

Students' Self-Adjustment, Self-Control, and Morality

Rifa Hidayah¹

Abstract

Morality is very important in life, and it facilitates social interaction. The morality that is instilled in the home, in schools, and in the wider society makes it easier for individuals to function in their lives. For this reason, the factors influencing the morality of students warrant urgent investigation. A quantitative approach was chosen for this study, one using research scales. The three research scales comprised the morality scale, both self-adjustment scales, and the self-control scale. The research subjects comprised 210 students at the senior high school Al-Yasini Pasuruan, all aged 14–18 years. The study resulted in four findings: First, self-adjustment influences the morality of students. Second, self-control also influences the morality of students. Third, self-adjustment and self-control both have a positive effect on morality. Four, self-control proved to be a mediator between self-adjustment and morality. The results of this study suggest that a more comprehensive study for determining other research variables will yield different results, however. More specifically, further studies will be needed to reveal other factors that may promote morality in school students.

Keywords: *self-control, self-adjustment, student morality.*

Introduction

The education system of Indonesia has generally so far been able to foster a high level of morality in students, with the model for implementing educational programs in schools playing a central role in improving the morality of students. Unfortunately, moral deviations persist in school environments, such as students participating in undesirable behavior like fighting with other students (CNN Indoensia, 2020), skipping school, and cheating on exams (Abdi, 2019). Poor morality directly leads to low moral identity and a lack of altruistic behavior (Yang et al., 2020). Good morality is therefore needed to help students build a positive character. In the world of education, a morality crisis can only be prevented if moral education is delivered through each lesson in the school environment.

Various efforts therefore need to be made to ensure that students have the morality they need. Individuals with a high level of morality tend to behave well and be accepted by others. Good morality can also be observed in other individual aspects, such as self-control (Hirtenlehner & Kunz, 2016; Morán-Soto & Benson, 2018 ; Olivares & Ceglie, 2020) and self-adjustment (Aslan, 2021; Bradley, 2021; Hassan & Elfeky, 2015; Tarman & Dev, 2018). Monitoring one's own condition and having good social interactions can be made possible at school through

¹ Dr. Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia, :rifa_hidayah@psi.uin-malang.ac.id

various activities, such as discussions between peers about lessons and jointly solving problems related to morality. These trigger interactions between individuals and friends, especially about moral themes. These interactive group activities and self-reflection increase students' understanding of morality as something positive. They also help understand how various behaviors manifest in accordance with the development of morality in students, especially for adolescents at high school (SMA) level. However, the problem of morality in high school students is an urgent problem, so gaining insights into the relationship that self-adjustment and self-control has with the morality of students will be very useful.

Many psychologists have conducted studies about morality. In general, it is influenced by various internal and external factors (Schauster et al., 2020; Thomas & Dunphy, 2014; Xiang et al., 2020). Morality arises not just due to external factors, such as external stimuli and environmental factors—it is also influenced by individual factors, such as personal characteristics (Başok & Sayer, 2020; Hofmann et al., 2018). Research into the importance of these internal factors has emphasized the psychological aspects of an individual's internal self, including personality features and the attitudes of social groups (Abd Rahim et al., 2021; Bursal & Polat, 2020; Graham et al., 2011; Karademir Coskun, Erdogdu, & Kokoc, 2020; Padır, Ayas, & Horzum, 2021). Another important factor is the role of emotions (Eisenberg, 2000). We expect that the implementation and results of this research will practically benefit high school students and equivalent learners (Polat, 2020). In addition, it will help guide the direct teaching of moral values in schools, such as by providing moral material or encouraging students to read books that have a moral theme and follow their development. What is more, the government, but especially schools, should understand that the morality of students can be developed through moral education in accordance with their level of development (Solikhah & Budiharso, 2020a). Theoretically, this study will contribute for educational psychology in Indonesia, especially for the theme of student morality.

Problems with morality can cause other more serious problems, such as aggressiveness (van den Berg et al., 2020) and bullying. Several recent studies have shown that happiness, sadness, and anger correlate with moral behavior (Eisenberg, 2000). Efforts are therefore needed to overcome the problem of poor morality, but improving morality requires adjustment. The various stages in this adjustment process include i) providing individual encouragement that is meaningful in terms of life opportunities and environmental demands; ii) learning about the state of the self and the limitations of the environment; iii) understanding oneself and the environment; iv) dynamically integrating drive, ability, and perception with the opportunities,

demands, and limitations of the environment; and v) achieving a positive-negative or active-passive self or a combination thereof (Hurlock, 1987; Schneiders, 1964). Self-control is one of the psychological aspects that correlates with morality (Hirtenlehner & Kunz, 2016). Indeed, it is the most important element of morality because it regulates behavior (Vitell et al., 2009). It is therefore a prerequisite for ethical behavior (Geyer & Baumeister, 2005), and it is very important for achievement and wellbeing (Molden et al., 2012; More & Rodgers, 2020). A study of Tangney et al., (2004) showed someone with a high degree of self-control have greater values, are harder to try, and this is another characteristic of moral identity. Otherwise the poor self-control lowering the value of personality resources (Baytemir, 2016). The results of one study showed that self-control training is effective at reducing impulsive excessive purchasing (Aboyassin & Sultan, 2017). Self-control activities are useful for helping students to understand morality, and this greatly aids them in their future lives.

In general, research has only partially analyzed morality, so this complex phenomenon is not well described. This study is based on four basic assumptions: First, Self-adjustment is important aspects in predicting a student's morality. Second, self-control is important aspects in predicting a student's morality. Third, morality results from the various factors that surround both self-control and self-adjustment. Four, self-adjustment is positioned as an independent variable that affects morality, while self-control is positioned as a moderating variable because it helps strengthen this relationship with morality.

