

## The Relationship between Emotional Intelligence and Self-Control in PIK-R Member High School/Vocational School Students

Dimas Rifki Al Fikri<sup>1</sup>, Widyastuti<sup>2</sup>

<sup>1,2</sup>Muhammadiyah University of Sidoarjo, Indonesia



DOI : <https://doi.org/10.61796/icossh.v2i3.90>



### Sections Info

#### Article history:

Submitted: April 15, 2025

Final Revised: May 20, 2025

Accepted: June 07, 2025

Published: June 16, 2025

#### Keywords:

Conformity

Life satisfaction

Fear of missing out

Anxiety

Senior high school students

### ABSTRACT

**Objective:** This research aims to determine the relationship between emotional intelligence and self-control in high school/vocational school students who are members of the Youth Information and Counseling Center (PIK-R) organization. **Method:** This research uses a quantitative approach with a correlational survey design. The research sample consisted of 228 students aged 15-18 years who were active in PIK-R in the last 6 months. The sampling used is purposive sampling. Data was collected using two measurement scales, namely the Emotional Intelligence scale consisting of 30 items with a reliability ( $\alpha$ ) of 0.813, and the Self-Control Scale consisting of 30 items with a reliability ( $\alpha$ ) of 0.748. Data analysis was carried out by Spearman's Rho correlation test using SPSS software version 25. **Results:** The results of the research showed a significant correlation between Self-Control and Emotional Intelligence of High School/Vocational High School Students with PIK-R ( $r=0.724^{***}$   $p0.724$ ). There were results that emotional intelligence had an effective contribution to self-control of  $R^2 = 0.525$ , suggesting that emotional intelligence explained 52.5% of the self-control variance. **Novelty:** This research aims to determine the relationship between emotional intelligence and self-control in high school/vocational school students who are members of the Youth Information and Counseling Center (PIK-R) organization.

## INTRODUCTION

Socialization and learning about premarital life in adolescents is a strategic step to share an equitable understanding of reproductive health, family life, and marital responsibilities. This program aims to prepare adolescents holistically, including physical, mental, emotional, social, and moral aspects. One form of learning premarital life is through the Youth Information and Counseling Center (PIK-R) which functions to share reproductive health information, counseling, life skills training, and referral services to experts. This program aims to help adolescents master the risks of Adolescent Reproductive Health (KRR) TRIAD, which is a threat linked to risky intimate relationships, drugs, and HIV/AIDS. Not only that, adolescents are trained to improve self-control which includes skills in managing emotions, making decisions, and adjusting to a stressful environment [1].

Learning and socialization of premarital life has a very meaningful position in increasing adolescents' understanding of reproductive health and the risks that can be experienced. This program can help adolescents in understanding the functions, processes, reproductive system, and risks such as sexually transmitted diseases, unwanted pregnancies, and the consequences of premarital sexual attitudes. With this learning and socialization, adolescents are expected to be able to make wise decisions, manage emotions efficiently, and prepare themselves to build a quality family life. Not only that, this program also shares knowledge and skills to have responsibility in

marriage, build healthy bonds with partners, and be able to manage conflicts well. From this, it can produce a foundation for adolescents to become resilient human beings, have self-control, and are able to contribute to producing quality families [2].

Premarital sexual behavior in the category of Indonesian adolescents has shown an alarming trend in recent years. Information from the 2017 Indonesian Demographic and Health Survey (SDKI) indicates that there is an increase in this behavior compared to the previous survey. In 2012, about 0.7% of adolescent girls aged 15-19 reported having engaged in premarital sexual behavior, and this figure increased to 0.9% in 2017. For the age group of 20-24 years, the prevalence increased from 1.6% in 2012 to 2.6% in 2017. Meanwhile, adolescent boys aged 15-19 showed a decrease from 4.5% in 2012 to 3.6% in 2017, but for 20-24 year olds, the prevalence remained high, at close to 14% [3].

Not only that, the 2019 national health survey revealed that 5.3% of adolescents had had sexual intercourse, with 3.6% of adolescent boys admitting to having had premarital sex with more than one partner, and 1.72% of adolescent girls reporting uniform sex [4]. Other information shows that approximately 63% of junior high, high school, and college students in Indonesia admitted to having engaged in premarital sex, based on a survey of illustrations in 33 provinces in 2008 [5]. This trend shows a significant increase in premarital sexual behavior among Indonesian adolescents. This increase can be caused by various aspects, including the lack of adequate reproductive health learning, the influence of the media, and changes in social norms. Therefore, more intensive efforts are needed in providing guidance and counseling to adolescents about the risks and consequences of premarital sexual behavior, and the value of self-control and wise decision-making.

