

ANALYSIS OF THE ONLINE LEARNING IMPACT ON THE STUDENTS' SELF-DISCIPLINE IMPROVEMENT

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Keywords: Self-Discipline, Online Learning Impact, Public Health Students	Abstract: Student self-discipline does not emerge and develop suddenly without education, training, and internal and environmental encouragement. The research conducted in the Bachelor's Program of Public Health at MH. Thamrin University aims to analyze the online learning impact on the students' self-discipline improvement. Quantitative research data were obtained by distributing questionnaires to twenty respondents as samples through Google Forms. The sampling was carried out randomly or through simple random sampling. The collected data were processed according to research procedures and analyzed using multiple linear regression analysis in SPSS 20. The results of this study indicate that self-discipline is crucial in online learning, and it can be fostered through various actions and measures such as motivation, scheduling, organizing, choosing a suitable study space, avoiding distractions, communication skills, time management, and contingency planning. These actions significantly contribute to the growth of student self-discipline improvement	
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INTRODUCTION

The COVID-19 pandemic has brought the world into an unprecedented public health crisis. Emergency protocols were implemented in Indonesia to control the spread of the virus, leading to restrictions on all non-essential public movements (Roy, et al., 2021). The closure of educational institutions necessitated a swift transition from physical to digital learning (Kapasias et al., 2020). Online learning has been observed as an alternative to conventional education (Adnan and Anwar, 2020). However, a meta-analysis on e-learning (Cook, et al., 2010) reported that online learning is better than not engaging in learning activities at all and is comparable to conventional learning. To enhance the e-learning experience, educational institutions are required to adhere to guidelines and recommendations from government agencies while encouraging students to continue learning remotely in this challenging environment (Aucejo, et al., 2020).

In this study, the author analyzes the potential consequences of online learning impact on students' lives, particularly focusing on the student' self-discipline improvement. Discipline is defined as "doing what needs to be done when it needs to be done, even when you don't feel like doing it." The COVID-19 pandemic has undoubtedly transformed the landscape of the education system, triggering a revolution in learning and evolving into an entirely new domain.



The abrupt transition from face-to-face learning to online learning has posed challenge for both students and educators. Therefore, many obstacles are faced by students and educators in the implementation of online learning. This situation demands that students develop discipline for the success of their learning. The implementation of online learning has serious implications for everyone involved in the educational process. One significant impact felt by all is the level of discipline among students in the online learning process. This is undoubtedly related to various policies and measures taken by the government. The government's policies and measures aim to reduce the spread of the Covid-19 virus. At the beginning of the pandemic, the government, through Health Minister Regulation No. 9 of 2020, implemented Large-Scale Social Restrictions (PSBB). PSBB is applied in a suspected Covid-19 infected area and includes restrictions on various activities, including schools and home-based learning, working from home, restrictions on religious activities, restrictions on activities in public places or facilities, social and cultural restrictions, and transportation restrictions. These restrictions undoubtedly impact all layers of society.

The impact of COVID-19 on the implementation of online learning is also felt by many students. They feel that their level of discipline and motivation has decreased. This means that students face challenges and opportunities to take steps to ensure the smooth progress of their studies. Students of the Public Health Undergraduate Program at MH. Thamrin University are also not exempt from this issue.

The digital world has profoundly changed our daily lives. Online learning is a great opportunity for students to learn from anywhere with an internet connection (Ferry, et al., 2020). However, there are facts that can cause problems and significant challenges for students. Online learning process requires students to log in to specific websites for lectures, assignments, and asking questions (Ko & Rossen, 2017). The internet itself is a constraint because all applications, games, social media groups, pop-ups, and many other distractions automatically connect to a specific device, namely a laptop or smartphone. Students are vulnerable to all these disturbances. To overcome this issue, students of the Public Health Undergraduate Program at MH. Thamrin University need to discipline themselves for online learning.

There are seven (7) things that students can do to improve discipline in online learning: motivation, scheduling, organizing, choosing a suitable study space, avoiding distractions, communication skills, and time management.

Due to the researcher's limitations in terms of time, energy, and budget, and to ensure that the research is more focused on the students' self-discipline improvement in the Public Health Undergraduate Program at MH. Thamrin University, Jakarta.

METHOD

This research uses a quantitative approach. According to Nenty (2009), quantitative research aims to reveal truths and universal principles in the form of relationships between variables or phenomena. The characteristic of quantitative research is that data analysis techniques use objective quantitative techniques (statistics) (Creswell, 2014). This research employs a survey method. According to Pinsonneault & Kraemer (1993), a survey is seen as a method to quantitatively describe specific aspects of a particular population so that data collection is done to a group of people whose results can be generalized back to a specific population. The subjects



in this study are third-semester students in the Public Health study program, Faculty of Health, MH. Thamrin University, Jakarta, totally 25 people.

