Student Learning Discipline:
Problem and Solution in Online Learning

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Abstract: Learning activities to develop students' character learning discipline at the junior high school level has given rise to difficulties for teachers and students. The paper aims to describe the form of student learning discipline behavior and analyze the role of teachers and principals during the learning process. The article is based on data collected from the results of the spread of open questionnaires to 30 students in three schools in East Java province. In addition, the research data was also obtained through interviews with 12 teachers and two principals. The results showed that principals and teachers have a significant role in determining the success of online learning. The principal's role in making flexible policies has been a determinant of the success of online learning. Likewise, the positive attitude of teachers towards students has contributed to the successful development of student learning disciplines. The paper suggests the need for more in-depth data retrieval methods to understand cases better.

🎯 Introduction

The learning process has failed to develop the character of learning discipline in students during online learning. This condition is characterized by unpreparedness and difficulties teachers face in the online learning process (Wahyuni, Aziz, et al., 2021). Parents have a problem accompanying students to study at home (Liang, 2021). Many students are late collecting schoolwork (Sahaya & Yuniantaq, 2020). This condition entrusts the need for confectionery from schools, both in disciplinary development carried out in the classroom and outside the classroom.

So far, the study of the character development of learning disciplines in students can be categorized into two types. First, studies that characterize discipline as a result of a learning process were conducted experimentally (Heryadi, 2016; Yuliyanto et al., 2018) and non-experimental (Aristandi et al., 2020; Prasetyo & Indriani, 2019). Second, studies characterize discipline as a result of an academic condition, both in a school environment (Prasetyo & Indriani, 2019; Sobri et al., 2019) and in teacher behavior and characteristics (Gravel, 2020). The two categories of research above show that student discipline can be developed through the educational process. This study uses the second approach by elaborating on the role of teachers and principals in the context of online learning.

Character education is defined as an educational process that aims to shape the continuous self-improvement of the individual towards a better life (Lickona, 1997). The importance of character education in students has been demonstrated by several studies that researchers have carried out. One of the studies showed that character is related to academic achievement (Ning, 2020). Other studies have shown that nature correlates with mental health (Jacobs, 2016). One type of character that is important to research in junior high school students is the discipline of students in learning.

The character of discipline in learning is defined as the ability of students to be responsible and independent in education (Guo, 2020). Two main characteristics characterize such skills. First is the ability to take responsibility for the tasks it carries out. For example, the obligation is to do learning tasks (Syafi'ah et al., 2020) and collect assignments on time. Secondly, the ability to do learning independently without depending on others (Weng, 2019). Both skills are important to be developed through the online learning process.

The role of principals and teachers in online learning practices is to strive to foster student learning discipline (Lonto et al., 2018; Sider, 2017). Principals and teachers must be able to help students develop their behavior patterns, improve their standards of behavior, and implement rules as a tool to enforce discipline. In online learning, teachers can be democratic in disciplining students, so disciplinary regulations need to be guided by this, namely from, by, and for students. In the application process, the teacher must behave through the principles modeled for students.

This paper aims to complement the shortcomings of existing studies by elaborating on the role of the principals and teachers in online learning, particularly the teacher's role in developing the character of learning discipline in children. The low level of learning discipline in students is carefully mapped. Correspondingly, three questions can be formulated: (a) how to describe of student learning discipline during online learning; (b) how do teachers view and difficulty about the development of student learning discipline during online learning; (c) What is the role of schools in developing student learning discipline during online learning. The answers to all three questions demonstrate how pupils' poor learning discipline has formed the foundation for a child's educational and personality development.

The writing about the development of the character of learning discipline in students during online learning is based on an argument that the school environment has an important and strategic role in developing the student learning discipline. The principal who acts as the director and person in charge of the continuity of the education process is important in the online learning process. Likewise, the teacher, as an actor who is in direct contact with students in the educational process, his role becomes strategic in achieving the success of learning objectives.

