Differences in Incivility in Classrooms based on Gender, Parents' Income and the Domiciles of Central Java Students

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Technology is developing rapidly in the Digital 4.0 era. In the scope of education, technological changes are able to influence students' mindset, attitudes, and behaviours. Besides being an advantage in education, these advances also make an unfavourable impact especially related to student civility. Civility is a norm or value that is applied to a particular environment or particular group. Student civility can be determined from appropriate and moral conduct . Therefore, this study aims to determine the level of student civility within classrooms in the digital era in the Central Java province. To do so, the study uses a survey method with the subjects being Senior High School students throughout Central Java (n=643). Their data was collected using independent sample tests and one way anova. The results show that based on gender, male students had higher incivility levels than female students. Furthermore, differences in student incivility based on parental income and domiciles are also discussed in this article.

Keywords: *Incivility in classrooms, digital era, students.*

Introduction

Central Java is one of the provinces of Indonesia. It is famous for its citizens' civility based on their cultural background. Besides numerous achievements by its students, the development of the technological era highlighted a number of problems concerning the distortion of cultural values. One of these is student incivility towards both teachers and

students during the teaching and learning process. Previous studies show that the student civility level has recently shown a decrease (Bjorklund & Rehling, 2009). Incivility is manifested through rude behaviour in the classroom, and disruptive activities during the lesso (Bjorklund & Rehling, in Rawlins, 2017).

There are a number of cases which have been uploaded in social media regarding student incivility in today's era. One of these happened in Semarang in which two senior High School students (SMA) were expelled due to violent behaviour against juniors during basic training (Liputan6.com, 2018). The same case also occurred in STIP Cilincing, North Jakarta, in the form of student bullying and concluded in the murder one student (SindoNews.com, 2017). Meanwhile, in Gresik East Java, there was a junior High School (SMP) student who persecuted his teacher because he was reprimanded while smoking in the classroom (Merdeka.com, 2019). Furthermore, a viral video in cyberspace showed impolite behaviour by four vocational High School (SMK) students towards their teacher in the classroom. It is known that this occurred in the Kendal Regency (detik.com, 2018).

The above cases are a small portion demonstrating cases of student incivility currently occurring in Indonesian schools. The cases reflect the distortion of student civility within school environments. Any incivility occurring within or outside schools makes a great impact if it is not addressed. Schools as educational institutions are supposed to be a place for shaping student character . However, incivility is actually practised in contemporary schools . This problem is considered to be serious and obstructs educational goals (Aliakbari & Hajizadeh, 2018) due to the fact that incivility can have a negative influence on both academic and personal development (Farrell, et. al. , 2016).

One factor which contributes to student civility and incivility is the large number of students within classrooms (Swinney, Elder, & Seaton, 2010). Others factor are strongly related to study such as family, financial burdens, time management, lack of support and schools' inability to educate students, as well as personal health (Clark & Springer, 2010). In the present era, SMA students are referred to as Generation Z. They are characterised by multitasking, and having more involvement when given autonomy and freedom to use various technology (Black, 2009). Furthermore, Generation Z no longer depends on textbooks or manuals to complete tasks. Conversely, they depend more on the internet, and videos (Pew Research Centre, 2014).

Adolescents can gain advantages from technology if they use it wisely, and vice versa. The risk which most often appears as a result of overusing technology is related to sleep deprivation (Polos et al, 2015). Meanwhile, other risks resulting from dependency on using technology to communicate include swearing when communicating through information

technology media and ease of share of someone's inaccurate information on social media as well as unethical behaviour (Bartlett & Bartlett, 2016).

When students have no civility inside and outside the classroom, it will results in two consequences, short-term consequences in form of learning disruption, and poor classroom connection, while long-term consequences include the inability to achieve education goals (Hirschy & Braxton, 2004). Incivility can also cause students to be antisocial realised by loss of focus during the learning process (Marini, 2009). Therefore, since adolescent' civility in the digital era is an important consideration, the researchers were interested in conducting a study regarding classroom civility in the digital era. Therefore, the survey aims to determine the level of student civility in the digital area within a classroom setting .

Theoretical Review
Civility in the Classroom

Fritz (2011) defines civility as a communication virtue, namely behaviours which support human excellence in daily life. In contrast, incivility refers to any behaviour and expression which tends to be rude and show incivility (Clark & Springer, 2010). In the context of education, incivility is realised by any behaviour which disrupts the teaching and learning process in the classroom (Felmann, 2001). On the other hand, classroom civility is manifested through any behaviour which shows behaviour that maintains harmony in the classroom , and respect for others (Wilkins, et. al. , 2010). Civility in the classroom is required in order to maintain continuity of the teaching and learning process so that learning objectives can be achieved . Also, courtesy in the classroom can form cohesiveness among individuals and minimise disruption in the learning process.

