

Improving The Quality of Student Learning Through Time Management Training: An Experimental Research

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Abstract

This study aims to explore and test the effectiveness of time management training in improving the quality of student learning at SMP Negeri 1 Proppo. The primary focus of the research is how time management techniques such as prioritization, scheduling, execution, and evaluation can help students manage their time more effectively and improve their academic performance. This study uses a qualitative approach with a descriptive type, where data is collected through in-depth interviews, participatory observations, and documentation. Data analysis was done using thematic analysis methods to identify the emerging main patterns and themes. The results show that time management training has a significant positive impact on students' ability to manage time and improve the quality of their learning. Students participating in the training feel more organized, focused, and productive in completing their tasks. These findings are in line with the theory of self-regulated learning and time management, which emphasizes the importance of self-regulation and efficient time allocation in achieving high academic achievement. This study implies that time management training programs should be integrated into school curricula to help students develop essential time management skills from an early age.

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INTRODUCTION

In the era of globalization and digitalization that is increasingly developing, the effectiveness of student learning is the primary concern in the world of education (Abduvakhidov et al., 2021; Rosak-Szyrocka et al., 2022; Hasanah & Hefniy, 2023). One of the skills that have a significant influence on a student's academic success is time management (Wolters & Brady, 2021; Rusdi et al., 2022; Ansori et al., 2023; Maulidah et al., 2023). Social facts show that many students have difficulty managing their time well, which ultimately negatively impacts their academic performance (Son et al., 2020; Estrada et al., 2021; Norman et al., 2024; Hamidah, 2023; Sanjani, 2023). According to Zimmerman (2020), good time management skills are positively correlated with higher academic achievement. This research is interesting because time management is a skill that can be learned and improved through proper training. Additionally, with the increasing demands of academics and extracurricular activities, managing time effectively is becoming increasingly important for students.

Time management in education is often associated with the theory of self-regulated learning (Zimmerman, 2020; Susilawati & Astuti, 2022; Khiat, 2022; Zaini, 2024). This theory emphasizes the importance of self-regulation in the learning process, where students must be able to set goals, manage resources, and monitor their progress independently. In addition, time management theory (Claessens et al., 2020) is also relevant, which states that the ability to allocate time efficiently is the key to achieving high productivity (Abioye et al., 2021; Cui et al., 2021; Fragapane et al., 2022; Wijaya & Khoir, 2022; Chuanchen, 2023). Therefore, research on time management training and its impact on the quality of student learning is fundamental to be discussed academically.

The main problem faced by SMP Negeri 1 Propopo students is the lack of skills in time management, which leads to the low quality of their learning and academic achievement. Many students admit that they feel overwhelmed by the many tasks and activities that must be completed, so they cannot focus on more important and urgent tasks. The lack of time management training programs available in schools exacerbates this situation. This issue affects not only students' academic performance but also their overall well-being. Therefore, in-depth research is needed to understand how time management training can help students overcome these issues and improve the quality of their learning.

Research by Claessens et al. (2020) shows that good time management can improve individual efficiency and productivity. They found that individuals with good time management skills tended to perform better at work and school. This study is relevant to the prioritization and scheduling variables used in this study. Zimmerman (2020), in his research on self-regulated learning, emphasizes the importance of self-management skills, including time management, in achieving academic success. The study found that students who managed their time well-tended to have higher academic achievement.

This supports the implementation and evaluation variables in this study. Schraw et al. (2020) found that flexibility in scheduling can help students adapt to changes and improve their learning effectiveness. This study shows that good scheduling should be realistic and flexible, according to the findings of this study. Although previous research has addressed the importance of time management and its relationship to academic achievement, there is still a gap in understanding how specific time management training can be applied in school settings to improve the quality of student learning. This study seeks to fill this gap by testing the effectiveness of time management training directly at SMP Negeri 1 Proppo, which involves setting priorities, scheduling, implementation, and evaluation as the main variables.

This research offers novelty by integrating a comprehensive and practical time management training approach in Indonesia's secondary education context. Unlike previous research focusing more on theoretical aspects, this research provides practical solutions that teachers and students can directly apply. In addition, this study also combines prioritization, scheduling, implementation, and evaluation techniques in a holistic training package, which is expected to significantly impact the quality of student learning.

This study aims to explore and test the effectiveness of time management training in improving the quality of student learning at SMP Negeri 1 Proppo. This study aims to identify how time management techniques such as prioritization, scheduling, execution, and evaluation can help students manage their time more effectively. This research also provides practical recommendations for schools in implementing a comprehensive and sustainable time management training program. Through this research, effective strategies can be found that can be applied to improve students' academic achievement and their overall well-being.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive type to explore the impact of time management training on the quality of student learning. The qualitative approach was chosen because it allows researchers to understand students' and teachers' experiences and perceptions of time management training (Doyle et al., 2020). This research was conducted at SMP Negeri 1 Proppo, which is located on Jalan Raya Proppo No. 25, Proppo, Pamekasan Regency, East Java. This location was chosen because it has a large and diverse student population, so the research results can be more representative and provide a comprehensive picture.

