

STUDENTS' BEHAVIOUR OF INDISCIPLINE SYNDROME IN TEACHING AND LEARNING PROCESS

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Abstract

This study reported the discovery and identification of behavioral syndrome of students' indiscipline in teaching and learning process. For this purpose, researcher used qualitative approach of phenomenology. The study involved 9 subjects determined by purposive sampling for the phenomenon of indiscipline were more dominated by those subjects. Four techniques have been used to collect the data: participation-observation, in-depth interviews, field notes, and documentation. The results indicated that the behavioral syndrome of indiscipline is influenced by premature (imature) self-concept, determination of multidimensional environment, keeping and building a societal relationship in communities, as well as teachers' attitude and behavior as a direct model. Therefore, teachers should give the exemplary cognition, affection, psychomotor, as well as should be truthful and orderly socially so that the students' behaviour of indiscipline can be reduced to a good quality of learning.

Keywords: Student's behaviour, indiscipline.

I. INTRODUCTION

Discipline, as social behaviours, enables and highly contributes to the orderly, organized, pleasurable, meaningful and sustainable process of teaching and learning (TLP) [6 & 26] as well as supports the condition of students which is safe, calm, polite, cooperative, active, participative, critical and analytical [25]. Such TLP atmosphere design can affirm students in actualizing their maximal potential during the teaching and learning process whether they work on a task individually or in groups. For example, students attend and finish a class on time, they do not make a noisy to bother the concentration otherwise have a high concentration to discuss the material, collect and present the task on time, not lying or be honest, and avoid the practice of plagiarism, as well as actively argue in solving problems with

their analytical, objective, logical, and systematic thinking.

In parallel with the expectations of discipline in doing activities, deviant behaviour as indiscipline act is often encountered. Deviant behaviour delineates an action which contravenes with both formal and informal applicable regulations in social communities (family, community, and school). A scientific research conducted has elaborated the behaviour of individual indiscipline in which susceptible to teenagers. For example: 1) Drug abuse, 2) Wicked behaviour, 3) Physical abuse, 4) Vandalism, 5) Intimidation, 6) Do not listen to the given instruction, 7) Alcoholic drinks consumption, 8) Absent, 9) Inability or unwillingness to perform a task or homework, 10) Mendacious habit, 11) Stealing, 12) Disrespect to the teachers, 13) Plagiarism, 14)

Disrupting friend, 15) Break the regulations despite repeatedly warned, 16) Against the authority, 17) Combustion, 18) Attacking or fighting, 19) Deceitfulness, and 20) Disobedience [15, 17, 18, & 19].

In terms of behavioural syndrome of indiscipline, found that 100% parents play an important role for the health and development of children's behaviour, 72% inappropriate home-surroundings, 86% easy money and honourable corruption among the young, 68% mismatch, 70% poverty of the parents, and 85% the role model of parents [18]. In addition, the indiscipline behaviour is also influenced by apathetic demeanour of the government, parents, teachers, and peers in every action and social interaction [4 & 28]. The syndrome of indiscipline behaviour directly impacts on mental status of teachers in teaching and learning process. Although not all teachers experience excessively the emotional reactions causing stress, the fact that the behaviour of discipline is a source of irritation, anger triggers, cause of aggression and violent behaviour [21 & 22]. Teachers feel complicated following the lesson plans, they also are not interested in providing extracurricular activities, as well as providing the students a disagreeable course [11]. It also can reduce the interest of teachers in teaching [2].

The future becomes more and more competitive. It demands the competence and credibility of educators in preparing an excellent and productive human resource. To achieve this, the design of offered learning objectives requires the teachers should be able to accommodate all learning domains (cognitive, affective, and psychomotor) comprehensively and sustainably in transforming the TLP. Teachers to that fully actualize the potential of students by developing a variety of approaches in the TLP, such as self-management, strategy, and attitudes; self-confidence, self-discipline, desire as well as motivation for learning [31]. Self-discipline trains the students to be cautious in making mistakes [32], increasing motivation, self-control, and commitment [13],

and also improves the academic performance [3, 23, 24, & 27].

By viewing the aforementioned surplus of discipline behaviour, the indiscipline behaviour has to be eliminated. Respecting to the authority of institutions, obeying the rules and keeping the agreement are part of discipline behaviour. Discipline is described as a strategic way that can be used to coordinate an individual in implementing his or her duties and responsibilities, so that what becomes the common goal can be achieved (consistency between the speed and timeliness). Therefore, it is important that the teachers construct an effective understanding with the new pattern in order to control and encourage students' behaviour to be discipline in every of their motor activities [9, 10, & 12]. Based on the problems stated above, the purpose of the study is to examine the phenomenon of indiscipline behaviour of students in a comprehensive manner in order to find truly syndrome causing indiscipline behaviour. By this result, the indiscipline behaviour can be overcome, thus supporting the quality of human resources through a an active, effective, efficient, conducive, beneficial and a meaningful in teaching and learning process.