Forms of Student Incivility in the Era of Digital Technology

Student incivility in the classroom is manifested through many forms, starting from simple to complex . It also varies in terms of level, specifically passive and active. The passive level is realised by not listening to discussion, lack of attention in class, lateness, absence, chatting and sleeping in the classroom . Meanwhile, the active level is realised by swearing, and inappropriate physical contact with teachers and other students (Alberts, Hazen, & Theobald, 2010). Additionally, other studies reveal that classroom incivility is also manifested through any behaviour that disrupts other students and teachers, disturbs the teaching and learning process or prevents others from participating in lessons (Bjorklund & Rehling, 2009).

The above behaviours disrupt the teaching and learning process. Some experts say that such incivility is increasing in today's digital era of technology. What's more, some studies show that the use of digital technology in the classroom which is not consistent with the learning objectives can disturb the concentration of students and teachers (Baker, Lusk & Neuhauser, 2012). Another study proves that students who multitask in the classroom, especially those who use laptops for learning neglect to focus on the teaching materials (Hembrooke & Gay, 2003).

Methods

This study involves four variables, civility classroom as the dependent variable, gender (male and female), parental income (<1 million, 1 million - 2 million, 2 million - 3 million, 3 million - 4 million, and > 4 million) and domiciles (Semarang City, Ungaran Regency, Brebes Regency, Batang Regency, and Klaten Regency) as independent variables. The study sample was taken using a random sampling technique, and resulted in 643 students (232 men, 411 women) from 5 regencies / cities in Central Java.

The data collection was carried out using incivility classroom scale (Farrel, et. al. , 2015). This scale consists of ten items, and has five answer choices: definitely okay (SS), okay (S), neutral (N), wrong (TS), and definitely wrong (STS). All items were favourable. Moreover, the validity of this scale was measured based on the correlation ranging from (0.025-0.001). Meanwhile, its reliability was 0.813. Afterwards, data processing to determine the differences in classroom incivility based on gender was achieved by the use of an independent sample test, while data processing to determine differences in classroom incivility based on parental income, and domiciles was realised by the use of a one way anova test through SPSS 25 software.

Results
Differences in Incivility in the Classroom Based on Gender

There were significant differences regarding incivility in the classroom based on gender e:

Table 1: Differences in Classroom Incivility Based on Gender

	F	df	P
Gender Male * Female	4.74	641	<0.05

Table 1 presents the differences in incivility classroom between males and females. It was known that the incivility of males was higher than females (F (641, 0.48) = 4.74, p <0.05)

Differences in Classroom Incivility Based on Parental Income

There were significant differences in the degree of incivility in the classroom based on parental income. The results are presented in the following table:

Table 2: Differences in Classroom Incivility Based on Parental Income

	F	df	P
Parental Income	10.17	4	<0.05

There were significant differences in the degree of incivility in the classroom based on parental income as shown in table 2: $(F (4,638) = 10.17, p < 0.05)$. Furthermore, comparison of the level of incivility based on the classification of the amount of parental income is presented in the following table:

Table 3: Classification of Differences in Incivility Based on the Category of Parental Income

Parental Income (Rupiah)	Parental Income (Rupiah)	Mean Difference	Sig.
< 1 million	Million	-1.43711	.187
	2 million - 3 million	-4.07672	.000
	3 million - 4 million	-2.76574	.007
	> 4 million	-2.84476	.009
1 million - 2 million	2 million - 3 million	-2.63961	.000
	3 million - 4 million	-1.32863	.421
	> 4 million	-1.40764	.414
2 million - 3 million	3 million - 4 million	1.31098	.461
	> 4 million	1.23196	.574
3 million - 4 million	> 4 million	-.07901	1.000

Table 3 presents the differences in incivility in the classroom according to parental income. It was known that students whose parental income was <1 million had lower levels of incivility than the income of 2 million - 3 million (MD = -4.0767, p <0.05), 3 million - 4 million (MD = -2.7657, P <0.05),> 4 million (MD = -2.84476, p <0.05), but they did not have a significant difference compared to 1 million - 2 million income. There was also a difference in student incivility in the classroom, that is parental income of 1 million - 2 million had lower levels than students with parental income of 2 million - 3 million (MD = -2,63961, p <0.05), but there was no significant difference between 3 million - 4 million and> 4 million. Furthermore,, students with a parental income of 2 million - 3 million did not have a significant difference compared to those with 3 million - 4 million and> 4 million income.

