

Self-Control as A Mediator of Local Wisdom-Based Character Education on Instant Gratification

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Abstract

This study explores the rising trend of instant gratification among children and emphasizes the importance of strengthening character education grounded in local wisdom values to enhance self-control. Using a quantitative survey approach, data were collected through the distribution of questionnaires and subsequently analyzed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach via the SmartPLS software 4. The research findings indicated that the internalization of character education grounded in local wisdom had a positive and significant effect on children's self-control, while self-control negatively impacts instant gratification behavior. However, no direct significant relationship was found between character education and instant gratification. Mediation analysis confirms that self-control significantly mediates this relationship. These findings suggest that enhancing local wisdom-based character education can improve children's self-control and reduce the tendency toward instant gratification, promoting more adaptive, long-term-oriented behaviors.

Keywords: Local wisdom-based character education, Self-control, Instant gratification, Children's behavior, PLS-SEM

INTRODUCTION

In the past, many daily needs are usually met through processes that require time and patience. Children are accustomed to waiting as a normal part of everyday life. Waiting for their turn is required, specific moments such as Sundays are anticipated to watch favorite TV shows, and it is gradually learned that achieving a goal often requires both time and effort. Through these experiences, patience, self-control, and an understanding that

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satisfying desires often involves a process rather than instant gratification are subtly developed in children. This lifestyle pattern is indirectly used to teach people to delay gratification and to promote attitudes of discipline and self-control (Anything & Summary, n.d.).

The concept of delayed gratification is first explained in Walter Mischel's self-control theory through the marshmallow test, in which it is shown that the ability to delay gratification is related to the development of self-control in individuals. (Van Baal et al., 2024). However, how individuals, including children, perceive their needs and satisfaction is significantly transformed by the rapid development of digital technology and changes in societal consumption patterns. (Hidayat, 2016). Various services that previously require time-consuming processes are now obtained quickly through digital devices. (Utami, 2025). The emergence of behavioral tendencies that prioritize instant gratification is encouraged by the ease of access to products, services, and information through digital media. This behavior is characterized by the desire to obtain results quickly without going through a lengthy process. Preferences toward short-term satisfaction over long-term benefits can be influenced by such a fast-paced, technology-driven environment. (Herrmann, 2020)

In the context of child development, character formation particularly self-control, discipline, and the ability to delay gratification in pursuit of greater long-term goals can be influenced by the tendency toward instant gratification (Gratifikasi et al., 2026). Higher impulsivity and greater difficulty in controlling desires tend to be exhibited by children who are accustomed to obtaining satisfaction quickly. (Miladiah et al., 2025). Therefore, systematic efforts are required to strengthen character education, particularly through the family environment as the primary space where moral and social values are internalized. (Amalya & Khasanah, 2025). This condition indicates that self-control is an essential competency that needs to be developed from an early age so that more rational decisions and consideration of long-term consequences can be made by children. (Johnson et al., 2023).

One effort to strengthen this ability is carried out through character education. Moral values, ethics, and social responsibility are instilled in individuals from an early age through character education, so that behaviors aligned with societal and cultural norms can be developed. (Wardani et al., 2025). From the perspective of child education, the process of character formation not only is carried out within the school environment but also is strongly influenced by the family environment. A crucial role as primary agents in the internalization of character values is played by parents through role modeling, habituation of positive behaviors, and reinforcement of norms in everyday life. (Gultom, 2024).

In Indonesia, character education is closely related to the values of local wisdom that develop within society. (Fikri, 2022). A value structures, normative orders, and social manifestations that are passed down from generation to generation and are used as guidelines for community life is referred to as local wisdom. (Maisaroh et al., 2022). Values such as simplicity, cooperation, honesty, responsibility, and a sense of shame for violating social norms are considered part of Local wisdom that functions as a vital instrument in shaping individual character. (Syamsijulianto et al., 2022). The importance of process, self-control, and appreciation for effort before achieving success can be understood by children through the integration of these values into family-based education. (Agama et al., 2026).

From a psychological standpoint, the concept of self-control is closely related to personal capabilities to resist immediate impulses and wait for gratification. An individual's ability to regulate themselves, thoughts, and actions so that they align with long-term goals is defined as self-control. (Parham & Sari, 2024). Impulsive behavior tends to be regulated more effectively, gratification is delayed, and wiser decisions across various aspects of life, including economic and social behavior, are made by individuals with a high level of self-control. (Contents, n.d.). Although the variable connected character education and children's behavior has been explored in many studies, research that specifically connects the internalization of local wisdom-based character education with a tendency toward instant gratification remains limited. (Irwan & Kamarudin, 2021). Furthermore, self-control as a psychological mechanism mediating this relationship is still examined in relatively limited studies, particularly among children in primary education. In fact, how character values internalized within the family can influence children's behavior in response to an increasingly instant, technology-based environment needs to be further explained through a clearer understanding of this mechanism.

