



STUDENTS' DIFFICULTIES WITH SELF-DISCIPLINE DURING ONLINE CLASS

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Abstract

The COVID-19 pandemic necessitates the government to take strict rules to prevent the spread of the virus. This condition brought about the transition from the offline learning process to online learning at every level of education across Indonesia. The main advantage of online learning is flexibility. This condition makes students possible to access online courses to learn and carry out assignments anytime and anywhere. Therefore, teaching and learning processes can be more practical and efficient. However, due to low self-discipline, the flexibility of time given by the lecturer triggers students to postpone in submitting their assignment and the majority tend to submit on or close to the deadline time. As a result, these conditions have implications for the effectiveness of the learning process in higher education. The purpose of this paper is to prove that self-discipline in the knowledge acquisition process is one of the most important factors in online learning. The research was conducted with a qualitative method. The instrument of this research was a questionnaire that was used to establish students' opinions which were distributed by using google to collect the data. The questionnaire consists of 15 questions.

Keywords: Self-discipline, Online learning, Covid-19

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INTRODUCTION

COVID-19 has affected many sectors, and education is not an exception. In Indonesia, the government has formally taken strict measures to minimize and limit physical contact since March 16th, 2020 to prevent the spread of the coronavirus. Therefore, it was advised that all schools and institutions convert their offline classrooms to online classes for a longer period of time. Some institutions have even decided to conduct all of their classes online for the remainder of the semester. In other words, the practice of teaching-learning has shifted from face-to-face lectures to digital or online classes. The internet is also one of the technological barriers to injustice, with young people being capable of learning in a way that matches their requirements and learning styles thanks to the resources available to them (Ayu, 2020). However, Pustaka (2020) argue that the implementation of online learning is a new thing, especially in Indonesia. Teachers and students react in a variety of ways to this unexpected choice.

It is undeniable that new information systems and innovative e-learning tools make the learning process more interesting and efficient (Yacob, 2012). Especially during a pandemic situation, online learning is intended to assist teachers in delivering curriculum to students (Yuliansyah & Ayu, 2021). However, the possibility of learning anytime and anywhere in online (virtual) learning requires more attention so that it can motivate students in the teaching and learning process to achieve online learning goals (Sari, 2020). In online learning, students usually do not need reminders to attend course activities (Martin, 2018). Online learning assumes that students access class regularly and get information related to learning activities that have been provided by teachers in online classes. As a result, these conditions have implications for the effectiveness of the learning process in higher education.

Nevertheless, one of the advantages that teachers and students can get from online learning is flexibility. It means that any of the students are possible to access online courses to learn and carry out assignments anytime and anywhere (Mandasari, 2020). However, the flexibility that students get during online learning cause has lack of self-discipline. Dzivhani (2000) determined that discipline especially in school is a type of classroom behavior within be described such as paying attention, obeying the rule of teacher, respecting teachers, and acting with the suitable norms. Discipline is divided into positive discipline and negative discipline. Positive discipline also called as self-discipline is self-awareness that comes from someone's desire without encouragement from anyone (Nelsen, 2011). Furthermore, Thomas (2021) in his research also found negative discipline during online classes. Negative discipline is the desire that tends the individual to do the opposite from positive discipline. It means that the individual with negative discipline is more inclined to do bad things or pretend to do a good thing when there is someone near them. Gelles, et al. (2020) in his research stated to prevent negative discipline, students were asked to not lie in bed while going to had lessons, keeping their web cameras dynamic, and purposely talking up in lessons in spite of the hypervisibility that involved. As a result, students who manage to avoid negative discipline assign success in the field of education which will help them to prepare for a bright future (Millei, 2010). So it is very important to teach discipline, especially during online learning.

