A STUDY ON STUDENTS' DISRUPTIVE BEHAVIORS IN ENGLISH ONLINE CLASSROOM AND ITS SOLUTION BY THE LECTURERS

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ABSTRACT

This study aims to explain the views of lecturers and students of STKIP-PGRI Lubuklinggau on disruptive behavior in online English learning during the Covid 19 pandemic and describe the level of seriousness in providing the best solution to these problems. The research method used is descriptive qualitative research using grounded theory with an inductive approach. Data was collected through interviews as primary data, observation and document analysis. The subjects of this study were seven lecturers and 14 students (disruptive behavior) English Education STKIP-PGRI Lubuklinggau. The results showed seven general categories of disruptive behavior: breaking time, dishonesty, disrespect, lack of concentration, skipping lessons and assignments, doing things privately, and giving slow responses. The lecturers offered several solutions for these problems by considering the level of seriousness, such as applying positive discipline, formulating and designing rules strategies and teaching media, giving punishment and expecting to end online learning. In conclusion, by knowing students' disruptive behavior, lecturers and other parties will be more concerned about taking some appropriate actions to minimize and avoid some behaviors in improving online English learning.

Keywords: Disruptive Behavior, Discipline Problems, Online Learning, Teaching in a Pandemic Period

INTRODUCTION

Online learning is as the only one solution yet it also created new problems. This requires some electronic devices such as smart phone or computer and also supported internet connection (Amir et al., 2020; Simamora, 2020). Unlike in New York where devices are distributed to students by schools and private companies (Feiner, cnbc.com), Indonesia still has limited access to it. Another problem with teachers is dealing with software mastery. According to Dhiba et al., (2021) many teachers are lack of computer knowledge when they teach online. They are not able to operate the editing application, presentation software and video presentation well. Moreover, both teachers and students are facing totally different class atmosphere and setting when having an online class. This situation also may lead another problem called discipline problems.

In the US, the government takes the role in resolving the virtual problems during online learning. In Tennessee's Shelby County School District, for instance, which includes Memphis, students, parents and teachers received a 24-page "Virtual Student Conduct Expectations" document detailing the district"s online policy on discipline and possible punishments. Behavior that could result in disciplinary actions includes cyberbullying, wearing clothing that reveals underwear, repeated tardiness, inappropriate use of electronic media, threats, and intentional disturbance of an online class. Students are also expected to have a designated work area in their home cleared of everything other than what they need for class. Hundreds of teachers on private Facebook group for educators agreed with a recent post by an experienced teacher about how some discipline issues were much easier to handle in the online-only environment. Some students have resorted to trolling behaviors, including "zoobombing" online classes. It refers to the unwanted intrusion of an online environment that causes disruption.

Clayton County Georgia Public School is the only school in America that has a rule that students who violate the rules will be disciplined by one of two types of virtual suspension: on-school and out-of-school. In-school suspension will see students working in virtual classrooms with others who have been punished and Out-of-school will see students working on assignments alone. In line with this form of violation, in Indonesia several disturbing problems also occur, such as skipping lessons, delaying doing assignments and complaining through the online communication media that has been provided (Dhahir, 2020). This violation occurs due to several factors such as technology, self-regulation, and psychological problems originating from students, lecturers and institutions (Aini et al., 2020).

Compared to the US, Indonesia still has less concern on students' discipline problems and disruptive behaviors in a virtual class. As explained previously, Some districts in the US have implemented the policy and

punishment as the consequences of discipline problems in virtual learning. However the rule and policy must be set up according to the problems that occur. Problems that occur might be different in some countries. There are factors that influence this phenomenon.

In Indonesia, the experience of applying online learning might be a new experience for many people. Both teachers and students got the difficulties. The media they use to teach are varied but some of them are difficult to access. They do not only use video conference like Zoom and Google Meet but also other social media such as Facebook groups, Messenger and Whatsapp Group. Unfortunately, there is insufficient information correspond to this issue, particularly in a small city like Lubuklinggau. Lubuklinggau residents were surprised by this sudden e-learning system. However, some schools and universities have provided their teachers and students with e-learning system even though it does not cover the whole schools and universities. The virtual learning presents some positive sides such as availability of e-moderating facilities where teachers and students can communicate easily through internet facilities on a regular basis or whenever the communication activity is carried out without being limited by distance, place and time (Suhery et al., 2020).

