

An analysis of students discipline problems at English education study program of UNPARI

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ABSTRACT

This study aims to explain i) the students' discipline problems in the classroom at English education study program ii) the factors of students' discipline problems in the classroom at English education study program iii) the best solution for students' discipline problems in the classroom at English education study program. This study was conducted at PGRI Silampari University. The subjects of the research were 30 students from the first semester and third semester as a sample, and the approach of the research was qualitative descriptive. The researchers used interviews to collect the data and analysed using an observation checklist. The interview script became the primary source for interpreting and analyzing data. After analyzing the data, the results show that the most common discipline problems in the classroom in the English education study program were students who were talking with friends, no attention to the lesson, and lateness. The strategies that can be applied to cope with the student discipline challenges were preventive, supportive, and corrective disciplines. The lecturers and students should cooperate to improve the quality in maintaining the classroom discipline by creating a conducive classroom. The lecturers need to apply the right and appropriate method so that the material is more interesting. punishment can also be applied in the classroom in order to minimize disciplinary problem behavior in the learning process. The students must have a high awareness of discipline. Students are required to be able to think critically in distinguishing behavior that is appropriate and inappropriate to do, especially in the classroom when learning is in progress.

Keywords: *Classroom management, Discipline problems, English teaching and learning*

I. INTRODUCTION

In essence, education is concerned with the formation of the human personality as a whole, that is, the formation and development of human scientific potential. In its development, education must emphasize knowledge (cognitive) and also be directed at developing intelligence to be able to learn quickly and skillfully (psychomotor) in doing things and directed at mental attitudes and personality to enter society (affective). Therefore, discipline needs to be applied in everyday life. According to Chaplin (2009), discipline is self-control by holding back unwanted impulses. Discipline is a basic element that plays an important role in the education system, which emphasizes upholding the moral values of students. This discipline attitude can be attached to every individual.

This discipline attitude has a broad meaning, negative as well as positive. However, humans are immunized against negative odors. One of the most common reasons for poor discipline is usually a student's inability to cope with assignments. Therefore, maintaining student discipline is an important aspect of creating a conducive classroom atmosphere because student discipline

problems affect learning (Kambuga, 2017). By getting used to discipline, students can develop a positive personality and be able to obtain satisfying achievements (Bryant & Wilson, 2020).

Basically, discipline problems occur when a student refuses to comply with a lecturer's or campus' regulations. Rules relating to actions violated by humans require some kind of punishment. Rules must also relate to educational functions. In making rules for each class, lecturer must always be reminded of these principles. All students must be aware and aware of the rules before discipline action can be administered. In addition, discipline strategies are generally classified into three categories, namely: preventive discipline (ie: educators explain clearly what behavior is expected), supportive discipline (ie: educators provide suggestions and options to correct wrong behavior), and corrective discipline (namely: educators provide consequences for delinquency) (Wahlig, 2020).

According to (Mainhard, Brekelmans, & Wubbels, 2011), individual perceptions of discipline can cause people to state that certain behaviors cause discipline problems. Manning and Bucher (2007), following the same line of thinking, suggest that many factors such as developmental conditions, environment, genetic disposition, and instinctive situations influence perceptions of discipline.

According to Zarniati et al. (2014), learning activities are often disrupted by undisciplined student behavior, such as students who too often ask permission to enter and leave class, students who disturb other students who are writing, and students who often make noise in class. In addition, there are other phenomena that affect student discipline problems, such as being late for class, being noisy, talking with friends when the lecturer is explaining the lesson, not completing assignments, eating during the teaching and learning process, and cheating during exams.

Based on cases that often occur at UNPARI, researchers found student discipline problems in the teaching and learning process in class. Therefore, in this study the researcher aims to examine student discipline problems, factors that cause student discipline problems and provide the best solutions regarding student discipline problems in the learning process in semester I of Intensive Reading class and English Debate and Critical Thinking semester III English Education Study Program UNPARI to solve problems that occur. It is hoped that this research can be used by English lecturers and teachers and contribute as a source of information related to student discipline problems in class, as well as improve the quality of the learning process in class.

II. METHODS

The study uses a descriptive methodology using a qualitative approach (Sugiyono 2019). This study states that a qualitative approach is research that aims to investigate the surrounding problems and then present the results of the research in accordance with the actual situation. Descriptive research does not manipulate or modify the samples investigated, but it does provide a condition as it is. The use of qualitative methods is used to find out what is the purpose of research. The research will analyze how students discipline problems in Intensive Reading courses in the first semester and English Debate and Critical Thinking in the third semester of the English Education Study Program at PGRI Silampari Lubuklinggau University. In this study, researchers used supporting data to obtain more accurate results. Therefore, researchers use instruments using checklists, field notes, and documentation. The data were taken by researchers during the observation process in Intensive Reading and English Debate and Critical Thinking

courses. To maximize the research results, interviews were used with students who experienced disciplinary problems. Interview questions are the main source for data interpretation and analysis.