The Adolescent Information and Counseling Center (PIK-R) is a program that focuses on guidance and reproductive health counseling for adolescents, listed about the risks of premarital sexual attitudes. In the context of premarital sexual behavior, PIK-R plays a role in sharing knowledge about the risks of sexual relations outside of marriage, such as unwanted pregnancies, the spread of sexually transmitted diseases, and adverse psychological consequences. In a study, it was shown that the use of PIK-R was significantly related to adolescents' sexual attitudes. Adolescents who join PIK-R well tend to have more positive attitudes toward sexual control, reduced risk of unwanted pregnancy and the spread of sexually transmitted diseases [6]. Not only that, other research highlights the value of PIK-R's position in sharing data and counseling on reproductive and sexual health to young people. This program helps adolescents understand their cases and make appropriate decisions, thereby reducing the adverse psychological impact of premarital sexual attitudes [7]. In this way, PIK-R plays a significant role in mentoring and counseling on reproductive health for adolescents, helping them master the risks of premarital sexual behaviour and its consequences, and providing support for healthy and responsible decision-making.

A study from the Central Statistics Agency (BPS) found results where 50% of adolescents in Indonesia have a fairly low insight into the importance of reproductive health, including insight into HIV/AIDS and sexually transmitted infections (STIs). In

this condition, which contributes to the increase in pre-marital sexual behavior, especially in big cities in Indonesia. According to other research cited, premarital sexual behavior tends to increase in line with less supervision and the stronger influence of globalization among adolescents [8].

The role of PIK-R is important in providing premarital education that includes information about healthy relationships, responsibilities in marriage, and the importance of reproductive health. PIK-R also serves as a place for adolescents to obtain counseling from peers, who are considered more comfortable discussing personal issues than parents or teachers. Empirical studies show that the reproductive health education and counseling provided by PIK-R is effective in improving adolescents' understanding of premarital sexual risks and reducing the number of risky behaviors. The program also involves life skills training, such as self-control, decision-making, and interpersonal communication, which contribute to adolescent behavior control [9]. One of the important components that PIK-R needs to have is self-control. Self-control research Self-control is the ability of individuals to regulate, guide, direct, and adjust behaviors, emotions, and thoughts in dealing with various situations, so that the actions taken are in accordance with social norms, moral values, and personal expectations. According to Averill, self-control includes the ability to modify behavior, manage desired and unwanted information, and choose actions based on personal beliefs [10].

Aspects of self-control consist of various skills that reflect how the individual manages himself. One of them is attitude control or behavioral control, which means the ability of individuals to modify or change attitudes in finding an unexciting atmosphere. This aspect includes readiness to respond adaptively and the skills to control the application of actions. Not only that, there is also cognitive control, which refers to the skill of managing information that is not desired through the process of perceiving, calculating, or relating an event in a certain cognitive framework. This helps individuals to adjust psychologically and reduce stress. Next, there is decisional control, which is an individual's skill to sort out actions based on personal trust or approval. This skill allows individuals to ascertain options by thinking about the consequences that take place [10].

The factors that affect self-control are divided into 2 main types, namely internal and external aspects. Internal aspects include the age and maturity of individuals who have a significant position in self-control. As people get older, people tend to have better self-control skills. In addition, emotional intelligence is also an important factor that affects a person's ability to control themselves. On the other hand, external factors involve the family environment, especially parental parenting, which plays a big role in the development of self-control. The way parents enforce discipline, respond to children's failures, communication styles, and emotional expressions are examples for children to learn self-control. In addition, interaction with peers and social norms in the surrounding environment also shape an individual's self-control ability [11]. Understanding the definitions, aspects, and factors that affect self-control is very important, especially in the process of personal development. This becomes more relevant in the context of adolescents who are in the process of identity formation and independence. Good self-

control management will help them face the challenges that arise at this stage of development. Sources from related journals say that emotional intelligence plays an important role in supporting adolescents' self-control over premarital sexual behavior. Riset, on the other hand, outlines that good emotional management allows adolescents to resist social pressures that lead to risky sexual behaviors. The PIK-R program that involves emotional education and self-control can help create teenagers who are more resilient and ready to face life's challenges [12]. Emotional intelligence plays an important role in adolescent development, especially for high school students involved in organizations like PIK-R. The ability to recognize, understand, and manage one's own and others' emotions to help adolescents face various academic and social challenges. Research by Mujidin et al. shows that emotional intelligence has a significant influence on the learning achievement of high school students, where students with high emotional intelligence are able to adapt better in challenging situations [13].

