

Self-Control and Religiosity of Students on Deviant Online Behavior in the Perspective of Islamic Education

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ABSTRACT

The development of digital technology provides students with ease in accessing information and interacting through social media. However, technology use that is not accompanied by self-control and the internalization of religious values may lead to deviant online behavior. This study aims to analyze the relationship between self-control and religiosity and deviant online behavior among students from the perspective of Islamic education. This research employed a quantitative approach with a correlational design. The participants were 53 students of SMAN 1 Tewah selected using purposive sampling based on the criteria of actively using social media, being 16-17 years old, and being willing to participate. Data were collected using a closed-ended Likert-scale questionnaire distributed through Google Forms. The instrument was examined through validity testing and Cronbach's Alpha reliability testing, while the data were analyzed using the Kolmogorov-Smirnov normality test and Spearman's rho correlation test because not all variables were normally distributed. The validity test showed that 13 of 15 items were valid, while the reliability test showed Cronbach's Alpha values of 0.657 for self-control, 0.685 for religiosity, and 0.780 for deviant online behavior. The correlation test showed a significant relationship among self-control, religiosity, and deviant online behavior (Sig. 0.000 < 0.05). The correlation coefficients indicated strong relationships between self-control and religiosity ($r = 0.603$), self-control and deviant online behavior ($r = 0.648$), and religiosity and deviant online behavior ($r = 0.714$). These findings indicate that self-control and religiosity are internal factors related to students' behavior in digital spaces. Therefore, strengthening religious values and developing self-control through Islamic Religious Education should be emphasized to foster wiser and more responsible digital behavior.

Keywords : Self-Control, Religiosity, Deviant online behavior, Islamic Education

INTRODUCTION

The development of digital technology has brought significant changes to the behavior patterns of teenagers, especially in online activities. The ease of internet access allows students to obtain information and interact without limits, but on the other hand, it also increases the risk of deviant online behaviors, such as cyberbullying, the spread of negative content, and violations of digital ethics (Putrianti et al., 2026). This phenomenon shows that the behavior of teenagers in the digital space is not only influenced by external factors but is also greatly determined by internal factors, especially self-control and religiosity.

Self-control is the individual's ability to regulate, direct, and control impulses and behaviors to remain in accordance with prevailing norms (Sahiru et al., 2023). Adolescents with low levels of self-control tend to be more easily influenced by negative stimuli in the digital environment, making them at higher risk of engaging in deviant online behavior (Dewi, 2024; Nazariskina Nazariskina & Sri Nurhayati Selian, 2025). Aldawiyah & Damayanti's (2023) research shows that low self-control correlates with an increased tendency to use the internet excessively, which impacts the quality of social and academic interactions. Therefore, self-control becomes one of the key factors in shaping adaptive behavior in adolescents in the digital era.

Besides self-control, religiosity also plays an important role as a value system that guides individual behavior. Religiosity is not only related to aspects of religious rituals but also includes the internalization of moral and spiritual values that can serve as a foundation in decision-making (Adzhar & Siswahyuningsih, 2025; Rozi, 2025). A study by Aulia (2022) found a positive relationship between religiosity and self-control in social media usage. Individuals with a high level of religiosity tend to be better at distinguishing between behaviors that align with moral values and those that do not, making them more cautious in their activities in the digital space. In line with this, Afif (2024) emphasizes that Islamic religious education plays a strategic role in shaping the character and morals of students by instilling Islamic values in their daily lives.

