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LECTURERS' STRATEGIES ON STUDENTS' DISCIPLINE IN CLASSROOM MANAGEMENT DURING ONLINE LEARNING

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ABSTRACT

This study aims to provide an overview of the strategies used by two lecturers at the Catholic University of St. Augustine Hippo in their online classroom management, particularly in disciplining students. The trend of online classes on the St. Augustine Hippo Catholic University campus continues even though the pandemic is over. Online lectures are still being held for several meetings, although not in full. In providing online teaching, lecturers have specific strategies to ensure that the teaching and learning process goes well, one of the criteria is student discipline during the process. The method used to obtain data is in-depth interviews. The results of the in-depth interviews of the two lecturers showed that the challenges in online teaching were bad internet connection, students' inadequate internet quota, and students' inactiveness. While the strategies that were used by them in dealing with those problems were giving good example, giving firmness, giving attention, being kind, being affective, and being attentive towards students.

INTRODUCTION

Online learning has become the new norm in education since the COVID-19 pandemic hit the world in 2020. With social distancing and movement restrictions, schools, colleges and universities around the world had to shift from face-to-face learning to online learning. However, online learning is not easy, especially when it comes to classroom management and student discipline. The challenge is to master an entirely new set of technologies and to effectively deliver instruction, knowledge, and ultimately competency (Moşteanu, N. R. 2021). This is the challenge faced by teachers in the current era of online learning. Teachers are required to master new technologies and deliver instruction, knowledge and skills effectively to students so that they can become competent. This requires teaching that is different from what is usually done in the classroom, and the use of technology that is new to many teachers, so they need to learn and adapt to the new technology. In addition, teachers also need to be able to manage interactions with students online in order to achieve the set learning objectives. Therefore, the challenge for teachers is to master new technologies and be able to provide instruction and knowledge in an effective way through these technologies.

Teaching strategies are propositional knowledge, and that when we examine the research on teaching strategies and look at its implications for classroom teaching, we are examining propositions. (Schroeder, et al 2007). This statement says that teaching strategies are propositional knowledge, and when we evaluate research on teaching strategies and look at their implications for classroom teaching, we are evaluating propositions. This suggests that effective teaching requires systematic and structured knowledge of appropriate teaching strategies to be applied in the classroom. In the context of classroom teaching, teachers need to consider the various teaching strategies available to help students gain a better understanding of the subject matter. By learning the propositional knowledge of effective teaching strategies, teachers can choose the strategy that best suits the needs of the students and the existing learning environment. teaching strategies that could motivate students to enjoy learning at home during Indonesia's pandemic Aslan et al (2020). Although the pandemic is over, the teaching strategies that can motivate students to enjoy learning at home described in this excerpt are still very relevant to apply. We can utilize them to make learning at home more interesting and enjoyable for students. However, it is important to remember that effective teaching strategies are not always the same for every student or group of students, so there is a need for continuous evaluation of the teaching strategies implemented. To change teaching methods, and building new teaching strategies, it is extremely necessary for lecturers to identify objectives of each lecture from the perspectives of the learner Hang & Van (2020). This citation shows how important it is to change teaching methods and develop new learning strategies. As a teacher, it is important to identify the purpose of each learning session from the students' perspective. By understanding the students' perspective, teachers can create a better and more rewarding learning experience for students. Thus, teachers should always be open to changes and adaptations of the teaching strategies used to improve the quality of teaching in the classroom.

Not a few schools are still struggling with solving student disciplinary problems even though there have been many ways to solve this problem, Mutiara, A., & Nurrofiyah, H. (2022) The journal excerpt states that not a few schools still have difficulties in solving student discipline problems even though many ways have been found to overcome them. This shows that student discipline problems are complex and require the right approach to overcome. Schools must continue to strive to find the best solution in dealing with this problem so that the learning environment can become more conducive and students can learn optimally. Because of the way the discipline that a student has a good way of learning that involves attitudes and habits of the students in learning Aulia & Usman (2019). Student discipline plays an important role in learning, because through the attitudes and habits built in learning, students can achieve good results. Therefore, it is important for students to build good discipline in learning in order to improve the quality of their learning. In addition, the role of parents and the community is also very important in helping to maintain student discipline and create a harmonious learning environment and effective classroom management.

