AN INVESTIGATION OF STUDENTS' MISBEHAVIORS IN ONLINE CLASSROOMS AT ENGLISH EDUCATION STUDY PROGRAM, SRIWIJAYA UNIVERSITY

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Certify that thesis entitled "An Investigation of Students' Misbehaviors in Online Classrooms at English Education Study Program, Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry ofEducation of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

This thesis is sincerely dedicated to:

I thank to half of my soul, my beloved mother,

Hermin Siswanti

Who always give support and love to me.

Also thank you so much for my brothers

Who always protect and care to me.

Last, my much gratitude, my special thanks, is dedicated to myself

Who always trying to give her best and did well, who always cheer

me up.

Thank you for being a sourceof motivation and inspiration, and for

always providing understanding, moral, spiritual, emotional support

and strength to finish this thesis.

Mottoes:

"For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease."

(Qur'an 94: 5-6)

"Rest assured, there is something waiting for you after much patience you have

endured, that will leave you stunned until you forget how painful the pain was."

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The writer,

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AN INVESTIGATION OF STUDENTS' MISBEHAVIORS IN ONLINE CLASSROOMS AT ENGLISH EDUCATION STUDY PROGRAM, SRIWIJAYA UNIVERSITY

ABSTRACT

Educational institutions around the world have implemented an online learning system as a step to break the Covid-19 chain. Students have begun to adapt to this new normal as a result of many improvements and innovations in online teaching and the learning process over the last year. The difficulties that encountered while learning online during the COVID-19 can't be separated from misbehaviors that arise from the students themselves. This present study aimed to find out the misbehaviors appear in the online classroom, and the reasons students do their misbehaviors in online classrooms. Furthermore, the qualitative design was conducted on 39 participants through questionnaires. The result of this study found that there are several misbehaviors that appears in online classrooms, those are turning-off camera, sleeping during class, doing something in private (multi-tasking), passive engagement and other misbehaviors. Several reasons of why students do their misbehavior, those reason are a lot of distraction, did misbehavior on purpose, lack of interest, feeling bored and sleepy, poor teaching method, lazy, influenced by classmates' misbehavior, unmotivated, and other reasons.

Keywords: misbehavior, students, online classroom, COVID-19 pandemic

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CHAPTER I

INTRODUCTION

This chapter presents : (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

1.1   Background of the Study

Since the government declared that the existence of the Covid-19 Virus had become a national epidemic, there have been many changes in all aspects of human life, especially on the education side. (Putro et.al., 2020). The magnitude of the impact of this outbreak has caused several major countries to lock down as an effort to stop and break the chain of the spread of the Corona virus or known as Covid-19. This certainly has the potential to trigger changes in learning strategies and methods. For learning activities, educational institutions around the world have implemented an online learning system as a step to break the Covid-19 chain. Responding to this condition, teachers are required to be able to present online learning by utilizing technology. The world of education that used to be colored with learning activities in institutions and face-to-face interactions between teachers and friends, has now turned into activities from home and face-to-face virtually. This condition is indeed not desired by all parties, but like it or not, it must be accepted even though several obstacles are always faced in its implementation. (M. Lubis et al., 2020). Then the learning system is carried out remotely from home or in a network abbreviated as online according to the Surat Edaran Mendikbud No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19). Of course, this is a new thing and challenge for students, teachers and parents. Where they have to adapt to this Distance Learning system where teaching and learning activities are carried out from home or online by utilizing social media or other supporting applications.

However, it must be understood that online learning is inseparable from various problems that become an obstacle in its implementation (Sanjaya, 2020). Therefore, various ways are needed as solutions and also the right steps at this time, especially in the online learning process. It is necessary to know the obstacles and solutions for online learning, considering that this learning system is used during the Covid-19 outbreak. Online learning is not only during the Covid-19 outbreak, but online learning in recent years has become a

challenge for the world of education (He, Xu, & Kruck, 2019). In addition, online learning is being planned to become mainstream by 2025 (Palvia, et al., 2018)

The use of online learning cannot be separated from internet access. Because the learning techniques on the internet are so complete, this can affect the teacher's task in the learning process. Meanwhile, Rusman (2012) states the advantages of online learning, there are 5 advantages to web-based learning, namely: 1) Access is available anytime, anywhere, around the globe; 2) Prestudent equipment costs are affordable; 3) Student tracking is made easy; 4) Possible "learning object" architecture supports on-demand personalized learning; 5) Contentisealy updates.

