

STUDENTS' OBSTACLES WITH SELF DISCIPLINE IN ENGLISH LEARNING DURING ONLINE LEARNING

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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 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 enroll online courses to learn and carry out assignments anytime and anywhere. Therefore, teaching and learning process 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 majority tend to submit on or close to the deadline time.

Key words: Self-discipline, Online learning, Covid-19 pandemic

INTRODUCTION

COVID-19 has affected many sectors, one of the examples is education. In Indonesia, the government formally taking strict measure to minimizing and limiting physical contact directly since March 16th, 2020 with the purpose to prevent the spread of corona virus (Tuhuteru, 2020). Therefore, teaching-learning activities which was conducted offline is shifting to online learning. Furthermore, internet is the best way that education can still continue even in a pandemic situation (Suryono & Subriadi, 2016). The internet also one of the technology that barriers to injustice, noting that the opportunities available to young people truly become 21st century learners, and enable them to learn in a way that meets their needs and their learning styles (Ayu, 2020). However, (Yuliansyah & Ayu, 2021) stated that the implementation of online learning is a new thing, especially in Indonesia. As a result, these conditions have implications for the effectiveness of the learning process in higher education. Nevertheless, one of the advantages that teacher and students can get from online learning is flexibility (Gumantan et al., 2021). It means that there are lot of students are possible to access the material form the platform to learn and carry out assignments anytime and anywhere (Styawati et al., 2020). Therefore, teaching and learning activities is more practical and efficient.

However, the flexibility that students gets during online learning cause have lack of self-discipline (Novita, Husna, Azwari, Gunawan, Trianti, et al., 2020). There are some

researchers found the member appeared how the students responded to and explored through inconducive learning situations that made it troublesome to remain persuaded and to be completely locked in within the virtual classroom (Tiku Ali & Patombongi, 2016). A few found that they had to go through the movements and make additional exertion to feel like they were going to course in individual (Lubis et al., 2019). This included intentioned not lying in bed whereas going to lesson, keeping their web cameras dynamic, and purposely talking up in lesson in spite of the hypervisibility that involved (Fahrizqi et al., 2021). The larger part of members had to utilize time administration aptitudes such as making and following to a plan and getting work done right absent (Nagel, 2014). At the same time, they seen an increment in their workload indeed from workforce individuals who were adaptable and compassionate to students' plight (Helmy et al., 2018). Some of this may well be due to the workforce attempting to compensate for the misplaced week of instruction or centering on things that the understudies may do on their possess, such as homework assignments (Yuliansyah & Ayu, 2021). T. D. R. Sari & Sukmasari (2018) said that discipline is a form of self that students need to acquire into their self-construction through process of life and it will happen as a productive aspect of the students. Thus, someone with good self-discipline assign success in field of education which will help them to prepare for bright future (Satria & Haryadi, 2018). So that is why the discipline is very needed and have to teach discipline since the childhood.

During teaching-learning process that has been conducted through online, students tend to have negative discipline (Muliyah et al., 2020). This is cause by the misuse of time flexibility that students get from online learning (Tiku Ali & Patombongi, 2016). As we know that online learning can be accessed anytime and anywhere, this means that students can access classes whenever they want without direct supervision from the lecturer (Mandasari, 2020). It means, the flexibility of time given by the lecturer triggers students to postpone in submitting their assignment and majority tend to submit on or close to the deadline time. Sometimes students take assignments not to serious and lazy to do the assignment (Yulianti & Sulistyawati, 2021). This causes a decrease in knowledge of the material provided by the lecturer (Sulistiani et al., 2021). Besides, online learning requires the students to involve them in continuing teaching-learning process all day and working week students are involved in wide spectrum of educational activities such as lectures,

seminars and other activities (Thornton & Houser, 2005). Online learning offers more flexibility both for teacher and student but it requires high self-discipline (Abbad et al., 2009).

Self-discipline is very well connected with willpower. Willpower is the ability to control yourself in order to do something difficult (Mandasari, 2020). Thus, in this case all students are expected to be conscientious and assiduous in order to be able to achieve the desired goal (Helmy et al., 2018) (Novian et al., 2019). However, not all students have good control in self-discipline (Yudiawan et al., 2021). The aim of this paper to find out the factors that cause student's difficulties with self-discipline during online learning and to find out the best solution to solve the problems.