Literature Review

Morality

Morality is often interpreted as guiding individuals to behaviors that are deemed desirable by society (Rogers, 1977). Morality has two characteristics: First, moral judgment is not determined solely. Second, rules that are guided in a community (Killen & Dahl, 2019). There are three levels of moral development (Kohlberg, 1975). The first *pre-conventional* stage includes paying attention to obedience and the law, and this usually takes place at age four to ten. The moral concept that develops, among other factors, determines if bad behavior occurs, depending on the level of perceived punishment for this bad behavior, such that it may become desirable to avoid that punishment. The next *pre-conventional* stage involves paying attention to the satisfaction of needs. Good behavior is related to satisfying one's wants and needs without considering others. The second level is *conventional*, and this involves the child paying attention to his or her own image and obeying laws and rules (Aronson et al., 2020), This stage typically occurs at age 10–13 years. The third level is *post-conventional*, and this is experienced

by individuals aged 13 years and over. It includes the stage of paying attention to other individuals, with good behavior following social rules and standards. The next stage then involves paying attention to moral principles and good social behavior based on personal moral principles that derive from universal law.

According to the various opinions of psychology figures (e.g., Campbell & Kumar, 2012; Clarkeburn, 2002; Derryberry & Thoma, 2005; Kohlberg, 1975; Tangney et al., 2007; Tongsuebsai et al., 2015) morality comprises four components. First, a person's moral sensitivity involves feelings, such as how people feel sorry, resigned, and so on. For example, feelings of love enable a person to meet his or her moral obligations, such as when others are being ignored. Such people care about the perception of something. In line with the opinion of Clarkeburn (2002), *moral sensitivity* is when an individual correctly prioritizes the use of moral reasoning. Moral sensitivity in reasoning leads to moral judgments (Tongsuebsai et al., 2015). Second, Moral reasoning involves a settlement between individual interests and group interests, between desires and obligations. It includes emotional responses to children's peers, such as empathy, and these are positively related to a child's level of moral reasoning and directed help. It includes the reasoning a person applies when acting, based on applying moral values to certain situations (Campbell & Kumar, 2012).

The third aspect is moral judgment, which is the ability of individuals to define themselves by selecting morals that determine what is to be done (Derryberry & Thoma, 2005). The fourth aspect is moral behavior, which explains whether a person behaves morally or immorally according to the rules and makes decisions and takes action according to moral values (Tangney et al., 2007). The function of moral guilt in motivating moral behavior has received empirical support, whereas little or no evidence has been found for this with moral shame. A condition can be experienced by someone when what is the target of his life and according to the standard of fairness cannot be fulfilled and attributes this failure to him or herself. Awareness of moral emotions is related to the steps of behavior, so emotion plays a big role in determining behavior (Kohlberg, 1975).

Self-Adjustment

Some figures in psychology define self-adjustment as the process by which individuals align their condition with the environment through learning, especially by individually interacting with the environment and the people in it (Calhoun & Acocella, 1990). Self-adjustment makes it easier for individuals to adapt themselves to the environment. Schneiders (1964) posits that there are self-adjustment factors that exist within or outside individuals. The internal factors

include areas like physical condition, development and maturity, mental state in terms of self-conception, perception, intelligence, interests, and personality. The external factors, meanwhile, include the family–community environment, the school environment, the person’s upbringing, the community’s social norms and customs, and the prevailing culture.

Self-adjustment develops dynamically along with personality development (Hurlock, 1987). Individuals learn to respond to frustration and conflict in various ways, and these can become routine if they happen repeatedly. When these become a well-established habit, it is called a mechanism (Salinas-Vasquez et al., 2020). Based on the opinions of various figures in psychology, there are several mechanisms for individual adjustment, including aggression. We typically encounter many aggressive reactions in the lives of children, because children are still relatively influenced by their subjective feelings. Aggression causes individuals to attack the object of their frustration, and when repeated often, they develop aggressive habits.

However, aggressive reactions do not always take the form of directly attacking the object of frustration, especially if attacking the object will disturb the individual. For example, if a student is frustrated with getting bad grades, his or her aggression may not be directed at the teacher who awarded the grades but rather friends or maybe parents, often through *withdrawal*. This reaction is relatively easy to implement and is usually chosen to avoid failure, so the person never tries if failure is a possibility. In education, this will be detrimental to the individual if it is practiced continuously (Solikhah, Imroatus & Budiharso, 2020b). For example, a child who always wants to watch every activity rather than participate will lose his passion for his surroundings. Next, through *daydreaming*, people achieve satisfaction with the delusional. People who have an aloof attitude are often more delusional. The classical system with a large number of students will encourage fantasizing as a means of adjustment. However, the impact of this classical system can be mitigated by paying attention to individual students, such as through curriculum adjustments.

Schneiders (1964) stated that self-adjustment comprises three aspects, including personal harmony, where individuals can see and accept their condition, including in physical aspects, whatever it may be. With personal harmony, individuals are also able to recognize and respect the rights of others. It is considered a major aspect in the context of adjustment, so individuals with personal harmony find it easier to achieve balance in society, wherever they may be. The second aspect is shock absorbing skills, frustration, and conflict without significant emotional stress. Individuals who can overcome tensions and personal problems work efficiently and tolerate suboptimal situations without *overacting* or getting *overexcited*. The third aspect is

harmony with the environment, which implies being easily accepted by the community and getting along well with the people in it. Being able to sympathize with the environment is an important aspect of self-adjustment, because it leads to respecting values, the integrity of law, traditions, and community customs.