Several studies also show a correlation between self-control and religiosity in influencing individual behavior. Aqmar (2025) found that both variables simultaneously influence students' academic engagement. This indicates that self-control and religiosity do not only operate separately but also complement each other in shaping individual behavior. These findings are in line with Rahayu's (2026) research, which shows a significant negative relationship between self-control and juvenile delinquency, where lower self-control is associated with a higher tendency for deviant behavior. Additionally, the research by Putri & Roswiyani (2025) also found that weak self-control is related to an increase in delinquent behavior among adolescents. Furthermore, the research by Nafisa & Savira (2021) shows that religiosity has a significant relationship with juvenile delinquency, which emphasizes the role of religious values in controlling individual behavior. These findings are reinforced by Firmansyah et al. (2022), who state that religiosity contributes to reducing the level of juvenile delinquency through the formation of internal control and individual moral awareness. Thus, these two variables have a mutually reinforcing relationship in shaping more adaptive behavior. In the context of secondary education, the integration of these two aspects becomes increasingly important considering that adolescents are in a phase of identity search that is vulnerable to the negative influences of the digital environment.

Nevertheless, empirical studies that specifically examine the simultaneous relationship between self-control and religiosity on deviant online behavior among high school students are still limited. Most previous studies tend to examine these variables partially or focus on the student population. Moreover, studies that integrate the perspective of Islamic education in understanding deviant online behavior have also not been extensively conducted, especially in local contexts such as students at SMAN 1 Tewah who are exposed to the rapid

development of digital technology. This condition indicates a research gap that needs to be studied more deeply.

Based on the description, this research aims to analyze the relationship of self-control and religiosity on deviant online behavior among students from the perspective of Islamic education. This study is expected to provide empirical contributions to enrich the study of internal factors influencing adolescent behavior in the digital era, as well as serve as a basis for developing educational strategies that emphasize strengthening self-control and internalizing religious values to prevent deviant behavior in the digital space.

Based on theoretical studies and previous research, the hypotheses in this study are formulated as follows: 1) There is a relationship between self-control and deviant online behavior among students, 2) There is a relationship between religiosity and deviant online behavior among students, 3) There is a relationship between self-control and religiosity among students, and 4) The higher the self-control and religiosity of students, the lower the deviant online behavior.

METHODS

This study employed a quantitative correlational design to determine the relationship between self-control and the religiosity of students toward deviant online behavior. This approach was chosen because the research aims to measure the relationship between variables objectively through statistical analysis. Correlational research aims to determine the level of relationship between variables based on empirical data obtained in the field without any treatment or manipulation of the variables being studied (Akbar, 2024; Pandiangan & Albina, 2025)

The subjects of this study consisted of 53 students at SMAN 1 Tewah from three classes. The sampling technique used was purposive sampling, which is the selection of samples based on specific criteria tailored to the research objectives (Mushofa et al., 2024). The sample criteria in this study were students who actively use social media, are aged 16-17 years, and are willing to be research respondents.

The data collection technique uses a questionnaire or survey structured based on the indicators of each variable. The self-control variable (X1) is measured through indicators of the ability to control behavior, resist impulses, and regulate internet usage with a total of 5 statement items. The religiosity variable (X2) is measured through indicators of religious belief, internalization of religious values, and the practice of Islamic teachings in life with a total of 5 statement items. The deviant online behavior variable (Y) is measured through indicators of internet abuse, dissemination of negative content, and unethical behavior on social media with a total of 5 statement items.

The research instrument is developed based on the theoretical study of each research variable. The self-control variable is structured based on aspects of behavioral control, cognitive control, and decision control. The religiosity variable is structured based on aspects of belief, internalization, and practice of religious teachings. Meanwhile, the variable of deviant online behavior is structured based on forms of digital media misuse, violations of online communication ethics, and the spread of negative content. All instruments were developed in the form of a Likert scale and adjusted to the characteristics of high school students. Before

being used in the research, the instrument first undergoes content validation and trial phase to ensure the alignment of the statement items with the measured construct.