III. RESULTS AND DISCUSSIONS

Results

Based on the findings obtained from discipline problem research using observations checklist in the first semester of the English study program at UNPARI, it can be seen in the table below:

Table 1. Observations checklist in the first semester

No.	Discipline Problems	Yes	No
1.	Noisy		✓
2.	No attention to the lesson	✓	
3.	Students who are talking with friends	✓	
4.	Lateness		✓
5.	Not doing homework		✓
6.	Truancy		✓
7.	Eating and drinking		✓
8.	Using electronic device (mobile phone, games, etc.)	✓	
9.	Disturbing other friends		✓
10.	Do not wear clothing outside of campus regulations		✓
11.	Mirroring within the classroom	✓	

The researcher also made observations checklist in different classes in the third semester of the English study program at UNPARI, the findings can be seen in the table below:

Table 2. Observations checklist in the third semester

No.	Discipline Problems	Yes	No
1.	Noisy		✓
2.	No attention to the lesson	✓	
3.	Students who are talking with friends	✓	
4.	Lateness	✓	
5.	Not doing homework		✓
6.	Truancy	✓	
7.	Eating and drinking		✓
8.	Using electronic device (mobile phone, games, etc.)	✓	
9.	Disturbing other friends		✓
10.	Do not wear clothing outside of campus regulations		✓
11.	Mirroring within the classroom		✓

Discussions

Based on the results of the research it has been found that discipline problems in two classes at UNPARI include:

1. No attention to the lesson
Attention is the basis of thinking. Attention is also a prerequisite for cognitive, social and emotional development during the childhood. Students who cannot pay attention have

difficulties in following the instructions of the teacher, lose interest in the lesson quickly, discontinue their learning tasks, have problems in following the rules and behave in a harmful way to the classroom environment (Kaymak Özmen & Demir, 2012, p. 137).

2. Students who are talking with friends

Students need to think, speak, and be heard as they participate in the classroom. Students will not get enough practice just by talking with the lecturer. They need to practice with other students in class like talking with classmates. They develop competence and become critical thinkers in the classroom which provides opportunities for intensive, structured interaction among students. However, this can distract the teacher when explaining material and other students who want to study seriously. So, if the material is not conveyed clearly then students may not be focused and do not want to receive the material.

3. Lateness

Literally, the term “lateness” implies a situation where an individual arrives after the proper, scheduled or usual time (Oxford Advanced Learners’ Dictionary, 5th ed., 1995).

4. Truancy

Truancy is one of the challenges faced by the education system in many of the countries where schools are created must. According to Desocio et al. (2007), truancy is the biggest problem facing schools today. As a result, truancy continues to be a concern for many parties because it is an early marker of many social problems among adolescents which can bring serious negative consequences for individuals, families, communities and countries.

5. Using electronic device (mobile phone, games, etc.)

Mobile phones have not only found their way into the hands of all college students (ages 18-29), but have also found their way into the majority of college classrooms (Kelly, 2017; Pew Research Center, 2018). The use of mobile phones is not always used by students to support learning, however, the use of mobile phones is sometimes also used unwisely by students, such as opening an application on a mobile phone to send messages to friends.

6. Mirror within the classroom

Reflecting in the classroom is an activity carried out by students to see their appearance. This can disrupt the learning process because it can divert students' concentration on ongoing learning.

According to the explanation above, the problem of student discipline that has been found by researchers is that there are six problems that are often carried out by students in the classroom. From these problems, the factors that influence the occurrence of student discipline problems according to experts, are as follows:

a. No attention to the lesson

The factor that affects not paying attention to lessons is when students cannot pay attention to activities in the classroom environment because students' attention shifts to other unintentional stimuli. According to research, it makes errors increase, the quality of students' attention decreases and the learning process fails (Eastwood, Frischen, Fenske & Smilek, 2012; Rosegard & Wilson, 2013). Based on the factors put forward by experts, researchers conducted interviews to ask the reasons why these problems were carried out by students who carried out the discipline problems of this study.

- Romiza Ikbar: “Karena pada saat pembelajaran berlangsung

saya sedang sakit, jadi saya tidak fokus mendengarkan penjelasan dari dosen dan tidak memperhatikan materi yang sedang dijelaskan dosen.”