Although the educators are able to use some of these application and social media to teach, there are a lot of parents who complain about this online learning. Parents are overwhelmed of the kids' behavior during online learning. Students become more uncontrolled and annoyed their parents. They also show disruptive behavior and ignore the rules (playing, ignore the teachers, skipped the lessons, postponed doing assignments (Dhahir, 2020). This issue also happens in university level such as STKIP PGRI Lubuklinggau. According to the interview to one of the lecturers in English Education Program Lubuklinggau, there were some students showing the disruptive behaviors in online classroom including intruded acts, and some discipline problems.

There are possibly more problems that occur during the English online learning that become the concern in the research. The disruptive behaviors may be happened differently because of different environment and atmosphere. Therefore by knowing some specific problems of the students, the lecturers will figure out the best solution toward the negative behaviors in teaching and learning process. Furthermore, it will be beneficial as the valuable information to improve the school system as well. The research aims at explaining the view of lecturers and students of STKIP PGRI Lubuklinggau on the disruptive behaviors in English online learning during the pandemic Covid 19 and describing the level of the seriousness in order to give the best solution over the problems.

LITERATURE REVIEW

The pandemic has changed the school system, educational establishment and teachers to adjust with the curriculum that they apply at school in the current context. Also, the adjustments and prioritization needed to ensure that the contents are relevant to the emergency situation and adjusted to all relevant stakeholders. Equally important, these things also must prioritize the competencies and values that have come to the fore in the current situation, namely solidarity, self-directed learning, care for oneself and others, social-emotional skills, health and resilience, among others.

Disruptive behavior is a phenomenon that causes fear and consternation for most teachers. It takes many forms including, disruptive talking, inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in tests and exams and willingness to speak in the target language. Those misbehaviors may disturb the situation in the classroom. Moreover, these things also may disturb classmates, teachers and also parents. At school, disruptive behavior is the action of one or more students threatening to hamper activities into an action that threatens group safety or violates norms of appropriate classroom behavior of students or school staff (Vongvilay et al., 2021). The activity may disturb the activities in the classroom, both to other students and the teacher. These behaviors are a misbehavior acts negatively do by students with different causes. They can be minor to major disruptive behavior. But those things are ignored, somehow, by the teachers. They just give the consequences to major discipline problems not the minor ones. Problems like plagiarism, cheating, disrespect are often ignored (Carnero et al., 2017).

According to Maazouzi (2017) there are some factors influence students behaviors such as teachers' behavior and relationship to their students, teaching strategies and course plans. Many teachers think that having and creating a good relationship and interaction to their students are useless. In fact, students need the attention from their teachers. Good interaction, such as greeting, giving smile, approaching, giving compliment, is needed in creating a positive atmosphere in the classroom. Besides, planning the appropriate strategies and course activities are also necessary to minimize and prevent the discipline problems in the classroom.

During the pandemic, teachers face new problems dealing with discipline of students. Students behavior toward sudden online learning show some problems such as skipped the lessons, postponed doing assignments and complained through the online communication media that had been provided (Dhahir, 2020). From the individual factors, there are cognitive learning strategies, e-learning readiness, and motivation (Keskin & Yurdugül, 2020).

In the pandemic e-learning system deals with some parties such as policy-

makers, designers, developers and researchers that must support this issue. The critical factors that affect the use of e-learning system include technological factors, e-learning system quality factors, cultural aspects, self-efficacy and trust factors (Almaiah et al., 2020). Moreover, according to Agung & Surtikanti (2020), students' perception on online learning during Covid-19 pandemic revealed some obstacles such as availability and sustainability of the internet connection, accessibility of teaching media and the compatibility of tools to access the media. As the survey result by PwC shows that the satisfactory of the internet use is decreased. It seems that the government cannot really support the e-learning and feel overwhelmed over the situation. A research by Setiawan & Iasha (2020) also shows that internet access, learning innovation, and students' facilities for online learning become obstacles in online learning in rural areas.

In the US, the government takes the role in resolving the virtual problems during online learning. In Tennessee's Shelby County School District, for instance, which includes Memphis, students, parents and teachers received a 24-page "Virtual Student Conduct Expectations" document detailing the district's online policy on discipline and possible punishments. Behavior that could result in disciplinary actions includes cyberbullying, wearing clothing that reveals underwear, repeated tardiness, inappropriate use of electronic media, threats, and intentional disturbance of an online class. Students are also expected to have a designated work area in their home cleared of everything other than what they need for class. For students who break rules, many districts, such as Georgia's Clayton County Public Schools, will discipline them with one of two kinds of virtual suspensions: in school and out of school. In-school suspensions would see students working in a virtual classroom with others who have been punished. Out-of-school would see students doing assignments alone.

