STUDENT LEARNING DISCIPLINE DURING THE COVID-19 PANDEMIC

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Abstract

This article aims to describe the learning discipline of high school students during the COVID-19 pandemic. This article uses the literature review method, the literature used is related to articles that are relevant to the topic of learning disciplines, online learning and obstacles during learning. The results of the study show that student learning discipline during the COVID-19 pandemic is very important to apply *because it can help students to focus on learning and complete assignments*

during online learning. Learning discipline is influenced by external and internal factors, as well as the need for good cooperation between students, teachers, parents, and the school so that the online learning process runs conducive.

Keywords

Learning Discipline, Online Learning, COVID-19 Pandemic, Literature Review, Learning Discipline

1. Introduction

In 2020, the COVID-19 outbreak spread to various regions in Indonesia which resulted in all Indonesian citizens' activities being stopped and implementing self-isolation. The government has taken various measures to prevent the spread of COVID-19. One of them is Circular No. 4 of 2020 issued by the Minister of Education and Culture, the letter contains the abolition of the National Examination (UN) and the learning process is carried out at home or online. Through this circular, all educational institutions implement online learning, and students are advised to study from their homes.

Online learning is one of the main alternatives for teachers to convey subject matter (Astini, 2020). On the other hand, as a way to minimize direct physical contact, reduce crowds and increase the use of digital technology (Milman, 2015). According to Moore et. al (2011), Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Not only that, during online learning, the school utilizes information technology, changes the lesson schedule, provides direction regarding online learning, and creates learning media to maximize learning activities (Kurniasari et. al, 2020). Research conducted by Firman & Rahayu (2020) shows that online learning has flexibility in implementation and is able to encourage students to learn independently and be more active in learning. Thus, online learning is the main alternative that teachers do to deliver subject matter so that students can learn well.

As long as online learning takes place, there are several obstacles experienced by teachers, parents, and students. This was due to sudden government regulations and the uneven distribution of internet connections in various regions (Amalia & Fatonah, 2020). Based on these constraints, students do not take part in online learning according to schedule because they feel bored and bored, so learning discipline is needed while participating in online learning (Arofah, 2017).

The discipline of study is one way that can be applied by students during online learning because learning discipline can help students set schedules to play, study and help parents at home. Therefore, if students have high learning discipline, students will have self-control in learning, so students have a strong urge to read the subject matter and do their work without coercion from others (Yusuf, 2017). According to Dwi (2018), learning discipline is the attitude and behavior of students who show the values of obedience and order, so the attitudes and behavior shown are expected to achieve learning goals. Based on previous research conducted by Ugurlu et. al (2015) states that teachers' perceptions regarding learning discipline are related to order, rules, voluntarism, and autonomy. So that students who have high learning discipline will comply with the rules that apply in schools and have an awareness of responsibility.

Learning discipline must be done gradually and routinely so that it becomes a habit for students. According to Yusuf (2017) that high school students have entered late adolescence to adulthood, so based on the development process students already know their identity. Erikson believes that the development of identity at this time is related to his commitment to the future, to adult roles, and to personal belief systems. Applying learning discipline during online learning is heavily influenced by internal and external factors, besides that there is a need for cooperation between all parties which include students, teachers, parents, and the school.

Thus, the purpose of this article is to describe how disciplined high school students learn during the COVID-19 pandemic. This article will also describe the factors that influence learning discipline and efforts to minimize student indiscipline.

2. Methodology

This method uses a literature study or literature review. Literature study is a systematic, explicit and reproducible method for identifying, evaluating, and synthesizing research works and ideas that have been produced by researchers practically. The purpose of the literature review is to make an analysis and synthesis existing knowledge related to the topic to be studied to find empty space for researchers to do (Okoli & Schabram, 2010).

The data sources used in the literature review are books, scientific journals, newspapers, electronic media, and other publications related to the research topic (Creswell, 2012). To get appropriate and quality articles, the right strategy is needed. The article search strategy in this study is to search by writing keywords that match the title of the study, the articles obtained are

then filtered and reviewed thoroughly so that the articles are suitable for use in the literature review process. According to Ramdhani et. al (2014) literature review has 5 stages, namely 1) defining the scope of the topic to be reviewed, 2) identifying relevant sources, 3) reviewing the literature, 4) writing a review, and 5) applying literature to the study conducted.

3. Discussion

This article will discuss three sub-chapters related to student learning discipline. The first subchapter is an explanation regarding the general description of the learning discipline of high school students during the COVID-19 pandemic. The second sub-chapter is about the factors that influence student learning discipline during online learning and the third is about how to minimize student indiscipline during online learning.

3.1. Student Learning Discipline During the Covid-19 Pandemic

During the COVID-19 pandemic, all schools implemented the instructions given by the Ministry of Education and Culture (Kemendikbud, 2020). Following up on this decision, the school made efforts by providing directions regarding the COVID-19 pandemic to students and parents, changing the schedule for teaching and learning activities, and using learning media. This is done to streamline the learning process (Saefulmilah & M Saway, 2020).