Self-control

Self-control refer to people's capacity to modulate their actions and responses (Baumeister, 2002), It is self-competence to organize and direct oneself and adjust oneself (Vitell et al., 2009), Self-control overwrites an incipient response pattern and replaces it with another for example of an experiences (focus on controlling wild behavior), changing feelings (entering, leaving, or preserving unnatural emotions or moods), coordinating lust (for example, harboring seduction), modifying actions (holding back). Self-control can serve to control negative behavior, and this indirectly relates to morality (Vitell et al., 2009). Vitell's (2009) study states that self-control effect on symbolization of moral identity ($r = 0.31$, $p < 0.01$).

Tangney, et al., (2004) developed the concept of self-control and a measure of it based on five qualities: i) *self-discipline*; ii) a tendency to perform deliberate actions rather than impulsive ones (*deliberate/non-impulsive action*); iii) healthy habits (*healthy habits*); iv) self-regulation or good work ethics; and v) reliability. De Ridder et al., (2012) developed another dimension of self-control that refers to the BSC concept, namely inhibition (*inhibitor*), which reflects the ability to refrain from directly acting on impulses for bad behavior. De Ridder also developed a scale measurement instrument for self-control, where the *inhibitor* dimension consists of six items. A further dimension is the *initiatory*, which reflects the ability to initiate goal-directed behavior and initiate positive things (de Ridder et al., 2012).

Ferrari et al., (2009) researched self-control by developing measurement instruments that refer to the opinion of Tangney et al. (2004), who that there are self-discipline is an important aspect, which is the ability to focus while conducting duties and prevent various disturbances from affecting concentration. Ferrari et al., (2009) compiled nine items as the dimensions of self-discipline, and these refer to general patterns of individual self-discipline behavior and impulse control. They also compiled four items for impulse control, which is an individual's ability to control his or her responses to impulses that may appear in order to achieve his or her long-term goals. Maloney et al. (2012) argues about the dimension of self-control is divided into two sub-dimensions, namely *restraint* tendencies that manifest when applying self-control. They also decomposed restraint into four items, one of which is impulsivity. Impulsivity is a tendency to spontaneously act based on intuition.

Explanation of Moderating Variables

Barriers to individual development arise from many sources, and the presence of obstacles will hinder progress in the subsequent period (Hurlock, 1987). Adjustment is hampered when there are striking differences between expectations and individual behavior in society. If someone's behavior does not align with the expectations of the community and the standards it demands, he or she will receive a bad assessment, especially if the behavior falls well below the expected standards (Calhoun & Acocella, 1990). This will affect the individual's socialization process and lead to morality and societal norms not being applied (Benlahcene et al., 2018). A person with adjustment barriers will tend to not develop morality or good self-control (Bryant, 2009). Other individuals may also find it difficult to accept them because of behaviors that manifest due to bad self-adjustment. For example, it will be more difficult for people to control themselves when making friends, because they will be less likely to accept them. In addition, it can also result in a quiet attitude, where one closes oneself off from the environment. What is more, it may be difficult to adapt to the community's circumstances, because it feels uncomfortable and difficult to follow group standards, resulting in not following the rules of society and behaving modestly.

Adjustments are successful when they satisfy individuals and make them more likely to repeat an action, while unsuccessful adjustments will cause conflicts for individuals (Calhoun & Acocella, 1990). School is a place of learning, but childhood conflicts related to adjustment can emerge there. Schools may therefore make preventive efforts to avoid children having difficulty adjusting. As learning takes place, teachers holistically know and understand their students and the types of difficulties they face. It is necessary to provide guidance, coaching, and training for these students, so they are not repressed when they make mistakes. A school needs to actively communicate with its students, and when correcting students, it must explain the child's mistakes and educationally inform them (LePage et al., 2011). When students understand their mistakes, they will perform better. A further curative action may be needed when a student shows an outrageous attitude due to a failure in the adjustment process (Schneiders, 1964). Changing such behavior can only be achieved through concerted effort with professional assistance.

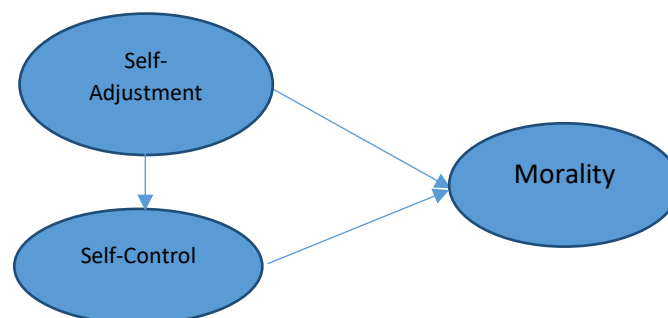
The world of education should be oriented toward students, so they can later adjust themselves according to their role in society. Indeed, students need to adjust thoroughly, such as by adapting to a school environment and its lessons, as well as a school's curriculum. Adjustments may involve changing personal appearance or physical skills and adapting to teachers, peers,

social groups, and the wider community environment. There should be a balance between individuals changing themselves and changing the environment to suit themselves (Darolia, 2020; Mullins, 2019). Individuals who successfully adjust themselves will find it easier to carry out various activities in society and comply with social norms, and this in turn influences their morality (Hassan & Elfeky, 2015). Self-adjustment is one of the psychological aspects that correlates with self-control (Tangney et al., 2004), and the success of students to cultivating moral values, is influenced by self-control (Hirtenlehner & Kunz, 2016). By promoting good self-adjustment in a well-directed school education, students gain a better understanding of self-adjustment, and their cultivation of moral values will be better (Usakli, 2010).

This article tries to cover the various shortcomings by proposing a combination of self-adjustment and self-control factors, with these being independent variables in our model. Hypothetically, these two variables are important for improving morality. There are four hypotheses to test: i) self-adjustment plays a significant role in morality. ii) Self-control is an important factor in morality. iii) Self-control and self-adjustment both play a significant role in morality. Finally, iv) the role of self-adjustment in increasing morality is greater when moderated by self-control.