Furthermore, according to Maazouzi (2017), there are some solutions to students' misbehavior including setting the discipline plan and better classroom management, building more positive interaction and respect, applying more suitable method, and keeping calm and patient. Classroom management is essential, not only for a teachers piece of mind and in allowing them proper control over their classroom, but it is imperative for a positive and flourishing learning environment for students. It is important to have a basic set of rules for students to follow. These regulations will help maintain classroom management and discipline. However, there are also some positive impacts of online learning during the pandemic. According to Yulia (2020), many educators are also interested in online learning to improve and enhance students' ability. They also must manage the course individually in a self guided learning. Last but not least, the fundamental benefit is on the prevention of the virus spread because both teachers and students do not meet face-to-face in the classroom.

RESEARCH METHOD

The research was a qualitative descriptive research. The data were collected through interview, observation and document analysis from 7 lecturers and 14 students with disruptive behaviors. The data were analyzed through Grounded Theory with Inductive approach. Mills elaborates on to ensure validity of qualitative research. These four characteristics are credibility, transferability, dependability, and confirmability. In this research, the credibility, dependability and confirmability were proved by triangulation of the technique including interview, observation, documentation and archival records. The transferability was proved by the more competence readers through some review and suggestion from the reviewers.

FINDING

Students' Disruptive Behavior in Online Learning

There are seven general categories of students' disruptive behavior found in this research. They are presented in the following table.

Table 1. Students' Disruptive Behavior in English Online Learning

General Category	Sub-Categories
Violating the time	Late attendance
	Late submission of assignment
	Texting the lecturer at non-office hour
Dishonesty	Use a friend's account
	Cheating and copying the assignment and exercise
	Do not watch full video
Disrespect	Turn off the camera and the voice
	Not answer the lecturers questions
	Escape in the middle of the lesson
	No feedback (ignoring) when there's an announcement
Lack of concentration	Misunderstand the instruction
	Difficult to understand the lesson
Skip the lesson and the assignment	Absent for several times
	Miss the exercise and home-work
Doing something in private	Noisy Talk to friends
Give slow response	

As presented previously, the disruptive behaviors in this research were gathered from lecturers and students description about online learning. Both lecturers and students agreed on the definition of discipline is a violation on rules and policies made and explained by the lecturers at the beginning of the semester.

"…discipline problem is the problem shown in the class out of the context on the policy of the syllabus." (L3)

Thus, if it was never been stated or explained, it was not discipline problems. The first problem they mentioned is violating the time. Three sub-categories of violating the time include late attendance, late submission of assignment and exercise, and texting the lecturers out of office hours.

"…in teaching and learning process many problems about discipline actually about time attendance, submitting the assignment, and many other." (L4)

"…*peraturan kebijakannya yg harus ditaati adalah menghadiri perkuliahan tepat waktu dan konsekuensi jika terlambat masuk kelas, nilai dan lain lain.*"
"…the rule that must be obeyed is do not attend the meeting late and the consequence of joining the class, scoring and many more."

All of the lecturers and students mentioned the rules of late attendance and late submission. The students do understand about this rule but they still broke those rules.

Late attendance happened when the lecturer was attending the class but their students were late in showing their presence in online classroom such as Zoom, Google Classroom, Whatsap group and Facebook group.

"*Pelanggaran yang paling sering saya lakukan ngak sering Cuma telat dalam mengikuti pembelajaran online…*" (S6).
"The most frequent problem I did was not on time in having online learning…"

"*Pelanggaran yang paling sering yaitu telat masuk kelas.*" (S10).
"The most frequent problem I did was joining the online class".

The next problem in violating the time is late submission of exercise and assignment. As stated by the lecturers bellow, late in attendance and assignment submission are the most disruptive problems.

"The most disruptive problems is late in attendance and submit the assignment." (L3)

"…many discipline problems it is related to their attendance not only in online learning in face to face is also become a problem, In online learning sometimes the lecturer starts the learning process at

09:40 but they sign at 10:00 even almost the teaching process will
be end they still attend." (L4)

Those issues were disruptive for some lecturers and become something
that cannot be tolerated. The students with discipline problems knew about the
rules but they still broke it because of some reasons they cannot avoid.

