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Study Discipline Among High School Students: Effects of Social Media Usage, Self-Management, and Peer Environment

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Abstrak:
Poor study discipline among students remains a significant educational concern that may negatively affect academic achievement. This study aims to examine the effects of social media usage intensity, self-management, and peer environment on students' study discipline. A quantitative approach using an ex post facto research design was employed. The participants were 150 students from State Senior High School No. 7 Kupang, selected through purposive sampling. Data were collected using a structured questionnaire with a four-point Likert scale and analyzed using multiple linear regression with SPSS. The findings indicate that social media usage intensity has a significant negative effect on students' study discipline, whereas self-management has a significant positive effect. In contrast, peer environment shows a significant negative effect on study discipline. Simultaneously, the three independent variables significantly influence students' study discipline ($F = 57.640$, $p < 0.001$). The coefficient of determination ($R^2 = 0.542$) indicates that 54.2% of the variance in students' study discipline is explained by social media usage intensity, self-management, and peer environment, while the remaining 45.8% is influenced by other factors outside the model. These findings support the application of Social Cognitive Theory by highlighting the interaction between personal and environmental factors in shaping students' study discipline. The study suggests that strengthening self-management, promoting responsible social media use, and fostering supportive peer environments may help improve students' study discipline.

Keywords: Peer Environment; Self-Management; Social Media; Students; Study Discipline.

Introduction

Through education, individuals can enhance their knowledge, build character, and develop their potential (Gunawan et al., 2024). The success of achieving learning objectives in education is largely determined by the effectiveness of pedagogical activities conducted within the learning environment. The learning process can be successful not only because of students' intellectual abilities, but also due to their attitudes and learning behaviors in participating in learning activities (Rahayu & Supriatna, 2021). One attitude that plays a crucial role in supporting the success of the learning process is study discipline.

Study discipline refers to responsible and compliant attitudes and behaviors that are consciously and consistently demonstrated in adherence to learning rules and obligations. Study discipline can be observed in behaviors such as arriving at school on time, organizing and following a study schedule in an orderly manner, and completing assignments without procrastination (Naryanto, 2022). Students with high study discipline are better able to control their behavior, thereby achieving more optimal learning outcomes; conversely, students with low study discipline tend to procrastinate on assignments

and struggle to manage their study time, leading to a decline in learning quality (Sahputra & Hutasuhut, 2019).

Despite the important role of study discipline in supporting academic success, discipline-related problems remain common in many educational settings. Previous studies have reported that students frequently procrastinate on assignments, have difficulty managing their study time, and show low compliance with academic rules, all of which may negatively affect their academic performance. Similar challenges have also been reported in Indonesian secondary schools, indicating that improving students' study discipline remains an important educational concern. In the context of this study, similar conditions were identified at State Senior High School 7 Kupang City. Preliminary observations and a survey of 30 students revealed that many students frequently procrastinated on assignments, engaged in non-academic activities during class, and studied only when examinations approached. Interviews with teachers also indicated that some students often submitted assignments late, violated school rules, and showed low participation in learning activities. These findings suggest that study discipline remains a significant challenge and highlight the need to examine the factors influencing students' study discipline in this particular educational context.

This study is grounded in Social Cognitive Theory (SCT) proposed by (Bandura, 1986), which explains that human behavior is shaped through reciprocal interactions among personal factors, environmental influences, and behavioral outcomes. Within this framework, students' study discipline is influenced not only by their internal capacity to regulate learning behavior but also by the surrounding environment that continuously shapes their attitudes and actions (Zimmerman, 2000). In this study, self-management represents the personal factor, whereas social media usage intensity and the peer environment represent environmental factors that are expected to influence students' study discipline. Therefore, SCT provides a relevant theoretical foundation for explaining how these internal and external factors jointly shape students' disciplined learning behavior.

Previous studies suggest that students' study discipline is influenced by both personal and environmental factors. Intensive social media use may reduce students' concentration and increase distractions during learning activities. In contrast, effective self-management enables students to regulate their learning behaviors, organize study schedules, and complete academic tasks responsibly. Likewise, the peer environment may either encourage or discourage disciplined learning behavior through social interaction, behavioral modeling, and academic support. These findings indicate that understanding students' study discipline requires considering the combined influence of these internal and external factors rather than examining each factor in isolation.

