poon, 2015; De La Fuente, 2023).

Within the context of vocational education, the importance of self-management becomes even more pronounced. Vocational high school students are often required to engage in autonomous learning, project-based tasks, and practical training that demand high levels of personal responsibility and time management. When self-management skills are insufficient, students may struggle with procrastination, inconsistent attendance, and low adherence to learning rules, which ultimately undermine learning discipline (Nurfirdaus & Risnawati, 2019; Putrawijaya, 2019; Sukmadinata, 2019; Yusuf & Nurihsan, 2014). The findings of the present study empirically substantiate these concerns by demonstrating that stronger self-management is associated with higher learning discipline among vocational students.

From the perspective of guidance and counseling, the findings have important implications. Traditional disciplinary approaches in schools often rely on external regulation, such as punishment or rigid enforcement of rules. While such approaches may temporarily control behavior, they do not necessarily foster internal discipline or long-term self-regulatory competence (Gladding, 1994). In contrast, self-management-oriented counseling emphasizes empowering students to understand, regulate, and take responsibility for their own learning behavior. The strong correlation found in this study supports the argument that enhancing self-

management should be a central focus of counseling programs aimed at improving learning discipline.

Furthermore, the findings resonate strongly with humanistic psychology, particularly the ideas of Rogers (1961) and Maslow (1970), who emphasized personal responsibility, self-direction, and self-actualization as core elements of human development. From a humanistic perspective, disciplined learning is not imposed externally but emerges naturally when individuals perceive meaning, autonomy, and personal relevance in their learning activities. The positive relationship between self-management and learning discipline observed in this study suggests that when students are capable of managing themselves, disciplined behavior becomes an expression of internal motivation rather than compliance with external demands.

Beyond mainstream psychological theories, this study gains additional conceptual depth through the integration of the Prophetic-Humanistic framework proposed by Masrukhin. In this perspective, self-management is understood not merely as a technical skill but as an integrative capacity that encompasses ethical awareness, spiritual values, and human dignity (Masrukhin, 2024, 2025). Learning discipline, therefore, is interpreted as a manifestation of internalized values and moral responsibility, rather than solely behavioral conformity.

The present findings align with the Prophetic-Humanistic view that disciplined behavior is rooted in the alignment between cognition, emotion, and values. When students manage themselves effectively, they are not only regulating their time and behavior but also exercising ethical self-control and purposeful action. This integrative understanding represents a meaningful contribution to the literature, particularly in educational contexts that seek to balance technical competence with character and value development. In vocational education, where students are prepared for real-world professional roles, such value-based self-management is especially relevant.

Another important aspect of the findings relates to the cultural and educational context of Indonesia. Much of the existing literature on self-management and learning discipline originates from Western contexts, which may emphasize individual autonomy without sufficient attention to communal and moral dimensions. The present study, conducted in an Indonesian vocational school, provides empirical evidence that self-management remains a critical determinant of learning discipline even within collectivist and value-oriented educational settings. This finding supports the relevance of integrating global psychological theories with local and indigenous frameworks, such as the Prophetic-Humanistic approach, in understanding students' learning behavior.

In terms of novelty, this study contributes to the literature in several ways. First, it provides empirical evidence of the relationship between self-management and learning discipline specifically among vocational high school students, a population that remains underrepresented in educational psychology research. Second, it operationalizes self-management as a multidimensional construct encompassing planning, control, time management, and responsibility, thereby offering a more comprehensive understanding of its role in disciplined learning. Third, and most importantly, it interprets the findings through an integrative theoretical lens that combines self-regulation theory, humanistic psychology, and Prophetic-Humanistic values.

Despite its contributions, this study also has limitations that should be acknowledged. The correlational design does not allow for causal inference, meaning that the direction of the relationship between self-management and learning discipline cannot be definitively established. Additionally, the use of self-report questionnaires may introduce response bias, as students may provide socially desirable answers. Future research is encouraged to employ experimental or longitudinal designs, as well as mixed-method approaches, to further explore how self-management develops over time and how it can be effectively enhanced through counseling interventions.

Nevertheless, the strong correlation identified in this study provides a solid empirical foundation for future intervention-based research. Guidance and counseling practitioners can use these findings to design programs that explicitly target self-management skills as a means of improving learning discipline. Such programs may include training in goal setting, time management, emotional regulation, and reflective practices grounded in ethical and spiritual values. In this way, self-management becomes not only a psychological skill but also a character-building process aligned with holistic educational goals.

In conclusion, the discussion of the present findings underscores the central role of self-management in fostering disciplined learning behavior among vocational high school students. By integrating empirical evidence with established theories and the Prophetic-Humanistic framework, this study highlights the importance of internal self-regulatory capacities as foundations of meaningful and sustainable learning discipline. These insights offer both theoretical enrichment and practical guidance for educators, counselors, and policymakers concerned with improving the quality of vocational education.

CONCLUSION

This study concludes that self-management is significantly and positively related to learning discipline among vocational high school students. Students who demonstrate stronger self-management skills—such as effective planning, self-control, time management, and learning responsibility—tend to exhibit higher levels of disciplined learning behavior. These findings reinforce the view that learning discipline is not merely a product of external regulation or school rules, but rather an outcome of internal self-regulatory capacity that enables students to manage their learning processes more consistently and responsibly. The findings imply that guidance and counseling programs in vocational schools should prioritize the development of students' self-management skills as a strategic approach to strengthening learning discipline. Interventions that integrate cognitive, behavioral, and value-based dimensions—such as those informed by the Prophetic-Humanistic perspective—may offer a more holistic pathway for fostering disciplined learning. Future research is recommended to employ experimental or longitudinal designs to further examine causal relationships and to explore the effectiveness of self-management-based counseling interventions in diverse educational contexts.

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