Effective classroom management is multidimensional including caring relationships, high expectations, and opportunities for engagement, participation, and contribution, Farkhani, & Rostami (2022) This shows that effective classroom management is not only limited to rules and discipline, but also includes important aspects such as developing good relationships between teachers and students, creating high expectations for student achievement, and providing ample opportunities for students to be actively involved in learning. Therefore, teachers need to develop appropriate strategies to build effective classroom management and maintain a conducive learning environment, so that students can learn optimally and achieve optimal achievement. Classroom management is an essential skill for any teacher or lecturer. Effective classroom management can create a positive learning environment, strengthen the relationship between teachers and students, and improve student learning outcomes (Farkhani, Z. A., Badiei, G., & Rostami, F. 2022). However, in online learning, classroom management becomes more difficult due to the loss of face-to-face interaction between teachers and students. In addition, online teaching and learning activities tend to be more flexible and unstructured, so students are more prone to engage in undesirable behaviors and lack of discipline in various types of learning for example online learning (Obro, S, 2023).

Online learning is often used interchangeably with e-learning, Internet learning, distributed learning, networked learning, virtual learning, computer-assisted learning, web-based learning, distance learning and so on. (Muljana & Luo 2019). Here's an explanation of the various terms that are often used interchangeably with online learning. Although there are many terms used, they all have something in common in that learning is done online through the internet. With online learning, we can expand access to education and provide opportunities for more people to learn without the constraints of distance and time. However, we also need to pay attention to the challenges and drawbacks of online learning, such as limited social interaction and technical issues that may arise during the learning process. In the context of online learning, teachers or lecturers have a more important role in building student discipline and effective classroom management. Lecturers should adjust their teaching strategies and techniques to fit the online learning environment and take appropriate actions to address student discipline issues (Cho, H. J., Levesque-Bristol, C., & Yough, M. 2021), Keshavarz, M., Mirmoghtadaie, Z., & Nayyeri, S. (2022).

Therefore, this article aims to discuss the strategies that used by two lecturers at the Catholic University of St. Augustine Hippo in building student discipline and effective classroom management in online learning. This article will discuss specific as well as general strategies, which two lecturers at the Catholic University of St. Augustine Hippo can use to establish effective student discipline and classroom management during online learning. These strategies include developing clear classroom rules, building good relationships with students, providing effective feedback, utilizing technology to enhance student interaction and participation, and dealing with discipline issues appropriately and effectively. This article will also discuss the challenges and barriers faced by two lecturers at the Catholic University of St. Augustine Hippo in establishing effective student discipline and classroom management during online learning. Some of those challenges include the lack of face-to-face interaction, difficulties in motivating students, and difficulties in dealing with unwanted behaviors effectively. It is hoped that this article can provide useful insights for lecturers and teachers who face challenges in building student discipline and effective classroom management during online learning. Hopefully this article can help improve the quality of online learning and student learning outcomes. This article aims to answer the following research questions: (1) What strategies are used by the two lecturers in class management to create student discipline in online lectures?, and (2) What challenges did the two lecturers face in providing online learning?

METHOD

The writing of this paper uses a descriptive qualitative method. According to Larsen, Mangrio, & Persson (2021), descriptive qualitative is a method that emphasizes the interpretation of participants' experiences and the data collected is analyzed qualitatively. Qualitative research is considered appropriate to describe the current situation, namely online learning during the pandemic. with the research subjects being 2 lecturers of Catholic University of Saint Augustine of Hippo in managing online classes, especially in disciplining students. Data collection techniques through in-depth interviews. According to G.I. Morales et al (2022), in-depth interviews that allows participants to narrate and articulate their own sensemaking, giving us a holistic overview of their personal experiences and meaning making.

Furthermore, the researchers applied several steps to analyze the data they are transcribing data (transcribing each result of the interview with writing using qualitative methods), compiling data (collecting data from in-depth interviews so that it will become the core of the strategy), clustering the stages of the strategies (grouping data from the results of in-depth interviews from the 2 lecturers), triangulating data (extracting information using different sources from the results of the in-depth interviews then collecting and analyzing the data), and elaborating data (explaining further, detailing, and describing the data obtained through in-depth interviews).

The researchers have prepared some questions to be asked in the in-depth interview, the following are the questions:

1. What do you consider to be the biggest difficulty in teaching online classes, and what steps can you take to overcome it?
2. What does success in managing an online class mean to you, and how do you know when you are successful in managing the class?
3. How can you make an online class more engaging for students?
4. How do you know that your students really pay attention to your teaching while they are not really around you?
5. How do you deal with students' indisciplines?
6. Do you have any problems in managing online classes, and how do you overcome them?
7. What strategies are most important to you, to improve student discipline in this online class?
8. How do you manage an online class that is conducive and active?