Although previous studies have examined social media usage intensity, self-management, and peer environment in relation to students' academic behavior, the existing evidence remains inconsistent. Some studies report that intensive social media use negatively affects study discipline, whereas others argue that its influence depends on how students utilize social media for academic purposes. Likewise, although self-management and peer environment have generally been associated with better study discipline, the magnitude and direction of their influence vary across educational settings. Moreover, most previous studies have examined these variables separately, providing limited understanding of how personal and environmental factors interact to influence students' study discipline. These inconsistencies highlight the need for further investigation.

The novelty of this study lies in its integrated analysis of social media usage intensity, self-management, and peer environment in explaining students' study discipline within a single conceptual model based on Social Cognitive Theory. Unlike previous studies that have examined these variables separately, this study simultaneously investigates their combined influence on study discipline. Furthermore, this

research provides empirical evidence from a specific educational context, namely a public senior high school in Kupang City, which has been underexplored in previous research. This approach offers a more comprehensive understanding of how personal and environmental factors interact in shaping students' study discipline.

Based on the research background, this study addresses the following research questions:

1. RQ1: To what extent does social media usage intensity influence students' study discipline?
2. RQ2: To what extent does self-management influence students' study discipline?
3. RQ3: To what extent does peer environment influence students' study discipline?
4. RQ4: To what extent do social media usage intensity, self-management, and peer environment simultaneously influence students' study discipline?

Based on the above discussion, the hypotheses of this study are as follows:

1. H1: Social media usage intensity has a significant influence on students' study discipline.
2. H2: Self-management has a significant influence on students' study discipline.
3. H3: Peer environment has a significant influence on students' study discipline.
4. H4: Social media usage intensity, self-management, and peer environment simultaneously have a significant influence on students' study discipline.

Literature Review

Study Discipline

Study discipline is a key aspect of students' academic behavior that reflects their ability to regulate learning activities in accordance with rules, schedules, and academic responsibilities. It is characterized by students' consistency in following learning procedures, maintaining focus during learning activities, and completing academic tasks responsibly. Students with high study discipline tend to achieve better academic outcomes, whereas low discipline is often associated with procrastination, poor time management, and decreased academic performance (Sahputra & Hutasuhut, 2019; Utami et al., 2024).

From a theoretical perspective, study discipline is influenced by both internal and external factors. Internal factors include self-regulation, motivation, and self-awareness, while external factors include school environment, teaching methods, and peer influence (Afriani et al., 2023; Mua et al., 2026). These factors indicate that study discipline does not emerge in isolation, but is shaped by interactions between individual characteristics and environmental conditions.

Social Media Usage Intensity and Study Discipline

Social media usage intensity refers to the frequency, duration, and level of engagement individuals have with social media platforms in their daily activities. High intensity of social media use may increase students' exposure to non-academic content, which can reduce learning focus and contribute to academic distraction.

Previous studies suggest that excessive social media use is associated with decreased study discipline, particularly through increased procrastination and reduced concentration during learning activities (Homaid, 2022; Suryadi et al., 2018). However, Social Cognitive Theory (Bandura, 1986) explains that behavior is not solely determined by environmental exposure, but also by personal self-regulation. This

implies that the effect of social media usage intensity on study discipline may depend on how students regulate their behavior when facing digital distractions.

Self-Management and Study Discipline

Self-management refers to students' ability to regulate their thoughts, behaviors, time, and learning activities in order to achieve academic goals. It includes time management, self-control, prioritization, and responsibility in completing academic tasks. According to (Zimmerman, 2000), self-regulation enables students to plan, monitor, and evaluate their own learning processes, thereby supporting disciplined academic behavior.

Within the framework of Social Cognitive Theory, self-management represents a personal factor that directly influences behavior. Students with strong self-management skills are more capable of organizing their learning activities, maintaining consistency in study habits, and resisting distractions, which ultimately enhances their study discipline (Gunawan & Wangid, 2025; Iskandar & Rahmah, 2025). Thus, self-management functions as an internal regulatory mechanism that strengthens disciplined learning behavior.

Peer Environment and Study Discipline

The peer environment refers to social relationships among students with similar age and developmental stages that influence behavior through interaction, observation, and imitation. Peer groups play an important role in shaping students' attitudes toward learning.