The research instrument was conducted online through Google Form with a closed questionnaire using a Likert scale with five response options: strongly agree, agree, neutral, disagree, and strongly disagree. Scoring was done by assigning a value of 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree on positive statements, and vice versa for negative statements. Before being used in the research, the instrument was first tested for validity and reliability to ensure its suitability in measuring the research variables. The validity test was conducted to determine the accuracy of the statement items in measuring the research variables, while the reliability test was conducted using the Cronbach's Alpha coefficient to determine the instrument's consistency level (Forester et al., 2024; Zayrin et al., 2025).

The data analysis technique begins with a validity test to determine the accuracy of the instrument items, followed by a reliability test using the Cronbach's Alpha coefficient to assess the consistency of the research instrument. Next, a normality test was conducted using the Shapiro–Wilk method to determine the data distribution and its suitability with the data sample. Based on the results of the normality test, which showed that not all variables are normally distributed, the analysis of the relationship between variables was conducted using the Spearman's rho correlation test to determine the strength and direction of the relationship between self-control, religiosity, and deviant online behavior variables.

RESULTS

The results of the research data analysis were obtained through several stages of statistical testing. The analysis was conducted on data obtained from 53 student respondents using the SPSS program, making the analysis results more objective and accurate. The tests conducted include validity tests, reliability tests, normality tests, and correlation tests to determine the relationship between the variables of self-control, religiosity, and deviant online behavior.

Table 1 Validity Test

Statement Item	r-calculated	r-table	Description	Statement Item	r-calculated	r-table	Description
Y1	0,596	0,271	Valid	X1	0,510	0,271	Valid
Y2	0,262	0,271	Invalid	X2	0,226	0,271	Invalid
Y3	0,649	0,271	Valid	X3	0,439	0,271	Valid
Y4	0,694	0,271	Valid	X4	0,714	0,271	Valid
Y5	0,772	0,271	Valid	X5	0,673	0,271	Valid
				X6	0,320	0,271	Valid
				X7	0,577	0,271	Valid
				X8	0,519	0,271	Valid
				X9	0,738	0,271	Valid
				X10	0,774	0,271	Valid

Explanation:

- X1 – X5 = self-control variables
- X6 – X10 = religiosity variables
- Y1 – Y5 = deviant online behavior variables

Based on the results of the validity test, the research instrument was first piloted to 53 respondents using the Pearson Product Moment correlation technique with the help of the SPSS program. The determination of the r table value is based on the degree of freedom (degree of freedom) with the formula $df = n - 2$, resulting in a df of 51. At a significance level of 5%, the table value of r used is 0.271. A statement item is declared valid if the calculated r value is greater than the table r value (r calculated $>$ r table), whereas a statement item is declared invalid if the calculated r value is less than the table r value (r calculated $<$ r table).

Based on the results of the validity test on 15 statements, 13 statements met the validity criteria and 2 statements did not meet the validity criteria, namely items X2 and Y2. Therefore, these two items were eliminated and not included in the subsequent analysis stage. Thus, the research instrument used in data collection consists of 13 statements that have met the validity criteria, making it suitable for use as a research instrument.

Table 2 Reliability Test

Variable	Cronbach's Alpha	Category	Description
Self-control	0,657	Sufficient	Reliable
Religiosity	0,685	Sufficient	Reliable
Deviant online behavior	0,780	Good	Reliable

Interpretation criteria for Cronbach's Alpha:

- 0.60 – 0.69 = Sufficient
- 0.70 – 0.79 = Good
- 0.80 – 1.00 = Very Good

Based on the results of the instrument reliability test, the testing was conducted using the Cronbach's Alpha coefficient to determine the internal consistency level of each variable. An instrument is said to be reliable if it has a Cronbach's Alpha value $>$ 0.60. The analysis results show that the self-control variable (X1) obtained a Cronbach's Alpha value of 0.657, which falls into the sufficient category, the religiosity variable (X2) obtained a value of 0.685, also in the sufficient category, and the deviant online behavior variable (Y) obtained a value of 0.780, which falls into the good category. Thus, all variables in this study have an adequate to very good level of internal consistency, making the research instrument reliable and suitable for use in the data collection process.

