

The Influence of Responsibility Education and Emotional Maturity on the Consistency of Disciplinary Behavior among Students at SDN Patokan I, Kraksaan, Probolinggo

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ABSTRACT

This study investigates the impact of responsibility education and emotional maturity on the consistency of disciplinary behavior among students of SDN Patokan I Kraksaan, Probolinggo Regency. An explanatory quantitative design was employed in this research. The study population comprised all 67 sixth-grade students, each of whom served as a respondent through total sampling. Data collection utilized a Likert-scale questionnaire, and the data were processed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). Findings reveal that responsibility education exerts a positive and significant influence on disciplinary behavior consistency ($\beta = 0.451$; $p < 0.001$). Likewise, emotional maturity demonstrated a positive and significant effect ($\beta = 0.317$; $p = 0.001$). Taken together, both variables account for 71.2% of the variance in disciplinary behavior consistency ($R^2 = 0.712$). These results suggest that student discipline emerges from the interplay between character and emotional dimensions. Accordingly, schools are encouraged to design character education programs that incorporate both responsibility reinforcement and emotional maturity development to foster sustained disciplinary behavior.

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1. INTRODUCTION

Discipline is one of the basic characters that must be embedded in students considering its crucial role in shaping attitude regularity, sense of personal responsibility, and achievement in the learning process. In the primary education environment, discipline is not solely understood as

obedience to school rules, but also includes the capacity of students to regulate themselves and carry out their duties regularly.

A number of studies have identified that discipline problems at the elementary school level are still often encountered, including inpunctuality of attendance, weak adherence to discipline, and lack of responsibility in completing academic tasks. This condition shows that strengthening the character of discipline is still a homework that requires serious commitment from various elements, especially school institutions and the family environment (Melati et al., 2021; Maela et al., 2023; Mahoney et al., 2021; Panayiotou et al., 2022; Collie, 2024).

Responsibility-based education is seen as one of the effective strategies to foster disciplined behavior in students. The value of responsibility trains students to be able to understand the obligations they carry, reflect on the consequences of each action choice, and maintain commitment in completing tasks. In the framework of character education theory proposed by Lickona (1991), responsibility is included in the core moral values that need to be instilled from an early age because it is the basis for the growth of various other positive behaviors. Previous studies have revealed that students with high levels of responsibility tend to show greater compliance with school rules and exhibit more prominent disciplinary behaviors (Melati et al., 2021; Nurlailah, 2023; Maela et al., 2023; Simonton & Shiver, 2021).

In addition to responsibility education, emotional maturity also plays an important role in shaping students' disciplined behavior. Emotional maturity refers to a person's ability to recognize, manage, and express feelings proportionately according to the context at hand. Students who have achieved good emotional maturity are generally better able to resist impulsive impulses, accept rules openly, and respond constructively to conflict. Various studies have proven that there is a positive correlation between emotional maturity and students' discipline and social behavior (Putri, 2020; Hudha & Umam, 2022; Adelia & Budiono, 2024; Brackett et al., 2024; Collie, 2024; Blewitt et al., 2022).

Although there have been considerable studies on student discipline, studies that simultaneously test the influence of responsibility education and emotional maturity on the discipline of elementary school students are still relatively limited (Simonton & Shiver, 2021; Corcoran et al., 2022). The majority of previous research has examined these two variables separately, even though disciplined behavior is actually formed from a dynamic interaction between the character dimension and the emotional dimension of students.

Departing from the above explanation, this study is designed to analyze the extent to which responsibility education and emotional maturity contribute to the disciplinary behavior of students of SDN Patokan I Kraksaan, Probolinggo Regency. Through this research, it is hoped that there will be conceptual contributions for the development of character education studies, as well as providing a practical foundation for schools in designing a more comprehensive and sustainable discipline development program.

2. METHODS

This study was designed using a quantitative method with an explanatory approach to examine the influence of responsibility education and emotional maturity on the consistency of students' discipline behavior at the elementary school level. The choice of the quantitative approach is based on its ability to produce objective measurements of the relationships between variables through inferential statistical analysis procedures.

Data collection was carried out at SDN Patokan I Kraksaan, Probolinggo Regency, East Java, during the even semester of the 2025/2026 Academic Year. The subjects of the study were all grade VI students totaling 67 people. Due to the small number of population, the total sampling technique was applied so that all members of the population were involved as respondents.