Method

The methods section outlines five important points related to research design, the reasons for selecting cases, research subjects, data collection, and data analysis. The explanation of the five points is as follows:

Research Design

The approach in the research is qualitative research with a multi-case type sourced from primary data obtained from informants directly and secondary data in the form of documentation data from the three schools where the research is conducted. The data are obtained from field studies that aim to get data on the character of learning discipline in students and the factors that influence the phenomenon. The form of the nature of learning discipline is obtained through an open questionnaire analysis given online to students. Factors affecting student learning discipline are obtained from teachers and principals. The selection of cases about educational practices during online learning in developing the character of learning disciplines is chosen with three important considerations. First, the discipline of knowledge is important to establish, so research on the theme still requires a lot of elaboration. Second, failure to develop the character will fail in other aspects. Third, the loss of the learning process in creating these characters entrusts the existence of alternative learning models that can be used as solutions. The three reasons for choosing learning discipline as an issue studied in this paper hint at the hope of finding problem-solving in education and development that are solutive and innovative, especially in implementing character education in students at the junior secondary education level.

Research Subject

Data were obtained from 30 students, 12 teachers, and two principals. The data was obtained from three junior high schools in East Java. The three schools in question are Madrasah tsanawiyah Assa'adah I in Gresik, integrated Islamic junior high school in Malang, and Madrasah tsanawiyah Sunan Kalijogo in Malang. The selection of the three schools as research sites is based on preliminary studies that the three schools have a special feature in the implementation of character education. In addition, the ease of access to these three places is another reason that researchers are easier and more in-depth in obtaining the necessary data.

Research Procedure

This research was designed as part of the research practice of students of the Islamic religious education master's program State Islamic University of Malang. The theme under study is about character education in students. The data was obtained through questions in an open questionnaire using google form facilities and interviews conducted online. The questions asked to students are focused on the causes of indiscipline and forms of student learning indiscipline. Data on teachers are concentrated on the teacher's view of student discipline and the conditions of difficulties encountered

during online learning. In addition, teachers were also asked about the efforts made by teachers and principals to develop student learning discipline. The data from the principal aims to strengthen the data obtained from teachers, particularly about the principal's efforts in developing student learning discipline during online learning.

Data analysis

Data analysis is carried out using three stages: data reduction, display, and verification. Data reduction is to simplify data on the reasons and forms of student learning discipline and data on the learning process obtained from teachers and principals. After a reduction, display data displays the data to make the shape simpler and easier to understand. Similar data classification is carried out in one particular category group. Data verification is to test the completeness and validity of the data so that the data analyzed is reliable and valid. The researcher examines the interpretation process through a critically and reflectively in-depth analysis.

🖺 Result

In this section, three data are displayed about the form of student insecurity in learning, the learning process in developing student discipline, and the efforts of teachers and schools in developing learning discipline.

Forms of student learning indiscipline

Based on an analysis of 30 students studied, it was found that there were as many as 20 students who committed indiscipline during the online learning process. The analysis results found the existence of three reasons that cause the appearance of undisciplined behavior. The three reasons are students are involved in other activities that cause laziness to study (eight students). Students play too many online games, so they are late in collecting study tasks (six students), and frequent sleep tonight, which results in difficulty concentrating on learning (six students). The results show more disciplined students than those who are not disciplined in learning. The comparison between the two is found in table 1.

Table 1. The comparison of learning discipline

No	Discipline learning	∑	%	Indiscipline learning	∑	%
1	Deligent to study	22	73	Lazy to study	8	27
2	On time in collect task	24	80	Late to collect task	6	20
3	Easy to concentrate in learning	24	80	Difficult to study	6	20

Table 1 explains that 20 of the 30 students (67%) involved in the study have committed indiscipline caused for several reasons. The most dominant reasons are interest in other activities. They are lazy to study and play too many online games, so they are often late in collecting tasks, and the habit of sleeping late at night to have difficulty learning.

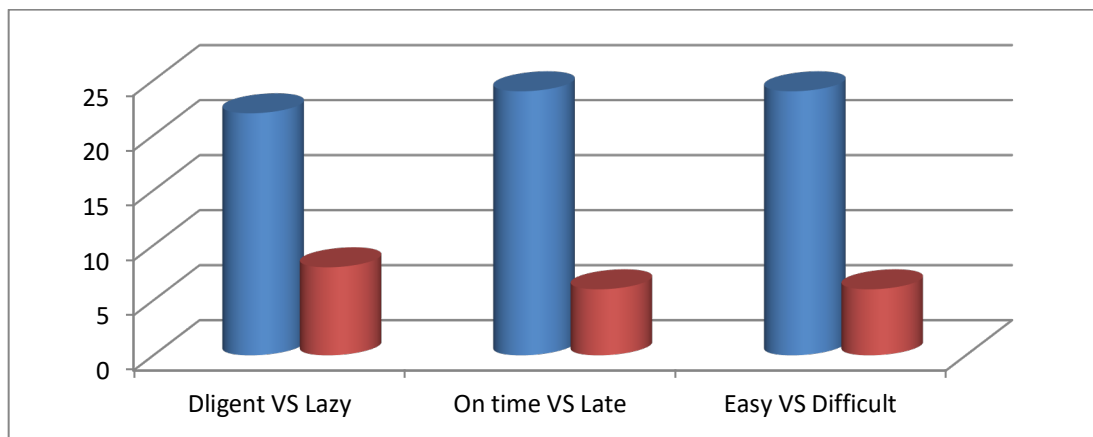**Figure 1 depicts the type of student indiscipline in the classroom.**