Self-discipline (positive discipline) is usually can be seen from students' attitudes during the teaching-learning process. Students who have self-discipline (positive discipline) tend to obey the regulation which has been agreed by the lecturer and students. Besides, they have the willingness to make or answer the assignment as best as they could without any pressure to do it (Gorbunovs, 2016). Other experts define self-control of exertion in academic settings as academic self-discipline and examine the correlations between non-cognitive indicators, cognitive indicators, features, and scholarly outcomes (Pustika, 2020). In other words, students who have self-discipline are able to choose what things that very important to do first and do the unnecessary things later. It also gives an individual the strength how to overcome their laziness, uncertainty, and fears.

However, during the teaching-learning process that has been conducted through online, students tend to have negative discipline (Aminatun, n.d) (Muliyah, 2020). This is caused by the misuse of time flexibility that students get from online learning. So students can access classes whenever they want without direct supervision from the lecturer. It means, the flexibility of time given by the lecturer triggers students to postpone in submitting their assignment and the majority tend to submit on or close to the deadline time. Sometimes students take assignments not too serious and lazy to do the assignment. This causes a decrease in knowledge of the material provided by the lecturer. Besides, online learning requires the students to involve them in continuing the teaching-learning process all day, and working week students are involved in a wide spectrum of educational activities such as lectures, seminars, and other activities. Online learning offers more flexibility both for teacher and student but it requires high self-discipline.

Self-discipline is very well connected with willpower (Kohn, 2008). Willpower is the ability to control yourself in order to do something difficult. Thus, in this case, all students are expected to be conscientious and assiduous in order to be able to achieve the desired goal. However, not all students have good control in self-discipline (Hagger et al., 2021). The aim of this paper so find out the factors that cause students' difficulties with self-discipline during online learning during online learning and to find out the best solution to solve the problems.

RESEARCH METHOD

This research method was conducted with descriptive qualitative with non-interactive in order to find some factors that cause a lack of self-discipline in students during online learning and to find out the best solution to solve the problems according to students opinions. This study involves participants who were sampled from the English Education Study Program batch 2018 of the Faculty of art and education at Teknokrat University in Bandarlampung, Lampung. The subject, which took part in this research, was 31 students both male and female in the fifth semester with an average age between 19 to 23. The researcher used questionnaires which was distributed by using a google form that was sent via WhatsApp messages to collect their perspective data. Researchers focus on asking questions that fit the focus of the research. The questionnaire consists of 15 questions that were divided into two parts. First, yes, no question, and the second one is an essay question. The researcher gave the survey website link to the participants and ask them to fill out the question based on their perspective or experience toward online learning that took place during covid-19. After that, all the data that the researcher got from the participant's responses will be collected and compared in order to find factors that cause a lack of self-discipline and to find out the best solution to solve the problems.

FINDINGS AND DISCUSSION (11 PT)

This result data was collected from the participants who filled out the questionnaire which has been sent via WhatsApp. The questionnaire consists of two types of questions. The first one used yes-no questions and the second one used opinion questions.

1. The attitude of students towards online learning and distance education

Table 1. The attitude of students towards online learning and distance education

No.	Questions	Yes	No
1	Are you currently in online courses during the COVID-19 pandemic?	93,5%	6,5%
2	Have you ever felt that the flexibility of online classes triggers students to postpone and be lazy to do your assignments?	87,1%	12,9%
3	Have you ever accessed courses just to check out deadlines of the assignments and delay opening learning materials and videos?	100%	-
4	Have you ever put off doing your assignment and almost forgot to submit it or didn't even submit it at all?	77,4%	22,6%
5	Did you open a video or learning material right before you did a post-test or forum?	87,1%	12,9%
6	If there is no post-test to do, will you open and study the material provided?	67,7%	32,3%
7	If there is no forum will you open and study the material provided?	63.9%	36.1%

The result finding in the table above showed that most of the students are studying from home. This can be proven by the results from the first question with the number of students who answered yes for about 93.5%. Moreover, the next four questions prove that online learning causes students to be lazier. In online learning students not only tend to delay opening videos or learning materials but also delay doing assignments. In fact, sometimes they only access courses just to check assignment deadlines and will be learning the material only when they are going to do a post-test or forum. The habit of delaying doing the post-test also caused 77.4% of the total students to have almost forgotten to submit the assignment and some of them

did not even submit it at all. Surprisingly, 32,3% of students answer that they will not open the video or material if there is no post-test or forum (36.1%), but luckily 67,7% of students chose to keep studying the material given by the lectures.