Research on self-control in adolescents has shown a significant association between low self-control and increased premarital sexual behavior. A study conducted by Ruhinda [14] in the city of Bandung found that self control moderated the influence of parental monitoring on premarital sexual behavior. This means that despite parental monitoring, adolescents with low self-control remain more susceptible to engaging in such behaviors. This emphasizes the importance of strengthening adolescent self-control to support the effectiveness of parental supervision in preventing premarital sexual behavior. Furthermore, the riset conducted by Maemunah et al [15]. in Karawang Regency identified that peer interaction and self-control had an effect on premarital sexual behavior. Although the contribution of these two variables to premarital sexual behavior was only 1.9%, these results still highlight the role of self-control as one of the protective factors for adolescents. This research also strengthens the understanding of the importance of the social environment in shaping adolescent self-control.

From the existing data, it shows that adolescents have low self-control. As found in research conducted by Astuti et al. in Lhokseumawe City, where as many as 62% of junior high school students have low self-control in preventing premarital sexual behavior [16]. Similar research was conducted by Maemunah et al. in Karawang Regency which found that peer interaction and self-control contribute to premarital sexual behavior, Although the contribution is only 1.9% [15]. In addition, Karniyanti and Lestari Research in Bangli [17] found that self-control and assertiveness together affect attitudes towards premarital sexual behavior in adolescent girls. Research results show that adolescents with good self-control tend to have negative attitudes towards premarital sexual behavior. Thus, self-control not only prevents actions, but also forms a healthier attitude towards risk. Overall, the various studies above show that self-control is an important factor in the prevention of premarital sexual behavior in adolescents. Therefore, it is important for educators, parents, and policymakers to create intervention programs designed to improve adolescent self-control, which can ultimately reduce the risk of premarital sexual behavior.

Research that examined *the relationship between emotional intelligence and self-control in high school/vocational school students in the Special Region of Yogyakarta* showed that there was a significant positive relationship between the two variables. This research linked 270 subjects and used a quantitative procedure with a random sampling method. The measuring tools used were the Emotional Intelligence Scale (12 items,  $\alpha = 0.812$ ) and the Self-Control Scale (23 items,  $\alpha = 0.890$ ). The results of the analysis showed a correlation coefficient ( $r$ ) of 0.419 with a value of  $p = 0.000$  ( $p < 0.05$ ), which means that the hypothesis is accepted and there is a significant positive bond between emotional intelligence and self-control in students [18].

Another study that was tried on adolescent boys soccer athletes in Pati City also created a positive and significant relationship between emotional intelligence and self control. This research linked 95 adolescent male football athletes and used a quantitative procedure with a purposive sampling technique. The measuring tools used were the Self Control Scale (21 items,  $\alpha = 0.851$ ) and the Emotional Intelligence Scale (23 items,  $\alpha = 0.859$ ). The results of the analysis showed a correlation coefficient of 0.487 with a value of  $p = 0.000$  ( $p < 0.05$ ), which means that the higher the emotional intelligence, the greater the self-control of adolescent athletes [19].

In addition, a study conducted on adolescents at engineering schools in Jakarta showed that emotional intelligence and self-control can significantly affect the level of aggressiveness. The research involved 180 adolescents and used regression analysis to test the hypothesis. The results of the study show that emotional intelligence and self-control can significantly affect aggressiveness, although there are other variables outside of research that can influence the level of aggressiveness [20] Based on these findings, it can be concluded that emotional intelligence plays an important role in influencing self-control in adolescents. Adolescents with high emotional intelligence tend to have better self-control abilities, which in turn can influence their behavior in a variety of contexts, including in communities such as PIK-R.

Emotional intelligence according to Goleman [21] is a person's ability to regulate emotions, maintain emotional stability and channel them through self-awareness skills, self-control, motivation, social skills and empathy [22]. Emotional intelligence is the ability of individuals to recognize, understand, and manage one's own emotions as well as understand and influence the emotions of others. These abilities include recognition of personal feelings and their impact, emotional control to maintain balance, and healthy relationship-building skills. The concept of emotional intelligence was introduced by Peter Salovey and John Mayer, later developed by Daniel Goleman who emphasized the importance of emotional intelligence in one's life success.

Aspects of emotional intelligence include self-awareness, which is the ability to understand emotions and their influences; self-regulation, which is the ability to control negative emotions and impulses; self motivation, which includes an internal drive to achieve goals despite challenges; empathy, which is the ability to understand the feelings and perspectives of others; and social skills, which involve the ability to communicate, collaborate, and build positive relationships. All of these aspects work together to

support effective social interaction and good self-management in a variety of situations and can influence an individual's better attitude [23].