II. METHODS

This study used a qualitative approach of phenomenology. Phenomenology approach was used to reveal the phenomenon of students' indiscipline behavioral syndrome in social communities and the actions that both implicitly and explicitly influence the behavior of indiscipline students. Research was conducted in Department of Sport Education Artha Wacana Christian University, Kupang, by engaging 9 research subjects who experienced the phenomenon of indiscipline behavior, and who were determined by using purposive sampling techniques. Data were collected by using observational participation, in-depth interviews, field notes, and documentation techniques. It was done confidentially meaning that it was unknown and was directly perceived by the research subjects. Researchers collaborated with the informants' close friends in order to avoid the

gap between the factual-natural situation and the presented information. The data was qualitatively analyzed to give meaning or to give detail description to the syndrome of students' indiscipline behavior in TLP.

III. RESULTS AND DISCUSSION

A. Premature Self-Concept

The result of path analysis toward the madrasah supervisor's performance model in Jabodetabek area in this research shows that there is a positive and significant influence of supervisor competence variable on supervisor performance in performing its duties and obligations. This means that if there was an increase in the competence of the madrasah supervisors, then the performance of supervisors will also increase. This study also found that the level of relationship between supervisory competence and supervisor performance included in the strong category. The direct influence of supervisory competence on supervisor performance is greater than indirect influence through supervisor compliance variables.

B. Determination of Environmental Multidimensional

Indiscipline behavior can be said as continual behavior that has been stood from time to time. Growing up in an indiscipline environment will directly shape students' indiscipline behavior, whether in the family, school, and in community. It is also found through the results of interviews with a research subject, YAM stated that: "I am already familiar with the indiscipline behavior since my childhood". Because of getting used to the indiscipline behavior since the childhood, this becomes the continual habit when studying in a higher education and it is also able to extend to the other social life in all activities and actions, and moreover becomes model for other friends. When studying in Kupang City, students live in

area of boarding house, it is certainly away from direct control of or and attention of their parents and it causes them more free to determine the regulations that need to be followed and there is, sometimes, a destructive impact on the interests of cognition, affection, and social.

The determination of the environment can be minimized. However, it seems difficult because students themselves do not have an initiative to transform from the indiscipline behavior. Indiscipline behavior becomes more permanently attaching to the life of the students because they live regularly in indiscipline environment as their social environment. When having been interviewed, SBN says: "it is so noisy in the area of dormitory and living in such place not really supports the atmosphere for learning. But, either because of the noise or not, I do not want to learn". The same statement was also stated by ST that: "Because of living in the dormitory, I can not take the time to learn, because it's always noisy. Moreover, my friends, who are living in the same dormitory, always invite me to consume alcoholic beverages". Determination of environment is not only limited to the availability of facilities and infrastructures, but also the presence of other subjects (friends) that live in same social environment also influences the actions of indiscipline students.

A minimum of time setting for a visit, of hosts mapping based on sex, of the control of the hosts' activities as well as of self-awareness of status as a student become an epidemic of the indiscipline behaviour in which it becomes to worry about. Students who live with a guardian is also experiencing the same matter, most of their time is spent to help the guardian to work so that the time prepared to study is not really much. Moreover, their energy is totally used for working at home. Tasks that must be done either individual or group are forced to be forgotten or to be ignored because of tiredness. Preparations

for attending teaching and learning process in classroom becomes unsystematic and not procedural, even they are absent for some meetings. The results of this study support previous research that students' discipline and indiscipline behavior is affected by the attachment style and the role of family [1], the apathy of the government, parents, teachers, and peers [4 & 28], and inappropriate home environment [18].

C. Keeping and Building Societal Relationships in Community

Following up the determination of multidimensional environment, students have been included in patterns of destructive socialization for their growth and development. The socialization intended is able to lead the students in addictive behavior, and eventually is able to trap them into the tendency of negative patterns. In addition, the invitation of friends's is followed by the students each other. This is done solely for maintaining and building the relationship of the community and remains of providing a guarantee in order to be accepted in community relations. Regarding to this, YG explained that: "...I do indiscipline behavior because I want to have a lot of friends". Similar statement to this is also extended by the TLB said that: "I feel comfortable and happy, and it has become a habit and my needs, because if I do not smoke and consume alcoholic drinks, I will not have many friends".