Based on table 1 above, the student's reasons which cause a lack of self-discipline come from their internal problem such as laziness (Sari et al. 2019). Thus, different learning motivations are required in conducting online classes in order to enhance students' motivations and self-discipline in the teaching-learning process (Sari, 2021). stated that laziness is caused by several conditions such as student's body condition, lack of learning motivation, the influence of lecturers, and the last is the conditions of the environment during learning. This happened cause lack of self-discipline, students are usually more interested in doing fun activities and neglect the main responsibility. Second, the lack of self-motivation students less enthusiastic. Third, unable to manage time. When students are unable to manage the time to complete the assignment, they will tend to delay learning the material or delay to did the assignment.

From the overall data analysis, it is also concluded that the level of readiness of students to implement e-learning is at a moderate level and is still not quite ready to learn online completely. In addition, Sari & Wahyudin (2019) considered that Self-discipline has a positive impact on student learning outcomes. The achievement obtained at the end of the lesson does not depend on the initial competency level of the student. On the other hand, self-discipline that exists in students is a key factor that has a great influence on students and enables them to achieve learning goals. Thus, self-discipline in the knowledge acquisition process on a daily basis is a key indicator that can be used to improve student learning outcomes. Moreover, lecturers play an important role in building student motivation and taking steps to strengthen this spirit during the teaching and learning process in the classroom

2. The most common reasons that cause students often forgot to submit their assignments during online leaning

Table 2. The most common reasons that cause students often forgot to submit their assignments during online leaning

No.	Answers
1	Because I thought that I have finished it.
2	Because I forgot about the deadline time.
3	Lazy to check the deadline.
4	Usually, I forgot about it.
5	I think there is a lot of assignments that I have to finish, that's why I often almost forget to submit my assignment.
6	Bad at time management, I still learning how to manage my time.
7	Because I rarely take notes, so sometimes I forget.
8	Because I forgot the due date.
9	Forgot the deadline because I wasn't checking the spade.
10	Because I don't have someone to remind me for doing the assignment.
11	Because I'm busy so I forget to do assignments.
12	Sometimes I postponed many assignments.

13	Because sometimes my time management is so bad and there are other distractions that make me forget to submit the assignment.
14	Sometimes hard to access the sources to submit the assignment, and we did not check the dateline of the assignment.
15	The website is an error.
16	Overslept and too hard to do.
17	I was in unhealthy condition.
18	Because there are several obstacles such as having difficulties understanding the material and sometimes I forgot to submit the assignments.
19	Sometimes I just forget, sometimes the website goes down.
20	I have experienced this once and it was because I mistyped the due date of the assignment. I had opened the course but I postponed doing the assignment. If I hadn't postponed doing the assignment, I wouldn't have forgotten to do the assignment. Fortunately, I still could submit it because I still had time to do it.
21	I forgot to check the submission deadline.
22	Because, I think there is a lot of assignment that I have to finish, that's why I often almost forget to submit my assignment.
23	Lazy check deadline
24	Sometimes I postponed many assignments
25	Yes, not all just some schedule, because that time when I check Spada error until 3 or 5 days.
26	Because I delayed sending the assignment when the deadline was still long so that the next day I forgot the submission deadline and I didn't send the assignment.
27	Because I forgot the due date
28	I forgot about the deadline time
29	Forgot to look back at the due date for the submission of assignments

Based on the results of table 1 about the attitude of students towards online learning and distance education, it proves that 77.4% of the total students almost forgot to submit the assignments or did not even submit it at all. Table 2 above showed the main reasons why students do not submit the assignments. Most of them answered that they forgot the deadline to submit the assignment. While the rest is due to delay in doing assignments, bad at time management, laziness, unable to access the website because of an error and the last one is due to a health problem.