(Because during the lesson I was sick, so I didn't focus on listening to the lecturer's explanation and didn't pay attention to the material being explained by the lecturer.)

- Agnes Fransiska: “Karena mata kuliah debate and critical thinking 3 SKS dan selama mata kuliah berlangsung full materi dan saya terkadang merasa bosan.”
(Because the Debate and Critical Thinking course receives 3 SKS and the material is full during the course and I sometimes feel annoyed.)
- Sagita: “Karena saya kurang paham dan minim vocabulary.”
(Because I don't understand and have minimal vocabulary.)
- Diva Puja Astuti: “Karena mata saya minus jadi kurang memperhatikan materi yang ada di power point.”
(Because my eyesight is minus, I don't pay much attention to the material in power point.)

From the four samples above, it can be concluded that the main reasons for not paying attention to the material being taught by the lecturer came from themselves, such as a lack of preparation in following the course. Understand the presentation material.

b. Students who are talking with friends

Sun and Shek (2011) said that inappropriate behavior could disturb the learning process if it did by many students in the classroom such as having a conversation with their friends in other chairs and talking out of turn. The factor was the students had low of confidence and a negative thinking to the lesson before they tried to learn it first. They also had an anxiety to the teacher because they thought that the teacher seemed vicious if they could not understand the materials. Based on the data collection technique in the form of interviews to be able to ask reasons to students who talk to their friends in class.

- Riski Julianto: “Karena saya bosan terlalu lama focus kalau disuruh membaca materi yang diberikan dosen.”
(Because I am tired of focusing too much when asked to read the material given by the teacher.)
- Anjas Moro: “Saya menakut-nakuti teman saya, karena pada saat itu ada kuis.”
(I scared my friend, because at that time there was a quiz.)
- M Ismail Febriansyah: “Karena saya membahas materi dengan teman saya.”
(Because I discussed the material with my friends.)
- Diva Puja Astuti: “Karena saya sedang menanyakan arti dari kata bahasa inggris yang tidak ada dikamus.”
(Because I wonder about the meaning of an English word which is not in the dictionary.)
- Rizka Isnaini A: “Saya sedikit bosan, karena saya merasa kebingungan dengan pembahasan materi pada saat itu.”
(I was a little bored, because I felt confused about the material being discussed at that time.)

From the five samples above, it can be concluded that one of the reasons students chat with friends in class while learning is in progress is because the class hours are too long to make students feel bored. Another reason is that students do not understand the meaning of some words and material under discussion by the lecturer.

c. Lateness

The lack of a functional and effective punctuality policy is a factor in individuals arriving late to school. If they realize that there are no consequences for the delay they have done. Furthermore, fairness or equal treatment of the principal between different subjects or individuals can cause delays. Individuals tend to be more punctual if they perceive a clear "rule of law" regarding punctuality (Clackmannanshire Council Online, 2010). So in this study, researchers conducted interviews related to these problems.

- Shinta Anggaraini: "Saya terlambat karena ketiduran menunggu hujan reda."
(I was late because I slept until the rain stopped.)
- Elsa Winarti Silegar: "Karena saya tidak mempunyai mantel dan saat itu hujan deras."
(Because I didn't have a coat and it was raining heavily.)
- Anggun Luthfiyyah: "Karena rumah saya jauh dari kampus dan hujan deras serta jalanan licin, jadi saya berhati-hati dalam berkendara."
(Because my house is far from campus and it's raining heavily and the roads are slippery, so I'm careful when I drive.)

Based on the results of interviews from the three samples above, it can be concluded that the reason the students were late for class was because the weather at that time was raining and the distance of students' homes from the campus made students careful when traveling because the weather was not supportive. However, the other reason was due to the negligence of the students, who fell asleep while waiting for the rain to stop.

d. Truancy

According to Manivannam (2002), the most significant contributor to truancy is the student's living environment. In addition, families with parents who attach great importance to academic achievement or ignore the importance of education will cause students to skip school. Students' attitudes towards school are strongly influenced by external factors such as teachers and schools, that students like going to school at first, but their interest in school is reduced. Other factors such as the boring teaching they experience. To find out the reasons that influenced students to do these problems in this study, the researchers conducted interviews with students who truancy.

- Doni Saputra, Dwi Manlianto, M Ade Rizky: "Karena saya terlambat dan merasa kelas hampir selesai jadi saya memilih tidak masuk kelas."
(Because I was late and the class was almost over, I opted out of class.)