Figure 1.

Literature review of the theoretical relationships between variables



Methods

This study's sample comprised students aged 14–18 years attending a high school in Pasuruan. The choice of adolescent subjects was based on two reasons: First, adolescence is a period of social development as children begin to get involved in the process of socialization and interact with other people more broadly in line with their increasing social needs. Second, cognitively speaking, adolescents aged 12 years and over are in the formal operational phase (Piaget &

Inhelder, 2019) which means that they have started becoming able to understand and think conceptually and abstractly. Indeed, high school students are at the stage of psychosocial development, which in Erikson's view is the fourth stage, namely the *industrial age* (industry vs. inferiority). Children need to socially cooperate and self-evaluate. Achieving successful character building requires morality, pleasant social interactions, and character-building experiences at school.

A total of 210 students at the senior high school Al-Yasini were randomly selected as research subjects, with 68 being male and 142 being female. A questionnaire was used for data collection. There were three main variables, namely self-adjustment as an independent variable, self-control as a moderating variable, and morality as the dependent variable. These were measured according to three scales for morality, self-adjustment, and self-control. The morality scale was based on the concept of morality put forward by Campbell & Kumar, (2012). Clarkeburn (2002), Derryberry & Thoma, (2005), Kohlberg (1975), (Tangney et al., 2007) and Tongsuebsai et al., (2015) and this comprises four aspects, namely, moral reasoning, sensitivity, judgment and behavior. The reliability estimate of the morality scale was originally 34, and after the trial, 31 items met the requirements for use as research data-collection tools with a Cronbach's alpha of 0.911. The item difference was between 311 and 610, with valid items having a significance level of $p < 0.05$ and being positively correlated. What is more, a factor analysis test revealed a high degree of variance (KMO of 0.725), a probability value for Bartlett's test less than 0.05, and an item-loading factor greater than or equal to 0.5.

The self-control scale was based on the concept of De Ridder et al. (2012), where self-control comprises the two dimensions of inhibition and initiation, augmented with the opinion of Ferrari et al., (2009), where there are the two dimensions of self-discipline and impulse control. Maloney et al., (2012) also divided self-control over two dimensions, namely impulsivity and restraint. The self-control scale initially consisted of 45 items, but only 34 items met the requirements for a research data-collection tool, with a Cronbach's alpha of 0.904 and a difference in moving items between 0.304 and 0.551. This was further limited to items that were valid with a significance level of $p < 0.05$ and positively correlated. What is more, a factor analysis test revealed a high degree of variance (KMO of 0.725), a probability value for Bartlett's test less than 0.05, and an item-loading factor of at least 0.5.

The self-adjustment scale comprised 26 items based on the opinion of Schneiders (1964), and this covers aspects of personal harmony, the ability to cope with tension, and harmony with the environment. Of the 26 items, 20 items met the requirements for use as a research data-

collection tool, with a Cronbach's alpha of 0.818 and a moving difference between 0.303 and 0.495. This was further limited to valid items with a significance level $p < 0.05$ and a positive correlation. A factor analysis of the self-adjustment scale for three aspects is feasible because the factor analysis test data has a high degree of variance (KMO is 0.725), the probability value for Bartlett's test is under 0.05, and the item-loading factor is at least 0.5

Results

This study of morality in the high school students Al-Yasini Pasuruan employs three main variables, namely self-adjustment, self-control, and morality as the dependent variable. These variables were analyzed using regression with the SPSS statistical software. Based on this data analysis, the following research results were obtained.

The Effect of the Self-Adjustment on Morality

Self-adjustment and self-control are important aspects in predicting a person's morality because they predict a person's capacity to align with the environment and interact with this world in three main aspects: i) personal harmony; ii) ability to cope with tension, frustration and conflict; and iii) harmony with the environment. Being able to sympathize with the environment is an important aspect of adjustment in terms of respecting values, the integrity of law, traditions, and community customs. The results of hypothesis test are listed in Table 1 below.

Table 1.

Hypothesis test results for the effect of self-adjustment on morality

No.	Correlation	<i>p</i>	R Square	F	Remark
1	.457 ^a	.000	.208	57.760	Accepted

The correlation analysis for the self-adjustment variable and the morality variable resulted in the correlation value $r = 0.457$, $F = 57.760$, $R \text{ Square} = 0.208$, and of $p = 0.000 (< 0.01)$. The research hypothesis was therefore accepted, namely that self-adjustment has a very significant effect on morality. This means that self-adjustment has a positive relationship with the morality of students, with it contributing 20.8%. The positive influence of self-adjustment on children's morality manifests when students enjoy a personal harmony with the environment and interact more with their friends, which in turn helps students to develop moral values.

The Effect of Self-Control on Morality

Self-control is also seen as an important psychological aspect for enhancing morality. In this study, self-control is manifested in terms of inhibition, initiation, self-discipline, impulse control, impulsivity and restraint. The SPSS analysis results reveal a correlation between self-control and morality, which is reflected in Table 2:

Table 2.
Test results for the effect of self-control on morality

No.	Correlation	<i>P</i>	R Square	F	Remark
1	.660 ^a	.000	.435	160.202	Accepted

The data analysis test for the effect of self-control on morality resulted in a correlation value $r = 0.660$, $F = 160.202$, $p = 0.000$, and $R \text{ Square} = 0.435$. The research hypothesis was therefore accepted, namely that self-control has a very significant and positive effect on morality. Good self-control in students is therefore positively related to their morality, with an effective contribution of 43.5%. The better self-control that students have, the better their morality is.

The Effect of Self-Adjustment and Self-Control on Morality

This study proposes that self-adjustment and self-control jointly influence morality. The results are presented in Table 3.