3. Some methods that help students to maintain their self-discipline during online learning.

Table.3 methods that help students to maintain their self-discipline during online learning.

No.	Questions	Yes	No
1	Do you agree that assignments can help to develop self-discipline?	90,3%	9,7%

2	Do post-tests and forums help you to study the material provided by the lecturer and increase your self-discipline?	100%	-
3	Does writing down notes of the deadline help you to maintain self-discipline?	96,8%	3,2%
4	Do deadlines for submitting assignments help improve self-discipline?	85%	15%
5	Do you agree that turning on the camera during zoom meetings can improve self-discipline?	77,3%	22.7%
6	Does sitting at the study desk make you more focused on learning?	82.3%	17.7%
7	Is the interaction of lecturers and students during online learning quite helpful in developing self-discipline?	72.9%	27.1%

From the table above, we can see at the first question “Do you agree that assignments can help to develop self-discipline?” it is clear that assignments can help students to maintain their self-discipline. According to table 1 about the attitude of students towards online learning and distance education, about 32,3% of students will skip studying the learning material if there is no post-test or forum. Besides, post-tests and forums also help students to study the material provided by the lecturer because it makes students have an obligation to study the material. The last one is to write down notes of the deadline proven help to prevent students to forget to submit their assignments.

Question four prove that deadline helps 96,8% of students in the class to increase their self-discipline during an online class. This is also the same as research conducted by Nartiningrum (2020) that giving a deadline date for each given task helps students complete assignments as soon as possible before the deadline. As a result, students become more enthusiastic about completing assignments. In addition, asking students to activate the camera during a zoom meeting can improve student self-discipline, this is evidenced in question number five in table three, 77.3% of students agree with this. Gelles, et al. (2020) in their research turning the camera on help to prevent negative discipline. She added that the place of study also affects the level of seriousness of students in learning, in the sixth question 82.3% of students agreed. Geselles et al. (2020) in the research he did, students who were asked not to lie in bed got better grades on the test. This is in line with Nurajrina (2020) stated that students who have or increase their level of self-discipline in e-learning tend to experience improvements in their academic achievement. During the online class, the interactions between teachers and students are also lacking (Nartiningrum (2020). Therefore, 72.9% of students feel that teacher-student interaction makes them more disciplined in acquiring the material given.

In conclusion, there are several ways that can be used by teaching staff so that students are accustomed to self-discipline in online learning, such as giving assignments at every meeting. The task forces students to discipline themselves whether they want it or not because of a sense of necessity. In addition, the task also makes students pay more attention to the material provided so that they can answer possible questions on the post-test. Besides, writing each task deadline is helpful to prevent students from forgetting not to do assignments because of poor time management. Last, conducting regular zoom meetings to maintain teacher-student interaction also can be used to help students to maintain their self-discipline.

CONCLUSION

Based on the result of this paper, it found that the main reason that caused student's difficulties with self-discipline during online learning is laziness. As the writer mentioned before, the main reason that causes students to laziness is flexibility. The flexibility that students get from online learning tends students to postpone in submitting their assignment and the majority tend to submit on or close to the deadline time and for about 77,4% of students have ever forgotten to submit their assignments due to bad time management. However, there are several things that can help students to maintain their self-discipline. The first one is assignments such as post-tests and forums. Both post-tests and forums aim to determine how much a student has progressed over the material and also it helps them to arouse the desire to study the material. Since 87,1% of students will open a video or learning material right before they did a post-test or forum and 32,3% of students answer that they will not open the video or material if there is no post-test or forum. Furthermore, 96,8% of total students are agreed that writing down the deadline date prove that help them to maintain self-discipline. It helps them in memorizing the due dates of all the post-test. Thus, writing down all the important assignments dates proved useful to complete the assignment on time and to prevent the students from forgetting to submit their assignments. Last but not least, the learning environment and interaction between teacher and students are also not less important in maintaining students' discipline.

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