The second main discipline problem is dishonesty. It means students were
dishonest to the lecturers in technically running the application in joining the
online class, cheating and copying other friends' assignment, and they do not
watch the whole material on online video.

Online learning indeed emerged the challenge for students to be honest.
Lack of attention caused them doing those actions. There was a case when a
student used a friends account as explained by Lecturer 7 bellow. The lecturer
thinks that was most disruptive problem because those students were dishonest
and tried to fool this lecturer.

"One day when I taught subject in English education study program
there was a student attend the class by using his friends account so
there is one account but used for two students and it is very disrupt
me. It means that they try to lie to me." (L4)

Other points of dishonesty are cheating the assignment and did not watch
the full video.

"…because, I use Google classroom in my subjects they always
copy paste the answer from other students for example I asked
them to watch YouTube video they do not watch until the end of
the video. They only watched the beginning." (L7)

When the lecturers asked them to watch a learning video, they said „yes'
but they lied. They only leave comments and watched the video in the beginning.
They only copied the exercise without listening to the instruction inside the video.

Other discipline problems are kinds of disrespect behavior to the lecturers
such as: a) turn off the camera and the voice, b) not answer the lecturers'
questions, c) escape in the middle of the lesson and d) no feedback (ignoring)
when there was an announcement.

Both lecturers and students agree about this disruptive behavior as stated
in the following data.

"*Seperti ketika dosen sedang zoom saya sering menutup kamera
saya dan silent suara saya kemudian saya melakukan kegiatan yang
lain lain.*" (S9)

"When a lecturer was lecturing on Zoom, I often turned off my camera and the sound. Then I did other activities.

"…the students turn off their camera." (L2)

When the students turn off the sound and camera, the lecturer supposed this discipline problem as the most unacceptable problem that happened because the lecturer could not see their activities during the class. The lecturer thinks they are not serious. They were disrespect to the lecturers. As the impact of turning off the camera, the students did another problem like escaping from the on-going class. As stated by a student S6, he/she just showed the presence at the beginning then he/she did other activities. A student also told that she/he hang out with friends so she/he forgot the class, as quoted by the following statements.

"…*keasikan bermain bersama teman jadi kita lupa dengan tugas atau ada kelas online saat itu*." (S12)
"Too much hanging out with friends made us forget the assignment or online class that is going on".

"For example, when lecturing time some of the students late and then after enter the room, they suddenly leave." (L5)

This is kind of acts that disrespect the lecturer. They ignore the class and the rule. Some lecturers supposed this as the most common and most disruptive problem. Not answering the questions given by the lecturers is another kind of disrespect behavior.

"The most disruptive for the first is students do not active in learning process, they learn not seriously I think because if we give the explanation some students do not give more response in discussion." (L2)

"*Yaitu pertama absen tetapi tidak berkontribusi aktif di dalam kelas*." (S8)
"e.i, first, showing attendance but not contributing actively in the classroom".

The students often show passive contribution in the classroom both in lecturing and class discussion. They did not answer the questions and not giving feedback to the material.

Online learning also made the students were lack of concentration such as misunderstand the instruction and difficult to understand the lesson. Some students agree that during the online learning, they are difficult to understand the instruction and the lesson. They often made the wrong assignment. Even if they did not understand, they had no feedback and active respond.

> "…they don"t understand about the instructions so they submit different work, for example, I ask the students to make recount text but they do not make recount text, they just make past tense sentences." (L3)

> "…they are also usually poor in reading the instructions given by me then I give them assignment, sometimes they did not read the instruction carefully so, it is totally bothers me a lot because they showed lack of concentration to follow my class." (L1)

Two lecturers above explained how they student did the wrong assignment and exercise because they did not understand and misunderstood the instruction. Some students also mentioned their difficulties to understand the lesson.

> "*Susah memahami materi sulit berdiskusi kepada teman jika ada pelajaran yang sulit.* (S3)
> "Hard to understand the material, hard to discuss to friends if I had the difficulties".