Table 3.
Test results for the effect of self-adjustment and self-control on morality

Correlation	<i>p</i>	R Square	F	Remark
0.665	.000	.442	82.095	Accepted

The hypothesis test resulted in a correlation value $r = 0.665$, $F = 82.095$, $p = 0.000$, and an $R \text{ Square} = 0.442$. The research hypothesis was therefore accepted, namely that self-adjustment and self-control a very significant influence morality. Thus, self-adjustment and self-control do jointly have a positive relationship with morality, with an effective contribution of 44.2%. The acceptance of this hypothesis represents a positive contribution to the scientific knowledge of educational psychology for achieving a level of high morality in students. Indeed, the results of this study indicate that self-adjustment and self-control are two important factors affecting the morality of students in senior high schools, both individually and collectively.

The Impact of Self-control as a Moderating Variable

The relationship between self-adjustment and self-control with regards to morality was analyzed in this study through two scenarios. The first scenario involved establishing the effect of each independent variable on morality, and both were found to have a significant effect. The second scenario involved positioning the self-control variable as a moderating variable between self-adjustment and morality. This suggests that a person with a high degree of self-adjustment can better adapt to other people when supported by better self-control. We speculate that someone with good self-control finds it easier to regulate behavior, making it easier to interact with other people and adapt to society.

The results of the hypothesis test can be seen in Table 4.

Table 4.

Test results for the effect of self-control as moderating the relationship between self-adjustment and morality

No	Correlation	<i>p</i>	R Square	F	Remark
1	0.673 ^a	.000	.453	56.860	Accepted

The data analysis revealed a correlation value $r = 673$, $F = 56.860$, and $p = 0.000 (< 0.01)$. This proves that self-control has a very significant effect on the relationship between self-adjustment and morality. The effective contribution of self-adjustment to morality was found earlier to be 20.8%, but on also considering the moderating variable of self-control, the effective contribution rose to 45.3%.

Discussion and Conclusion

This research proves that two dominant factors jointly influence morality, namely self-adjustment and self-control. However, morality is further improved when self-adjustment is complemented by self-control. Individuals with a high capacity for self-adjustment will achieve even better moral behaviors when they can also exercise good self-control. Indeed, when self-adjustment was measured alone, the effective contribution was just 20.8%, but when moderated by self-control, the effective contribution was a much higher 45.3%. Self-control therefore amplifies the effect of self-adjustment on morality.

The results of this study suggest that morality has multiple facets that are connected through multiple relationships. Self-adjustment—which embodies values about interaction with, and adaptation to, the environment—will foster good levels of morality, especially when combined

with good self-control. However, cultivating morality is not just about having good self-adjustment due to experience and a flexible perspective of the surrounding environment, thus making someone more able to adapt to the environment. Indeed, this is not always the primary factor in making someone morally sound, because other factors are at play. While the combination of our two factors were shown to have significance for morality, the results of our statistical analyses also suggest that other factors also play a role in shaping students' morality, because 54.7% contribution remains unexplained. However, people with a good level of morality are less likely to show negative or aggressive behaviors toward others (van den Berg et al., 2020). This is in line with ecological theory that posits that individual development, including morality, is influenced by the social context (Bronfenbrenner & Evans, 2000).

From the perspective of developmental psychology —such as family, school, and friends— plays an important role in individual development (Bronfenbrenner & Evans, 2000). Learning in schools, in this regard, is just one source for learning about morality. However, the integrated learning model, does indeed provide ample opportunities for introducing the value of morality by integrating moral values into the curriculum and cultivating character through classroom and extra-curricular activities.

Good morality can manifest in the form of helpful behaviors toward others and a willingness to engage in more social activities. Such morality can greatly support individual's future success, because they will be more sensitive to other people's problems and have a good character, so they will be easily accepted in society. Personal skills are also needed to support social activities. Good self-adjustment leads to behaviors that many people will approve of, because they have adapted to this end, while self-control will help regulate behavior during social relationships. Good morality is therefore essential in social relationships between humans. The influence provided by good morality will be useful for people, especially in their social lives. This study, self-adjustment has a positive effect on morality, and this agrees with research that showed that in social comparison situations, compensation beyond the relationship between groups strengthens the interpersonal dynamics (Terache et al., 2020) while the added value of social competence is also related to literacy competence (Balsalobre-Lorente et al., 2020; Brown et al., 2020; Marques & Xavier, 2021; Nkomo, Dube, & Marucchi, 2020; Ramos et al., 2021).

The success of students in all aspects, in addition to cultivating moral values, is influenced by self-control (Hofmann et al., 2018) and self-adjustment skills (Hassan & Elfeky, 2015). The learning of morality should be continued along with the forming of life skills. This will need a

teaching infrastructure and institutions capable of bridging the transformation process from cognition to life skills. Schools offer a social environment that is easier to control, although it also has the potential to create very exclusive peer groups. Therefore, a pattern of parenting (Nunes et al., 2020) that incorporates controlled mentoring from seniors may be another solution to pursue in addition to involving students in activities that nurture morality. Activities that lead to solidarity developing between fellow students should also be further enhanced.

Self-adjustment influences morality, but character building and morality should not only be taught but also cultivated within a school environment through all the facets of learning, including integrating it into the curriculum, the actors involved, and the social infrastructure. The school environment should also strive to protect students from violent acts of any form by instilling ethical values and morality. Schools should also act as a forum for all students to build a positive character. This can be facilitated through good interactions between teachers, students, and other educational personnel, and it can also involve the government and the wider community, as well as student guardians. An ideal school environment acts as a model for students to base a positive character on and shun negative behavior like violence.