Additionally, students with parental income of 3 million - 4 had no significant difference in incivility in the classroom with> 4 million. Based on the above table, we can deduce that students who had a tendency towards high incivility in the classroom were those whose parental income was 2 million - 3 million, > 4 million, 3 million - 4 million, 1 million - 2 million, and students who had a tendency towards low incivility in the classroom were students with a parental income of <1 million.

Differences in Classroom Incivility by Domiciles

The researchers found that domiciles made a significant difference in classroom incivility. The results are presented in the table 4:

Table 4: Differences in Classroom Incivility by Domiciles

	F	df	P
Domiciles	24.48	4	<0.05

Table 4 shows that students' domiciles made a significant contribution to differences in incivility in the classroom ($F_{(4,638)} = 24.48$, $p < 0.05$). More specifically, the comparison of the level of incivility based on domiciles is depicted in the following table:

Table 5: Comparison of Levels of Incivility based on Domiciles

Regencies	Regencies	Mean Difference	Sig.
Semarang City	Ungaran Regency	-5.11895	.000
	Brebes Regency	-2.50897	.001
	Batang Regency	-.39653	.974
	Klaten Regency	1.65531	.275
Ungaran Regency	Brebes Regency	2.60998	.002
	Batang Regency	4.72242	.000
	Klaten Regency	6.77427	.000
Brebes Regency	Batang Regency	2.11244	.036
	Klaten Regency	4.16429	.000
Batang Regency	Klaten Regency	2.05185	.164

Based on table 5, it was known that students who lived in Semarang city had higher levels of classroom incivility than those in the Ungaran Regency (MD = -5.11895, $p < 0.05$), but lower than Brebes Regency (MD = -2.50897, $p < 0.05$). However, Semarang city had no significant differences compared with Batang and Klaten Regencies. Students in the Ungaran Regency

had higher classroom incivility than those in the Berebes (MD = 2.60998, p <0.05), Batang (MD = 4.72242, p <0.05), and Klaten Regency (MD = 6.77427, p <0.05).

Students in the Berebes Regency had higher levels of incivility in the classroom than Batang Regency (MD = 2.11244, p <0.05), and Klaten Regency (MD = 4.16429, p <0.05). What's more, there was no difference in the levels of incivility in the classroom between students who lived in the Batang and Klaten Regencies. To sum up, students with high levels of incivility in the classroom came from the Ungaran and Brebes Regencies, while those with low levels were from Semarang City and the Batang Regency followed by Klaten Regency as the lowest .

Discussion

This study aims to determine the level of incivility in the classroom within the digital era. It supports previous study findings which examine the level of intentional and unintentional classroom incivility by adolescents (Farrel, et. al. , 2015). Many adolescents portrayed incivility in the classroom both consciously and unconsciously. In this study, male students tended to have higher levels of classroom incivility than females.

Factors influencing students included civility, such as learning, family parenting, financial burdens, time management problems, lack of support and the inability of schools to educate students, as well as personal or mental health issues (Clark & Springer, 2010). By referring to this theory, the current study examines incivility in the classroom based on parental income. The results show that students whose parental income was <Rp. 1,000,000 up to Rp. 2,000,000 had lower incivility compared to students whose parental income was > Rp. 2,000,000 to> Rp. 4,000,000.

The study findings were derived from the recommendation of previous studies to examine incivility from conceptualisation along the continuum of intentions (Hunt & Marini, 2012). By considering knowledge gaps , this study also measures incivility from various regions in Central Java adjusted to the characteristics of each region. The regions were then divided from the city area and several surrounding regencies. Following the investigation, the study results revealed that the level of classroom incivility in the Ungaran Regency was higher than other in regencies, and the Klaten Regency had the lowest level of classroom incivility .

Conclusion

Civility in the classroom is a form of behaviour and expression that supports classroom harmony and the learning process. Conversely, incivility in the classroom is accomplished by student behaviours which disturb productivity in the classroom. , Based on survey

results, male students project higher incivility than females. Meanwhile, according to parental income, students whose parental income is lower than 1-2 million have lower incivility, while those whose parental income is higher than 2-3 million have the highest level of incivility. Additionally, based on domiciles, students whose incivility level is high are from the Ungaran, and Brebes regencies. Meanwhile, students whose incivility level is low are from Semarang City and the Batang Regency. Lastly, , classroom incivility level is lowest in the Klaten Regency.

This study is limited by the distribution of the school area as it did not cover all regencies / cities in Central Java, and the unclear classification of student ages. It is recommended that Future studies collect even samples in each regency/ city, and classify students based on age. It is also recommended that the impact of classroom incivility on other variables is further examined. Since classroom incivility can create an unfavourable impact on education, it is suggested that future researchers perform interventions in addressing classroom incivility.

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