Adolescents who have low emotional intelligence tend to have difficulty managing impulses, resisting social pressure, and making decisions that are in line with social norms and moral values. When self-control is low, they are more easily carried away by environmental currents without considering the consequences of their actions. In social situations, they are more susceptible to peer influence, especially when it comes to risky behaviors such as promiscuity, addictive substance use, or involvement in premarital sexual behavior.

The inability to manage emotions makes them more reactive in the face of pressure, often acts without thinking, and has difficulty resisting temptations that can be self-harming. They may show instability in social interactions, often experience conflicts with others, or easily feel frustrated when faced with failure. Additionally, they are more likely to have difficulty solving problems rationally and are more likely to make impulsive decisions that lead to regret later in life.

In the context of PIK-R, adolescents with low self-control may be less able to take advantage of the information and education provided to protect themselves from risky behaviors. They may remain involved in adverse decisions despite having gained an understanding of the impact. This can contribute to an increase in premarital sexual behavior rates, as they are less able to resist social pressures and are more likely to follow emotional urges without careful consideration.

Based on the dynamics of the above variables, the hypothesis of this riset is: "There is a significant positive relationship between emotional intelligence and self-control in PIK-R members." This means that the higher a person's emotional intelligence, the better his self-control. The purpose of this researchs to find out the relationship between emotional intelligence and self-control in high school students who are members of PIK-R.

## RESEARCH METHOD

This research uses a quantitative approach with a correlational survey design. The purpose of this research is to determine the relationship between Emotional Intelligence as an independent variable (X) and Self-Control as a dependent variable (Y) in high school students who are members of the Adolescent Information and Counseling Center (PIK-R). This research population is high school students who are active in PIK-R organizations with unknown populations who come from various regions in Indonesia. After the data dissemination was carried out, 228 data were obtained from the subjects, then the data obtained was used for the sample in this research because it met the purposive sampling criteria that had been determined Wallen N, Fraenkel J recommended a minimum sample size of 50 subjects for correlation research, which means that based on the number of samples that have been obtained, the number meets the requirements [24]. The sampling used was non-proplability sampling with the purposive sampling technique, which is a sample determination technique based on

certain criteria. The sample criteria in this research are high school students aged 15-18 years who have joined and been active in the PIK-R organization in the last 6 months. Sampling with purposive sampling techniques was chosen because the researcher wanted to focus on groups of high school students involved in the PIK-R organization.

Data collection in this research was carried out using two measuring tools adopted from the previous research [25]. The first measuring tool is the Emotional Intelligence Scale which consists of 30 items with a reliability ( $\alpha$ ) of 0.886. This scale is based on the aspects of emotional intelligence put forward by Goleman, namely self-awareness, self-regulation, empathy, social skills [23]. The second measuring tool is the Self Control Scale which consists of 30 items with a reliability level ( $\alpha$ ) of 0.869. This scale is structured based on aspects of self-control according to Averill, namely cognitive control, behavioral control, and decision-making control [10]. After obtaining data from 228 subjects, a reliability test try out was carried out and obtained the results of a emotional intelligence measuring tool consisting of 30 items with a reliability ( $\alpha$ ) of 0.813 and a self-control scale with a reliability number ( $\alpha$ ) of 0.748. Reliability levels above 0.70 indicate that both instruments have a high level of internal consistency, are good and are suitable for use in further research [26].

Survey data is collected through the distribution of questionnaires online using Google Forms. Participants were asked to respond to each statement on a 4-point Likert scale, ranging from "Strongly Disagree", "Disagree", "Agree" to "Strongly Agree" online. After the data is collected, it is necessary to change the score from an unfavorable item to a favorable score. Where, from the score of four (4) to one (1) for positive items or those that support the measured attribute (favourable), while for the score of negative items or questions that do not support the measured attributes (unfavourable) moves from one (1) to (4). Before the correlation analysis is carried out, the data will be examined to ensure that the assumptions of normality and linearity are met, then data analysis is carried out using the Pearson Product Moment correlation test with the help of JASP and SPSS software version 25.

## RESULTS AND DISCUSSION

### *Results*

Based on the results of the analysis that has been carried out, it is known that the data from all subjects with a total of 228 are not outliers. After knowing whether there is outlier data or not, it is followed by analysis. It is also known that the results of the calculation of the Emotional Intelligence scale were obtained that the theoretical mean value ( $\mu$ ) was 94.12 standard deviation ( $\sigma$ ) = 8.936. Meanwhile, on the Self-Control scale, a theoretical mean value ( $\mu$ ) of 90.30 and standard deviation ( $\sigma$ ) of 8.026. For the demographic data of the research subjects, it is explained in table 1 and then followed by a correlation and categorization test. The following are the outputs produced.