The data collection techniques used in this study include in-depth interviews, participatory observations, and documentation. In-depth interviews were conducted with teachers and students to dig into information about their experiences in participating in time management training and how the training affected the quality of their learning (Thompson Burdine et al., 2021). Participatory observation is carried out to directly monitor how students apply time management techniques in daily learning activities and to see the interaction between students and teachers during the learning process. Documentation is used to collect secondary data that supports the results of interviews and observations, such as students' academic records and time management training materials.

The data analysis technique used in this study is thematic analysis. Thematic analysis is used to identify, analyze, and report on important patterns or themes that emerge from the qualitative data that has been collected. This analysis process involves several steps, including transcription of interviews, coding of data, grouping similar codes into themes, and interpreting these themes in the research context (Busetto et al., 2020). This analysis is carried out iteratively to ensure that all relevant data has been analyzed in-depth and accurately. The results of this analysis are expected to provide comprehensive insights into the effectiveness of time management training in improving the quality of student learning at SMP Negeri 1 Proppo.

RESULT AND DISCUSSION

Result

This study explores how time management training can improve the quality of student learning at SMP Negeri 1 Proppo. Time management techniques are identified as one of the important factors that can affect the effectiveness of student learning. The methods used include interviews with teachers and students as well as qualitative data analysis to identify the main patterns and themes that emerge. Where Time Management Techniques in Improving the Quality of Learning are as follows:

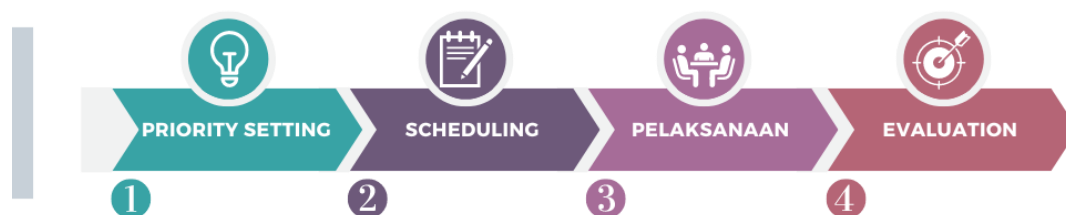


Figure 1. Time Management Techniques in Improving the Quality of Learning

Priority Setting

Setting priorities is a crucial first step in time management, where individuals must identify and decide which tasks or activities are the most important and urgent to complete first. In education, priority setting helps students focus on the subject matter or schoolwork with the highest grades or the closest deadlines. One of the key techniques in time management is priority setting. Based on the interview with the teacher, information was obtained in the interview activities carried out where he conveyed the following:

"Time management training helps individuals develop the skills necessary to identify priorities, set schedules, and manage their time effectively (I_Gr_2024)." The student also said, "I find it easier to complete my homework after attending this training because I know which one I have to complete first (I_S_2024)." Another teacher added, "Understanding how to allocate their time appropriately, students can increase their productivity, reduce time waste, and improve their focus and concentration on important (I_Gr_2024) tasks."

The results of the interviews showed that time management training had a significant positive impact on students' ability to manage their activities. This training helps individuals develop essential skills to identify priorities, set schedules, and manage their time effectively. Students feel more easily completing homework because they know which tasks to complete first. In addition, understanding how to appropriately allocate time increases student productivity, reduces time waste, and increases focus and concentration on important tasks. The interpretation of this statement shows that time management training helps students organize and organize their tasks more efficiently and improves learning effectiveness by building self-discipline and the ability to prioritize important tasks, ultimately contributing to improving the quality of their learning outcomes.

Scheduling

Scheduling is an important component of time management that aims to allocate time efficiently for each activity that has been prioritized. In this process, students are expected to be able to create a clear and structured plan regarding when and how each assignment will be completed. Effective scheduling must have some important characteristics. First, the schedule should be clear and specific. Each activity must be listed at a predetermined time so there is no confusion about what to do and when. One of the students stated,

"Scheduling makes me feel more organized and not confused about what to do first (I_S_2024)." Teachers also emphasized the importance of good scheduling, "Realistic and flexible scheduling helps students to adjust to changes that may occur in their daily activities (I_Gr_2024)."

The results of the interviews show that scheduling has an important role in improving the regularity and efficiency of student learning. Students feel more organized and less confused when prioritizing tasks after implementing scheduling. Teachers also emphasize the importance of creating realistic and flexible schedules, as they help students adjust to changes in their daily activities. The interpretation of this statement indicates that good scheduling helps students organize their time more effectively and provides the necessary flexibility to adapt to changing situations, thereby increasing students' ability productivity in learning.

Implementation

Implementation is an important stage in time management that emphasizes the execution of plans made through setting priorities and scheduling. In this stage, students are expected to be able to implement their schedules effectively with discipline and consistency. Implementation is the next important step after priority setting and scheduling.