According to Social Cognitive Theory, peer environment functions as an external social factor that provides behavioral models for students. Peer environment refers to students' interactions with classmates that influence their attitudes and learning behavior. Peer relationships also provide opportunities for behavioral modeling and social reinforcement that shape students' academic behaviors (Busching & Krahé, 2020). Positive peer groups can encourage disciplined learning behavior through support, shared academic goals, and positive reinforcement (Utami et al., 2024). Conversely, negative peer influence may lead to academic disengagement and rule-breaking behavior (Heryano & Irawan, 2019; Pratiwi & Muhsin, 2018). This indicates that peer environment contributes to shaping study discipline through social learning processes.

Theoretical Synthesis

Based on Social Cognitive Theory, students' study discipline is the result of the interaction between personal factors (self-management) and environmental factors (social media usage intensity and peer environment). These factors do not operate independently but may collectively influence students' behavioral regulation in academic settings.

In this context, social media may act as a behavioral distractor, peer environment may function as a social model, and self-management serves as an internal control mechanism. The integration of these factors provides a more comprehensive explanation of students' study discipline compared to examining each factor separately.

Research Methodology

A quantitative, non-experimental ex post facto design was employed in this study. This design was selected because the study investigates the effects of naturally occurring variables namely social media usage intensity, self-management, and peer environment on students' study discipline without any manipulation or treatment. Therefore, the researcher only observes and analyzes existing conditions within a real educational setting. The population of this study consisted of all students at the school

where the research was conducted. The sample size was determined using the Slovin formula with a 5% margin of error to establish the minimum required number of respondents. Based on this calculation, a minimum sample size was obtained, and 150 students were selected as the final respondents.

A purposive sampling technique was applied to select participants based on specific criteria aligned with the research objectives. The inclusion criteria were: (1) students who have active social media accounts, (2) students who use social media regularly, and (3) students who were willing to participate in the study. In this study, the Slovin formula was used solely to determine the minimum sample size, while purposive sampling was used to ensure that selected respondents met the predefined criteria. Data were collected using a structured questionnaire consisting of 40 items measured on a four-point Likert scale. The questionnaire included both positively and negatively worded items for each construct to reduce response bias. Prior to statistical analysis, negatively worded items were reverse-coded to ensure that higher scores consistently reflected the intended direction of each construct. The independent variables were social media usage intensity (X1), self-management (X2), and peer environment (X3), while the dependent variable was students' study discipline (Y).

Data analysis was conducted using multiple linear regression with SPSS software. Prior to hypothesis testing, item validity and internal consistency reliability were assessed using Pearson's product-moment correlation and Cronbach's alpha, respectively. Classical assumption tests including normality, multicollinearity, autocorrelation, and heteroscedasticity were also conducted to confirm that regression assumptions were satisfied. Hypothesis testing was carried out using a t-test to examine the partial effects of each independent variable, an F-test to assess the simultaneous effect of all independent variables, and the coefficient of determination (R^2) to measure the explanatory power of the model on students' study discipline.

Results

Instrument Validation

Validity Test

A validity test is conducted to assess whether the items in a questionnaire can be used to measure the variables under study. An item is considered valid if the calculated r value is greater than the table r value. Based on the results of the validity test using SPSS, the total of 40 statement items in this research questionnaire had calculated r values ranging from 0.371 to 0.743. Since the calculated r values are greater than the table r values, it can be concluded that all items in this study are valid.

Reliability Test

A reliability test is conducted to evaluate whether respondents' answers to the survey items are stable and consistent. A research instrument can be considered reliable if it meets the criteria for reliability testing, namely having a Cronbach's alpha value > 0.60. The following are the results of the reliability test for this research instrument:

Variabel	*Cronbach's Alpha*	*Provisions*	*Notes*
Intensity of Social Media Use (X1)	0.747	0.60	Reliabel
Self-Management (X2)	0.700	0.60	Reliabel
Peer Environment (X3)	0.754	0.60	Reliabel
Study Discipline (Y)	0.685	0.60	Reliabel

Based on the result of the reliability test, all research variables had a Cronbach's Alpha value greater than 0.60. The Social Media Usage Intensity variable obtained a value of 0.747, Self-Management

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0.700, Peer Environment 0.754, and Study Discipline 0.685. It can therefore be concluded that all research instruments are reliable and suitable for use in this study.