Figure 1. Comparison of students' discipline learning

The process of developing learning disciplines

In this section, data on the teacher's opinion about the student's discipline and the teacher's difficulty in teaching the discipline character of the student are displayed. The full data is in table 3.

Table 2. The process of developing learning disciplines

No	Thema	Finding	∑	%
1	Teacher perception	Comply with school rules	4	33
		Have a responsibility	6	50
		Study hard work	2	17
			12	100
2	Teacher difficulties	Not meeting students in person	7	58
		It is difficult to contact students	3	25
		Difficulty monitoring students	2	16
			12	100

Table 3 explains that out of 15 teachers who responded to questions, 12 subjects were found who gave positive responses in describing student discipline in learning. A positive reaction that describes the condition of student discipline is to have a responsibility, obey the rules, and be diligent in studying. The difficulties that teachers feel during online learning are the absence of opportunities to meet in person, students being difficult to contact, and difficulty monitoring students. A histogram two was created to reinforce the findings of opinions about students' and teachers' problems in online learning.
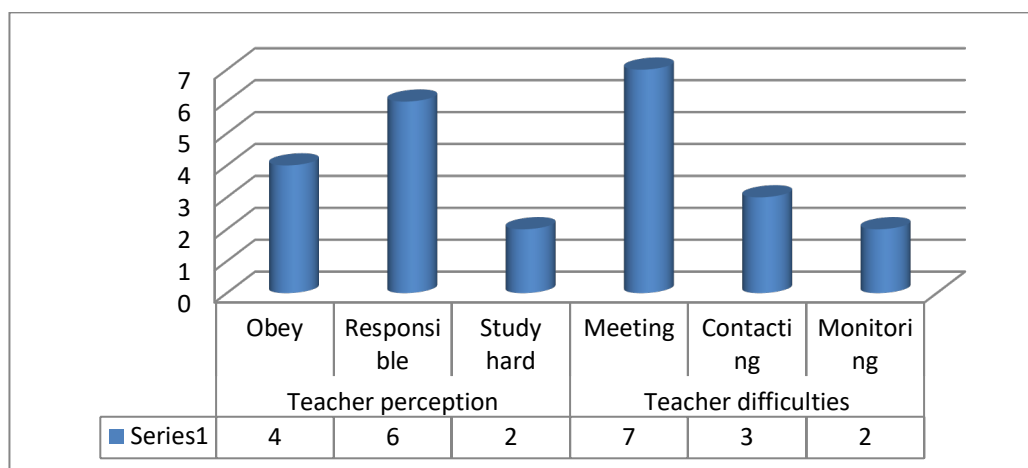
Figure 2. Teacher perception and difficulties of learning discipline

The school's efforts in developing student learning discipline

In this section, data on the actions of teachers and schools in improving learning discipline during online learning are displayed. Data on teacher efforts are obtained from teachers, while data on school efforts are obtained from principals. The full data is in table 3.

Table 3. Efforts to develop learning disciplines

No	Thema	Finding	∑
1	Teachers effort	Give a reward	2
		Give a model of behavior	8
		Give a remaind	2
2	Principles effort	Educatethe teacher	12
		Give an internet fasilitation	12
		Make a flexible rules	12

Table 3 explains that schools have made various efforts to address student disciplinary problems encountered during online learning. Teachers have made three important efforts in developing student learning discipline. They strive to be examples of discipline for their students, they also try to give praise to encourage students' enthusiasm in learning, and they also remind students of the role to play in education. Likewise, with the principal's position, in the teacher's opinion, the principal has tried to educate the teacher, facilitating the internet, which is expected to develop the learning discipline of the students. The interview results with the principal are presented in the explanation below to justify these conclusions.

