Time Management Profile of 7th Grade Student at SMP Negeri 2 Semarang

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ABSTRACT

The problem of student's time management is still found to be the background for this research, This research aims to find out a picture of time management for class VII students at SMP Negeri 2 Semarang. This research applies a quantitative approach and descriptive study methodology. The total sample for this research was 172 class VII students with the sample collection technique using simple random sampling techniques. The results of research and data analysis show that the time management of class VII students at SMP Negeri 2 Semarang is on average in the medium category, 72 students (42.20%), there are students who have a high level of time management namely 40 students (21, 60%), and 60 students (36.20%) in the low management deficiency category. The findings of this study highlight the important role of guidance and counseling teachers in fostering positive behavior among students at school, which is crucial for the optimal development of their social skills and the improvement of their time management abilities.

KATA KUNCI

Manajemen Waktu;
Peserta Didik;
Sekolah Menengah Pertama

ABSTRAK

Masih ditemukan masalah manajemen waktu peserta didik jadi latar belakang dari penelitian ini, penelitian ini bertujuan untuk mengetahui gambaran manajemen waktu pada peserta didik kelas VII di SMP Negeri 2 Semarang. Penelitian ini menerapkan pendekatan kuantitatif dan metodologi studi deskriptif. Jumlah sampel penelitian ini ialah 172 siswa kelas VII dengan teknik penghimpunan sampel menerapkan teknik simple random sampling. Hasil penelitian dan analisis data menunjukkan manajemen waktu peserta didik kelas VII di SMP Negeri 2 Semarang rata-rata berada di kategori sedang 72 peserta didik (42,20%), ada peserta didik yang mempunyai taraf manajemen waktu tinggi sejumlah 40 peserta didik (21,60%), dan 60 peserta didik (36,20%) dengan kategori rendah manajemen waktunya. Hasil penelitian ini dapat memberikan peran guru BK dalam mengembangkan perilaku yang baik pada peserta didik di sekolah agar proses perkembangan sosial peserta didik dapat berkembang dengan optimal, agar peserta didik memiliki keterampilan manajemen waktu yang baik.

1. INTRODUCTION

Learning activities are central to a student's life, as the success or failure of educational goals largely depends on how students engage with the learning process. The primary responsibility of students in school is to learn, and through learning, they can develop to their fullest potential according to their abilities. Achieving strong academic results requires students to manage their study time effectively and make good use of their free time. However, many students struggle with time management, which often leads to difficulties in completing assignments and

maintaining discipline. According to Schunk (2012, p. 545), time management is a common issue for both children and adults. School counselors recognize that poor study time management is a major factor contributing to academic challenges faced by students. The optimal study time varies for each student, depending on factors such as their schedule, available time, learning environment, and readiness to learn.

Students face various challenges in their learning, including poor memory, inconsistency, lack of concentration, and difficulty managing time. However, one of the biggest obstacles to effective learning is an imbalance in time management. Students often blame time-consuming activities for their difficulties, when in reality, they struggle to manage their time efficiently, which hampers their ability to enhance the quality of their learning. Therefore, to achieve effective learning, students must manage their time wisely to avoid wasting it. Good time management is a key motivator for students, helping them stay engaged and preventing boredom with their studies, which can lead to improved academic performance. Ineffective study habits and poor time management often result in low academic achievement and a lack of respect for time. Students need to develop and apply time management skills in their daily lives to avoid common complaints about insufficient study time or lack of relaxation time (Febriani, 2012).

In essence, students often find it challenging to organize and utilize their time effectively for learning amidst their daily activities. This highlights the need for students to manage their time efficiently during school learning activities. Time management is about using time effectively and efficiently to achieve both short-term and long-term goals, including life goals beyond school. Effective time management also involves planning activities in a well-organized and thoughtful manner (Hidayanto, 2019). It is the ability to use time in such a way that goals are achieved. Time is an irreplaceable resource, and wasting it means wasting life. Similarly, wasting study time is akin to jeopardizing one's future. Unfortunately, many students tend to waste their study time or lack the skills to manage it effectively.

In the study Time Management: From Theory to Learner Self-Awareness by Wahidaty (2021), seven key practices are identified for effective time management, enabling students to optimize their competencies. These practices include setting age-appropriate goals, establishing a priority scale for important versus unimportant tasks, creating and adhering to schedules with awareness, being assertive against distractions, maintaining self-discipline, avoiding procrastination to prevent task accumulation, and minimizing wasted time by not indulging excessively in preferred or disliked activities. According to the study "The Effectiveness of Time Management Strategies Instruction on Students' Academic Time Management and Academic Self-Efficacy," teaching time management strategies is particularly effective for students with learning disabilities. The findings indicate that this approach significantly improves both academic time management and self-efficacy among these students (Hamid et al., 2015).