Based on this background, how instant gratification behavior among primary school children is affected by the internalization character education grounded in the values of local wisdom is analyzed in this study, and the role of self-control as a mediating variable in this relationship is also explored. (Jihad et al., 2025). It is expected that the findings of this study can support the transformation of research in moral education derived from local wisdom and can provide practical insights for parents in shaping children's character so that self-control can be exercised and the temptation of instant gratification can be resisted.

THEORETICAL REVIEW

The internalization of local wisdom-based character education is widely acknowledged as an essential factor in shaping children's behavior and self-regulation. (Panggabean et al., 2023). Values of local wisdom, such as simplicity, responsibility,

discipline, and the habit of delaying desires, are considered to provide a moral foundation through which the importance of controlling impulses and considering the consequences of actions is understood by children. (Ulfa & Oktaviana, 2024). The internalization process is carried out through ongoing habituation within the family and social environment, where positive behaviors are regularly reinforced in everyday life. Better self-control in facing different situations tends to be developed by children who are exposed to strong character values through real-life examples. (Andini et al., 2022). However, despite the recognized importance of character education, empirical studies in which its direct effect on children's self-control within the context of local wisdom is examined remain scarce. Therefore, it is hypothesized that children's self-control is positively influenced by the internalization of local wisdom-based character education. (Panggabean et al., 2023).

H1: Children's self-control is positively influenced by the internalization of local wisdom-based character education.

Self-control is defined as a person's ability to manage impulses, emotions, and behaviors so that rational decisions are made rather than actions based on immediate desires. Children with high levels of self-control are characterized by a greater ability to delay gratification, assess the consequences of their actions, and resist impulsive urges. (Ayudia et al., 2025). In the context of consumption behavior and desire fulfillment, the tendency to pursue immediate satisfaction without proper consideration can be reduced through self-control. (Syifa Andarlina Putri et al., 2025). It is consistently indicated in previous research that instant gratification behavior is less likely to be exhibited by individuals with higher self-control. (Suarti & Astuti, 2022). Therefore, instant gratification behavior is less likely to be demonstrated by children with greater self-control.

H2: Children's tendency toward instant gratification is negatively influenced by self-control.

In addition to its indirect influence through self-control, a direct impact on children's instant-gratification behavior is expected to be produced by the internalization of local wisdom-based character education. (Ardiyani, 2025). Children's mindsets can be shaped by character values that emphasize patience, simplicity, responsibility, and appreciation of processes, so that a lower inclination toward immediate gratification is developed. (Rahardi & Dartanto, 2021). The importance of effort, process, and planning before desired outcomes is learned through the consistent application of these values. (Kirom et al., 2025). However, mixed results regarding the direct variable connected character education and instant gratification are shown in existing research, indicating that further empirical studies are

needed. Therefore, children's tendency toward instant-gratification behavior is expected to be reduced by stronger internalization of local wisdom-based character education. (T. S. Atmaja, 2024).

H3: Children's tendency toward instant gratification is negatively influenced by the internalization of local wisdom-based character education.

From a broader perspective, the role as a mediating variable connecting the internalization of local wisdom-based character education and instant gratification behavior is expected to be played by self-control. (Mutiah et al., 2024). Children's ability to self-regulate can be enhanced through the consistent internalization of character values, and responses to various impulses and desires are consequently influenced. (Muhammad Yunan et al., 2024).

In this sense, behavior is not only directly influenced by character education, but psychological mechanisms, particularly self-control, are also strengthened. (Aditya et al., 2021). When self-control is well developed, gratification is more effectively delayed and immediate-gratification behaviors are more likely to be avoided by children. (Rahardi & Dartanto, 2021). However, empirical studies in which this mediating mechanism is explicitly tested, particularly among primary school children, remain limited. Therefore, the variable connecting the the internalization of local wisdom-based character education and instant gratification behavior is expected to be mediated by self-control. (Wadhlah et al., 2024).

H4: The variable connecting the internalization of local wisdom-based character education and children's instant gratification behavior is mediated by self-control.