Classical Assumption Tests

Normality Test

A normality test is a statistical test designed to determine whether research data follow a normal distribution. In this study, the normal distribution test was conducted using the Kolmogorov-Smirnov method. The decision was based on the significance value obtained, whereby the data was considered to follow a normal distribution if the significance value exceeded 0.05. Conversely, if the significance value was less than 0.05, the data was considered not to meet the assumptions of a normal distribution.

Normality Test	*Value*
Sample Size (N)	150
Asymp. Sig. (2-tailed)	0,2
Criteria	Sig. > 0,05

Based on the result of the Kolmogorov-Smirnov normality test, the Asymp. Sig. value was 0.200 is greater than 0.05, it can be concluded that the research data are normally distributed.

Multicollinearity Test

One assumption that must be considered in regression analysis is the absence of strong correlations among the independent variables. If the correlations among the independent variables are high, it will be difficult to accurately identify the effect of each variable on the dependent variable. To ensure that this condition is met, this study conducted a multicollinearity test using “tolerance” and the “variance inflation factor (VIF).” If the tolerance of each variable exceeds 0.10 and the VIF value is less than 10, the regression model is considered to satisfy the multicollinearity assumption.

Variabel	*Tolerance*	*VIF*
Intensity of Social Media Use (X1)	0,943	1,060
Self-Management (X2)	0,915	1,093

The multicollinearity test results indicate that no multicollinearity exists in the regression model, as all tolerance values exceed 0.10 and VIF values are below 10.

Heteroscedasticity Test

One of the assumptions that must be met in regression analysis is the homogeneity of residual variances across all observations. To ensure this condition is met, this study uses the Glejser test as a tool to detect heteroscedasticity. This test is conducted by taking the absolute value of the dependent variable’s residuals and performing a regression against all independent variables. The regression model is said to satisfy the assumption of homogeneous variance if each independent variable yields a p-value greater than 0.05, indicating that the residual distribution does not exhibit systematic differences in variance.

Variabel	*Sig.*	*Criteria*
Intensity of Social Media Use (X1)	0,246	> 0,05
Self-Management (X2)	0,297	> 0,05
Peer Environment (X3)	0,731	> 0,05

Based on the results of the Glejser heteroscedasticity test, all independent variables showed significance values greater than 0.05. This indicates that the regression model does not exhibit heteroscedasticity.

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Autocorrelation Test

The autocorrelation test is used to determine whether there is a correlation between the residuals (disturbance errors) in one observation and those in another. In this study, the autocorrelation test was conducted as a form of regression model suitability testing using the Durbin-Watson method. If the Durbin-Watson value is close to 2, it can be concluded that there is no autocorrelation in the regression model used.

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*	*Durbin-Watson*
1	0,736	0,542	0,533	6,19713	2,01

Based on the result of the autocorrelation test, a Durbin-Watson value of 2.01 was obtained. Since this value is close to 2, it can be concluded that the regression model does not exhibit autocorrelation.

Linearity Test

The linearity test is conducted to determine whether the relationship between the independent and dependent variables is linear or not. A good regression model must show a linear relationship so that the analysis results can be interpreted accurately. In this study, the linearity test was performed by examining the significance value of the Deviation from Linearity. If the significance value is greater than 0.05, the relationship between the variables is considered linear.

No	*Variable Relationship*	*Sig. Deviation from Linearity*	*Ketentuan*
1	*Intensity of Social Media Use (X1) and Study Discipline (Y)*	0,298	> 0,05
2	*Self-Management (X2) and Study Discipline (Y)*	0,647	> 0,05
3	*Peer Environment (X3) and Study Discipline (Y)*	0,823	> 0,05

In the result linearity test, it was found that the significance values for Deviation from Linearity were 0.298 for the variable of social media usage intensity, 0.647 for self-management, and 0.823 for the peer environment. All significance values were greater than 0.05; therefore, it can be concluded that the relationship between the independent variables and the dependent variable is linear.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effects of Social Media Usage Intensity (X_1), Self-Management (X_2), and Peer Environment (X_3) on the dependent variable (Y).