The data collection tool is in the form of a closed questionnaire with a four-point Likert scale, namely Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). The variables of responsibility education are operationalized through indicators: understanding of obligations, self-awareness, task execution, honesty, and accountability for the consequences of actions. Emotional maturity variables are described through indicators of emotion control, emotion regulation, emotional stability, empathy, and self-adaptability. Meanwhile, the consistency of discipline behavior is measured through indicators of obedience to rules, punctuality, orderliness of learning, steadfastness in enforcing rules, and commitment to discipline.

Before being applied in the main research, the instrument first underwent content validity validation carried out by two experts, namely lecturers in educational psychology and practitioners in the field of basic education. Next, a reliability test was carried out using Cronbach's Alpha coefficient with a minimum limit of 0.70 as an acceptable reliability standard (Hair et al., 2022).

Data processing was carried out using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the help of the SmartPLS 4.0 application. The analysis was carried out in two stages, namely the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model). The outer model assessment included testing convergent validity through outer loading values (>0.70) and Average Variance Extracted (AVE >0.50), discriminant validity based on the Heterotrait-Monotrait Ratio (HTMT <0.90), and construct reliability through Composite Reliability and Cronbach's Alpha (>0.70). Meanwhile, the internal evaluation of the model was carried out through testing the R^2 value, effect size (f^2), predictive relevance (Q^2), and hypothesis testing using a bootstrapping procedure with 5,000 subsamples. The hypothesis is accepted when the t-statistical value is >1.96 and the p-value is <0.05 .

3. RESULT AND DISCUSSION

Result

A total of 67 grade VI students of SDN Patokan I Kraksaan participated as respondents in this study. All respondents completed the questionnaire completely, so that the return rate reached 100%. In terms of composition, there were 36 male students (53.7%) and 31 female students (46.3%).

Table 1. Respondent Characteristics

Gender	Frequency	Percentage (%)
Male	36	53,7
Women	31	46,3
Total	67	100

The distribution shows a fairly balanced proportion between male and female respondents, so it is considered representative to describe the condition of grade VI students at SDN Patokan I Kraksaan.

Evaluation of the measurement model is carried out to verify that each indicator is able to measure the intended construct validly and reliably. The results of the analysis show that the entire indicator obtained an outer loading value that exceeded the required minimum threshold. The AVE value for all constructs exceeds 0.50 and the Composite Reliability value exceeds 0.70, so that the research instrument is declared to meet the standards of validity and reliability.

Table 2. Construct Validity and Reliability Results

Variabel	AVE	Composite Reliability	Remarks
Responsibility Education	>0.50	>0.70	Valid and Reliable
Emotional Maturity	>0.50	>0.70	Valid and Reliable
Consistency of Disciplined Behavior	>0.50	>0.70	Valid and Reliable

These findings confirm that the entire research construct has met the measurement requirements and is feasible to be included in the structural model testing.

Coefficient of Determination (R^2). The determination coefficient (R^2) obtained of 0.712 indicates that the variables of responsibility education and emotional maturity were collectively able to explain 71.2% of the variation in the consistency of students' disciplinary behavior. The remaining 28.8% were influenced by other variables that were not included in this research model.

Table 3. R-Square Value

Variable endogenous	R^2
Consistency of Disciplined Behavior	0,712

Effect Size (f^2). Effect size analysis was carried out to identify the amount of contribution of each predictor variable to the dependent variable. The results suggest that responsible education makes a slightly larger contribution, although both are still in the moderate-effect category.

Table 4. Value Effect Size (f^2)

Relationships Between Variables	f^2	Category
Discipline Responsibility → Consistency Education	0,281	Medium
Emotional Maturity → Consistency of Discipline	0,234	Medium

Predictive Relevance (Q^2). A predictive relevance value (Q^2) of 0.434 (more than 0) indicates that the constructed model has adequate predictive capabilities to estimate the phenomenon of consistency of student disciplinary behavior.

Table 5. Predictive Relevance (Q^2) Value

Variable endogenous	Q^2
Consistency of Disciplined Behavior	0,434

Hypothesis testing was carried out using the bootstrapping technique at a significance level of 5%. The hypothesis is declared acceptable if the t-statistic value exceeds 1.96 and the p-value is below 0.05.