**Table 1.** Demographic data.

Characteristic	Frequency (F)	Present (%)
<b>Type of School</b>		
SMA (Senior High School)	184	81%
SMK (Vocational High School)	44	19%
<b>Gender</b>		
Man	61	27%
Woman	167	73%
<b>Age</b>		
15	41	18%
16	114	50%
17	65	29%
18	8	4%
<b>Regional Origin</b>		
East Java	120	53%
Central Java	35	15%
Jakarta	18	8%
Gorontalo	8	4%
Riau	5	2%
Bali	22	10%
West Nusa Tenggara	20	9%
<b>Sum</b>	<b>228</b>	<b>100%</b>

Based on demographic data in table 1, research subjects based on the type of school dominated by high school as many as 184 with a percentage (81%) and subjects from vocational schools as many as 44 with a subjects (9%) percentage (19%). Based on gender, female subjects were dominated by 167 with a percentage (73%) and male subjects as many as 61 (19%). Based on age, the subjects in this research were divided into four age categories, including 41 subjects with a percentage (18%), 16 years old with a total of 114 subjects (50%), 17 years old with 65 subjects (39%) and 18 years old with a total of 8 subjects (4%). Based on the origin of the school area, it is divided into 7 regions in Indonesia, including from the Jawa Timur Region with a total of 120 (53%), Jawa Tengah with a total of 35 (15%), Jakarta with a total of 18 (8%), Gorontalo with a total of 8 (4%) Riau with the number 5 subjects (2%), Bali as many as 22 (10%) and West Nusa Tenggara as many as 20 subject (9%).

*The assumption test* in this study is that there is a *normality test* and a *linearity test*. From the results of the *Shapiro-Wilk* test for the normality test, it was shown that the results between the two variables of emotional intelligence and self-control obtained a significance value of *Shapiro-Wilk value = 0.992 with Sig = 0.272 > 0.5* or had a significance value of more than 0.05, which means that the data is normally distributed, then it can be

continued for *parametric analysis*. In addition, from the results of the linearity test, the significance value contained in the *Deviation from Linearity* column obtained a value of  $F=1.185$  with a significance of  $0.231$  which indicates that the variables of emotional intelligence and self-control have a relationship that is linear or the linearity test is fulfilled because it is greater than  $> 0.05$ .

The *hypothesis test* in this research based on the results of *Pearson's Correlation test* showed a *significant correlation* between Self-Control and Emotional Intelligence of High School/Vocational High School Students with PIK-R ( $r=0.724^{***}$ ,  $p0.724$ ). There are also results that the variable X, namely emotional intelligence, has an effective contribution to self-control of  $R^2 = 0.525$ , this shows that emotional intelligence explains 52.5% of the self-control variance. This means that if emotional intelligence is high, then self-control is also high, and if emotional intelligence is low, then self-control is also low.

**Table 2.** Categorization.

Category	Norm	Score					
		Emotional Intelligence			Self-Control		
			$\Sigma$ Subject	%		$\Sigma$ Subject	%
Low	$X < M - 1SD$	$X < 86,1$	41	18,0 %	$X < 82,6$	31	13,6 %
Medium	$M - 1SD \leq X < M + 1SD$	$86,1 \leq X < 102,9$	145	63,6 %	$82,6 \leq X < 98,4$	160	70,2 %
High	$M + 1SD \leq X$	$X > 102,9$	42	18,4 %	$X > 98,4$	37	16,2 %
<b>Sum</b>			<b>228</b>	<b>100%</b>		<b>228</b>	<b>100%</b>

Based on table 2 of the categorization of the scores of PIK-R members on the Emotional Intelligence scale, it can be concluded that there are 41 students with low emotional intelligence, 145 students with moderate social support, and 42 students with high social support. Meanwhile, on the Self-Control scale, it can be concluded that the categorization of subject scores is, there are 31 students who have very low self control, 160 students who have a moderate self-control category, and there are 37 students who have high category self-control. Based on the statement from the results of the categorization of the two variables, it can be concluded that high school/vocational high school students who are members of PIK-R have emotional intelligence at a moderate level that tends to be high. In addition, students also have self-control which at moderate levels tends to be high.

