The Relationship Between Time Management and Learning Achievement of Midwifery Students at STIKes Bhakti Pertiwi Indonesia

Partono Siswosuharjo¹, Ewin Suciana²
Program Studi Sistem Informasi – Universitas Muhammadiyah Banten¹,²
e-mail: partonosiswosuharjo@stmikmbanten.ac.id¹, sucanaewin@gmail.com²

Abstract
Time management is a personality development technique that teaches students effective ways to use time and format it for needs. In time management, students are trained to manage time efficiently by planning, organizing, directing and monitoring time in order to achieve predetermined goals, starting from preparing activity schedules, priority scales, time estimates for an activity, to evaluating the implementation of activity schedules. that has been created, so that every moment you have can be used productively. The general aim of this research is to determine the relationship between time management and the learning achievement of Midwifery students at STIKes Bhakti Pertiwi Indonesia. This research is an analytical research that uses a survey method with a cross-sectional approach. The data used is primary data with research instruments in the form of questionnaires and secondary data regarding student learning achievements as seen from student achievement index scores. Based on the research results, it was concluded that of the 37 respondents studied, 51.4% of respondents had good time management and the highest learning achievement was between 3.26-3.50 (70.2%), and there was a significant relationship between time management and achievement. student learning.

Keywords: Time Management, Learning Achievement, Students, Personality

Introduction
The world of students is a dynamic world. Because of its dynamism, many students are not careful in managing their daily time. For them, the world of higher education feels so busy, that some people are stressed, feel pressured and their lifestyle is not well organized. This is caused by poor student time management. The quality of education in Indonesia is still very worrying. This condition can be seen from the average ability of students in Indonesia which is still very low, so that their learning achievements are not optimal. The low quality of education cannot be separated from the
problems that arise during the learning process.

Based on a survey conducted by Dien Novita in 2000 on 2150 students in Jakarta, it was found that the actual problems they faced were low absorption, memory, concentration, difficulty managing time, lack of interest in studying, taking notes and reading. Most students are unable to manage their time well and effectively, and quite a few of them even feel they lack time to study. Often the problem that arises is not because there are too many activities that take up time, but rather that the management and use of time is still not good, so that they always have difficulty dividing their activity time which includes study time, work time, social activities and time for themselves effectively.

Time management is a personality development technique that teaches students effective ways to use time and format it for needs. In time management, students are trained to manage time efficiently by planning, organizing, directing and monitoring time in order to achieve predetermined goals, starting from preparing activity schedules, priority scales, time estimates for an activity, to evaluating the implementation of activity schedules. that has been created, so that every moment you have can be used productively.

Whether or not the learning outcomes achieved by students depend on how they respond to the time they have. Although not absolute, good time management also determines student success in studying. Successful students attend class more often and are more loyal to the schedule they have prepared, and have more complete notes and study time.

According to research conducted by Dien Novita in Jakarta in 2000, students with high academic abilities and achievements tend to pay close attention to study time, have ways to overcome boredom in studying, and pay close attention to the balance between studying, rest and activities. They not only make a schedule, but also take more into account the time and benefits. Meanwhile, students with moderate and lower abilities generally study according to their mood, so they are not efficient. On the other hand, it is not uncommon for students to achieve lower achievements than what is possible with their true potential. Some things that can cause this are psychological obstacles such as feeling low self-esteem, lack of confidence in yourself and low motivation and personal discipline.

Many things influence a student’s learning achievement, including the quality of students accepted by an educational institution. Campuses with student input whose average abilities are good will also have good learning achievements.

a. Talent, interest, motivation, cognitive aspects and other factors also determine learning achievement apart from time management. In several facts, it was found that those who have good achievements have a tendency to manage their time well too.

b. From the description above, it can be seen that time management has an influence on the student learning process. Although there are many other
factors that influence it, this can be one of the determinants of achieving the targets or learning objectives that have been set.

c. Karya Husada Jakarta Polytechnic is one of the milestones in creating quality competent human resources in the health sector, and is a community effort to improve better education, especially in the health sector. Apart from that, Midwifery STIKes Bhakti Pertawi Indonesia also has good academic achievements. In Tasik, the relationship between time management and learning achievement has never been studied, so it is deemed necessary to research the relationship between time management and the learning achievement of Midwifery students at STIKes Bhakti Pertawi Indonesia.

d. The general aim of this research is to determine the relationship between time management and the learning achievement of Midwifery students at STIKes Bhakti Pertawi Indonesia. While the specific aim is to find out:

e. Time management patterns of Midwifery students at STIKes Bhakti Pertawi Indonesia
f. Learning achievements achieved by Midwifery students at STIKes Bhakti Pertawi Indonesia
g. The relationship between time management and learning achievement of Midwifery students at STIKes Bhakti Pertawi Indonesia.