LITERATURE REVIEW

On the other hand, (T. D. R. Sari & Sukmasari, 2018) stated that discipline especially in school is type of classroom behavior which can 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 (Booch et al., 1998). Positive discipline also called as self-discipline, is self-awareness which comes from someone desire without encouragement from anyone (Pustika, n.d.) (Larasati Ahluwalia, 2020). Self-discipline helps the individual to leads or control themselves to manage time, responsible of work, obey the rules at school and respect others (Kuswanto et al., 2020). On the other hand, negative discipline is the desire that tend the individual to do the opposite from positive discipline. It means that the individual with negative discipline more inclined to do bad things or pretend to do a good thing when there is someone near them (Octavia et al., 2020). Self-discipline (positive discipline) is usually can be seen from student's attitude during teaching-learning process (Sinaga & Pustika, 2021). Students who have self-discipline (positive discipline) tend to obey the regulation which has been agreed by the lecturer and students. Besides, they have willingness to make or answer the assignment as best as they could without any pressure to do it (Ahluwalia, 2020) (Nani, 2019). In other words, students who have self-discipline is able to choose what things that very important to do first and do the unnecessary things latter. It is also give individual the strength how to overcome their laziness, uncertainty and fears (Saputra & Pasha, 2021). The students who have or increase their level of self-discipline in e-learning tend to experience improvements in their academic achievement (Hasani et al., 2020). 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, some researchers found that Self-discipline has a positive impact on student learning outcomes (F. M. Sari & Wahyudin, 2019). The achievement obtained at the end of the lesson does not depend on the initial competency level of the student (Novita, Husna, Azwari, Gunawan, & Trianti, 2020). 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 (F. M. Sari, 2020). 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 (Puspaningtyas & Ulfa, 2020). In addition, teaching staff plays an important role in building student motivation and taking steps to strengthen this spirit during the teaching and learning process in the classroom (Helmy et al., 2018). Other researcher characterized self-regulation of exertion in scholarly settings as scholarly self-discipline and inspected the connections between non-cognitive indicators, cognitive indicators, characteristics, and scholarly results (Pustika, 2020). Here, the writers found scholarly self-discipline interceded the relationship between scholarly self-efficacy and scholarly execution, after controlling for honesty and ACT scores

METHOD

This research method was conducted with descriptive qualitative which is attempt to find some factors that cause lack of self-discipline on students during online learning and to find out the best solution to solve the problems according to student's opinion. This study involves participants who were sampled from English Education Study Program batch 2018 of Faculty of art and education at Universitas Teknokrat Indonesia in Bandar Lampung, Lampung.

The subject, which took part in this research, was 31 students both male and female of the fifth semester with the average age between 19 to 23. The researcher use questionnaire which were distribute by using google form that was sent via *WhatsApp* messages to collect their perspective data. The researchers focus on asking questions that fit the focus of research. The questionnaire consists of 11 questions that divided into two parts. First, yes, no question and the second one is 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 researcher got from the participant's responses will be collected and compare in order to find factors that cause lack of self-discipline and to find out the best solution to solve the problems.

RESULTS AND DISCUSSION

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 question. The first one used yes-no questions and the second one used opinion question.

A. Result

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

No.	Questions	Yes	No
1	Are you currently in online courses during COVID-19 pandemic?	93,5%	6,5%
2	Have you ever feel that the flexibility of online class triggers students to postpone and being 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 to open 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 forum or post-test to do, will you open and study the material provided?	67,7%	32,3%

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

The result finding on table above show that most of the students are study from home. This can be proven by the results from the first question with the number of students answered yes for about 93.5%. Moreover, the next four questions prove that online learning causes students to be lazier. In online leaning students not only tend to delay opening videos or learning materials but also delay doing assignments (Al Falaq & Puspita, 2021; Suprayogi & Novanti, 2021). 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, but luckily 67,7% of students chose to keep studying the material given by the lectures.

A.2 The most common reasons that cause students often forgot to submit their assignment 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 are a lot of assignment 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 check the spade.
10	Because , I don't have someone to remind me for doing assignment.
11	Because I'm busy so I forget to do assignments.
12	Sometimes I postponed many assignment.
13	Because sometimes my time management is so bad and there's other distractions that makes me forgot to submit the assignment.
14	Sometimes hard to accessed the sources to submit the assignment, and we did not check the dateline of the assignment.
15	The website is error.
16	Over slept and too hard to do.
17	I was in unhealthy condition.
18	Because there are several obstacles such as having difficulties to understand the material and sometimes I forgot to submit the assignments.
19	Sometimes I just forget, sometimes the website is went 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 are 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 assignment

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 submission of assignments

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

Based on the results of the 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 submitted the assignments or did not event submit it at all. The table above (b) is 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.

A.3 Some 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	Does post tests and forums help you to study the material provided by the lecturer?	100%	-
3	Does writing down notes of the deadline help you to	96,8%	3,2%

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

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 the table 1 about the attitude of students towards online learning and distance education, for about 32,3% of students will skip to study 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 written down notes of the deadline proven help to prevent students to forget to submit their assignments.

CONCLUSION

This paper aim to find out the main reason of student’s difficulties with self-discipline during online learning and to find out the solutions to overcome this problem. The sample of this research are 31 students both male and female of English Education batch 2018. The data found that the main reason of student’s difficulties with self-discipline during online learning mostly cause by lack of self-discipline. Most of students tends to pervert the flexibility of online learning.

The student’s reasons which cause lack self-discipline comes from their internal problem such as laziness. Sari, et al. (2019) stated that laziness caused by several condition such as student’s body condition, lack of learning motivation, the influence of lecturers and the last one is the conditions of the environment during learning. This happened cause lack of self-discipline, students usually more interested in doing fun activities and neglecting 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 to learn the material or delay to do the assignment (Putri & Sari, 2021).

Base on the result of this paper, it found that the main reason that cause student’s difficulties with self-discipline during online learning is laziness. As writer mention before, the main reason that cause students laziness is the flexibilities. Flexibility that students get

from online learning tends students to postpone in submitting their assignment and majority tend to submit on or close to the deadline time and for about 77,4% of students have ever forgotten to submitted their assignments due to bad at 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. Last but not least importance is 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 (Gumantan et al., 2021). Thus, write down all the important assignments dates proved useful to complete the assignment on time and to prevent the students forgetting to submit their assignment.

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