## *Discussion*

The purpose of this study is to find out whether there is a relationship between emotional intelligence and self-control in high school/vocational school students who are members of PIK-R. Based on the results of the analysis that has been carried out, a correlation coefficient value ( $r_{xy}$ ) of 0.724 with a significance value of 0.272 was obtained. Thus, it can be concluded that there is a positive relationship between emotional intelligence and self control. This shows that the higher the emotional intelligence, the higher the level of self control of high school/vocational school students who are PIK-R. On the other hand, the lower the emotional intelligence, the lower the self-control of high school/vocational school students who are PIK R members.

The results of this research are in line with previous research, which found that there is a positive relationship between emotional intelligence and self-control in high school/vocational high school students, both public and private, in the Special Region of Yogyakarta. In previous research, it was reported that individuals with high emotional intelligence tended to have better self-control and were able to regulate emotions in various social situations. These skills help individuals in controlling their response to pressure and making more rational decisions [18].

In addition, another previous research entitled "The Relationship between Emotional Intelligence and Self-Control in Adolescent Male Football Athletes in Pati City" also showed similar results. In the research, it was found that there is a positive relationship between emotional intelligence and self-control in high school students. Adolescent athletes with high emotional intelligence are able to better manage their emotions, which ultimately improves their ability to control themselves when faced with challenges both on and off the court. Individuals with high emotional intelligence tend to be better able to recognize, understand, and manage their own emotions as well as those of others. This ability helps them to be more disciplined and have good self-control in dealing with various situations. In contrast, individuals with low emotional intelligence tend to be more impulsive and have difficulty controlling their emotional reactions [19].

Based on the results of the analysis of the emotional intelligence variable, there were 41 students with low emotional intelligence levels, 145 students with moderate emotional intelligence levels, and 42 students with high emotional intelligence levels. It is known from the data that some high school/vocational school students who are members of PIK-R have a high level of emotional intelligence in the moderate or moderate category. The subjects in this study overall had above-average emotional intelligence, which indicates that emotional intelligence is the ability to recognize, understand, and manage one's own emotions and understand the emotions of others [21]. Based on the literature obtained, Individuals with high emotional intelligence are able to recognize their own feelings and understand how those feelings affect their thoughts and actions. They can also manage emotions effectively, such as controlling impulses and delaying satisfaction in order to achieve long-term goals. In addition, they have the ability to stay motivated despite facing obstacles and can understand and feel the emotions of others, known as empathy.

This ability allows them to build and maintain good relationships with others, communicate effectively, work together, and resolve conflicts in a constructive way. Individuals with high emotional intelligence can recognize when they are feeling angry and choose to calm down before reacting, thus avoiding unnecessary conflicts. In conflict situations, the individual will be able to remain calm, listen to the other person's point of view, and seek mutually beneficial solutions. When faced with failure, they will reflect on the experience, learn from their mistakes, and stay motivated to try again. In addition, they will show empathy by listening attentively when a friend is grieving and providing needed support. In the world of education, they can recognize signs of stress and take steps to manage it, such as taking a break or talking to colleagues [21].

The results of the analysis of self-control variables showed that 31 students had a low level of self control, 160 students had a moderate level of self-control, and 37 students had a high level of self-control. The subjects in this research are overall in the medium or adequate category and are still at an above average level. In high school students, self-control plays an important role in managing sexual behavior. A study in Ambon found a negative relationship between self-control and sexual behavior in grade XII adolescents [27]. This means that the higher the self-control a student has, the lower their tendency to engage in risky sexual behaviors. Examples of behavior that reflect good self-control in high school students in the context of sexual behavior include the ability to resist invitations or pressures to engage in sexual activities that are not in accordance with the values or norms that are adhered to, as well as the ability to delay or avoid situations that may trigger sexual behavior. Risky [28]. Conversely, a lack of self-control can make teens more vulnerable to peer pressure or situations that encourage premarital sexual behavior. Improved self control in late adolescence is associated with increased premarital sexual behavior. This emphasizes the importance of developing self-control as a preventive effort against risky sexual behavior among adolescents [29].

The limitation of this study is that in the method for data collection which is through google forms which are disseminated through social media, especially nstagram, because at the time of the study the researcher did not directly supervise the subject, so that There is a possibility of bias in the respondents' answers.