When students follow TLP, friends inspire them to not to go to class so together they smoke and consume the alcoholic drinks. Therefore, regarding to the selection of peers becomes very influential on the development of individual behaviour [29]. Though it does not happen every day, it has caused to the impression of "loyalists and solidarity". This issue becomes very common traits in order to build and maintain the relationships within the

community. Lack of students' self-discipline can cause harmful learning environment [18]. Getting stuck in indiscipline behavior is also motivated by the existence of students. They are let into a perception that if they do not smoke and consume alcoholic drinks, they are not "modern" in the perspective of the group. As a result, the most dominant indiscipline way done by the students showing their behavior in community is smoking and consuming alcoholic beverages. In fact, on several occasions, teachers have advised that such manner must be minimized and eliminated. Concerning to this habit, the study subject, SO suggests that: "I do it along with friends, look for the attention of friends, and also show my identity if I can smoke and consume alcoholic beverages". Meaning that the participant has actually been "entangled" into community's regulation which is able to bring him to indiscipline practices.

Solidarity moves as a source of collective identity and the resources to act against threats from external sources. Common factors binding are interest, ethnic, historical, religious, cultural, or anything regarded as a unique to social groups [16]. In classroom, students are easily contaminated with the indiscipline practices due to the dominance of solidarity relationship in the classroom is extremely high. For example, when working on or collecting assignments, cheating and plagiarism are often found. This practice easily spread because there is a relationship established in groups collectively. Most tudents are covered with anxiety and fear when friend's invitation (against the rules) is rejected. Also, it is capable of triggering horizontal conflicts among them so that it makes them unacceptable in certain communities. But actually on the other sides, students want to have many friends in their pattern of socialization, so that the tendency to do "the will of a group" is followed without any rejection. This practice becomes more epidemic

gradually due to the teachers do not focus on and are inconsistent in carrying out evaluation function. These actions eventually drive the students in a passive-receptive learning pattern and rely on the power relationship to learning activities that clearly worsen the academic achievement.

D. Teachers Attitude and Behavior as Direct Modeling

Modelling and attention of teachers are the seeds of the inception of students' indiscipline behavior. It is consciously or not, the behavior of teachers "inspire" the students to fall into deviant behavior. Students are not only hypnotized by cognition of teachers, the use of feedback can undermine the self-esteem of students, as experienced by SR is that the providing feedback from teachers when teaching materials offended him, as the result of that he became passive and apathetic to get involved actively in the TLP. The implication of the offense according to Cheng is that it affects the deviant behavior of students [14]. This explains that the teachers animate not the feeling of their students yet. The fact that we all know that phase of individual development is not yet mature emotionally so as to provide the feedback needs more attention both critical and corrective. With regard to this, SBN expressed that: "If I make a mistake or an error, It is more comfortable if I am summoned and reprimanded separately from the others ... so I'm not embarrassed in front of other friends".

Affective and psychomotor dominance manifested by teachers in terms of susceptible socialization of the indiscipline behavior makes students more comfortable with indiscipline behavior. He formed the concept that the teachers are "partners" in expanding indiscipline behavior. This was stated by SBG when interviewed, the transcription is that: "...teachers also affect my behavior of

indiscipline, because teachers are often late to come to the class even they do not attend the class, so I am, sometimes, lazy to attend the class on time as well". It is also stated by SBG, that: "...and there is also teachers who never care about wheather I come late or not, so that I'm often late. In addition, teachers also showed indiscipline behavior, such as being lazy to go to the class and smoking while teaching".

Teachers, students, institutions, and social communities play an important role in indiscipline behaviour [30]. Direct modelling still becomes a very strong in the expansion of students; indiscipline behaviour. The stage of this dependence explains that the structure of cognition and self-concep of students are still unstable in the analysis and synthesis of fluctuations of social phenomena in the TLP. Consequently, the a tendency to imitate the observed subject (teacher) is highly dominant (especially smoking while teaching, assessing learning outcomes subjectively, and irresponsible to the indiscipline behavior). Indiscipline action of teachers (leader) is able to cause anger and rebellion [8], because leadership is developed through an interpersonal skill building, social awareness, mutual respect, and credence [7]. This fidgetiness is experienced by students, because the subject plays a role as a regulator, facilitator, mediator, administrator, and initiator and at the same time, teachers have not been able to answer their own role yet. Consequently, teachers give negative example, model and inspiration so that the negative exemplary behaviour of the teacher provokes the students' rebellion.

IV. CONCLUSION/RECOMENDATION

Indiscipline behaviour practiced on by the students in TLP is as the manifestation of pattern relations in social environment. Growing up in an indiscipline environment causes the indiscipline tendency of students

motoric more dominant. The syndrome of students' indiscipline behaviour involves the premature self-concept, determination of multidimensional environment, keeping and building societal relationships in community as well as the attitudes and behaviour of teachers as the direct modelling. Teachers should be able to give advice and example to the students, whether the problems of cognitive, affective, psychomotor, and social. If the teachers can be well player in their roles as a transformer, the practice of indiscipline by the students can be resolved properly so that the quality of human resources particularly, the students, can go well with national education goals.

V. REFERENCES

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