



THE INFLUENCE OF TIME MANAGEMENT ON LEARNING OUTCOMES OF STUDENTS OF PRE-SERVICE TEACHERS IN LUBUKLINGGAU

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Abstract: The Influence of Time Management on Learning Outcomes of Students of Pre-service Teachers in Lubuklinggau

This study aims to describe the effect of time management on student learning outcomes of Early Childhood Islamic Education in Mathematics and Science Courses at the Al-Azhar Institute Lubuklinggau, South Sumatra Province. The method in this research is a quantitative approach. The sample in this study were third semester students of Early Childhood Islamic Education Study Program, totaling 31 respondents. Data collection instruments: time management questionnaires using Google forms and learning outcomes using test sheets. The data analysis technique uses simple regression by utilizing the SPSS version 20 application. The results of this study show that the results of the simple linear regression analysis test show that the Sig value is $0.000 < 0.05$, so H_0 is rejected. This is also in accordance with the test results of the coefficient of determination showing that R Square is 0.542. Thus, the effect of time management on learning outcomes is 54.2%. So it can be concluded that there is a positive and significant effect of time management on learning outcomes

Keyword: Learning Outcomes, Time Management, Early Childhood Education

Abstrak: Pengaruh Manajemen Waktu Terhadap Hasil Belajar Anak Usia Dini Siswa PAI Al-Azhaar IPA Lubuklinggau

Penelitian ini bertujuan untuk mendeskripsikan pengaruh manajemen waktu terhadap hasil belajar mahasiswa Pendidikan Islam Anak Usia Dini Mata Kuliah Matematika dan Sains Di Institut Al-Azhar Lubuklinggau Propinsi Sumatera Selatan. Metode dalam penelitian ini adalah pendekatan kuantitatif. Sampel dalam penelitian ini adalah mahasiswa semester tiga prodi Pendidikan Islam Anak Usia Dini yang berjumlah 31 orang responden. Instrumen pengumpulan data: angket manajemen waktu menggunakan google form dan hasil belajar menggunakan lembar tes. Teknik analisis data menggunakan regresi sederhana dengan memanfaatkan aplikasi SPSS versi 20. Hasil penelitian ini menunjukkan dari hasil uji analisis regresi linear sederhana menunjukkan bahwa nilai Sig $0.000 < 0.05$ maka H_0 ditolak. Hal ini juga sesuai dengan hasil uji koefisien determinasi menunjukkan bahwa R Square 0.542. Dengan demikian pengaruh antara manajemen waktu terhadap hasil belajar sebesar 54.2%. jadi dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan antara manajemen waktu terhadap terhadap hasil belajar

Kata kunci : Hasil Belajar, Manajemen waktu, Pendidikan Usia dini

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A. INTRODUCTION

Student learning outcomes are determined by internal factors (Pingge & Wangid, 2016) and external (Yuzarion, 2017). The internal factor is interest in learning (Nabillah & Abadi, 2020), motivation (Wahyuni, 2020), study attention (Wahyudi & Neviyarni, 2021), physical condition (Hariyadi & Darmuki, 2019) and learning readiness (Vhalery et al., 2021) while the external factor is the teacher's method of teaching (Maufur, 2020), classroom (Susanto & Rouf, 2020), and social friends (Hapnita, 2018).

Time management is activity planning (Fadli et al., 2020), organizing (Wahidaty, 2021), activating activities (BR KETAREN, 2019) and time productivity monitoring (Kiswati & Chasanah, 2019). According to time management is a person's activities in the context of control and regulation of a certain time so that the activity becomes more productive (Nisa et al., 2019). Meanwhile, according to time management, it is more about how a person divides and manages time so that various activities maximize work productivity (Effendi et al., 2020). According to time management is the way a person divides the time he has. Time management is an obligation that must be owned by someone in order to maximize 24 hours in one day (Tanjung & Yunus, 2022). According to time management is a person's way of controlling time so as to create effectiveness and productivity (Nono et al., 2019).

The role of time management is very necessary in maximizing time. Students must be good at managing their time (Munastiwi, 2019), one of the determinants of learning outcomes (Kristy, 2019). The goal of time management is to get more work done (Pasaribu et al., 2020), and jobs get better (Sitepu, 2018). The important role of time management in business (Atmaja, 2018), can affect success in the world of education time management can lead someone to achieve graduation on time (Pratiwi, 2020).

Some students in Islamic education study programs for early childhood work while studying. Mathematics and science courses need time to understand and complete some of the assignments given by the lecturer. As well as for this semester lectures are no longer held online but are held face to face. So, students need to manage their own study and work time. So, students need to manage their own study and work time. If during Covid they could study anywhere and anytime, during face-to-face lectures they had to carry out lectures according to the schedule set by the university regarding the assignments given by the lecturers, they had to be able to arrange the time to complete the tasks assigned to them. given.

Time management needs to be done efficiently and effectively. Efficient is getting the job done on time (Martono, 2019), fast (Revida et al., 2021) and satisfying (Parinduri et al., 2020) while effective is on target regardless of the costs that come out (Larasati Ahluwalia, 2020). Effective and efficient is one of the main goals of time management (Wati & Himmi, 2018). Effective time management is useful for students, students and for other people (Khiat, 2022).

Based on the results of an interview on Monday, August 1, 2022, to the lecturer in the third semester of mathematics and early childhood science courses, that there were several students who worked while studying. Specifically for students who work while studying, they need to have a solution by setting their own time, so that work can continue and lectures can be carried out properly. Especially arrangements in terms of making assignments from lecturers.