> "Because may be they do not understand and confuse about the lesson but they do not ask to the lecturer…." (L7)

In this new habit and environment, students said that they learned without any supervising. Therefore, they can study as they like. They can skip the exercise and the assignment. They also skip the lesson for several times, as stated by the student bellow.
> "*…saya juga jarang hadir dalam kuliah online sepertinya karna kan tidak ada sinyal jadi saya tidak bisa datang itu saja* " (S9)
> "I often miss the online class because there is no internet connection so I cannot join the class, thats all".

> "*Seringtidakmenggumpulkantugas….*"(S11)
> "Skipping the assignment several times…"

Those students' statements are also supported by the lecturer as in the following statement.

> "…not only about attendance but also about submitting the assignment given by the lecturer, sometimes they say they loss the signal so, they cannot submit the assignment on time." (L4)

During the lesson when using Zoom or Google meet, some lecturers mentioned about disruptive behavior of students such as talking to others and making a noise. The lecturers supposed these problems as the most disruptive behavior because it can disturb both the lecturers and other students.

> "For disruptive problem the students do the problem during online learning as like the students make a noise or chatting with friend." (L6).

The last problem is that the students gave slow response to the questions and instruction.

> "…the next one is slow response it means that when I give some question to them because I use Google Classroom they are slow response the questions." (L7)

Some Solutions Offered by the Lecturers

Analyzing the students' discipline problems, the lecturers have their own perspective dealing with handling and figuring the best solution to this problems. They are: 1) positive discipline, such as motivating and giving advice, discussing the problems; 2) redesign the plan including the rules, teaching strategy and media; 3) giving punishment such as removal from class activities, score reduction and assignment rejection; end the online class. The solutions are varied based on the level of the misbehaviors. Those levels are mild, severe and serious misbehavior. Thus, there are also levels of disciplinary action that the lectures offer which are adjusted to the level of the problems. For simple misbehavior, the lecturers will try to make an approach through positive discipline such as reminding, giving warning and giving some advice.

> "…simple I just remind or giving some advices to support them for being better" (L1)

> "simple like for attendance sometimes the students come late in teaching and learning process during pandemic situation" (L4)

Those ways are considered to be sufficient for the lecturers to overcome the simple problems. Some lecturers also chose to use verbal act such as motivating their students directly with the expectation that the students will be better in the future.

"I give the motivation for the students". (L2)

Sometimes the lecturers also think that making a deal with some students will make them learn from the mistakes. They offer them the time extension by giving a chance such as time extension to submit the assignments.

"The best solution first is I will contact them personally so, how many the students do the problems I make a list then I will contact them personally and communicate with the coordinator class and ask them to resubmit the work in time that I have decided."

Moreover, there is a suggestion offered by the lecturer such as formulating and discussing the effective rules at the beginning of the semester specifically and precisely. For example, what problems may they make in the future and what punishment or consequences they will receive.

"I think the best solution is by formulating or designing and discussing the general specific rule as the requirements in the first meeting of each semester by making a deal or agreement with a students..." (L1)

The lecturers also figured out the way to make students get use to the new rule during the pandemic so they will not be bored.

"next may be a half meeting try to apply in online so, make the students habit and enjoy learning trough online." (L5)

For some serious problems such as disrespecting lecturers, they gave their students punishment based on the problems. If they misbehaved in violating the time of assignment submission, the punishment was score reducing and assignment rejection, as stated by L7 and L4 bellow.

"If they do not submit the assignment there is no score for them and there is no additional chance to complete the assignment because I have given them additional time." (L7)

"I don't accept the work they submit lately and they don't get the score (L3)

"…serious level is when the students cheating in doing the assignment." (L4)

Giving punishment can be varied depends on the policy and the level of the misbehave acts. Some lecturers give punishment such as removing from the class.

"just like if they make trouble to my class they cant follow my online class.

Finally, the lecturer also thinks that there is no better solution than the application of offline learning because both lecturers and students need a real interaction to reach the teaching objective as stated by L4.

"There is no best solution for me during online learning…. I hope online learning will be end ad we can meet again the class like usually in face to face teaching and learning". (L4)

DISCUSSION

In Indonesia most of research corresponds to online learning focus on the general challenges and obstacles and the advantages or effectiveness of the application (Yulia, 2020). In contrast, in the US, students' disruptive behaviors and discipline problems have become a concern by the government and the educators. As presented in findings previously, most of common problems happen during COVID-19 are caused by device and internet connection problems in which both students and lecturers activities are not supported by the school/campus. They learn from home. However, the finding shows a contrast situation in this new normal. Students were not staying at home but going outside, such as hanging out with friends or doing other personal activities. Therefore, it will not really help the government to minimize the virus spread.