According to Yazdi (2012) the benefits of learning using internet media are: 1) The availability of e-moderating facilities where teachers and students can easily interact via the internet without being constrained by infrequent and time; 2) Teachers and students can access teaching materials or structured and scheduled study guidelines available on the internet so that teachers and students both know how far the material has been studied; 3) Students can easily re-learn the material that has been taught, considering that a copy of the material can be stored on the computer; 4) Students can also easily search for additional information or materials through internet access; 5) Teachers and students can discuss via the internet, with a large number of participants so that they can increase students' knowledge; 6) Can increase student activity in the learning process.

The ultimate challenges for English teachers today are how to create long-term teaching and learning innovations that will keep students motivated and interested in learning. A teacher must constantly seek ways to improve his or her instruction. (Jaya, 2014). To make online learning successful, the key is effectiveness, based on previous studies showing that 3 things will have an impact associated with online learning, namely: 1) Technology, specifically network settings should provide synchronization and asynchronous exchanges; students ought to have quick access (eg via remote access), and therefore the network ought to take bottom time to exchange documents; 2) Characteristics of the teacher, the teacher plays a central role within the effectiveness of on-line learning, not solely a very important technology however the academic application of technology from the teacher that determines the result on learning, students World Health Organization attend the category World Health Organization have sensible learning motivation and higher perceive the employment of

technology can tend to supply additional positive learning. within the typical learning setting, students tend to be isolated as a result of they are doing not having a specific setting to move with educators; 3) Characteristics of students, Leidner revealed that online learning would be easy to apply to students who have high self-discipline and self-confidence, while students who do not have basic skills and high discipline will be more suitable to follow conventional learning (Pangondian, Santosa, & Nugroho, 2019).

In the learning process, providing an effective and enjoyable learning environment in face-to-face and online classes includes strategies used by teachers to create a positive and productive classroom experience. Educators play a critical role in ensuring that students learn effectively. Whatever educators do will always be in vain if students are unable to receive what educators teach because they are the subject of learning (Jaya, 2019). This is done so that the learning process is able to create a conducive classroom atmosphere or classroom climate to support the creation of a quality learning process. Online learning is a learning system that must be researched and studied slowly and deeply, educators supposed to not let this online education aspect of the objectives of student learning be neglected. If this is allowed, students will lose the initial foundation and readiness to take part in future education. This online education process is the transformation of face-to-face education into digital form which of course has very tough opportunities and challenges. However, it is undeniable that in practice sometimes there are students who hinder the occurrence of an effective and fun learning environment. Students who don't have effective learning behavior area unit typically lazy to check, don't do the assignments given by the teacher, usually procrastinate, and others. This behavior may be misbehavior allotted by students. Such students in this area unit are known as misbehavior students. Misbehavior in class is behavior that doesn't support the training method that's allotted repeatedly by students within the room and comes in numerous forms in line with the conditions of every class (Dufrene et al., 2007).

Student misbehavior can be defined as student behavior that occurs that disturbs the teacher and/or other students, so that teaching and learning activities are very disturbed, examples of misbehavior in face-to-face classes are refusing to participate or cooperate in class activities, ignoring the rights of others, not paying attention to lessons, making noise and leaving the seat without permission (Bidell & Deacon, 2010:3). Kaplan et al. (in Pia Todras, 2007) describe misbehavior (misbehavior) including talking out of turn, teasing, bullying, being disrespectful to others, and leaving the seat without the teacher's permission. In addition,

more serious acts such as violence and vandalism are also included in the scope of misbehavior.

The teacher's task has not yet been completed to handle misbehavior in the face-to-face class, now the teacher is also assigned to handle misbehavior in the online class. One study by Li & Titsworth (2015) categorized the misbehaviors on classroom as (a) seeking Unallowed Assistance (cheating, copying homework, open book during exam), (b) aggressiveness (being rude, bullying, or recording teacher and making fun of them, Disobedience/Refusing to carry out instructions, Rudeness, arguing with teacher), (c) lack of Communication (act passively, going AWOL: Absent without Leaving, idleness), and (d) internet Slacking (sleeping, multitasking, day dreaming, eating during class, doing something else, blame the internet connection if they got caught (which is could be true).

Misbehavior of students in the classroom not only affects the learning process and other students, but also the social life of the students themselves. Because behavioral problems are a matter of great concern, teachers really need to have the right strategy in dealing with this behavior. Misbehavior in the classroom is rarely discussed even though the frequency and intensity are actually quite high but rarely reported due to the ignorance of the teacher (Wicaksono, 2013).