Table 6. Hypothesis Testing Results

Hipotesis	b	t-statistic	p-value	Verdict
Discipline Responsibility → Consistency Education	0,451	4,782	0,000	Accepted
Emotional Maturity → Consistency of Discipline	0,317	3,215	0,001	Accepted

The test results confirmed that responsibility education had a positive and significant influence on the consistency of students' disciplinary behavior ($\beta = 0.451$; $t = 4.782$; $p = 0.000$). Emotional maturity was also shown to have a positive and significant effect ($\beta = 0.317$; $t = 3.215$; $p = 0.001$). Overall, the analysis yielded three main findings: (1) responsible education was proven to have a positive and significant effect; (2) emotional maturity has been proven to have a positive and significant effect; (3) These two variables can simultaneously explain 71.2% variation in the consistency of student disciplinary behavior.

Discussion

The results of this study confirm that responsibility education actually contributes positively and significantly to the consistency of student disciplinary behavior. The findings indicate that the deeper the value of responsibility is embedded in students, the stronger their ability to comply with school regulations consistently. In the perspective of character education, responsibility plays a role as a core moral value that supports the growth of self-control, adherence to norms, and awareness to fulfill obligations without relying on external supervision.

These findings are in line with the results of the study Melati et al. (2021) which illustrates that discipline and responsibility develop in parallel through habituation in schools. Maela et al. (2023) It also revealed that habituation programs that emphasize task completion and obedience to rules are effective in strengthening the discipline character of elementary school students. In line with that, Nurlailah (2023) and Amelia & Dafit (2023) emphasized that the value of responsibility contributes significantly to increasing student compliance with discipline and academic obligations. From a psychological point of view, responsibility education encourages

the formation of self-regulation, which is a key element in the formation of disciplinary behavior (Simonton & Shiver, 2021).

This study also found that emotional maturity has a positive and significant influence on the consistency of students' disciplinary behavior. This proves that students' ability to recognize, manage, and control emotions also contributes to shaping their obedience to school rules. Students who achieve adequate emotional maturity tend to be better able to control impulses, deal with frustration, accept criticism, and maintain a positive attitude in a variety of learning situations (Brackett et al., 2024; Collie, 2024).

These findings support the theory of emotional intelligence which asserts that the ability to manage emotions is one of the determinants of individual success, both in social life and in academic contexts. Effective regulation of emotions allows students to think about consequences before acting, reduce impulsive tendencies, and adjust to the demands of the school environment (Blewitt et al., 2022). Hasil ini sejalan dengan temuan Hudha & Umam (2022) and Adelia & Budiono (2024) which confirms the existence of a positive relationship between emotional maturity and the level of discipline of students.

The determination coefficient of 0.712 showed that responsibility education and emotional maturity were simultaneously able to explain 71.2% of the variation in the consistency of students' disciplinary behavior. This indicates that disciplinary behavior is a multidimensional construct, not only influenced by the moral dimension, but also by the emotional dimension. The collaboration of these two factors results in a more robust pattern of discipline than if only one factor is developed. These findings reinforce the idea of holistic character education that integrates moral knowing, moral feeling, and moral action (Panayiotou et al., 2022; Corcoran et al., 2022).

Applicatively, this study implies the need for schools to build a model of discipline coaching that integrates character-based and social-emotional approaches in an integrated manner. The teacher's job is not only to convey rules and provide sanctions, but also to create a learning atmosphere that supports the growth of responsibility, self-control, empathic concern, and reflective capacity of students (Novianti, 2023; Mahoney et al., 2021).

4. CONCLUSION

Referring to the research findings, responsibility education and emotional maturity have been proven to have a positive and significant impact on the consistency of discipline behavior of students of SDN Patokan I Kraksaan. Responsibility education made a stronger contribution ($\beta = 0.451$) than emotional maturity ($\beta = 0.317$). Together, they were able to explain 71.2% of the variation in student discipline behavior ($R^2 = 0.712$).

These findings confirm that the formation of student discipline cannot only rely on strengthening the value of responsibility, but also requires the continuous development of emotional maturity. Therefore, schools should integrate character education and social-emotional development into the learning process for the realization of stable and sustainable disciplinary behavior. Follow-up research is recommended to explore mediating variables such as self-efficacy or teacher support in the relationship between responsibility education, emotional maturity, and student discipline behavior.

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