METHOD

An explanatory quantitative approach was employed in this study to examine the causal variable connected the internalization of character education grounded in local wisdom, self-control, and children's instant gratification behavior. The explanatory quantitative approach was selected because the relationships among variables were intended to be tested and the mediating role of variables in the research model was intended to be determined empirically through statistical analysis. (H. S. Atmaja & Ilham, 2025).

The research was focused on children at the elementary education level, namely from elementary school to middle school, because during this developmental stage, character formation and self-control abilities were significantly developed. (Damayanti et al., 2024). The population in this study was defined as parents with children in elementary school. A purposive sampling method was applied, in which the selection of samples was based on specific criteria aligned with the objectives of the study. (Campbell et al., 2020). The criteria

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for respondents in this study included parents or guardians of children in elementary through junior high school who were aware of their children's daily behaviors regarding desire management, consumption habits, and allowance use. A minimum sample size of 200 respondents was determined in this study. This number was established based on the requirement for analysis using Structural Equation Modeling (SEM), in which an adequate sample size was required to produce stable and reliable model estimates. (Author, 2021).

Data were collected through structured questionnaires distributed online using a digital survey platform. This approach was selected to facilitate the distribution of research instruments to respondents from various regional backgrounds and social conditions. The research instruments were derived from the indicators of each variable and operationalized using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). (Antoro, 2025). The Likert scale was applied to systematically quantify respondents' perceptions of the statement items representing children's behaviors and experiences in daily life. (Apezahli et al., 2025).

The variables studied in this research consisted of three main constructs. The first variable was defined as The internalization of character values within the framework of local wisdom, which included the dimensions of parental role modeling, teaching the value of simplicity, reinforcing the culture of shame, habituating saving behavior, delaying desires, and strengthening the value of cooperation. (Fitriyah et al., 2022). The second variable was identified as children's self-control, which included impulse control, patience, self-discipline, and behavioral consistency. (Adlya et al., 2020). The third variable was defined as children's instant-gratification behavior, which reflected tendencies toward impulsivity, trend-driven consumption, impatience with processes, and dependence on immediate gratification. (Dewi et al., 2025).

Data analysis in this study was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with statistical analysis software. The SEM-PLS method was chosen because complex relationships among latent variables could be analyzed and the mediating role of variables in the research model could be simultaneously tested. (Videos et al., 2024). In addition, the validity and reliability of constructs were simultaneously assessed by evaluating the outer and inner models. The outer model evaluation was conducted to test convergent validity, discriminant validity, and construct reliability, whereas the inner model evaluation was used to examine relationships between latent variables and to test the proposed research hypotheses. (Sengkey et al., 2025).

Table 1. Operational Definition of Research Variables

Variable	Conceptual Definition	Indicator
Internalization of Character Education Based on Local Wisdom (X)	The process of instilling moral and social values derived from local culture and wisdom in children's daily lives through habituation, exemplary behavior, and reinforcement by the family and social environment. (Lickona (2013); Suryana (2020); Kemendikbud (2021))	The example set by parents in simple and non-consumptive behavior Habit of saving and managing pocket money Learning the value of simplicity and moderation Instilling the values of cooperation and social concern Habit of delaying desires Reinforcing the value of responsibility
Self-Control in Children (M)	An individual's ability to control impulses, emotions, and behavior to delay gratification and make more rational decisions. (Tangney, Baumeister, & Boone (2004); Duckworth & Gross (2014))	Ability to resist desires Ability to wait to obtain something Impulse control Discipline in using money or resources Consistency in behavior
Children's Instant Gratification Behavior (Y)	The tendency of individuals to choose immediate satisfaction without considering the process, consequences, or long-term benefits. (Mischel (2014); Twenge (2017); Lim & Kim (2021))	Desire to obtain something quickly Impatient waiting for the process Consumptive behavior towards trends or fleeting desires Difficulty delaying purchases or spending money Preference for instant results over the processes

Source: Author's data processing results, 2026

The first step in testing the hypotheses in the structural model was to evaluate the significance of the relationships among latent variables, which were measured using path coefficient values. (Haryono, 2016). The direction of the relationships produced was required to be consistent with the theoretical relationships formulated in the research hypothesis. The significance of the relationships among variables was tested using a bootstrapping procedure in SmartPLS to obtain the t-statistic and p-value for each path in the model. (Bootstrapping, 2024)

A variable connected constructs was considered significant if the t-statistic value was ≥ 1.96 or the p-value was ≤ 0.05 at a 5% significance level. . (Ringle, Christian M., Wende, Sven, & Becker, Jan-Michael. 2024). Through these test results, it was determined whether the proposed research hypothesis was accepted or rejected. In addition to examining the significance of the relationships between variables, the structural model was also evaluated by assessing the R^2 (R-square) value. The R^2 value was used to indicate the extent to which the exogenous variables in the research model explained the endogenous variables. (Hayes, 2021). A higher R^2 value was interpreted as indicating a greater ability of the independent variables to explain variation in the dependent variable.