Effective study planning and time management positively impact students' academic performance. However, various factors, such as laziness and poor sleep habits, can hinder students' ability to manage their time, ultimately leading to a decline in academic achievement (Alyami et al., 2021). Each student has unique strengths and weaknesses, and mastering time management in learning requires specific skills and methods (Andini, 2016). Optimizing time is crucial because effective learning is closely tied to well-managed time. Time management plays a vital role in the learning process, serving as an internal factor that influences the quality of education. Good time management motivates students, increasing their enthusiasm for learning and preventing boredom, thereby improving learning outcomes (Ginting, 2014). This aligns with the definition provided by Motoh & Saharudin (2020), who describe time management as the planning, organizing, awareness, and oversight of time productivity.

Students are expected to balance their time between studying, playing, and other social activities. However, many struggle with this balance. Research by Sari (2018) found that some students are so engrossed in playing games late into the night that they neglect their schoolwork, often completing assignments at school instead. Similarly, Nasrullah & Khan (2015) found that poor academic achievement is often linked to inadequate time management. Common challenges students face include poor memory, inconsistency, lack of concentration, time management difficulties, lack of curiosity, dislike of note-taking, and reluctance to read. However, the most significant issue affecting students' learning quality is unbalanced time management. Students often blame time-consuming activities for their struggles, despite their ineffective use of time, which ultimately hampers their ability to enhance learning quality. Thus, to achieve effective learning, students must manage their time efficiently to avoid wasting it.

At SMP Negeri 2 Semarang, particularly among seventh-grade students, there is a noticeable issue with time management, as reported by counseling teachers. Many students struggle to manage their study time effectively, often due to excessive cellphone use for online gaming. This is reflected in declining grades, irregular study habits,

lack of a study schedule, unpreparedness for learning, and delays in submitting assignments. Additionally, the counseling teacher has not yet provided adequate support to address these issues. Consequently, this study aims to explore the time management practices of seventh-grade students at SMP Negeri 2 Semarang.

2. METHOD

2.1 Research Design

This research was conducted using a descriptive quantitative type that will produce a complete description of the research results. This research approach aims to describe the level of time management of students, the population of the study is class VII students of SMP Negeri 2 Semarang totaling 302 students consisting of 9 classes. According to Sugiyono (2015: 13), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, which are used to examine certain populations and samples, accompanied by random sampling, collecting data using research instruments, in analyzing quantitative or statistical methods aimed at testing hypotheses.

2.2 Location and Year of Research.

This research was conducted at SMP Negeri 2 Semarang, in March 2024-April 2024

2.3 Data Collection

Data collection is a systematic standardized procedure or procedure in the process of collecting research information (data) (Utomo et al., (2024, p. 14). The data collection technique uses a non-test technique, namely the Time Management Likert scale instrument as a score calculation given to respondents using a Google form based on categories including Very Suitable (SS), Suitable (S), Quite Suitable (CS), Not Suitable (TS), and Very Not Suitable (STS). This is to obtain data regarding matters relating to the respondent's situation. According to Sugiyono (2017: 82) "simple random sampling technique is a simple technique because taking sample members from the population is done randomly without seeing and paying attention to the equality or strata that exist in the population". So every seventh grade student at SMP Negeri 2 Semarang gets the same opportunity to be selected as a research sample. When measuring this study, it uses psychological scales to collect research data which contains statements that mention the object being revealed.

2.4 Data Analysis

Data analysis using IBM SPSS Statistic version 27 calculations by the researcher, the determination of the sample applied in this study using the slovin formula with an error tolerance limit of 5% so as to get 172 students to be sampled. This descriptive analysis was conducted to obtain an overview of the time management of seventh grade students at SMP Negeri 2 Semarang.

3. RESULTS AND DISCUSSION

3.1 Results

From the results of the analysis of the time management of seventh grade students at SMP Negeri 2 Semarang, calculated with the help of the IBM SPSS Statistic version 27 application. The time management scale instrument includes 30 statement items that have been given to a research sample of 172 respondents.Previously obtained benchmarks or categorization of the acquisition of this study, namely:

Table 1. Research Categorization

Category	Formula	Interval
Low	X < M - 1SD	X < 81
Medium	M - 1SD ≤ X < M + 1SD	81 ≤ X < 101
High	M + 1SD ≤ X	101 ≤ X

Berdasarkan hasil perhitungan interval kategori tertinggi dan terendah yang telah diperoleh, selanjutnya hasil data keseluruhan mengenai manajemen waktu peserta didik kelas VII di SMP Negeri 2 Semarang dikategorikan ke dalam tiga tingkatan yaitu tinggi, sedang, dan rendah. Klasifikasi tingkat manajemen waktu peserta didik kelas VII di SMP Negeri 2 Semarang disajikan pada tabel 2 sebagai berikut:

Table 2. Percentage of Time Management Score

Category	Formula	Interval
Low	60	36,20%
Medium	72	42,20%
High	40	21,60%
Total	**172**	**100%**