RESEARCH RESULTS AND DISCUSSIONS

The research locating includes the outline of the facts found. It protected the description of facts associated with the implementation of how classroom management is applied in teaching English online and the problems faced by teachers in online classroom management. The interview with the two lecturers became carried out of approximately one hour. Researcher have pondered and reviewed the technique of re-listening, re-reading, and re-checking the facts. The findings are primarily based totally on facts evaluation via a theoretical framework.

The two lectures that became the participants of this study were Mrs. Y and Mr. A. They were chosen because they used synchronous and asynchronous learning in their subjects. While doing the interview from the participants, the researcher focuses on the lecturers' perceptions and reflections on their online classroom management practices. The researcher investigated through the interview how the lectures implemented classroom management strategies. The interview results summarized in the below.

Table 1.1 Interview with Mrs. Y

	Questions	Answers
1	What do you consider to be the biggest difficulty in teaching online classes, and what steps can you take to overcome it?	I think the biggest difficulty occurs when my students having internet issues. I often heard them complaining about their internet connection; either it was slow or it was not available at all. This resulted in their absences in my class. To deal with this problem, firstly, before my class starts, I remind them to find a good place where the internet connection is good enough. Secondly, I warn them to make sure that their smartphones batteries are fully charged. And finally, I upload all of my teaching materials at our google classroom, so that those students who did not join my online meeting can catch up by reading the materials.
2	What does success in managing an online class mean to you, and how do you know when you are successful in managing the class?	It means a lot, as a lecturer I will feel successfull in my teaching not only when my students have good marks, but also when my online classes run well with students' activeness in disscusing and doing online activities.
3	How can you make an online class more engaging for students?	In my class, I ask them to do group presentations. By doing presentations my students can be more active,

		because they are not only listening, but also do speaking, reading, and sometimes writing.
4	How do you know that your students really pay attention to your teaching while they are not really around you?	I always ask them to turn on their video cameras, if there are students who do not follow that, then I will call their names until they answer me.
5	How do you deal with students' indiscipline?	It depends on what kind of indiscipline that they do. For instances, the students who did not join my online meeting without any information, I will give them extra homeworks. Meanwhile for the students who followed my class but being so inactive, like when I call their names or ask them questions but they did not give any response, I will kick them out of my meeting and consider them absent and must do extra homeworks too. I think firmness is a must in dealing with students indisciplines, if we always tolerate their excuses then there will be no disciplines.
6	Do you have any problems in managing online classes, and how do you overcome them?	Sure I do, like students' passiveness, bad internet connections, especially in raining season, or problem with students' low internet quota. I always do my best to cope those problems, like preparing my students for doing group presentations so that they can be more active, reminding students for preparing their smartphones or laptops and being in a good internet spot, and even changing my online meeting schedule if my students mostly have inadequate internet quota or connection.
7	What strategies are most important to you, to improve student discipline in this online class?	I think the most important strategies are giving good example, giving firmness, and also giving attention to our students. By giving good example, like holding the class on time, for instance, it will make our students become more aware about time discipline. By giving firmness, students will not be easily break the classroom rules. And by giving attention students will feel cared for and loved by me, it is very important in building a good relationship with my students.
8	How do you manage an online class that is conducive and active?	I do it by doing the three strategies that I have mentioned in the previous questions. I think that is the best ways to make my online class become conducive and active.

Table 1.2 Interview with Mr. A

	Questions	Answers
1	What do you consider to be the biggest difficulty in teaching online classes, and what steps can you take to overcome it?	The biggest difficulty is how to reach the students who have a very minimum specification of gadget and low internet connection. Most of them are inactive or being passive in my online class. I can not interact well with them. The solutions that I have tried are firstly I contact them via WhatsApp or regular phone calls. It helps me to figure out the reasons of their passiveness. Secondly, I try to manage another kind of online meeting, not only via Zoom or Google Meet, but also via WhatsApp