Previous studies have analyzed time management comparisons (Hidayah et al., 2018), time management in covid times (Surur & Nadhirin, 2020), time management contribution (Dewi, 2019), time management skills (Hismanoglu & Uz, 2021). Seeing the importance of this, it is necessary to do research. continuation with the title "The Influence of Time Management on Student Learning Outcomes. Islamic Education. Children. Age. Early Age. Islamic Institute of Al-Azhaar Lubuklinggau". The results of the research are expected to contribute to time management especially for Early Childhood Islamic Education students and can become policies or guidance to students later regarding time management so that students can graduate on time.

B. METHOD

This research is a quantitative descriptive research. Place of research at the Al-Azhar Institute of Islamic Religion Lubuklinggau. Time This research was conducted for four months, from July to the end of November 2022. The population of this study is Semester one, three, five, seven totaling 163 people. The sample of this research is semester 3 consisting of two classes, namely 3(early childhood Islamic education) 1 and 3(early childhood Islamic education) 2 totaling 31 people.

Table 1. Data of Early Childhood Islamic Education Students Al-Azhaar Institute of Islamic Studies Lubuk Linggau, South Sumatra Province Academic Year 2021/2022

No	Semester	Number of people
1	One	37
2	Two	64
3	Five	36
4	Seven	26
Total		163

Sampling using purposive sampling, namely samples determined by certain considerations by researchers (Campbell et al., 2020). The considerations in this study are students who work while studying and who have worked for at least 6 months at the place where they work. The research sample was 31 third semester students in the Islamic Early Childhood Education study program at the Al-Azhar Islamic Institute Lubuk Linggau, South Sumatra Province, Indonesia. The research samples were all female

C. RESULTS AND DISCUSSION

Classic assumption test

Normality test

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		31
Normal Parameters ^{a,b}	Mean	.0E-7
	Std. Deviation	6.63462620
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.107
Kolmogorov-Smirnov Z		.891
Asymp. Sig. (2-tailed)		.405

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the normality test with the Asymp value. Sig sebesar $0.405 > 0.05$. So according to the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed.

Linearity test

Table 3. Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar * Manajemen Waktu	Between Groups	(Combined)	1891.966	6	315.328	7.630	.000
		Linearity	1563.323	1	1563.323	37.826	.000
		Deviation from Linearity	328.643	5	65.729	1.590	.201
	Within Groups		991.905	24	41.329		
	Total		2883.871	30			

Based on 1) the value of Fcount is $1.59 < F_{table} 2.62$, it can be concluded that there is a significant linear relationship between the variables of time management and learning outcomes and 2) the value of the deviation from linearity sig is $0.201 > 0.05$, it can be concluded that there is a significant relationship between the variables time management and learning outcomes.

Heteroscedasticity test

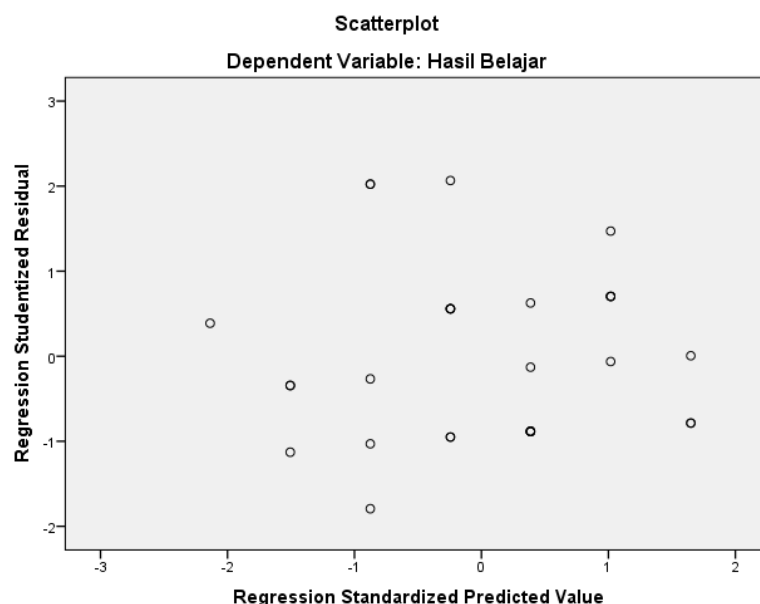


Figure 1. Heteroscedasticity Test Results

Based on. Figure 1 above shows that: the data points spread above and below or around the number 0, the dots do not gather only above or below. The distribution of data points does not form a wavy pattern, widens then narrows and widens again and the distribution of data points is not patterned, so that in the regression model there are no symptoms of heteroscedasticity.

Based on the results of the classic assumption test, all are met, so it can proceed to the next namely Simple regression test

Table 4. Big Relationship Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 ^a	.542	.526	6.74805

a. Predictors: (Constant), Manajemen Waktu

b. Dependent Variable: Hasil Belajar

Based on table 4; 1). The relationship between time management and learning outcomes is 0.736, which is strong and 2). R Square, the simultaneous contribution or contribution of management variables to learning outcomes is 54.2% while 46.8% is determined by other variables.

Table 5 Output SPSS Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.979	12.023		.248	.806
Manajemen Waktu	.911	.155	.736	5.859	.000

a. Dependent Variable: Hasil Belajar

Based on. significant value. in table 5 is $0.000 < 0.05$, then according to the basic decision-making T test it can be concluded that: H_a is accepted, so time management partially influences learning outcomes.

This research is supported by research stated that time management contributes to student achievement (Dewi, 2019; Motoh & Saharudin, 2020) . which states that there is no effect of time management in Islamic boarding schools on student learning outcomes. Meanwhile, research conducted by (Motoh & Saharudin, 2020) supports the research that has been done with the results of his research that the time setting affects the student's report card scores.

D. CONCLUSION

The results of this study are that there is an effect of time management on the learning outcomes of Early Childhood Islamic Education students at the Al-Azhar Institute Lubuk Lingga, South Sumatra Province

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