Huang et al. (2020:2) additionally detail 3 main challenges in online learning throughout the pandemic. First, academics have terribly restricted time in making ready and/or adapting offline to online learning materials. Second, the dearth or restricted opportunities for academics and students to move directly and freely throughout online learning which ends in disruption of the training method. Third, the utilization of a good pedagogic approach needs additional effort in motivating and activating students in online learning. Byun & Slavin (2020:665) additionally found that though college facilities square measure adequate and therefore the national program facilitates online learning okay, the imbalance in education obtained by every student is additionally caused by family influences, from at intervals the scholars themselves and/or money issues that interfere with them. learning method. The dominant major issue of applying e-learning was infrastructure, as well as web affiliation, e-learning platform, electronic resources, and plenty of additional. (Putra, 2022)

In addition to the need to have a learning strategy so that the teaching and learning process in the online classroom becomes effective, the teacher also really needs to have the right strategy in dealing with student misbehavior in the online classroom. Various ways that teachers do create a positive classroom environment can still lead to misbehavior in students (Santrock, 2009, p.283). Misbehavior can also arise due to seeking the attention of classmates or teachers who are teaching. Misbehavior can be avoided by clearly defining the rules in the classroom (Santrock, 2009, p.266). Teachers also need to immediately stop misbehavior when the rules that are made cannot reduce problematic behavior so that they are still able to carry out the learning process for all students (Slavin, 2009, p.172). Donovan & Cross added teachers who are less able to regulate student behavior in class contribute to low learning outcomes (in Oliver & Reschly, 2007, p.1).

In English Education Study Program at Sriwijaya University has been running online for more than a year due to the pandemic. Students have begun to adapt to this new normal as a result of many improvements and innovations in online teaching and the learning process over the last year. Sixth Semester English Education Students of Sriwijaya University enrolled in COVID-19-assisted online learning are facing numerous challenges. The difficulties that encountered while learning online during the COVID-19 cannot be separated from misbehaviors that arise from the students themselves. The researcher wants to know what misbehaviors that were encountered in online classroom from sixth-semester students of English Education Study Program, Sriwijaya University while doing online classrooms. The researcher also wants to find out the reasons of why students of sixth-semester students of English Education Sriwijaya University do their misbehavior in online schools/classroom. The researcher expects that this research can introduce new insight to gain a more holistic understanding of student misbehavior in the classroom. The importance of recognizing students' right to be detected as social and academic actors capable of commenting on their own expertise has been recently acknowledged among the analysis community. This research addresses such instances by considering students' opinions concerning problems with misbehaviors in online classrooms/schools. The reasons that have an effect on the alternatives students create concerning how they behave in a classroom setting should be examined.

Therefore, in this present study, the researcher wants to investigate the kind of misbehaviors and the reasons that contribute to the formation of student misbehavior, especially in the students' perspective. It is important that student perspectives be examined

for educators to gain a more holistic understanding of the phenomenon of students' misbehavior in online schools/classroom in the eyes of students and to gain new good insights into ways of dealing with it during learning.

1.2   The Problem of The Study

This study attempts to answer the following two research questions:

1) what misbehaviors of the sixth-semester students of English Education Study Program, Sriwijaya University do in online classrooms?
2) why do the sixth-semester students of English Education Study Program, Sriwijaya University do the misbehaviors in online classrooms?

1.3   The Objectives of The Study

The objectives of this research are to find out:

1) the misbehaviors of sixth-semester students of English Education Study Program, Sriwijaya University appear in the online classroom, and

2) the reasons of sixth-semester students of English Education Study Program, Sriwijaya University do their misbehaviors in online classrooms.

1.4   Significance of the Study

The research was carried out in order to provide several contributions to the academic and practical benefits. Researcher explains some of advantages of the study taken and used for the future researchers. The findings of this study are hoped to have positive contributions:

1.4.1   Academic Benefits

The academic benefits of the study are:

a) to increase knowledge and further insight about changes in students' social behavior after the enactment distance learning or online,

b) as a reference for evaluation of the actions to be taken to maximize online learning activities, and

c) to add insight to parents, teachers and other parties, especially about the student misbehavior in online classroom so that it can be used to correct themselves for both parents, teachers and students.

1.4.2 Practical Benefits

The practical benefits of the study are hoped that:

a) this research will provide benefits through a thorough analysis presented specifically for educators, students, and parents in facing the Covid-19 pandemic in terms of education, and

b) this research can be used as an application of science and technology, and technology knowledge in society that has been studied by the author during take studies.

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