As listed in the findings previously, some factors that cause the discipline problems also found in some previous research such as poor electronic devices and internet connection, economic condition, anxiety, lack of concentration and bad time management (Amir et al., 2020; Simamora, 2020). However, in teaching English listening skill online, students can follow the material easily in good understanding. The data are in contradiction with the findings mentioned above that the students got some difficulties in concentration during the online class

including difficult to understand the lesson and misunderstand the instruction given by the lecturers.The virtual learning presents some positive sides such as speaking skill improvement and medium satisfaction of interaction in T university. However, this finding only highlights one kind of activity, i.e tourism exhibition, that only provide surfaced information about online learning.

Moreover, the previous researches were mostly conducted in general classification of survey result which presented information on the surface. The results would not concern on specific problems that possibly happen during online learning, such as possibility of students' discipline problems, the cause that trigger and the solution that the lecturers give dealing with these kinds of attitude. By conducting a qualitative research, the data sources are more sufficient to be collected in order that some appropriate action and evaluation can be done.

In this research as the discipline problems are classified into simple, severe and serious problems, both lecturers and students as well other education institution side may figure out the better solution to overcome these problems. Some lecturers agree to give punishment as the consequences and some disagree but giving verbal act/warning. Moreover, the findings that present both lecturers and students with problems indicate that those problems emerged not only caused by bad attitude of students but also factor of environment and poor classroom management.

Some lecturers offered the solution by improvised the plan and strategy to involve and engage their students in online learning such as by making attractive learning videos and instructing some group projects as the part of assignment. Some lecturers make some improvisation in teaching by creating animated video and group projects to make the students more active in practicing. According to Susiyanti & Nugraheni (2020), the use of learning video is quite helpful in teaching and learning during the pandemic. It is proved by the achievement by the students score that improved and pass the passing grade. Besides, this application will be sharpened the skill of the teachers/lecturers to deal with technology as stated by (Rahayu et al., 2021).

The rules and policy are designed and adjusted by some cases that the lecturers found during the online learning. More strict rules dealing with affective skill of students are applied because mostly students not taking the online learning seriously. They are more respectful in offline learning in the classroom but not in online classroom. Clear and transparent rules and policy as well as the punishment or some consequences seem to be more effective. As stated by Irawati & Syafei, (2017) teachers mostly prefer to use punishment (non-corporal punishment) to discipline their students due to some advantages.

Some lecturers agreed that dishonesty and disrespect are serious problems because they violated the norms in online interaction. Some lecturers felt

disappointed to these acts. A serious consequence for them was by dispelled them from online classroom expecting they may not repeat the same misbehavior act next time. For a medium level of disruptive problems, such as late submission of task, the lecturers gave consequences like rejecting the task and leave the score blank. For simple problems, they agree on having an approach as well as giving advice by face-to-face approach to them. Some lecturers also motivated them to be better in the lesson. This strategy is called positive discipline. It is the way to give a positive atmosphere while disciplining them. According to Zuković & Stojadinović (2021), by having an individual approach such as giving praise, motivating, and discussing the problems, the students' self-esteem may develop positively.

Furthermore, Maazouzi (2017) stated that the teachers as her informants 50% agree with giving advice and 50% also agree with giving direct punishment to disruptive behavior of their students. As also stated by the lecturers, some agree with giving direct punishment and some agree with giving advice but it depends on the level of the disruptive behavior that the students make. Therefore, it can be concluded that the lecturers can give both punishment and advice at the same time but still by considering the level and the cause of the disruptive behavior.

CONCLUSION

There are seven general categories of disruptive behaviors such as violating the time, dishonesty, disrespect, lack of concentration, as well as skip the lesson and the assignment, doing something in private and giving slow respond. Dealing with the behaviors, the lecturers offered some solution to improve the quality of online learning such as applying positive discipline, formulating and designing the rules, teaching strategy and media, giving punishment and expecting to end the online learning. However, students and lecturers are not only people who involve in teaching and learning but also the highest organization must evaluate and change the policy together cooperating with the department and the lecturers, too. Every element must be involved to improve the quality of teaching and learning. Specifically, both lecturers and students must have a closer interaction to know the need of each side.

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