The general objective of this research is to obtain accurate and reliable data, facts, and information about the level of self-discipline of students in online learning in the Public Health study program, Faculty of Health, MH. Thamrin University, Jakarta. The specific objectives of this research are to provide a descriptive overview of the students' self-discipline improvement in online learning in the Public Health study program, Faculty of Health, MH. Thamrin University, Jakarta. The aspects cover the factors influencing students' self-discipline in online learning; the students' motivation in online learning; challenges and obstacles in online learning; the impact of the online learning on the students self-discipline improvement.

The instrument used in this research is a survey. The survey is in the form of a questionnaire created in Google Form for easy access by students. The survey aims to reveal in detail the self-discipline of students in online, and the type of survey uses the Likert scale. The Likert scale table is presented below.

Tabel 1 Skala Likert

Assessment Criteria	Rating Scale
Strongly Agree	5
Agree	4
Netral	3
Disagree	2
Strongly Disagree	1

Meanwhile, data analysis in this research is done by calculating the percentage of the obtained scores. The average scores of the respondents are then compared with the percentage assessment table indicators as follows:

Table 2 Percentage Assessment

Percentage	Category
0-20	Very Low
21-40	Low
41-60	Moderate
61-80	High
81-100	Very High

RESULT AND DISCUSSION

Result

This study discusses two variables which covers the student's self-discipline improvement and the impact of online learning with the subject of Public Health Study Program students, Faculty of Public Health, University of MH. Thamrin. The factors that affect the level of student discipline have been grouped in several studies as driving and attractive factors. From the questionnaires collected, several factors were obtained that determine the level of student self-discipline, namely, making a class schedule; two-way communication between students and



lecturers; timely submission of assigned tasks; honesty in evaluating or making and answering questions about the material that has just been given.

Making a class schedule is one of the determinants to build self-discipline and produce productivity. Students can divide their time wisely between all subjects. This includes the ability to set aside time for homework and assignments. In addition, students are able to give at least one hour to practice together by doing a self-assessment. Setting a special time for independent study is also very much needed. Always following the schedule that was made at the beginning is one of the determinants of self-discipline, which includes exam schedules, assignment delivery times, and so on. Following the existing schedule helps students to maintain self-discipline in better time management.

Just making a schedule on paper does not help students succeed in building self-discipline. Students need something more than that. The key to developing self-discipline lies in staying organized. This regularity or organization must be called from within oneself so that students can improve their habits. This starts with pre-arranging everything students need including books, notes, stationery, and so on before starting online learning. Re-checking the internet connection needs to be done so that students and lecturers do not log out in the middle of an ongoing session. In addition, avoiding delays in collecting assignments has trained students to continue to improve self-discipline and achieve targets as efficiently as possible.

Procrastination is a huge barrier to personal growth and achievement. To become self-disciplined, students must stop putting off assignments until tomorrow because that only adds to the work, making it too difficult to pursue. Whatever is taught or delivered at online lectures, students need to make sure to revise it that day. Assignments or homework must be done and completed on time. Tasks or homework that are too heavy can be divided into smaller tasks so that they are not too intimidating. This makes it easier to manage.

From collecting data on distributed questionnaires, respondents' answers about the measuring instrument were obtained. The factors in the situation include time, condition or place, an emotion. Respondents also obtained answers to instruments that measure factors that influence the level of student self-discipline in online learning which cover schedule creation, organizing, participation in discussions; punctuality in collecting assignments; two-way communications between lecturers and students, and honesty in evaluating learning materials.

Historically, the purpose of implementing online learning was the implementation of the curriculum in educational units under special conditions, namely during the Covid-19 pandemic. Online lectures are defined as virtual classrooms, namely as online learning facilities, which give us the opportunity to interact directly with our tutors, and we can participate with other students in several learning activities.

Online lectures can be interpreted as a shared online space where students and lecturers can work simultaneously all the time. Most interactions are via video conferencing. Students are given assignments with a time limit. Likewise, online tests are given to them. It is possible that assignments and tests may vary from student to student, so they cannot manipulate them.