		group video call. And lastly, I make appointment with my students to hold an offline meeting, it is crucial to slip at least one offline meeting in the whole meetings, because I can use the offline class to talk and to know my students directly, it is also important to build a good relationship orr chemistry with them.
2	What does success in managing an online class mean to you, and how do you know when you are successful in managing the class?	I think a successful online class management refers to an active and fun teaching and learning process. I know that I succeeded to manage my online class is when the activities that I give to my students are fully done. It is when my material presentation is followed by active discussions with my students.
3	How can you make an online class more engaging for students?	By conducting a students' centered learning. It means that the material that I give to my students is opened for their questions, additions, or even critics and suggestions. I also give them chances to do their own presentations about the material that I have presented before.
4	How do you know that your students really pay attention to your teaching while they are not really around you?	By asking questions and address the questions to all of my students, and if I find some students are not answering, I will address the question to some particular names that do not turn on their video cameras or microphones.
5	How do you deal with students' indiscipline?	The key word is patience. It does not mean I do not do anything tho, it's more like putting away my ego, and giving all of my attention and affection to my students. If there are misbehaviors or indisciplines have been done by my students I will ask them first what is the reasons behind those acts. When I get the answers, I will give appropriate responds according to each reason. For example, if a student did not join my online class on time, and it is because he/she must buy internet quota first, because the money to buy it was not available previously, then what can I do? Should I punish them? No, I don't think so. The better way to solve it is by talking in positive way. Give them insights about the importance of being discipline, by telling illustrative stories that can motivate them to become better persons.
6	Do you have any problems in managing online classes, and how do you overcome them?	The main problems are restricted internet quota and connection, students' low motivation to be active, and the lower chemistry between me and my students compared to offline learning. The first solution is by adapting my online meeting with my students internet capacity, I won't hold my Zoom meeting more than one hour, because it consumes a lot of quota, I will continue our discussion via Google Classroom or WhatsApp group. The second solution is by conducting a students' centered teaching and learning like I elaborated for the question number three. And the third solution is by being friendly to my students; by giving motivation to learn with stories, and giving attention to each of my students.

7	What strategies are most important to you, to improve student discipline in this online class?	I think being kind, being affective, and being attentive to the students are the most important strategies. I believe if I can build a good relationship and chemistry with them it will make them become more obedient with my teaching instructions, it can also can eliminate their fear or awkwardness to be active in our online class.
8	How do you manage an online class that is conducive and active?	By being friendly to my students. Give them attention and affection, break the silence by telling stories or making appropriate jokes. Do not be mad easily, better talk and try to comprehend them and making solutions together.

According to the participants' answers the summary of the research findings can be drawn in the following list below:

1. Both lecturers found that the students' internet connection was the main challenge in their online class. However they provide different solutions for the challenge; Mrs. Y applied strict guidelines and rules that cannot be broken, while Mr. A put dialogue forward and became more flexible with the rules.
2. Both lecturers agreed that a successful online class is marked by students' activeness in following the online classroom activities.
3. Mrs. Y applied group presentations for the students, so that they can be more active. Whereas Mr. A gave more chances for students to speak up by delivering questions, additions, or even suggestions for the material that he presented.
4. For making sure about students' activeness, both lecturers asked questions or called students' names.
5. In dealing with students' disciplines, Mrs. Y did not forbear to give punishment to students, while Mr. A accentuate patience and dialogue with problematic students.
6. In managing their online classes both lecturers can adapt with problems such as bad internet connection, students' inadequate internet quota, and students' inactiveness.
7. The most important strategies in improving students' discipline by Mrs. Y were giving good example, giving firmness, and also giving attention. Meanwhile, for Mr. A they were being kind, being affective, and being attentive towards students.
8. For managing a conducive and active class, Mrs. Y put forward herself to be a role model that stricts to the rules of disciplines, while Mr. A put himself as a friend that can improve his chemistry with his students.

It can be concluded that both lecturers did implement suitable teaching strategies towards their students' situation. There were found the efforts to motivate students to remain enthusiastic about taking online learning too Gülmez, D., & Aydan, O. R. D. U. (2022), (Doğan, M., & Saraç, M, 2022). It is in accordance with the Aslan et al (2020), Ng, D. T., Ng, E. H., & Chu, S. K. (2022), Gokalp, G., & Can, I. (2022), Frazier, T. V. (2022), (Er, E, 2022) in which they state that the propositional knowledge of effective teaching strategies occurs when teachers can choose the strategy that best suits the needs of the students and the existing learning environment.

CONCLUSION AND SUGGESTION

The purpose of this study is to provide an overview of the teaching strategies as well as the teaching challenges from the perspectives of two English lecturers at the Catholic University of Santo Agustinus Hippo, West Kalimantan. The overview took place in online classroom management, particularly in disciplining students. The trend of online classes on the Santo Agustinus Hippo Catholic University campus continues even though the pandemic is over. Online lectures are still being held for several meetings, although not in full. In providing online teaching, lecturers have specific strategies to ensure

that the teaching and learning process goes well, one of the criteria is student discipline during the process. The method used to obtain data of this study is an in-depth interviews. The results of the in-depth interviews of the two lecturers showed that the challenges in online teaching were bad internet connection, students' inadequate internet quota, and students' inactiveness. While the strategies that were used by them in dealing with those problems were giving good example, giving firmness, giving attention, being kind, being affective, and being attentive towards students.

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