It turns out that positioning the self-control variable as a moderating variable amplifies the significance of the effect of self-adjustment on morality, thus demonstrating the complex nature of the factors influencing morality. Instead of being influenced by a single variable, morality is a function of an individual's character in terms of self-adjustment and self-control. Having a character with a high level of morality is the most important aspect to develop in the world of education. The first step in helping students reach a high level of morality is to anticipate whether students can control themselves well in all environments, such as by refraining from violence (Tittle et al., 2010). If not, a personal awareness can be planted that conveys how acts of violence are counterproductive and must be ended. Instilling a high level of awareness about morality can begin at an early age in the family and school environments. Religious education, when implemented correctly, is an effective way to safeguard the morality of students in early life (Vitell et al., 2009).

Methodologically, this research reveals a need for alternative scenarios in statistical testing, which may also involve a moderating variable. Theoretically, this research can also benefit from greater care in deriving the concepts of morality, self-adaptation, and self-control. There are at least three important areas where future studies could build upon this research. First, the research results showed that the contribution of the two independent variables is 44.2%., indicating that other unknown variables are also playing an important role in shaping students'

moral behavior. Second, the results may differ if the analysis variables were to be analyzed at the level of the research indicator. Third, considering that morality involves understanding concepts that are to be practiced, it does not arise in just the school environment—learning at the family level is also an important prerequisite in achieving a good level of morality.

However, this study has some limitations and weaknesses in its analysis of self-adjustment's effect on moral behavior. One drawback of this study is that it does not include social infrastructure variables. In addition, this study is limited to subjects in a certain age range at a certain high school. A more comprehensive and in-depth study is therefore needed to understand the influence of other factors on student morality. This will help us better understand which concepts and factors may help foster good morality in the character of school students in general.

References

- Abdi, A. P. (2019). Kemendikbud Catat 126 Kecurangan Selama Ujian Nasional 2019. *Tirto*. <https://tirto.id>
- Abd Rahim, N. A., Siah, Y. H., Tee, X. Y., & Siah, P. C. (2021). Smartphone Addiction: Its Relationships to Personality Traits and Types of Smartphone Use. *International Journal of Technology in Education and Science (IJTES)*, 5(1), 128-140. <https://doi.org/10.46328/ijtes.165>
- Aboyassin, N. A., & Sultan, M. A. F. (2017). The Role of Human Resources Training in Improving the Employee's Performance: Applied Study in the Five Stars Hotels in Jordan. *International Journal of Business Administration*, 8(5), 46. <https://doi.org/10.5430/ijba.v8n5p46>
- Aronson, B., Banda, R., Johnson, A., Kelly, M. R., R., R., G., S., S., & Wronowski, M. (2020). The Social Justice Teaching Collaborative: A Critical Turn Towards Critical Teacher Education. *Journal of Curriculum Studies Research (JCSR)*, 2(2), 21–39. <https://doi.org/10.46303/jcsr.2020.8>
- Aslan, S. (2021). Analysis of Digital Literacy Self-Efficacy Levels of Pre-service Teachers. *International Journal of Technology in Education (IJTE)*, 4(1), 57-67. <https://doi.org/10.46328/ijte.47>
- Balsalobre-Lorente, D., Driha, O. M., Shahbaz, M., & Sinha, A. (2020). The Effects of Tourism and Globalization over Environmental Degradation in Developed Countries. *Environmental Science and Pollution Research*, 27(7), 7130–7144. <https://doi.org/10.1007/s11356-019-07372-4>
- Başok, E., & Sayer, P. (2020). Language Ideologies, Language Policies and their Translation into Fiscal Policies in the U.S. Perspectives of Language Education Community Stakeholders. *Journal of Culture and Values in Education*, 3(2), 54–80. <https://doi.org/10.46303/jcve.2020.13>

- Baumeister, R. F. (2002). Yielding to Temptation: Self-Control Failure, Impulsive Purchasing, and Consumer Behavior. *Journal of Consumer Research, Inc.*, 28(4), 670–676.
- Baytemir, K. (2016). The mediation of interpersonal competence in the relationship between parent and peer attachment and subjective well-being in adolescence. *Egitim ve Bilim*. <https://doi.org/10.15390/EB.2016.6185>
- Benlahcene, A., Zainuddin, R. Bin, & Ismail, N. S. A. B. (2018). A Study on Moral Reasoning among Managers of the State-owned Companies in Algeria. *International Journal of Academic Research in Economics and Management Sciences*, 7(3), 89–100. <https://doi.org/10.6007/ijarems/v7-i3/4438>
- Bradley, V. M. (2021). Learning Management System (LMS) Use with Online Instruction. *International Journal of Technology in Education (IJTE)*, 4(1), 68-92. <https://doi.org/10.46328/ijte.36>
- Bronfenbrenner, U., & Evans, G. W. (2000). Developmental Science in the 21st Century: Emerging Questions, Theoretical Models, Research Designs and Empirical Findings. *Social Development*, 9(1), 115–125. <https://doi.org/10.1111/1467-9507.00114>
- Brown, B.A., Ribay, K., Perez, G., Boda, P.A., & Wilsey M. (2020). A Virtual Bridge to Cultural Access: Culturally Relevant Virtual Reality and Its Impact on Science Students. *International Journal of Technology in Education and Science (IJTES)*, 4(2), 86-97.
- Bryant, P. (2009). Self-regulation and moral awareness among entrepreneurs. *Journal of Business Venturing*, 24(5), 505–518. <https://doi.org/10.1016/j.jbusvent.2008.04.005>
- Bursal, M. & Polat, F. (2020). Middle school students' line graph skills and affective states about common graph types used in science courses. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 8(4), 290-303.
- Calhoun, J. F. & Acocella, J. R. (1990). *Psychology of adjustment and human relationships*. McGraw-Hill.
- Campbell, R., & Kumar, V. (2012). Moral reasoning on the ground. *Ethics*, 122(2), 273–312. <https://doi.org/10.1086/663980>
- Clarkeburn, H. (2002). A Test for Ethical Sensitivity in Science. *Journal of Moral Education*, 31(4), 439–453. <https://doi.org/10.1080/0305724022000029662>
- CNN Indoensia. (2020). Tawuran Pelajar di Bekasi Renggut Nyawa, 8 Orang Diamankan. <https://www.cnnindonesia.com/Nasional/20200723194552-12-528333/Tawuran>.
- de Ridder, D. T. D., Lensvelt-Mulders, G., Finkenauer, C., Stok, F. M., & Baumeister, R. F. (2012). Taking Stock of Self-control: A Meta-analysis of How Trait Self-control Relates to a Wide Range of Behaviors. *Personality and Social Psychology Review*, 16(1), 76–99. <https://doi.org/10.1177/1088868311418749>
- Darolia, L. (2020). "He's on fire for justice!": Using critical conversations to explore sociopolitical topics in elementary classrooms. *Journal of Curriculum*