Table 3 Kolmogorov-Smirnov Normality Test

Variable	N	Test Statistic	Sig.	Description
Self-control	53	0,111	0,152	Normal
Religiosity	53	0,117	0,068	Normal
Deviant online behavior	53	0,179	0,000	Not Normal

The normality test in this study was conducted using the Kolmogorov–Smirnov method on 53 respondents. The analysis results show that the self-control variable (X1) obtained a significance value of 0.152 and the religiosity variable (X2) obtained a significance value of 0.068. Both variables have significance values greater than 0.05 (Sig. > 0.05), indicating that the data is normally distributed. Meanwhile, the variable of deviant online behavior (Y) has a significance value of 0.000 (Sig. < 0.05), which indicates that the data is not normally distributed. Thus, it can be concluded that not all variables in this study meet the assumption of normality. Therefore, the analysis of the relationship between variables was conducted using the nonparametric Spearman’s rho correlation test.

Table 4 Spearman’s rho Correlation Test

			<i>Self-Control</i>	Religiosity	Deviant online behavior
Spearman’s rho	Self-control	Correlation Coefficient	1.000	.603**	.648**
		Sig. (2 tailed)	.	.000	.000
		N	53	53	53
Religiosity	Religiosity	Correlation Coefficient	.603**	1.000	.714**
		Sig. (2 tailed)	.000	.	.000
		N	53	53	53
Deviant online behavior	Deviant online behavior	Correlation Coefficient	.648**	.714**	1.000
		Sig. (2 tailed)	.000	.000	.
		N	53	53	53

N	53	53	53
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Explanation:

Sig. (2-tailed)= 0,000 < 0,05 (significant)

The interpretation of the strength level of the correlation coefficient in this study refers to the classification (Sugiyono, 2019), namely a correlation coefficient of 0.00–0.199 is classified as very low, 0.20–0.399 low, 0.40–0.599 moderate, 0.60–0.799 strong, and 0.80–1.000 very strong. The use of these guidelines aims to ensure that the interpretation of correlation results in this study is more objective and statistically consistent.

The correlation test in this study uses the Spearman's rho technique because one of the research variables does not meet the normality assumption. Based on the analysis results, all inter-variable relationships obtained a significance value of 0.000 (Sig. < 0.05), indicating that the inter-variable relationships are statistically significant. The relationship between the self-control variable and religiosity shows a correlation coefficient value of 0.603, which falls into the strong category. The results indicate a positive relationship between self-control and religiosity. Thus, the higher the level of self-control of the students, the higher the level of religiosity they possess.

Next, the relationship between self-control and deviant online behavior obtained a correlation coefficient value of 0.648, which falls into the strong category. This result indicates a positive relationship between self-control and deviant online behavior. Meanwhile, the relationship between religiosity and deviant online behavior shows a correlation coefficient value of 0.714, which is in the strong category (Sugiyono, 2019). This indicates a positive relationship between religiosity and deviant online behavior. Therefore, it can be concluded that there is a significant relationship between self-control, religiosity, and deviant online behavior. All variables in this study show a statistically significant relationship based on the results of the Spearman's rho correlation test.

DISCUSSION

Deviant online behavior among students is influenced by self-control and the internalization of moral values in daily life. Research results show that self-control and religiosity have a significant relationship with deviant online behavior. This relationship indicates that students' behavior in the digital space is not only influenced by technological development but also by the individual's ability to regulate behavior and understand the values that serve as life guidelines.

Self-control functions as a psychological mechanism that helps individuals regulate impulses, emotions, and actions before engaging in a behavior. Students with high self-control tend to be more capable of considering the impact of their actions when using social media. This ability helps individuals avoid impulsive actions, such as making rude comments, spreading unverified information, or engaging in unethical online activities. Students with low self-control are more easily influenced by momentary emotions, making them more susceptible to engaging in deviant online behavior.