Online learning carried out during the pandemic is something new. Therefore, I educate teachers that online learning is a challenge in today's era, and I strive to meet school internet facilities to support the success of online learning (Subject 1)

One of the ways I do this is to make flexible rules so that both teachers and students obey them. I use the aid fund to provide an internet quota to make it easier for teachers to carry out online learning (Subject 2).

👥 Discussion

The first result is in line with the findings of previous findings on student learning discipline. Several studies have shown students' high levels of laziness in learning (Akram, 2019). Other studies have found that during the online learning process, many students are found to be late in collecting their learning assignments (Maxwell, 2018). Likewise, the study's findings show that many students have difficulty learning (Sainio, 2021). These studies entrust the importance of student disciplinary problems so that solutions are found to overcome these problems.

The results of this study reflect that there are crucial problems faced in online learning practices. Students' indiscipline in learning will result in some losses in various fields. Academically, students who are not disciplined in education will have low academic achievement (Ning, 2020). Psychologically, procrastinating at work can result in low learning achievement (Goroshit, 2021). Schools and families have a strategic task to overcome the problem of learning indiscipline in students (Aziz, Rinda, et al., 2021). Likewise, parents must support school programs in overcoming learning indiscipline.

The second result is in line with several previous studies. Research has found that teachers experience various difficulties during online learning caused by their incompetence, both problems caused by facilities that support learning and issues due to lack of knowledge and skills about online learning (Aziz, Susanto, et al., 2021). Nevertheless, the study found that teachers have a positively opinion of student discipline. Such results are important in educational practice because research has found that positive teacher opinions and attitudes affect students' academic success (Moskowitz, 2021). The study reinforces previous findings on teacher attitudes and abilities, which are important in achieving online learning success.

The results of this study reflect the importance of professional teachers in learning. The presence of four competencies can identify the professionalism of the teacher. The first is the ability of teachers to master various aspects related to their profession (Arifa et al., 2019). Second, commands are related to the ability to carry out the learning process (Rashid et al., 2021). The third is the ability to get along socially (König, 2020). Fourth is the ability to develop aspects of his personality (Navickienė, 2019). The four competencies can be acquired through various educational and training activities. Thus, the school must help teachers to develop into professional teachers.

The third result is in line with several previous studies that have found that the role of the principal largely determines the success of educational goals, including learning objectives carried out online (Collie, 2021). Likewise, regarding the role of teachers, several studies have shown that the ability and professionalism of teachers in online learning are indispensable in achieving online learning goals (Wahyuni, Mangestuti, et al., 2021). The results of this study reinforce previous findings on the role of schools in achieving educational goals.

These results reflect that the principal has a crucial role in directing and implementing the learning process. Several studies have shown that principals function as leaders in an organization (Dou, 2017). The principal also plays a role as a source of fulfilling job satisfaction and handling work stress problems in teachers (Darmody, 2016). In addition, the principal can also act as a determinant of the direction and policyholder of the organization (Flores, 2017). Some of these studies show that principals can play a role in various aspects. One way to measure the success of the principal's role in carrying out his duties in implementing learning is to measure teachers' level of creativity and discipline in carrying out learning

Conclusion

The results of this study show that the readiness of the school initiated by the principal has allowed teachers to carry out the learning process creatively and innovatively. This state leads to improved learning quality, particularly in developing student discipline character. These findings imply that the learning process will produce optimal results when the principal acts as a leader and a manager in carrying out school activities. The effective role of the principal will support the creation of professional and creative teacher behavior to produce a learning process that is conducive to the development of learning discipline.

Academically, the results of this study contribute knowledge in the form of a model for developing student learning disciplines. The model of developing student learning discipline starts from the principal's effective role, the teacher's professionalism in teaching, and the disciplined behavior of students in learning. Conditions like the above can be achieved when collaboration and mutual understanding between the principal, teachers, and students.

This research was carried out in pandemic conditions, resulting in data collection limitations. The observation technique, which is the main method in qualitative research, was unable to be carried out optimally. The fulfillment of health protocols and the limitations to direct interaction has resulted in these difficulties. Further research is expected to use this method to produce in-depth and comprehensive data.

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