When a lecturer is delivering a lecture and online whiteboards are available in the form of real-time collaboration, then it is as if the lecturer and students are sitting in a class with many other



students and having live or face-to-face lectures. Questions and problems are discussed directly through the message room or chat room. Assignments and questions from lecturers can be uploaded and posted on the lecturer's screen, and students can directly view and read them, and work on them after class is over.

Group based activities are also possible. Lecturers can create several class groups based on student intellectuality. Students from one group can discuss among themselves about different topics. They can share their ideas, and they can help others with their learning, and they can solve problems and all that can be done in a face-to-face class.

Virtual classrooms have proven that students are highly interactive. They help students a lot in collaborative learning. This whole idea of virtual classrooms is actually a way of student-centered education. So students are the ones who have all the attention here. Students can present their presentations, can answer questions, can interact directly, can discuss in groups, and can participate in group activities, in all psychological and safe environments at home.

In this situation everyone involved in this class certainly went through and through this classroom, and had a lot of positive feedback. Online learning was an opportunity for Public Health study program students to increase the efficiency of their online learning process due to the many advantages and efficiency. From collecting data on distributed questionnaires, respondents' answers to measuring instruments were obtained. Respondents also obtained answers to instruments that measure the challenges and efficiency of online learning for students of the Public Health study program namely, 1). Availability of a strong internet connection; 2) Selection of equipment (cell phone or laptop) to be used; 3). Selection of a comfortable study room or place; 4) Activeness in discussions; 5). Determination of space or place of study; 6). Disruption of notifications from smartphones or laptops.

Discussion

This study found several factors that made them have self-discipline improvement in online learning. Making class schedules is at the top level in building self-discipline, namely 89% of those who arrange class schedules. The conditions mentioned above affect the condition of their readiness for online lectures.

Respondents' answers about regularity or organizing in building self-discipline reached 80%. This regularity or organization must be called from within oneself so that students can improve their habits. This starts with pre-arranging everything students need including books, notes, stationery, and so on before starting online learning.

Respondents answered that 80% of them were always on time in delivering the tasks given. Procrastination in carrying out assigned tasks is a huge barrier to growth and achieving self-discipline. To become self-disciplined, students must stop putting off assignments until tomorrow because that only adds to the work, making it too difficult to pursue.

The finding that respondents have a backup plan is at 78%. This means that there is a possibility that the respondent's online lecture routine will be disrupted by some circumstances, which they cannot control. It could be that the power goes out, the internet connection drops, the PC or laptop may be facing a serious problem. So keep all these issues in view. Always try to have a backup plan. So that student online learning classes are not disturbed.



Two-way communication between lecturers and students, or between students is something that needs attention. This is shown by the respondents' answers that 70% of them communicate in two directions when online lectures are in progress. This means students need and need to develop communication skills. This number is not high and shows that two-way communication still needs to be improved in online learning.

It was also found that 92% of the respondents stated that they were facilitated by a strong and stable internet connection. This condition triggers the motivation of respondents in preparing to carry out online lectures. Respondents were also happy because they could connect with videos related to the material being taught.

Data on student self-discipline variables were obtained based on the results of filling in a questionnaire on respondents consisting of 25 (twenty-five) students from the Public Health study program, University of MH. Thamrin, which consists of 38 statement items with 5 (five) alternative answers. Each item statement is given a score of 1-5.

Table 3 Elements of Student Self-Discipline

NO.	Elements of Self Discipline	Average value	Category
1	Making Lecture Schedules	3.39	Very high
2	Organizing	2.81	High
3	Time Management	3.32	Very high
4	Backup Plan	3.29	Very high
5	Communication	2.80	High
6	Strong Internet Connection	3.92	Very high
AVERAGE		3.23	Very high

Based on the spread of scores self-discipline variable, it can be said that in general student self-discipline in online learning in the Public Health study program at MH University. Thamrin is above average. Therefore, it can be concluded that students' self-discipline improvement in online learning is very high.

CONCLUSION

The students' self-discipline in online learning at the Public Health Study Program, University of MH. Thamrin was built through several factors. It was shown that building proper self-discipline is very influential in the success of their online learning. The factors that students have done in building self-discipline include: 1). Making lecture schedules; 2). Organizing; 3). Time Management; 4). Backup Plan; 5). Communication; 6). Strong Internet Connection.

The author provides some suggestions that students' self-discipline in online learning can be grown through several factors. The survey found that there are six factors that most influence self-discipline in online lectures, namely: Lecture Schedule Creation, Organizing, Time Management, Backup Plan, Communication, Strong Internet Connection. The availability of a strong internet connection and scheduling is one of the student considerations for the growth of student motivation and self-discipline in online learning.



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