The relationship between self-control and deviant online behavior can be understood through the process of self-regulation. Self-regulation helps individuals direct their behavior according to social norms and long-term goals. Social media provides individuals with the freedom to express themselves quickly without direct supervision. This condition often causes teenagers to act without considering the consequences of their behavior. Self-control is associated with students' ability to delay emotional responses and consider consequences before acting. That ability makes an individual's behavior more directed and controlled.

Self-control is related to an individual's ability to resist negative impulses and align behavior with moral values and long-term goals (Cahaya & Pd, 2023; Pratiwi et al., 2025). This explanation indicates that self-control is not only the ability to restrain oneself but also the ability to direct behavior toward actions that are more in line with social norms.

Self-control consists of cognitive control, behavioral control, and decision control (Madjid et al., 2022). Cognitive control helps individuals understand information and assess the impact of an action. In the use of social media, this ability helps students filter information and avoid negative content. Behavioral control helps individuals regulate their actions according to the situation they face. Decision control helps individuals make choices based on their values and moral considerations (Surawan, L. N., & Safitri, 2023). These three aspects form the self-control process that helps students avoid deviant online behavior (Luthfi et al., 2023).

Religiosity plays a role as an internal control in shaping individual behavior. Religiosity is not only related to the performance of worship but also to maintaining the appreciation of moral values and the application of religious teachings in daily life. Students with high religiosity tend to be better at maintaining their behavior when using social media because they have a better moral awareness. Religious values are associated with individuals' understanding of appropriate and inappropriate behavior.

Religiosity in the modern context is reflected through attitudes, self-control, and individual behavior in the digital space (Jablonska, 2022). Religious values that are understood and consistently applied can shape a sense of responsibility, empathy, and moral awareness in individuals. These conditions help students consider the social and moral impacts before taking actions on digital media. Religiosity also plays a role in controlling individual behavior in using social media (Setiowati & Supriyadi, 2020). Students who have a good understanding of religion tend to be more capable of maintaining communication ethics and avoiding actions that could harm others.

The relationship between self-control and religiosity shows that these two variables are interconnected in shaping students' behavior. Religious values help individuals develop self-discipline, control emotions, and form moral responsibility. The consistent practice of religious values can strengthen self-control in students. This condition enables students to better control their behavior and align their actions with social norms and religious values.

Religiosity can serve as a foundation for the formation of self-control because religious values teach individuals to control negative impulses and consider the impact of each action. Self-control then becomes a form of applying moral values in daily behavior. This relationship indicates that deviant behavior is influenced not only by weak self-control but also by low internalization of moral values within the individual.

Deviant behavior is influenced by the interaction between psychological factors and moral factors. Self-control helps students regulate their behavior through self-regulation abilities, while religiosity helps students understand moral boundaries in social media use. The combination of these two factors is related to wiser and more responsible social media use among students.

This research shows that the prevention of deviant behavior is not sufficiently carried out through social media supervision. Strengthening self-control and religiosity needs to be done continuously so that students can face the negative influences of the digital environment. Schools play an important role in providing character education and moral development to students. Family and the social environment also play a role in shaping self-control and healthy digital media usage habits.

CONCLUSION

Based on the research results, it can be concluded that there is a significant relationship between self-control, religiosity, and deviant online behavior among students. The results of the Spearman's rho correlation test show a significance value of 0.000 (< 0.05) with a strong correlation coefficient, indicating a significant relationship between the variables. These findings indicate that self-control and religiosity are related to students' behavior in the digital space. Higher levels of self-control and religiosity were associated with lower tendencies toward deviant online behavior. Therefore, strengthening religious values and developing self-control in PAI (Islamic Religious Education) learning need to be prioritized to support wiser and more responsible digital behavior. The limitations of this study lie in the relatively small sample size (53 respondents) and the scope of the research being confined to a single school, making the research results not widely generalizable.

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