One student shared his experience, "Breaking down a large task into small pieces makes it feel easier and less daunting (I_S_2024)." The teacher added, "Giving rewards as self-motivation in completing tasks is also very helpful (I_Gr_2024)."

The interview results showed that breaking down an enormous task into small parts can make the task feel more manageable and less daunting for students. The teacher also noted that giving rewards as self-motivation is very helpful in completing tasks. The interpretation of this statement suggests that a structured and segmented approach to completing tasks, combined with providing incentives or rewards, can increase students' motivation and effectiveness in completing their work. This approach not only assists students in managing their workload better but also creates a more positive and productive learning environment where students feel more motivated to achieve their goals.

Evaluation

Evaluation is the final stage in time management that serves as a measuring tool to assess the effectiveness of the plan's implementation and to make future improvements. In education, evaluation helps students and teachers understand the extent to which time management has succeeded in improving the quality of learning. Evaluation is the final step in effective time management.

"Evaluation is an activity as a measure of assessment of the implementation of an activity and as an improvement to an activity that has been carried out," explained a teacher (I_Gr_2024). One student stated, "After being evaluated, I realized there were some things I could improve in managing my study time (I_S_2024)."

The interview results show that the evaluation serves as a measuring tool to assess the implementation of activities and as a means to improve the activities that have been carried out. A teacher explained that evaluation is an important step in assessing the effectiveness of time management implementation. One of the students revealed that he realized several things that could be improved in managing his study time through the evaluation process. The interpretation of this statement shows that evaluation not only helps identify weaknesses and successes in the implementation of time management but also provides valuable insights for students to make adjustments and improvements.

As such, evaluation plays an important role in the continuous learning process, ensuring that time management strategies are constantly evolving and increasingly effective in helping students achieve optimal learning outcomes.

This study shows that time management training can significantly improve the quality of student learning at SMP Negeri 1 Proppo. Interviews with teachers and students show that time management techniques such as prioritization, scheduling, execution, and evaluation can help students become more organized, focused, and productive. The following table shows the average improvement in student grades before and after attending time management training:

Table 1. Improvement in Average Student Grades Before and After Time Management Training

Time Management Techniques	Before Training (Grade Average)	After Training (Grade Average)
Priority Setting	65	75
Scheduling	60	72
Implementation	62	78
Evaluation	58	74

The table above shows a significant increase in the average student score before and after the time management training at SMP Negeri 1 Proppo. Before the training, the average score for the priority-setting technique was 65; after the training, it increased to 75. The scheduling technique also increased from 60 to 72, implementation from 62 to 78, and evaluation from 58 to 74. The interpretation of this data indicates that overall time management training has a significant positive impact on the quality of student learning. A consistent increase in grade average across all time management techniques shows that students are more skilled at managing their priorities and schedules and more effective at executing and evaluating their tasks. This shows that time management training is a handy tool for improving students' learning efficiency and academic outcomes.

Discussion

The results of this study show that time management training significantly improves the quality of student learning at SMP Negeri 1 Proppo. These results align with previous research that states that good time management skills can improve students' learning efficiency and academic achievement (Claessens et al., 2020). However, another study by Zimmerman (2020) emphasizes that time management must be accompanied by strong intrinsic motivation for maximum effectiveness. This is reflected in the results of the interviews in this study, where the provision of rewards as additional motivation is also recognized as important by teachers and students.

Furthermore, research by Schraw et al. (2020) shows that flexible and realistic scheduling can help students adapt to change and maintain consistency in learning. This is in line with this study's findings, which show the importance of realistic and flexible scheduling to help adjust to everyday changes. As such, the results of this study reinforce previous findings but also highlight the need for a holistic approach that combines time management techniques with motivational strategies and flexibility in scheduling to achieve optimal learning outcomes.

This study makes a significant contribution to the learning aspect by showing that time management training can effectively improve the quality of student learning. By implementing techniques such as prioritization, scheduling, execution, and evaluation, students can become more organized, focused, and productive in completing their tasks. The study also highlights the importance of combining good time management strategies and intrinsic and extrinsic motivation, such as rewarding, to improve learning effectiveness.

Additionally, the study emphasizes that a flexible and realistic schedule allows students to adjust to changes in their daily activities, thus aiding in maintaining consistency and learning productivity. These findings can be a reference for educators and school managers when designing a holistic and integrated time management training program to support better student academic achievement.

CONCLUSION

The problem raised in this study is related to the lack of time management skills among SMP Negeri 1 Proppo students, which impacts their low quality of learning and academic achievement. The results show that time management training involving techniques such as prioritization, scheduling, implementation, and evaluation significantly impacts students' ability to manage time and improve the quality of their learning. These findings have important implications, namely the need to integrate time management training programs in school curricula to help students develop time management skills early on. Therefore, it is hoped that schools can leverage these findings to design more comprehensive and sustainable training programs to improve students' academic performance and overall well-being.

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