Studies Research, 2(1), 39-54. <https://doi.org/10.46303/jcsr.02.01.3>

- Derryberry, W. P., & Thoma, S. J. (2005). Moral Judgment , Self-Understanding , and Moral Actions : The Role of Multiple Constructs. *Merrill-Palmer Quarterly*, 51(1), 67–92. <https://www.jstor.org/stable/23096050>
- Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual Review of Psychology*. <https://doi.org/10.1146/annurev.psych.51.1.665>
- Ferrari, J. R., Stevens, E. B., & Jason, L. A. (2009). The role of self-regulation in abstinence maintenance: Effects of communal living on self-regulation. *Journal of Groups in Addiction and Recovery*, 4(1–2), 32–41. <https://doi.org/10.1080/15560350802712371>
- Geyer, A. L., & Baumeister, R. F. (2005). Religion, Morality, and Self-Control: Values, Virtues, and Vices. *Handbook of the Psychology of Religion and Spirituality*, 412–432.
- Graham, J., Nosek, B. A., Haidt, J., Iyer, R., Koleva, S., & Ditto, P. H. (2011). Mapping the Moral Domain. *Journal of Personality and Social Psychology*. <https://doi.org/10.1037/a0021847>
- Hassan, A. E. ., & Elfeky, A. A. . (2015). Influences of social adjustment as predictors of moral values and academic achievement. *The American Journal of Innovative Research and Applied Sciences*, 1(1), 1–5.
- Hirtenlehner, H., & Kunz, F. (2016). The interaction between self-control and morality in crime causation among older adults. *European Journal of Criminology*, 13(3), 393–409. <https://doi.org/10.1177/1477370815623567>
- Hofmann, W., Meindl, P., Mooijman, M., & Graham, J. (2018). Morality and Self-Control: How They Are Intertwined and Where They Differ. *Current Directions in Psychological Science*, 27(4), 286–291. <https://doi.org/10.1177/0963721418759317>
- Hurlock, E. B. (1987). *Developmental psychology: A life-span approach*. McGraw-hill publishing co.
- Karademir Coskun, T., Erdogdu, F., & Kokoc, M. (2020). Students’ Profiles of Information Seeking Behaviors on Facebook: Relations to Personality, Time Management, Gender, and Facebook Use. *International Journal of Technology in Education and Science (IJTES)*, 4(2), 144-159.
- Killen, M., & Dahl, A. (2019). The moral obligations of conflict and resistance. In *Behavioral and Brain Sciences* (Vol. 43). <https://doi.org/10.1017/S0140525X19002401>
- Kohlberg, L. (1975). The Cognitive--Developmental Approach to Moral Education. *The Phi Delta Kappan*, 56(10), 670–677.
- LePage, P., Akar, H., Temli, Y., Şen, D., Hasser, N., & Ivins, I. (2011). Comparing teachers’ views on morality and moral education, a comparative study in Turkey and the United States. *Teaching and Teacher Education*, 27(2), 366–375. <https://doi.org/10.1016/j.tate.2010.09.005>

- Maloney, P. W., Grawitch, M. J., & Barber, L. K. (2012). The Multi-factor Structure of the Brief Self-Control Scale: Discriminant Validity of Restraint and Impulsivity. *Journal of Research in Personality*, 46(1), 111–115. <https://doi.org/10.1016/j.jrp.2011.10.001>
- Marques, R., & Xavier, C. R. (2021). Assumptions for Developing the Critical Sense through the Teaching and Learning Process. *International Journal on Social and Education Sciences (IJonSES)*, 3(1), 68-81. <https://doi.org/10.46328/ijonSES.53>
- Molden, D. C., Hui, C. M., Scholer, A. A., Meier, B. P., Noreen, E. E., D’Agostino, P. R., & Martin, V. (2012). Motivational Versus Metabolic Effects of Carbohydrates on Self-Control. *Psychological Science*, 23(10), 1137–1144. <https://doi.org/10.1177/0956797612439069>
- Morán-Soto, G. & Benson, L. (2018). Relationship of Mathematics Self-efficacy and Competence with Behaviors and Attitudes of Engineering Students with Poor Mathematics preparation. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 6(3), 200-220. DOI: 10.18404/ijemst.428165
- More, C., & Rodgers, W. (2020). Promoting Change within Special Education Teacher Preparation Program: A Collision of Needs. *Journal of Culture and Values in Education*, 3(1), 104-119. <https://doi.org/10.46303/jcve.03.01.7>
- Mullins, R. (2019). Using Dewey’s Conception of Democracy to Problematize the Notion of Disability in Public Education. *Journal of Culture and Values in Education*, 2(1), 1-17. <https://doi.org/10.46303/jcve.02.01.1>
- Nkomo, N., Dube, A., & Marucchi, D. (2020). Rural Young Children with Disabilities: Education, Challenges, and Opportunities. *International Journal on Studies in Education (IJonSE)*, 2(2), 134-145.
- Nunes, C., Martins, C., Ayala-Nunes, L., Matos, F., Costa, E., & Gonçalves, A. (2020). Parents’ perceived social support and children’s psychological adjustment. *Journal of Social Work*. <https://doi.org/10.1177/1468017320911614>
- Olivares, V. & Ceglie, R.J. (2020). The Intergenerational Transmission of Mathematics Attitudes. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 8(2), 76-91.
- Padır, M. A., Ayas, T., & Horzum, M. B. (2021). Examining the Relationship among Internet Parental Style, Personality, and Cyberbullying/Victimization. *International Journal of Technology in Education and Science (IJTES)*, 5(1), 56-69. <https://doi.org/10.46328/ijtes.160>
- Piaget, J., & Inhelder, B. (2019). *The Psychology Of The Child*. Hachette UK.
- Polat, S. (2020). Multidimensional analysis of the teaching process of the critical thinking skills. *Research in Social Sciences and Technology*, 5(2), 134–157. <https://doi.org/10.46303/ressat.05.02.8>
- Ramos, J., Rodin, J., Preuss, M., Sosa, E., Dorsett, C., & Burleson, C. (2021). Work Patterns and Financing College: A Descriptive Regional Report regarding Students at Hispanic-