Online learning is a learning process that uses information technology and electronic media so that the teaching and learning process can take place well, where educators and students at the same time are in the internet network and can interact with each other like conventional learning (Wijoyo & Indrawan, 2020). Implementing online learning requires good cooperation between teachers and students, so that subject matter can be delivered correctly and by learning objectives. One way to realize this is to apply discipline in learning, both studying at home and studying online. This is because, with learning discipline, students focus on learning, understand and understand the subject matter, follow learning well, collect assignments on time and have a study schedule while at home, so students will get optimal learning outcomes (Gorbunova et. al, 2016; Raja, 2020; Hendry, 2020)

According to Tu'u (2006) and Dwi (2018), learning discipline is the attitude and behavior of students during learning activities by complying with applicable regulations in the school environment, so that students can achieve learning goals. Learning discipline arises because of the encouragement in students which causes students to have high motivation and desire to achieve

learning goals (Setyawati & Subowo, 2018; Veri et. al, 2019). Research conducted by Khatimah (2021) states that disciplined behavior does not grow by itself, but requires self-awareness, and habit training and also needs punishment. Van Harling & Tobi (2020) stated that the discipline of studying at home has nothing to do with student achievement during the COVID-19 pandemic. Likewise, Astuti's research (2020) states that learning discipline has no relationship with student learning outcomes because during online learning students must improve and have curiosity and care about acquiring learning values.

Students who are disciplined in learning have high self-awareness of situations that occur in their environment and have responsible behavior for their role as students (Ugurlu et. al, 2015). In addition, students also have good self-control, so students can judge and choose which ones are good or not for themselves (Fachrurozi et. al., 2018; Damayanti & Ilyas, 2018; Fields & Boesser, 1993). The opinion of two Mutual High School students obtained from electronic media stated that "during online learning, he did not experience difficulties and was even happy because he got various assignments, the important thing was to have a strong, patient and mature spirit" said Mima Nur Afifah. Meanwhile, according to Launia Dzahaiyyah, the existence of a pandemic supports the 2013 Curriculum and requires students to look for learning materials and do the assignments that have been given. Based on the statement above, learning discipline is very important to be applied by students during online learning, because it can help students and teachers in achieving learning goals (Sastra, 2020).

3.2. Factors That Influence Learning Discipline

Online learning that is applied suddenly and simultaneously results in several obstacles experienced by teachers, students, and parents. Based on several studies, there are two influencing factors, namely internal and external factors. Internal factors are factors that influence the students themselves, namely high or low student learning discipline. According to Yasmin et. al (2016) and Pujawati (2016) that students who have high learning discipline, then the behavior of students' responsibility, and self-control in learning will also be high. Viewed from the other side, the opinion (Saefulmilah & M Saway, 2020) states that online learning reduces students' honesty levels. First, there is plagiarism between students and plagiarism from the internet. Second, there is an inaccuracy in the time between students' answers in completing assignments.

External factors are external factors that affect student learning discipline. Research conducted by Saefulmilah & M Saway (2020), Anugrahana (2020), and Ni'mah & Setyawan

(2021) online learning have several obstacles. The first obstacle is that students do not have good gadgets or devices belonging to their relatives. Students must borrow devices from their closest family to take online learning according to a schedule, but when the relatives work or go out of the house, students will have difficulty participating in online learning.

The second obstacle is the limited signal, where students live is very diverse, some live in urban, suburban, and rural areas and even mountains. Based on the location of residence, will affect the signal on each device, for students who live in small or mountainous areas, it is rather difficult to get a signal, so students are hampered from participating in online learning and information related to assignments and collection of assignments. This is in accordance with Khatri's opinion (2019) which states that there is an imbalance in internet distribution in various regions, because of Indonesia's typology which is in the form of islands and mountains. Therefore, 4G coverage is only in urban areas as opposed to rural areas which are less populated. Based on Indonesian statistical data in 2018, it is known that internet distribution in Indonesia is not evenly distributed in each province (Diagram 1), the most internet access is DKI Jakarta at 89.36% while the least internet access is Papua at 29.50%.
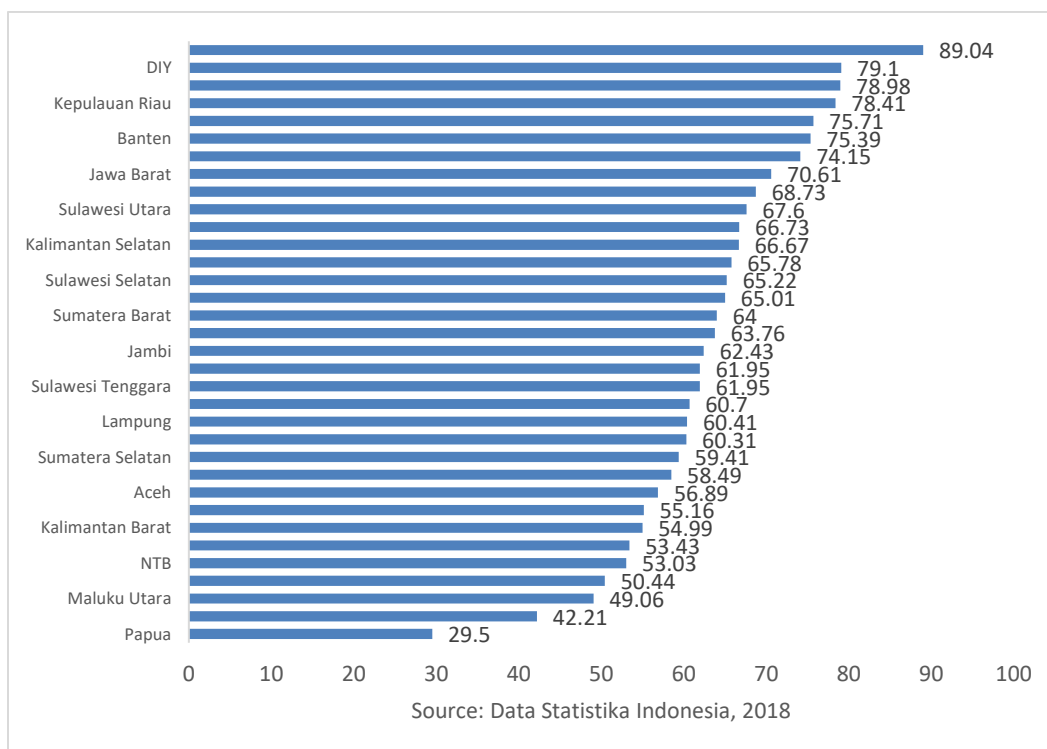

