



# Lack Of Self-Discipline In Students: A Study On How To Improve Self-Discipline In Students In The Blended Learning Process

Benedictus Surya Dharma <sup>1</sup>, Dr. Augustina Sulastri, Psikolog <sup>2</sup>, Basilius Oda  
Sanjaya, S.Psi., M.Psi. <sup>3</sup>

Seogijapranata Catholic University

Email : [21e10071@student.unika.ac.id](mailto:21e10071@student.unika.ac.id)

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## ABSTRACT

The development of increasingly sophisticated technology allows the learning process to be carried out anywhere and anytime, commonly referred to as blended learning. However, the flexible learning process is a challenge where students tend to ignore the learning process due to students lack of self-discipline. This study aimed to identify ways to improve students' self-discipline. The research method used is a literature review by searching through Elsevier, Research Gate, and Springer through the keywords self-discipline and challenges in blended learning. The results found from approximately 6 journals explain that there is the same problem in the blended learning-based learning process, namely the lack of self-discipline in students. Found 3 Books and 16 journal articles that explain several important things to improve self-discipline, ranging from goal setting, Family, Environment, and how to maintain the behavior to become a routine. The conclusion of this study found factors that affect self-discipline in students themselves such as motivation in themselves and also the goals set to be achieved.

**Keywords: Blended Learning; Improving Blended Learning; Problems In Blended Learning**

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## INTRODUCTION

The learning process can not only be carried out conventionally with the development of increasingly advanced technology, but the learning process can also find more flexible learning alternatives (Bouchrika, 2022). In 2019, the world was previously hit by the COVID-19 outbreak and this eventually affected the educational process where education that had previously taken place conventionally, the learning process finally had to take place in other ways, namely online learning methods and also applying blended learning processes (Li & Lalani, 2020). The explanation given by Bouilheres, Le L, McDonald, Nkhoma, and Montera (2020) defines the blended learning process as a combination of face-to-face and online learning processes where teachers can provide material only in the form of explanatory videos and give assignments, the purpose of this learning process is that students are expected to have a more flexible learning time. In an explanation given by Topping, Douglas, Robertson, and Topping, Douglas, Robertson, and Ferguson (2022) explained that the blended learning-based learning process is a learning process where the process can take place online through online media and videos and combined with face-to-face learning methods in general, the learning process takes place half online and half face-to-face. This learning process becomes very effective because

the development of technology that greatly supports the learning process becomes more flexible.

The results concluded in a study conducted by Topping et al (2022) get results that the blended learning-based learning process is considered more effective than the online or conventional learning

process, this considers the flexibility where students can learn more easily at any time and can also explore further through the internet and when compared to conventional learning, the schedule of the blended learning process is assessed More flexible and more interesting because students can still take the time to interact with the surrounding environment. The blend-based learning process is a learning process by combining online and offline learning processes (Bryan & Volchenkova, 2016).

This blended learning-based learning process, of course, also has its challenges. Albiladi & Alshareef (2019) explained that the problem faced is adaptation to technology, the difficulty of building interaction with teachers and teachers becomes difficult in building the enthusiasm of their students to be able to learn. This is in line with the explanation given by Riel, Lawless, and Brown (2016) that the research he conducted found several challenges such as student problems tend to difficulty contacting their teachers, and challenges student flexibility in learning which tend to make students ignore their responsibilities Gorbunovs, Kapenieks, and Cakula (2016) corroborate the explanation given by Riel previously that one of the challenges is about flexible time In learning and doing assignments and the lack of teacher supervision makes students able to do as they, please. In research by Garcia-Ponce & Mora-Pablo, (2020), it is explained that sometimes students feel confused with the blended learning- based learning process because of some obstacles they feel lonely and unfocused and prefer conventional learning processes in general. This aligns with Tomas, Evans, Doyle, and Skamp (2019) explaining that some students feel the conventional learning process will be more interesting because they are under teacher supervision and can do their tasks optimally. If it is concluded, the challenge in this blended learning-based learning process is student discipline because the flexible learning process can make students ignore the learning process they should. In essence, this blended learning-based learning process has significant obstacles, as explained by Yolán, Ningsih, and Sari (2022) explained that the main problem is the flexibility of learning time so students become a kind of not have clear learning goals.