Serving Institutions in New Mexico and Texas. *International Journal on Social and Education Sciences (IJonSES)*, 3(1), 1-31. <https://doi.org/10.46328/ijonSES.60>

Rogers, D. (1977). *The Psychology of Adolescence*. Prentice-Hall.

Salinas-Vasquez, L., Varela, D. G., Martinez, M. E., & Jones, D. (2020). A comparative study of the 21st Century Afterschool Center on Education in elementary schools in south Texas. *Research in Educational Policy and Management*, 2(2), 19–37. <https://doi.org/10.46303/repam.2020.2>

Schauster, E., Ferrucci, P., Tandoc, E., & Walker, T. (2020). Advertising Primed: How Professional Identity Affects Moral Reasoning. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-020-04429-0>

Schneiders, A. A. (1964). *Personal adjustment and mental health*. Rinehart and Winston.

Solikhah, I. & Budiharso, T. (2020a). Exploring cultural inclusion in the curriculum and practices for teaching bahasa indonesia to speakers of other languages. *Journal of Social Studies Education Research*, 11(3), 177–197.

Solikhah, I. & Budiharso, T. (2020b). Standardizing BIPA as an International Program of a Language Policy. *Asian ESP Journal*, 16(5.2), 181–205.

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*, 2(April 2004), 271–322.

Tangney, J. P., Stuewig, J., & Mashek, D. (2007). Moral Emotions and Moral Behavior. *Annu Rev Psychol*, 58, 345–372. <https://doi.org/10.1146/annurev.psych.56.091103.070145>

Tarman, B., & Dev, S. (2018). Editorial: Learning Transformation through Innovation and Sustainability in Educational Practices. *Research in Social Sciences and Technology*, 3(1), i–ii. <https://doi.org/10.46303/ressat.03.01.ed>

Terache, J., Demoulin, S., & Yzerbyt, V. (2020). Warmth and Competence in Interpersonal Comparisons: The Quiz Master Paradigm through the Lens of Compensation. *International Review of Social Psychology*. <https://doi.org/10.5334/irsp.275>

Thomas, J., & Dunphy, S. (2014). Factors Affecting Moral Judgment in Business Students. *Journal of the Indiana Academy of the Social Sciences*, 17(1), 130–153. <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=101197783&lang=es&site=ehost-live>

Tittle, C. R., Antonaccio, O., Botchkovar, E., & Kranidioti, M. (2010). Expected utility, self-control, morality, and criminal probability. *Social Science Research*, 39(6), 1029–1046. <https://doi.org/10.1016/j.ssresearch.2010.08.007>

Tongsuebsai, K., Sujiva, S., & Lawthong, N. (2015). Development and Construct Validity of the Moral Sensitivity Scale in Thai Version. *Procedia - Social and Behavioral Sciences*, 191, 718–722. <https://doi.org/10.1016/j.sbspro.2015.04.586>

- Usakli, H. (2010). Early childhood education: The case of Turkey. *Contemporary Issues in Early Childhood*, 11(2), 215–218. <https://doi.org/10.2304/ciec.2010.11.2.215>
- van den Berg, T. G. C., Kroesen, M., & Chorus, C. G. (2020). Does morality predict aggressive driving? A conceptual analysis and exploratory empirical investigation. *Transportation Research Part F: Traffic Psychology and Behaviour*, 74, 259–271. <https://doi.org/10.1016/j.trf.2020.08.017>
- Vitell, S. J., Bing, M. N., Davison, H. K., Ammeter, A. P., Garner, B. L., & Novicevic, M. M. (2009). Religiosity and Moral Identity: The mediating role of self-control. *Journal of Business Ethics*, 88(4), 601–613. <https://doi.org/10.1007/s10551-008-9980-0>
- Xiang, Y., Cao, Y., & Dong, X. (2020). Childhood maltreatment and moral sensitivity: An interpretation based on schema theory. *Personality and Individual Differences*, 160(February). <https://doi.org/10.1016/j.paid.2020.109924>
- Yang, L., Cai, G., Yong, S., & Shi, H. (2020). Moral identity: A mediation model of moral disengagement and altruistic attitude. *Social Behavior and Personality*, 48(7), 1–13. <https://doi.org/10.2224/sbp.8867>