Model	*Unstandardized Coefficients (B)*	*Std. Error*	*Standardized Coefficients (Beta)*	*t*	*Sig.*	*Collinearity Statistics (VIF)*
1 (Constant)	31,344	2,201		14,241	<,001	
(X1)	-0,504	0,062	-0,472	-8,181	<,001	1,06
(X2)	0,607	0,063	0,56	9,565	<,001	1,093
(X3)	-0,357	0,06	-0,354	-5,985	<,001	1,119

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Following the execution of the multiple linear regression analysis, the resulting regression equation is expressed as:

$$Y = 31.344 - 0.504X_1 + 0.607X_2 - 0.357X_3.$$

The intercept value of 31.344 indicates that when all predictor variables (X_1, X_2, and X_3) are held constant at zero, the predicted value of the dependent variable (Y) is 31.344. The coefficient of Social Media Usage Intensity (X_1) is −0.504, indicating a statistically significant inverse relationship. Specifically, a one-unit increase in X_1 is associated with a 0.504 decrease in Y, holding all other variables constant. In contrast, Self-Management (X_2) exhibits a positive coefficient of 0.607, suggesting that a one-unit increase in X_2 leads to a 0.607 increase in Y, ceteris paribus. Similarly, Peer Environment (X_3) shows a negative coefficient of −0.357, indicating that an increase of one unit in X_3 results in a 0.357 decrease in Y, assuming other variables remain constant.

Based on the standardized beta coefficients, Self-Management (β = 0.560) emerged as the strongest predictor of students' study discipline, followed by Social Media Usage Intensity (β = –0.472) and Peer Environment (β = –0.354). This finding indicates that self-management contributes more substantially to explaining students' study discipline than the two environmental variables included in the model.

T-Test (Partial Test)

The t-test procedure is utilized to ascertain the individual impact of each independent variable upon the dependent variable. The determination is based on a comparison of the significance level (Sig.) against a threshold of 0.05. Should the significance level fall below 0.05, the corresponding independent variable is deemed to exert a statistically significant influence on the dependent variable. Conversely, if the significance level surpasses 0.05, the independent variable is considered not to possess a statistically significant effect on the dependent variable.

Model	*Unstandardized Coefficients (B)*	*Std. Error*	*T-value*	*Sig.*
(Constant)	31,344	2,201	14,241	<0,001
X1	-0,504	0,062	-8,181	<0,001
X2	0,607	0,063	9,565	<0,001
X3	-0,357	0,06	-5,985	<0,001

Based on the result of the t-test in the coefficients table, it was found that all independent variables namely, Social Media Usage Intensity, Self-Management, and Peer Group Environment had significance values less than 0.05 (< 0.001). This suggests that each independent factor exerts a notable individual influence on the outcome variable. Thus, it can be concluded that, individually, Social Media Usage Intensity, Self-Management, and Peer Environment each have a significant effect on Study Discipline.

F-Test (Simultaneous Test)

The F-test is employed to evaluate the collective influence of all independent variables on the dependent variable. This statistical test is performed at a significance threshold of 5%. Should the p-value fall below 0.05, the model is deemed statistically significant, signifying that the independent variables collectively account for the variance in the dependent variable. Conversely, if the p-value surpasses 0.05, it suggests that the synergistic effect of the independent variables lacks statistical significance.

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Model	*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
Regression	6640,947	3	2213,649	57,64	<0,001
Residual	5607,053	146	38,404		
Total	12248	149			

The results of the F-test in the ANOVA table indicate that the model is statistically significant, the calculated F-value was 57.640 with a significance level of < 0.001. Since the significance level is less than 0.05, it can be concluded that the independent variables Social Media Usage Intensity, Self-Management, and Peer Group Environment simultaneously have a significant effect on Study Discipline.

Coefficient of Determination (R^2)

The coefficient of determination is a measure that indicates the extent to which a regression model can explain the variability of the dependent variable using the independent variables. This information is expressed in the regression analysis results as the R^2 value or the adjusted R^2. The higher the value, the greater the model's explanatory power; conversely, a low value indicates that part of the variation in the dependent variable is influenced by factors not included in the research model.

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	0,736	0,542	0,533	6,19713

The coefficient of determination shows, the R Square value of 0.542 indicates that the independent variables Social Media Usage Intensity, Self-Management, and Peer Environment collectively explain 54.2% of the variance in students' study discipline. The remaining 45.8% of the variance is explained by other factors outside the regression model.