The blended learning process can certainly have an impact on teachers and students. Research conducted by Adinda & Marquet (2018) explained that the blended learning-based learning process makes the students themselves the main figures in the learning process (Student Center) and the most interesting thing is the blended learning-based learning process. Students become able to make their own choices where learning is left as a whole to students and students have full control over themselves in the learning process to determine how in the future individuals can develop to determine how the individual learning process is so that the learning process becomes flexible in addition to time in terms of making choices also becomes more flexible where students can make their own choices (Self Direction). However, because of these various conveniences, of course, they also have challenges that will be faced by teachers and students themselves. The reality faced is very different from the reality faced where students are more likely to ignore and not care (Gorbunovs et al., 2016). This reality is a challenge where students have self-regulation to determine what they will do freely but in reality it is not used well by students (Muhria, Supriatna, and Nurfirdaus 2023). In a study conducted by Shalevska (2021), it was explained that during the pandemic there are still several countries that implement



blended learning-based learning processes and the reality faced is that students cheat a lot during exams and teachers estimate the reason they cheat is because students want good grades.

The learning process based on blended learning at this time is not following the expected impact where students tend to ignore learning and do not have maximum self-control (Gorbunovs et al., 2016). A study conducted by Rasheed, Kamsin, and Abdullah (2020) explained that this challenge is not only in student self-regulation in determining how they can develop during the blended learning-based learning process but whether students can learn further or students tend to underestimate the learning process that takes place. The obstacles experienced by teachers in the form of difficulties that exist in the use of technology that is growing which makes teachers a little difficult in carrying out the learning process. Gorbunovs et al (2016) assert that this blended learning process can be successful when students also have an awareness that learning is something important and they must be able to have the self-control to be able and willing to keep learning and students are expected to be able to have the ability of self-discipline where students do tasks that are part of their responsibility.

Based on the problems previously described regarding problems related to the blended learning-based learning process, the right way is needed to solve these problems. As previously discussed in the blended learning-based learning process, students have greater control over what they will do, but in fact, students do not take advantage of it optimally students tend to ignore the learning process. Therefore based on these problems, the thing that can be done to deal with these problems is self-discipline, where this self-discipline can have a major impact on students and the development of these students in making future choices and still completing the learning they do so that the combination of the blended learning-based learning process and the ability of self-discipline will improve the character of discipline in these students.

## LITERATURE REVIEW

In this study using a literature review, the introduction discussed problems in the blended learning process and found the main problem: discipline in students. Therefore, the author looks for several factors that can influence and found these factors, namely the Environment, Family, and Goals to be achieved. In the next discussion, ways to improve self-discipline are discussed from a combination of several supporting literature and find several ways, namely understanding self-motivation, understanding goals, preparing schedules, and giving gifts.

## METHOD

The research method used is the Qualitative research method. The Qualitative Research Method used is a literary review, the literature review itself described by Winchester & Salji (2016) is a data collection method collected based on keywords. In this study, the author searched through several sources such as ResearchGate, Elsevier, Springer, and SageJournals the results found about 10 journals that discuss self-discipline, after that found several more journals that can be combined to improve self-discipline. This paper aims to conduct a review related to self-discipline and combine several discussions to improve self-discipline behavior in the blended learning process.

## RESULT

### A. Understanding Self Discipline

Self Discipline in Cambridge Dictionary (2022) is a person's ability to do the work he wants to do and still do the work that someone does not want. According to Britannica Dictionary (2023) explains self-discipline as the ability to make someone complete the work they must complete. According to Oxford Dictionary (2023) is the ability for a person to do something especially something difficult or that is not wanted. On the whole, it can be concluded that self-discipline is the ability for someone to do or complete work that is part of their responsibility.

### B. Self-Discipline Factors

Here are some factors that affect the self-discipline of individuals, there are some of the most influential factors such as the Environment, Family, and Goals to be achieved.

- Environment

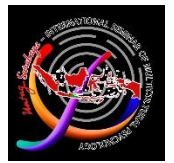
The physical environment in research conducted by McCormick (2017) explained that green space can have a significant impact such as well-being and also self-discipline from a person because this improves the quality of one's life to be more productive and this has become increasingly reinforced through previous research. Taylor, Kuo, and Sullivan (2002) explained that places that have more green space can further increase self-discipline in individuals because they can do activities, especially in children such as playing and learning new things. This can happen because with the amount of green space individuals can do activities and also improve health so it is good for increasing habits that are more productive than living in noisy and polluted places that will affect concentration and health (Dadvan, Gascon, and Markvych 2019).

- Family

Research conducted by Chong, Rahim, Teh, and Tong (2014) explained that the influence of disciplined parental care will have an impact on a person's disciplinary behavior. This is reinforced through research conducted by Carvalho, Fernandes, and Relva (2018) that disciplined parenting can increase disciplinary behavior in a person which in the future will have an impact on increasing self-discipline owned by individuals and improve good communication between each family member.

- Goals to be achieved

In preparing a plan, the most necessary is the goal to be achieved, the goal becomes important when the goal becomes the direction and motivation that drives to achieve it (Jeong, Healy, and McEwan 2021). A book by Murphy (2011) explains that having a goal is important because it will direct one's behavior to achieve that behavior and will increase one's discipline to achieve these goals. This is further reinforced by Manning (2020) that preparing goals and planning will be a challenge for individuals in achieving the goals they want to achieve and this requires discipline.