## CONCLUSION

**Fundamental Finding :** It can be concluded in this research than Emotional Intelligence and Self-Control in high school/vocation school students PIK-R members have a positive relationship. This can be seen from the value of the correlation coefficient ( $r=0.724^{***}$ ,  $p<.001$ ) and in this research the hypothesis is accepted. So it can be interpreted that if the higher the emotional intelligence of high school/vocational high school students of PIK-R members, then the higher the level of student self-control, and vice versa, the lower the emotional intelligence of high school/vocational high school students of PIK-R members, the lower the control of students in the student. **Implication :** So it can be interpreted that if the higher the emotional intelligence of high school/vocational high school students of PIK-R members, then the higher the level of

student self-control, and vice versa, the lower the emotional intelligence of high school/vocational high school students of PIK-R members, the lower the control of students in the student. This finding implies that emotional intelligence plays a critical role in shaping students' ability to manage their impulses and behaviors within the organizational context of PIK-R. **Limitation** : The strength of the influence of the emotional intelligence variable on the self-control variable in this research was 52.5%. and the rest, of 57.5%, was influenced by other factors that were not the focus of this research. This indicates that while emotional intelligence is a significant predictor, there are numerous other variables that contribute to self-control which remain unexplored in this study. **Future Research** : For further research, Dsuggested that researchers consider data collection methods that can minimize the potential for bias in responses from respondents. For example, researchers can use data triangulation techniques by combining quantitative and qualitative methods, such as in-depth interviews or direct observation of PIK-R members, to obtain more objective and accurate data.

## ACKNOWLEDGEMENTS

The researchers would like to thank the PIK-R administrators from various regions who have participated. Gratitude is also expressed to all respondents who have been willing to provide information and take the time for the smooth running of this research.

## REFERENCES

- [1] A. R. Setyanto, A. Sugitanata, and A. Yazid, "THE URGENCY OF PRE-MARRIAGE EDUCATION IN INDONESIA AS AN EFFORT TO OVERCOME EARLY MARRIAGE AND DOMESTIC VIOLENCE," *Tadris: Journal of Islamic Education Research and Thought*, vol. 16, no. 2, pp. 41-53, 2022
- [2] F. Carolyn, N. Sumarni, Z. Zahara, and M. Parhan, "Premarital Education as an Effort to Prevent Divorce: A Practical and Islamic Approach," *Journal on Education*, vol. 6, no. 3, pp. 16244-16251, 2024.
- [3] S. Aima and D. Erwandi, "Determinants of Sexual Behavior in Adolescents in Indonesia: Systematic Review," *Muhammadiyah Journal of Midwifery*, vol. 4, no. 2, pp. 85-93, 2024
- [4] F. Asfia and L. Ferial, "Analysis of Risky Sexual Behavior in College Students".
- [5] B. Hamzah and R. Hamzah, "DETERMINANTS OF PREMARITAL SEXUAL BEHAVIOR IN ADOLESCENTS: (CASE STUDY AT SMA NEGERI 1 KOTAMOBAGU)," *Bina Generasi: Jurnal Kesehatan*, vol. 11, no. 2, pp. 9-16, 2020.
- [6] N. I. D. Kurniasih, N. W. Setiati, A. Asrina, and A. Yunengsih, "The Utilization of Adolescent Counseling Information Center (Pik-R) with Sexual Behavior in Adolescents," *Journal of Maternal and Child Care*, vol. 9, no. 1, pp. 33-41, 2024.
- [7] H. Murni, D. Darmayanti, and A. Arneti, "STRENGTHENING THE ROLE OF THE ADOLESCENT COUNSELING INFORMATION CENTER (PIK-R) 'MIFTAHUL JANNAH' IN PREPARING FOR MARRIAGE TO TEENAGERS IN MAN 2 BUKITTINGGI IN 2023," *Salingka Abdimas Journal*, vol. 3, no. 2, pp. 272-279, 2023.
- [8] M. Rino and T. Y. Fatmawati, "Knowledge of Reproductive Health on the Utilization of Adolescent Information and Counseling Centers (PIK-R)," *Scientific Journal of Batanghari University of Jambi*, vol. 22, no. 1, pp. 427-431, 2022.