Based on the results of interviews from the three samples above, it can be concluded that the reason students skipped classes was because they waited for the rain to stop for a long time causing them to be late in entering class for the course and at that time the course was almost finished so they chose not to go to class even though they arrived at campus.

e. Using electronic device (mobile phone, games, etc.)

Some students might text because it gives them a sense of control (Madell & Muncer, 2007; Stephens & Pantoja, 2016); others might text because it is a form of escape (Jin & Park, 2010). Furthermore, the factor of students might be texting in class because they do

not have a high level of self-regulation and thus do not have strong willpower to block out the distraction of incoming text messages (Stephens & Pantoja, 2016; Wei et al., 2012). The data collection technique in this study was in the form of interviews to obtain reasons from students using mobile phones in class.

- Lia Zahara: “Karena saya diam-diam membuka google untuk melihat situs materi yang sedang dibahas.”
(Because I opened Google to see what the speaker was talking about.)
- Laila Amni: “Karena saya membalas chat dari teman saya.”
(In response to a conversation with my friend.)

From the sample above, it was found that only some students (2 samples) played mobile phones during learning. The reason this happened was because the students secretly opened apps on cell phones that were not allowed by the lecturer.

f. Mirror within the classroom

The factor that influences student reflection in class is the teacher's lack of attention to all student activities in class. besides that, students are not interested in ongoing learning so that it makes students do other activities. So, in this study, researchers conducted interviews to find out other factors that became the reason students did problems in class.

- Fauziah Fatimah Azzahra: “Karena saya mengalami mental health, dan saya mencoba menutupi hal tersebut dengan mencari kesibukan dengan mengagumi diri sendiri.”
(Because I have mental health problems, and I try to cover them by being more occupied and admiring myself.)

Based on the sample above, it was found that the reason these students reflected in the classroom was because of the problems encountered by the students themselves. The discussion section shows how the author interprets the results in light of what was already known, and to explain the new understanding of the problem after taking the results into consideration. The discussion must connect with the Introduction so it tells how your study contributes to the body of knowledge and society.

Solutions

The results of the analysis in this research identified 6 student problems in the classroom. In terms of strategies that can be applied to overcome student discipline challenges, according to Wahlig (2020), Lecturers can apply three discipline strategies, namely. Preventive discipline, supportive discipline and Corrective discipline.

1. Preventive discipline

Preventive discipline can be defined as the actions that many educators take, which focus on meeting the needs of students as well as preventing misbehaviour by maintaining student engagement. Engage students in these strategies to reduce the risk of unwanted behavior. This strategy discusses class rules with students at the beginning of each semester in the form contract learning (Prasetyarini, Hikmat, & Thoyibi, 2021). Students participate in making class rules. Class rules made by mutual agreement. This makes students understand the consequences they receive when they break the class rules.

2. Supportive discipline

Supportive discipline is the lecturer's response to student behavior when teaching, which is related to students' ability to behave in class. The lecturer's response should help students understand the problems they have created. When students have understood the

problem, the lecturer can provide guidance in the form of a reprimand or advice regarding student problems. According to (Nivedita, 2020) In this strategy, students should not be punished, because this will only have a negative impact on them.

3. Corrective discipline

Corrective discipline implies the use of coercive force when all other approaches have failed. This method is the application of consequences, and it should be the last option, not the first (Nivedita, 2020). This strategy refers to the actions taken by lecturers to improve student behavior, which is the cause of student problems. Based on these findings, lecturers can apply disciplinary punishment as a strategy to stop students from making the same mistakes.

IV. CONCLUSIONS AND SUGGESTIONS

The conclusion from this research is that the discipline problem is a behavior carried out by students that can affect the process and learning outcomes. In this research, researchers found six problems that were carried out by students. Discipline problems include not listening to lecturers' explanations, chatting with friends, being late, skipping class, playing on cell phones, and looking in the mirror in class. To overcome these discipline problems, 3 strategies can be applied, namely preventive discipline, supportive discipline, and corrective discipline. Which, by implementing these three strategies lecturers can reduce discipline problems by creating a conducive classroom. Students must have a high awareness of discipline, since they are at the tertiary level which is the highest level of education. Therefore, students are required to be able to think critically in distinguishing behavior that is appropriate and inappropriate to do, especially in the classroom when learning is in progress. In addition, as the main factor in an effective and conducive learning process the lecturer needs to apply the right and appropriate method so that the material is more interesting so that students understand the material well and don't feel bored. The use of punishment can also be applied in the classroom in order to minimize disciplinary problem behavior in the learning process. Further research is suggested to find the students' reasons behind inappropriate behavior in class in other contexts at other tertiary institutions and can develop and complement the shortcomings of this research.

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