In table 2, it can be seen that students who entered the low classification amounted to 60 students with a percentage of 36.20%, while the medium category amounted to 72 students with a percentage of 42.20%, and also a high classification of 40 students with a percentage of 21.60%.
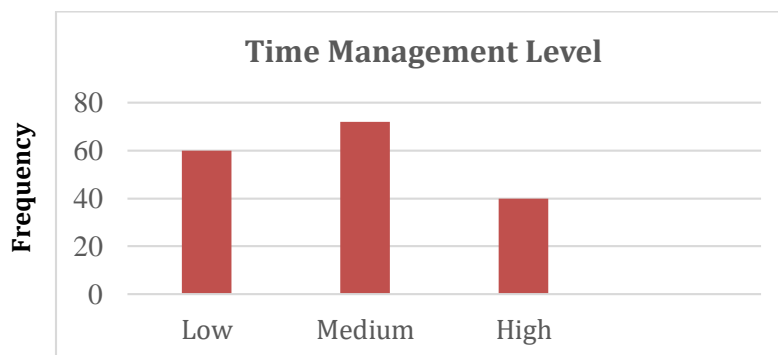
Graph 1. Time Management Level

In addition to the table, for more details, the researcher also provides data in the form of a bar chart graph of the level of time management as shown above.

3.2. Discussion

The time management scale for 172 seventh-grade students at SMP Negeri 2 Semarang revealed that 60 students (36.20%) fell into the low time management category, 72 students (42.20%) were in the medium category, and 40 students (21.60%) were in the high category. Effective learning time management involves self-regulation, which includes planning, scheduling, controlling time, prioritizing tasks, and maintaining an organized approach, as reflected in students' learning behaviors. Hofer (2007) identifies three factors that influence time management: self-regulation, motivation, and goal achievement.

Self-regulation is crucial for effective time management, as it requires students to responsibly balance their time between study and play. The data on seventh-grade students at SMP Negeri 2 Semarang indicate that many fall into the medium category, struggling to balance playtime with study time, which hinders their success in managing time. Research by Vansteenkiste et al. (2005) suggests that higher internal motivation correlates with better time management. However, many students at SMP Negeri 2 Semarang lack the internal motivation to effectively schedule their activities, such as balancing play and study, leading to difficulties in managing time for productive learning. This shows that students generally have low achievement in time management, which affects their environment.

Nurul & Cahyawulan (2020) describe time management as the ability to schedule, organize, and optimize available time for more productive and effective outcomes. The data indicates that seventh-grade students at SMP Negeri 2 Semarang generally have medium-level time management skills, with some students exhibiting low or high levels. Despite being in the medium category, some students still struggle with time management, such as balancing online gaming and completing assignments.

The foundation of time management lies in setting goals, which helps individuals focus on their objectives and plan their actions within the available time to achieve desired outcomes. Goal-setting is the first step before any activity, including learning, as it helps prioritize activities, set time limits, and make use of free time efficiently (Nisa et al., 2019). For students, this means creating a daily schedule that balances study and playtime, as excessive time spent on online games can lead to neglecting study and assignments.

Scheduling activities involves organizing routine and temporary tasks to avoid conflicts, negligence, and rushing. A well-prepared schedule supports students in managing their activities as planned. Factors affecting successful time management include internal factors like recognizing and correcting mistakes, life goals, and the influence of the school environment, all of which contribute to personal development (Nurhidayati, 2016). Understanding these factors is key to helping students improve their ability to manage time effectively in both school and other environments.

In summary, the majority of seventh-grade students at SMP Negeri 2 Semarang (42.20%) fall into the medium time management category. A significant factor contributing to students' difficulties in managing time is self-regulation, reflecting their struggle to effectively organize their daily activities and create useful schedules..

4. RESEARCH IMPLICATIONS

The results of this study can provide the role of counseling teachers in developing good behavior in students at school so that the process of social development of students can develop optimally, so that students have good time management skills.

5. CONCLUSIONS

Based on the analysis and discussion of the research results, it can be concluded that the time management skills of seventh-grade students at SMP Negeri 2 Semarang are generally average, with 72 students (42.20%) falling into the moderate category, 60 students (36.20%) in the low time management category, and 40 students (21.60%) in the high time management category.

Given these findings, the researchers suggest that students should focus more on effective time management by creating daily activity schedules. This practice will help students balance their time between playing online games and studying. Additionally, teachers are encouraged to provide greater motivation to students, fostering a more enthusiastic learning environment at school. A follow-up approach involving parents is also recommended to help reduce the time students spend playing online games, ensuring that they adhere to the schedules they create.

The researchers also recommend that future studies should explore similar topics using descriptive quantitative methods to better understand students' time management practices. Future research could also investigate other factors that affect junior high school students' ability to manage their time effectively.

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AUTHOR CONTRIBUTION STATEMENT

All authors have equal contributions to the article and take full responsibility for the data presented in this article.

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