Next, to test the role of the mediating variable, an analysis of the indirect effect of the independent variable on the dependent variable through the mediator was conducted. Mediation testing was performed by examining the significance of the indirect effect obtained through bootstrapping procedures in SmartPLS. (Mediation, 2024). If the indirect relationship was found to be significant, the mediator variable was considered capable of mediating the variable connected the independent and dependent variables in the research model.

RESULTS

The measurement model evaluation (outer model) was conducted through validity testing and reliability testing. Validity testing was performed by examining the loading factor values for each indicator; an indicator was considered valid if its loading factor was ≥ 0.7 .

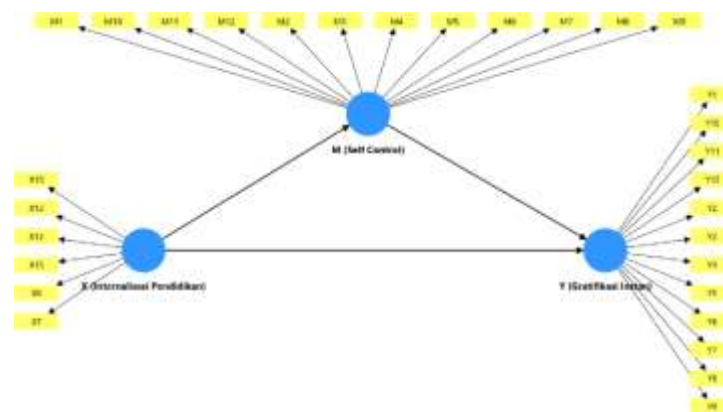


Figure 1. Final Model of the Research in SmartPLS

Source: Output results of SmartPLS (processed by the author)

The convergent validity test in this study was conducted by examining the outer loading values of each indicator on the latent construct in the measurement model. Based on

data processing in SmartPLS 4, most indicators were found to have outer loadings above 0.70, indicating that good convergent validity in reflecting the measured construct was achieved.

Table 2. Recapitulation of Loading Factor Values for Research Indicators

	M (Self- Control)	X (Internalization of Education)	Y (Instant Gratification)
M1	0.633		
M10	0.663		
M11	0.691		
M12	0.774		
M2	0.797		
M3	0.653		
M4	0.736		
M5	0.749		
M6	0.803		
M7	0.687		
M8	0.654		
M9	0.793		
X10		0.780	
X12		0.859	
X13		0.845	
X15		0.806	
X6		0.806	
X7		0.727	
Y1			0.739
Y10			0.842
Y11			0.751
Y12			0.842
Y2			0.733
Y3			0.755

Source: Author's data processing results, 2026

In the self-control construct, the outer loading values of the indicators were found to range from 0.633 to 0.803. Although some indicators with loading values below 0.70, such

as M1, M3, M8, and M10, were identified, they were still retained in the model because the minimum acceptable threshold of 0.60 was exceeded. Additionally, the decision to retain these indicators was supported by the Average Variance Extracted (AVE) for the self-control construct, which was found to exceed 0.50, thereby maintaining the construct's convergent validity.

In the internalization construct of character education based on local wisdom, all indicators were found to have outer loading values ranging from 0.727 to 0.859, indicating that a strong ability to represent the measured construct was demonstrated. Meanwhile, in the instant gratification behavior construct, the outer loading values of the indicators were found to range from 0.733 to 0.878, all of which were above the recommended threshold. This indicated that a good level of convergent validity was achieved by all indicators in this construct.

Thus, it was concluded that all constructs in the research model had met the criteria for convergent validity, as most indicators were found to have outer loadings above 0.70, and indicators with loadings above 0.60 were retained based on the AVE value, which met the criterion of > 0.50 . The next step was conducted through reliability testing. In addition to the outer loading values, the measurement model was evaluated using Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE). These three measures were used to assess the construct's reliability and the convergent validity of each research variable.