### C. Improve Self Discipline

Based on some of these factors, the right way can be developed to improve self-discipline in someone who relies on several ways such as understanding the goals they have to achieve, educating for discipline at school, increasing activity, and giving self-esteem.

- Understanding your inner motivation

Research conducted by Rawsthorne & Elliot (1999) which has been done for quite a long time explained if motivation in a person encourages one to achieve a predetermined goal. A more recent study by Elliott & Story (2017) explains if motivation encourages to keep doing tasks that must be done by individuals. If raised in an educational setting, Widoyoko (2009) in his book explains that student motivation will have an impact on the student's academics because students will have the intention to learn and do their duties as students. Another study by Riswanto & Aryani (2017) explained that student learning motivation can affect student achievement and willingness to follow the learning process. Motivation is the beginning to improve or renew a behavior.

- Understand the goals

Having goals is important. In the explanation given by Murphy (2011) explained that understanding goals is not just knowing what you want to achieve but must be discussed in more depth and detail, such as using the HARD method; Heartfelt that makes goals achievable because there is a drive from within to be able to achieve these goals, Animated imagining the goals to be achieved will make it easier to find and strategize so that goals can be achieved, Required to avoid delays in carrying out the planned oneself must be aware of the needs that must be achieved, Difficult one must be aware of what kind of challenges will be faced and how difficult the problem is The goal is that someone can prepare all the planning. Another discussion by Höchli, Brugger, and Messner (2018) explained that the goal must be made specifically and in detail where the goal is so that someone fully understands the goals to be achieved and forms a strategy following these goals.

- Set up a schedule

Having a schedule will make it easier for someone to understand his work. Research conducted by Marciniak, Wojrowicz, Kolodziejczak, Szczepanski, and Stachowiak (2022) explained that having a schedule is the right thing in the research carried out in the online learning process, preparing lesson schedules and schedules of achievements that must be achieved can make students better understand the learning process better and learn to manage their time. This was also discussed by Grigorkevich, Savelyeva, Gaifullina, and Kolomoets (2022) explaining also the same thing that preparing a schedule will better direct students to study and prepare themselves. Larco, Fransoo, and Wiers (2018) explain in a more general explanation if schedule making is related to managing time to achieve a certain goal.

- Gift Giving

When someone succeeds and if successful deserves to be rewarded. The explanation given by Noorazem, Sabir, and Nazir (2021) explained that in the world of work, rewards are needed to improve the performance of employees. Caza, McCarter, and Northcraft (2015) explain the same thing where when someone is given a gift as a form of appreciation can improve one's performance. In the world of education, giving gifts or appreciation can also be given the aim of increasing student motivation to stay focused on their responsibilities (Widoyoko, 2009).

#### D. Improved Self-Discipline in Blended learning

Based on the discussion previously explained, increasing self-discipline must begin with understanding the motivation or drive in making these changes if in the learning process motivation will be related to student learning motivation and student responsibility to be able to learn what he made the change for. Furthermore, make specific goals to make it easier to make plans in the blended learning process make plans so that the learning process becomes more interesting and will also become more structured. The learning process also requires scheduling which can help students to understand the tasks and complete the work given because it has a clear schedule and certain achievements must be achieved. Last but not least, what plays an important role in keeping the behavior repetitive is the reward for doing the work and responsibility so that the behavior can be repeated and become more meaningful.

#### E. Strengths and limitations

This study, of course, has the power obtained from the combination of several explanations that support discipline behavior to be further developed. However, this study also has the limitations that it must be more exploratory of one's condition and this research in the future is expected to be able to use more in-depth methods such as experiments or making observations.

## DISCUSSION

In this study, a discussion was found that concluded that in the blended learning process, self-discipline is needed, this is related to previous research conducted by Gorbunovs et al (2016) which explained that self-discipline is the key to success in the blended learning process. In another study by Muhria et al (2023); Rasheed et al (2020) found that the problems that occur in the blended learning process are related to discipline in students. Therefore, this research has continuity with previous problems and provides solutions for improving self-discipline. Self-discipline is one of the determinants of the blended learning process. Self-discipline itself is still influenced by several factors such as the Environment, Family, and Goals to be achieved, and to improve self-discipline itself there are also several ways that can be done or combined such as understanding motivation in oneself, understanding goals, setting up schedules, and giving gifts. This of course can also be applied in the learning process based on blended learning which can help students to understand the learning process and have the motivation to continue learning.

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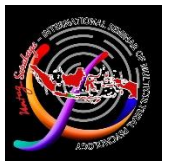
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