Diagram 1: *Internet Access (Percent) Per Household in Each Province In 2018*

(Source: Self)

The third obstacle is the internet quota, during a pandemic, schools implemented online learning as well as taking in attendance and collecting assignments. Following online learning, students must have an internet quota in order to fully participate in the learning process. However, not all students belong to the category of affluent families, so some students do not have an internet quota. Anticipating these obstacles, the government provides free quotas to students for learning activities, but the internet quota is not spread thoroughly, and there are still some students who do not get this right. There are also students who get the free quota but are constrained by the signal.

The fourth obstacle is that students and parents are unable to operate technology or devices so parents cannot accompany and help students while studying at home. Thus, students do not obtain information or material related to learning, which results in students falling far behind their friends. Students will feel bored and bored in participating in learning during a pandemic based on these four obstacles, because students' concentration, discipline, and motivation differ (Anugrahana, 2020). According to Suharwoto's research (2020), during the pandemic, students spent more time playing with peers, playing games on devices, and so on.

3.3. Efforts Made to Minimize Student Indiscipline

To minimize learning discipline constraints, it is necessary to have good cooperation between students, teachers, and parents, so that students continue to follow the learning process even though they are studying at home (Dewi, 2020). Especially the family environment, because the family environment is the first environment that shapes and influences student behavior. So that if the family environment applies discipline at home, students will also behave disciplined during online learning (Yoga & Astra (2020). On the other hand, parents and teachers must actively contribute to online learning, so that the learning process runs effectively and students get subject matter to the maximum (Putra et. al., 2020). According to Kusmiati et. al (2021), the role of parents during online learning is to assist students in managing schedules between learning, playing and activities at home, guiding and motivating.

Another factor that can affect the discipline of learning is peers. Because peers can have a positive or negative influence on the learning process, if students have friends who study hard, they will be carried away diligently, and vice versa. Thus, the more peers who have a positive influence on the learning process, the more supportive and motivating they will be to achieve maximum learning outcomes (Dwi, 2018; Yuliyantika. 2017; Maryani, 2016).

In addition, the role of the teacher during learning is very important. Because learning during the pandemic is a challenge for subject teachers (Darmalaksana et.al., 2020). So, the teacher changes the lesson schedule, gives directions regarding the pandemic situation to students, and uses learning media to help the learning process. These activities are carried out so that students can understand the subject matter well, and be able to achieve learning objectives with optimal results. During online learning, the teacher must have a good personality such as being responsible, patient, diligent, diligent, and social personality. So that students feel happy and enthusiastic to take part in learning (Putra. et. al, 2020).

4. Conclusion

Learning discipline is very important to be applied during online learning because it can help students follow and obey the regulations that apply during the pandemic so that students can achieve learning goals optimally. In addition, learning discipline can help students focus on studying, taking exams, and completing assignments on time, learning discipline can help students to manage time to study, play, complete assignments, and have enthusiasm for learning.

Learning discipline is influenced by external and internal factors. Internal factors include high or low student learning discipline, while external factors are not having a device, signal limitations, and internet quota. As well as the influence of the community environment, especially peers, because peers can have a positive and negative influence on student learning discipline during the COVID-19 pandemic.

Minimizing the obstacles that occur during the COVID-19 pandemic, it is necessary to have good cooperation between students, teachers, parents, and the school. Thus, students get the subject matter well and can achieve the maximum learning objectives. On the other hand, cooperation between teachers is also needed in evaluating the learning process, so that if you find students who have learning difficulties, they are handled quickly.

This article has research limitations because the method used is in the form of collecting data from several articles. Recommendations for further research are the need to use interview techniques and in-depth questionnaires to obtain more comprehensive data in describing student learning discipline during the COVID-19 pandemic.

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