Table 3. Recapitulation of the Final Research Model Reliability Test Scores

	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)
Self-Control	0.915	0.928	0.521
Internalization of Education	0.891	0.917	0.648
Instant Gratification	0.948	0.955	0.638

Source: Author's data processing results, 2026

Based on the results of data processing using SmartPLS 4, a very high level of reliability was demonstrated by all constructs in this study. This finding was supported by the Cronbach's Alpha values for each construct, all of which were found to exceed the recommended minimum threshold of 0.70. (Shepos, 2024). Specifically, a Cronbach's Alpha value of 0.915 was obtained for the self-control construct, 0.891 was recorded for the internalization of local wisdom-based character education construct, and 0.948 was identified for the instant gratification behavior construct.(Yin & Shen, 2024) These values

were interpreted as indicating that strong internal consistency among the indicators within each construct had been achieved.

Furthermore, the Composite Reliability values were also found to satisfy the recommended criterion of exceeding 0.70. A composite reliability value of 0.928 (ρ_c) was obtained for the self-control construct, while a value of 0.917 (ρ_c) was observed for the internalization of local wisdom-based character education construct. Meanwhile, the instant gratification behavior construct was found to have a composite reliability value of 0.955 (ρ_c). These results were interpreted as indicating that a high level of reliability in measuring the intended constructs had been achieved.

Additionally, the assessment of convergent validity was further conducted by evaluating the Average Variance Extracted (AVE) values. The analysis results indicated that all constructs had AVE values exceeding 0.50, suggesting that more than 50% of the variance in the indicators was explained by their respective constructs. An AVE value of 0.521 was reported for the self-control construct, 0.648 was obtained for the internalization of local wisdom-based character education construct, and 0.638 was identified for the instant gratification behavior construct.

Therefore, based on the Cronbach's Alpha, Composite Reliability, and AVE values, it was concluded that the criteria for construct reliability and convergent validity had been fulfilled by all constructs in this study. Consequently, the measurement model was considered appropriate to proceed to the next stage of analysis, namely structural model testing (inner model).

Structural model evaluation (inner model)

The evaluation of the coefficient of determination (R-square) was conducted to determine the extent to which the independent variables explained the variance of the dependent variables. The (R-square) value served as a parameter of the model's predictive strength for the endogenous variables, with higher (R-square) values indicating a stronger ability of the independent variables to explain the dependent variables.

Table 4. Summary of R-Square Values

	R-square	R-square adjusted
M (Self Control)	0.259	0.255
Y (Instant Gratification)	0.179	0.171

Source: Author's data processing results, 2026

Based on the analysis conducted using SmartPLS 4, an R-square value of 0.259 was obtained for the self-control variable, with an adjusted R-square value of 0.255. These results indicated that 25.9% of the variance in children's self-control was explained by the internalization of local wisdom-based character education, while the remaining 74.1% was attributed to other variables not included in the research model.

Furthermore, an R-square value of 0.179 was reported for the instant gratification behavior variable, with an adjusted R-square value of 0.171. These findings suggested that the internalization of local wisdom-based character education, together with self-control, accounted for 17.9% of the variance in children's instant gratification behavior, whereas the remaining 82.1% was influenced by other factors beyond the scope of the model.

According to the commonly accepted interpretation criteria for R-square values in PLS-SEM, values of 0.75 were classified as strong, 0.50 as moderate, and 0.25 as weak. Based on these criteria, the R-square value for the self-control variable was categorized as weak to moderate, while the R-square value for the instant gratification behavior variable was classified as weak. These findings indicated that although the internalization of local wisdom-based character education and self-control contributed to explaining children's instant gratification behavior, a substantial proportion of variance remained unexplained, suggesting the presence of other influential factors not incorporated into the research model.

Table 5. Recapitulation of t-statistic and p-value

	T-statistics	P-values
M (Self Control) -> Y (Instant Gratification)	5.657	0.000
X (Internalization of Education) -> M (Self Control)	10.516	0.000
X (Internalization of Education) -> Y (Instant Gratification)	1.476	0.140

Source: Author's data processing results, 2026

Hypothesis testing in this study was conducted by examining the path coefficients, t-statistics, and p-values obtained through a bootstrapping procedure in SmartPLS 4. A hypothesis was considered statistically significant when the t-statistic exceeded 1.96 and the p-value was less than 0.05 at a 5% significance level. (Greenland et al., 2016)

DISCUSSION

The results of the analysis show several findings are obtained. First, the effect of self-control on instant gratification behavior is shown by a t-statistic value of 5.657 and a p-value of 0.000. These values indicate that a negative and statistically significant relationship is identified between self-control and instant gratification behavior. This result implies that a lower tendency toward instant-gratification behavior is associated with higher levels of self-control in children. Therefore, the second hypothesis (H2), which states that self-control negatively influences children's instant gratification behavior, is accepted.