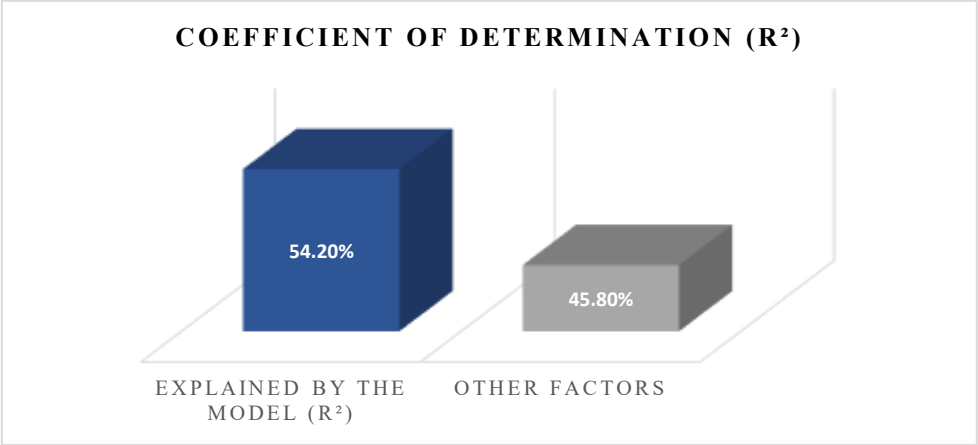

Figure 1. Coefficient of Determination (R^2). The regression model explains 54.2% of the variance in students' study discipline, while the remaining 45.8% is explained by other factors outside the regression model.

Discussion

The Effect of Social Media Usage Intensity on Study Discipline

The findings indicate that social media usage intensity negatively influences students' study discipline. Rather than merely reducing the amount of time available for learning, excessive engagement with

social media creates continuous distractions that interfere with students' ability to regulate their academic behavior. Students who frequently access social media are more likely to divide their attention between academic responsibilities and online activities, making it more difficult to maintain consistent study schedules, complete assignments on time, and remain focused during learning activities.

These findings can be explained through Social Cognitive Theory (Bandura, 1986), which emphasizes that human behavior results from reciprocal interactions between personal and environmental factors. In this study, social media represents an environmental factor that continuously provides various external stimuli capable of influencing students' behavioral regulation. When students are repeatedly exposed to entertainment content, online interactions, and instant digital gratification, their attention is more easily diverted from academic responsibilities. Consequently, students experience greater difficulty maintaining disciplined learning behavior unless they possess adequate self-regulatory abilities.

The findings are consistent with previous studies conducted by (Gordon & Ohannessian, 2023), who reported that excessive social media use reduces students' academic engagement and learning discipline because students allocate more time to online activities than to academic tasks. Likewise, (Usop & Astuti, 2022) found that intensive social media use increases academic procrastination and weakens students' commitment to fulfilling their learning responsibilities. The consistency between the present findings and previous studies strengthens the argument that uncontrolled social media use remains one of the environmental factors that may reduce students' study discipline.

Practically, these findings suggest that schools and parents should not merely restrict students' access to social media but should also encourage responsible digital literacy and balanced patterns of technology use. Guiding students to utilize social media primarily for educational purposes may help minimize its negative influence while maintaining its potential benefits for learning.

The Effect of Self-Management on Study Discipline

The present study demonstrates that self-management has a significant positive effect on students' study discipline. This finding indicates that students with better self-management skills are more capable of organizing their learning activities, regulating their behavior, prioritizing academic responsibilities, and maintaining consistency in completing academic tasks. Effective self-management enables students to allocate their time appropriately, monitor their learning progress, and maintain commitment to their academic goals, thereby fostering higher levels of study discipline.

From the perspective of Social Cognitive Theory (Bandura, 1986), self-management represents an important personal factor that enables individuals to regulate their own behavior despite various environmental challenges. Through self-regulatory processes, students are able to control distractions, establish learning priorities, monitor their academic progress, and evaluate their own performance. Consequently, even when exposed to external influences such as intensive social media use or less supportive peer interactions, students with stronger self-management skills remain more capable of maintaining disciplined learning behaviors. This finding supports the central assumption of Social Cognitive Theory that personal factors play a fundamental role in directing behavior through self-regulation.