- [9] H. Murni, D. Darmayanti, and A. Arneti, "STRENGTHENING THE ROLE OF THE YOUTH COUNSELING INFORMATION CENTER (PIK-R) 'MIFTAHUL JANNAH' IN PREPARING FOR MARRIAGE TO ADOLESCENTS IN MAN 2 BUKITTINGGI IN 2023," *Salingka Abdimas Journal*, vol. 3, no. 2, pp. 272–279, 2023.
- [10] J. R. Averill, "Personal control over aversive stimuli and its relationship to stress.," *Psychol Bull*, vol. 80, no. 4, p. 286, 1973.
- [11] R. Dwi Marsela and M. Supriatna, "Self-Control: Definitions and Factors," *Journal of Innovative Counseling : Theory, Practice & Research*, vol. 3, no. 2, pp. 65–69, 2019, [Online]. Available: [http://journal.umtas.ac.id/index.php/innovative\\_counseling](http://journal.umtas.ac.id/index.php/innovative_counseling)
- [12] P. A. Anggara and B. Murti, "The Relationship of Emotional Intelligence with Premarital Sexual Behavior in Adolescents of SMA Negeri 3 Surakarta," *Nexus of Community Medicine*, vol. 1, no. 2, 2012.
- [13] M. Mujidin, A. R. A. Pramesti, and H. K. Rustam, "Improving Student Learning Achievement by Applying Emotional Intelligence and Social Support to High School Students," *Educative: Journal of Educational Sciences*, vol. 3, no. 4, pp. 1699–1707, 2021.
- [14] E. Z. Ruhinda, "THE EFFECT OF PARENTAL MONITORING ON PREMARITAL SEXUAL BEHAVIOR MODERATED BY SELF-CONTROL IN ADOLESCENTS IN THE CITY OF BANDUNG THESIS PREPARED TO MEET ONE OF THE REQUIREMENTS FOR OBTAINING A BACHELOR'S DEGREE IN PSYCHOLOGY PREPARED BY."
- [15] U. Buana and P. Karawang, "THE EFFECT OF PEER INTERACTION AND SELF-CONTROL ON PREMARITAL SEXUAL BEHAVIOR IN ADOLESCENTS IN KARAWANG DISTRICT Maemunah, Nuram Mubina and Puspa Rahayu Utami Rahman a," 2020.
- [16] W. Astuti, Z. Muna, and R. Julistia, "An overview of self-control in junior high school students in Lhokseumawe City in preventing premarital sexual behavior," *Diversita Journal*, vol. 7, no. 1, pp. 72–78, 2021.
- [17] R. Y. Lestari, H. N. Setianingrum, N. Farida, N. A. Isnaini, and T. Rohmayanti, "The Role of PIK-R as a Counseling Forum: Implementation of Socialization Activities: Mental Health Starting from the School Environment," *Journal of Education and Language Motivation*, vol. 1, no. 4, pp. 127–137, 2023.
- [18] P. Semnas, U. Yogya, and X. Ions, "THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF-CONTROL IN HIGH SCHOOL/VOCATIONAL SCHOOL STUDENTS," 2024.
- [19] N. Tiara Cahyani, "THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF-CONTROL IN ADOLESCENT MALE FOOTBALL ATHLETES IN PATI CITY."
- [20] A. Y. Saputro, "The level of emotional intelligence and self-control of technical school adolescents in Jakarta on the level of aggressiveness," *PSIMPHONI*, vol. 3, no. 1, pp. 53–63, 2022.
- [21] D. Goleman, *Emotional intelligence*. Gramedia Pustaka Utama, 1996.
- [22] P. Salovey, B. T. Detweiler-Bedell, J. B. Detweiler-Bedell, and J. D. Mayer, "Emotional intelligence," 2008.
- [23] I. Riyadi, "The Integration of Emotional Intelligence Values in the Islamic Religious Education Curriculum in High School: Daniel Goleman's Perspective," *Hunafa: Jurnal Studia Islamika*, vol. 12, no. 1, pp. 141–163, 2015.
- [24] N. E. Wallen and J. R. Fraenkel, *Educational research: A guide to the process*. Routledge, 2013.

- [25] Z. Khoirussani, "The Relationship of Self-Control and Emotional Intelligence in Students Who Fast on Monday and Thursday at Al-Itqon Islamic Boarding School Semarang for the 2014 Period," Walisongo Institutional Repository, 2017.
- [26] J. P. Guilford, "Psychometric methods," 1954.
- [27] Hasanah Ni'matun, "The Effect of Self-Control on Adolescent Sexual Behavior (Research Study on Students of Bina Persada Nusantara High School, Bandung City)," 2013.
- [28] V. B. Siahaya and R. Y. EK, "The Relationship of Self-Control and Adolescent Sexual Behavior in Grade XII High School in Ambon City," *Molucca Medica*, pp. 20–27, 2017.
- [29] H. Putri, H. Nur, and W. Ansar, "The Effect of Self-Control on Forms of Premarital Sexual Behavior in Late Adolescence," *PESHUM: Journal of Education, Social and Humanities*, vol. 2, no. 6, pp. 1184–1192, 2023

---

**Dimas Rifki Al Fikri**

Muhammadiyah University of Sidoarjo, Indonesia

Email: [dimasrifkialfikri@gmail.com](mailto:dimasrifkialfikri@gmail.com)

**\*Widyastuti (Corresponding Author)**

Muhammadiyah University of Sidoarjo, Indonesia

Email: [wiwid@umsida.ac.id](mailto:wiwid@umsida.ac.id)

---