Second, the effect of the internalization of local wisdom-based character education on self-control is reflected by a t-statistic value of 10.516 and a p-value of 0.000. These findings demonstrate that a positive and significant relationship is established between the two variables. This suggests that higher levels of self-control are associated with stronger internalization of local wisdom-based character education. Accordingly, the first hypothesis (H1), which proposes that the internalization of local wisdom-based character education positively influences children's self-control, is accepted.

Third, the influence of internalizing character education based on local wisdom on instant gratification behavior shows a t-statistic value of 1.476 and a p-value of 0.140. These values indicate that the variable connected the two variables is not significant because the t-statistic value is less than 1.96 and the p-value is greater than 0.05. Therefore, the third hypothesis (H3), which states that The internalization of character values within the framework of local wisdom has a negative effect on children's instant gratification behavior, cannot be accepted.

Overall, the analysis results indicate that the internalization of character values within the framework of local wisdom has a significant effect on children's self-control, and that self-control significantly negatively influences instant gratification behavior. However, the internalization of character values within the framework of local wisdom does not have a direct significant effect on instant gratification behavior.

This finding indicates that the influence of character education on instant gratification behavior primarily operates through the mechanism of self-control, suggesting that the self-control variable has the potential to serve as a mediating variable in this relationship.

Table 6. Recapitulation of Specific Indirect Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X (Internalization of Education) -> M (Self-Control) -> Y (Instant Gratification)	-0.235	-0.248	0.050	4.701	0.000

Source: Author's data processing results, 2026

The mediation hypothesis was evaluated through an analysis of specific indirect effects estimated using the bootstrapping procedure in SmartPLS 4. This test aims to determine whether self-control functions as a mediating variable in the variable connected the internalization of character values within the framework of local wisdom and children's instant gratification behavior. An indirect effect is considered significant if the t-statistic exceeds 1.96 and the p-value is below 0.05.

The analysis produces an indirect effect coefficient of -0.235, with a t-statistic of 4.701 and a p-value of 0.000. These results indicate that the internalization of character values within the framework of local wisdom exerts a significant negative indirect effect on instant gratification behavior through self-control.

This finding demonstrates that self-control mediates the variable connected the internalization of character values within the framework of local wisdom and children's instant gratification behavior. Specifically, higher levels of internalization of character education enhance children's self-control, which in turn reduces their tendency toward instant gratification.

The results of the direct effect test show that the direct influence of local wisdom-based character education on instant gratification behavior is not significant, while the indirect effect through self-control is significant. This indicates that self-control fully mediates the variable connected to the internalization of character values within the framework of local wisdom and children's instant gratification behavior.

Consequently, the fourth hypothesis (H4), stating that self-control mediates the effect of internalized character education based on local wisdom on children's instant gratification behavior, is supported.

CONCLUSION

Based on the analysis conducted in SmartPLS 4, this study demonstrates that the internalization of character education grounded in local wisdom plays a crucial role in developing children's self-control. Hypothesis testing shows that the internalization of character values within the framework of local wisdom has a positive and significant effect on self-control, indicating that the more effectively children internalize character values derived from local wisdom, the greater their capacity for self-regulation.

Furthermore, self-control has a significant negative effect on instant gratification behavior, meaning that children with higher levels of self-control are better able to delay gratification and are less susceptible to immediate temptations.

However, the internalization of character values within the framework of local wisdom does not exert a significant direct effect on children's instant gratification behavior. This suggests that the influence of character education on instant gratification behavior primarily occurs through self-control. Mediation analysis confirms this, showing that self-control significantly mediates the variable connected The internalization of character values within the framework of local wisdom and instant gratification behavior.

These findings indicate that enhancing the quality of internalizing character education grounded in local wisdom strengthens children's self-control, which in turn reduces tendencies toward instant gratification. This underscores the importance of continuously developing character education rooted in local wisdom as a means to foster children's character and self-regulation.

For future research, it is recommended to include additional factors that may influence instant gratification behavior, such as family environment, parenting styles, and digital media exposure, to achieve a more comprehensive understanding of the determinants of this behavior.

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