These findings are consistent with previous studies conducted by (Iskandar & Rahmah, 2025), who concluded that self-management significantly improves students' study discipline by strengthening students' self-control and responsibility toward academic activities. Similarly, (R. Gunawan & Wangid, 2025) reported that students with effective self-management demonstrate higher levels of study discipline because they are better able to organize learning schedules, manage priorities, and

consistently complete academic tasks. The consistency between the present findings and previous studies further confirms that self-management is one of the most important internal determinants of disciplined learning behavior.

An important aspect of the present findings is that self-management emerged as the strongest predictor of students' study discipline, as indicated by the highest standardized regression coefficient (β= 0.560). Compared with social media usage intensity and peer environment, self-management contributed more substantially to explaining variations in students' study discipline. This suggests that students' ability to regulate their own behavior exerts a stronger influence on disciplined learning than external environmental factors. According to Social Cognitive Theory (Bandura, 1986), personal factors serve as the foundation of self-regulation because they enable individuals to control impulses, set priorities, monitor their own behavior, and remain committed to long-term academic goals. Consequently, students with strong self-management skills are better equipped to sustain disciplined learning even when confronted with distractions from social media or peer influences. These findings reinforce the pivotal role of self-management as an internal mechanism that helps students maintain academic discipline despite various environmental challenges. Furthermore, the findings suggest that interventions aimed at improving students' study discipline are likely to be more effective when they prioritize strengthening students' self-management skills alongside managing external environmental influences.

From a practical perspective, these findings imply that schools should implement programs that strengthen students' self-management competencies through time-management training, goal-setting activities, self-monitoring strategies, and counseling services designed to enhance students' self-regulated learning skills. Such interventions may help students develop stronger personal responsibility, improve their ability to manage academic demands, and ultimately foster more consistent study discipline.

The Effect of the Peer Environment on Study Discipline

The findings indicate that the peer environment has a statistically significant negative effect on students' study discipline ($\beta = -0.357$, $p < 0.001$). This result suggests that variations in students' peer environment are associated with differences in their level of study discipline. Specifically, the negative regression coefficient indicates that, within the context of this study, the overall pattern of peer influence experienced by the respondents tended to be associated with lower levels of study discipline.

These findings suggest that peers play an important role in shaping students' learning behavior through everyday social interactions. During adolescence, students spend a considerable amount of time with their peers, making peer groups one of the most influential social environments in their daily lives. Although peer relationships can provide academic support, motivation, and opportunities for collaborative learning, they may also encourage behaviors that interfere with disciplined learning, such as excessive socializing, engaging in recreational activities during study time, or postponing academic responsibilities (Shao et al., 2024). Therefore, the influence of the peer environment on study discipline depends largely on the behavioral norms and learning culture that develop within the peer group.

From the perspective of Social Cognitive Theory (Bandura, 1986), these findings can be explained by the reciprocal interaction between environmental factors and individual behavior. The peer environment serves as an important source of observational learning, where students continuously observe, imitate, and internalize the behaviors demonstrated by their peers. When students are frequently exposed to peers who display strong academic responsibility, they are more likely to develop disciplined learning habits. Conversely, when peer interactions are dominated by behaviors that place less value on academic responsibilities, students may gradually adopt similar patterns of behavior, resulting in lower levels of

study discipline. Thus, the negative relationship identified in this study does not imply that peer relationships are inherently detrimental, but rather that the prevailing patterns of peer interaction within the research setting were less conducive to disciplined learning.

The present findings are generally consistent with those reported by Kamilah & Ardi, 2024, who found that peer relationships significantly influence students' attitudes toward learning. Their study emphasized that friendships lacking academic support may reduce students' commitment to learning responsibilities. Likewise, Heryano & Irawan, (2019) argued that peer interactions shape students' learning behavior through social modeling and behavioral imitation. Taken together, these studies support the present findings by suggesting that the impact of peer environment is determined not merely by the existence of peer relationships, but by whether those relationships encourage or discourage positive academic behavior.

From a practical perspective, these findings imply that schools should not only encourage students to build friendships but also foster peer interactions that promote positive academic values. Teachers may facilitate collaborative learning, peer mentoring, and group-based learning activities that encourage students to support one another academically. By strengthening positive peer norms within the school environment, the potential negative influence of peer interactions on study discipline can be minimized while maximizing the benefits of peer support for students' academic development.

The Simultaneous Effect of Social Media Usage Intensity, Self-Management, and Peer Environment on Study Discipline

The present study demonstrates that social media usage intensity, self-management, and peer environment simultaneously exert a significant influence on students' study discipline. These findings indicate that students' disciplined learning behavior cannot be adequately explained by a single determinant; rather, it develops through the combined influence of personal and environmental factors that interact to shape students' academic behavior. The significant simultaneous effect suggests that students' study discipline is influenced by the extent to which they are able to regulate themselves while responding to environmental conditions, including digital media exposure and peer interactions.

These findings are consistent with Social Cognitive Theory (Bandura, 1986), which proposes that human behavior is shaped through reciprocal interactions among personal factors, environmental influences, and behavioral outcomes. Within this framework, self-management represents an internal personal factor that enables students to regulate their thoughts, emotions, and behaviors, whereas social media usage intensity and peer environment function as external environmental factors that may either facilitate or hinder disciplined learning. Students with strong self-management are generally better able to control environmental distractions and maintain their academic responsibilities, whereas students with weaker self-regulatory abilities may become more susceptible to excessive social media use or less supportive peer influences. Therefore, study discipline is best understood as the result of continuous interactions between students' internal capacities and the learning environment in which they operate.

Furthermore, the coefficient of determination ($R^2 = 0.542$) indicates that social media usage intensity, self-management, and peer environment jointly explain 54.2% of the variance in students' study discipline, while the remaining 45.8% may be influenced by factors beyond the scope of the present study. This finding suggests that students' study discipline is a multidimensional construct that cannot be explained solely by the variables included in this model. Future research may therefore examine additional variables that potentially function as mediating or moderating mechanisms. For instance, learning motivation may mediate the relationship between self-management and study discipline by strengthening students' commitment to academic goals, whereas parental support, teacher supervision, or school climate may moderate the effects of social media usage intensity and peer environment.

Examining these mechanisms would provide a more comprehensive understanding of how personal and environmental factors interact to shape students' study discipline.

Overall, this study contributes theoretically by extending the application of Social Cognitive Theory in explaining students' study discipline through the simultaneous interaction of personal and environmental factors. The findings demonstrate that study discipline develops through the reciprocal influence of self-management, social media usage intensity, and peer environment, with self-management emerging as the strongest predictor of disciplined learning behavior. From a practical perspective, these findings suggest that improving students' study discipline requires comprehensive interventions involving students, teachers, parents, and schools. Programs designed to strengthen students' self-management skills, promote responsible social media use, and cultivate academically supportive peer environments are likely to be more effective than interventions focusing on only a single aspect of students' learning behavior.

Conclusion

This study demonstrates that students' study discipline is jointly influenced by social media usage intensity, self-management, and peer environment, confirming that disciplined learning behavior is shaped through the interaction of both personal and environmental factors rather than by a single determinant. Among these variables, self-management emerged as the strongest predictor of study discipline, indicating that students' ability to regulate their own behavior plays a fundamental role in sustaining disciplined learning despite environmental distractions.

From a theoretical perspective, these findings provide empirical support for Social Cognitive Theory (Bandura, 1986) by confirming the reciprocal interaction between personal factors, environmental influences, and behavioral outcomes in shaping students' study discipline. Furthermore, the findings extend the application of Social Cognitive Theory by demonstrating that self-management functions as the most influential personal factor, whereas social media usage intensity and peer environment represent environmental conditions that may either support or hinder disciplined learning behavior.

From a practical perspective, the findings highlight the importance of implementing comprehensive educational strategies involving schools, teachers, parents, and students. Strengthening students' self-management skills, promoting responsible social media use, and fostering academically supportive peer environments are likely to be more effective than interventions focusing on only a single aspect of students' learning behavior. Nevertheless, this study is limited by its focus on students from a single school and by the inclusion of only three predictor variables. Therefore, the findings should be interpreted within the context of the present study and may not be fully generalizable to different educational settings. Future research is encouraged to investigate additional variables, particularly the potential mediating role of learning motivation and the moderating roles of parental support, teacher supervision, and school climate, in order to develop a more comprehensive understanding of the factors influencing students' study discipline.

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