Method

This research is an analytical research that uses a survey method with a cross-sectional approach. The data used is primary data with research instruments in the form of questionnaires and secondary data regarding student learning achievements as seen from student achievement index scores. The population in this study were all Midwifery students at STIKes Bhakti Pertawi Indonesia in 2022, namely level 1 students. Level 1 students at Midwifery STIKes Bhakti Pertawi Indonesia who answered the questionnaire in the period 22-23 January 2022, namely 37 respondents. The research was conducted at STIKes Bhakti Pertawi Indonesia. The research and data collection time was carried out in the period 22-23 January 2022.

1. Operational Definition

a. Student. All students at STIKes Bhakti Pertawi Indonesia Midwifery level 1, totaling 37 people.
b. Learning achievement. The average score obtained by students from all existing courses is in accordance with the recapitulation of scores, using the master table measuring tool, the measuring criteria are Very good: average score 3.51 - 4.00; Good: average value 2.75 - 3.50; Fair: average value 1.99 - 2.74 (Source: Assessment Reference According to Muhibbin Syah), and uses an ordinal scale. (6)
c. Time management. The values obtained from the results of time management measurements include:
  • List of activities that will be taught
  • Priority scale for each activity
• Estimated time required to complete each activity
• Time allocation for each activity
• Evaluate schedule implementation
d. By using a questionnaire measuring instrument. The questionnaire used consists of 40 statement items, where statements number 1-9 are about compiling a list of activities, 10-16 are about the priority scale of activities, 17-22 are about activity time estimates, 23-28 are about activity time allocation and statements 29-40 are about evaluation. implementation of the schedule. Of the 40 statement items, there are 17 negative statements, namely statements number 11, 12, 13, 16, 19, 20, 22, 23, 24, 26, 27, 32, 33, 34, 35, 36 and 37, while the rest are positive statements
e. Good measurement criteria: if the value obtained is ≥ median T; Bad: if the value obtained is < median T (Source: Educational Assessment and Research, according to Sudjana), and uses an ordinal scale.

2. The variable being measured
a. Time Management. Time management is measured as an independent variable, using a questionnaire regarding time management which covers 5 aspects. Categorized into good and bad, which are measured in percent.

b. Learning achievement. Learning Achievement is obtained from the average student score for all existing courses. Grouped using an ordinal scale using the categories very good, good and fair, which are measured in percent.
c. The Relationship between Time Management and Achievement. The close relationship between time management and student learning achievement was carried out using the Fisher Exact statistical test.

3. Data Analysis
a. Univariate Analysis. The scores of each respondent are categorized into standard objective criteria, namely: good and bad.
b. Bivariate Analysis. The aim is to see the relationship between the dependent variable (learning achievement) and the independent variable (time management). To determine the relationship between time management and student learning achievement, a statistical test was carried out using SPSS 15 for Windows. Statistical tests were carried out using Fisher Exact.

Result
1. Time Management for Midwifery Students at STIKes Bhakti Pertiwi Indonesia in 2022
### Table 1: Respondents' Assessment of Time Management Aspects

<table>
<thead>
<tr>
<th>Time Management Aspect</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Bad</td>
<td></td>
</tr>
<tr>
<td>Preparation of a list of activities</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Priority scale</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Estimated time</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Evaluation</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>Average (mean)</td>
<td>19</td>
<td>18</td>
</tr>
</tbody>
</table>

Based on Table 1, it appears that the average of respondents who had a good opinion of the 5 aspects of time management was 51.4% (19 people) and bad 48.6% (18 people).

### Table 2: Student Learning Achievements in 2022

<table>
<thead>
<tr>
<th>Value Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,75-3,00</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>3,10-3,25</td>
<td>4</td>
<td>10.8</td>
</tr>
</tbody>
</table>

Result on Table 2 shows that 70.2% of students (26 people) achieved between 3.25-3.5.

### Table 3: Distribution of Respondents Based on Student Achievement and Time Management

<table>
<thead>
<tr>
<th>Value</th>
<th>Time Management</th>
<th>Total</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,75-3,00</td>
<td>Good 0 % Bad 100</td>
<td>100 1</td>
<td></td>
</tr>
<tr>
<td>3,10-3,25</td>
<td>Good 0 % Bad 3 100</td>
<td>3 0.006</td>
<td></td>
</tr>
<tr>
<td>3,26-3,50</td>
<td>Good 15 % Bad 12 44.4</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3,51-3,75</td>
<td>Good 4 % Bad 2 33.3</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 3, the worse the time management, the lower the learning achievement score (< 3.26). Statistically this relationship is significant (p<α).

### Discussion

1. **Time Management**

In this study, time management was measured by five aspects of time management for 37 respondents. From the results of research on the priority scale, 40.5% of respondents were in the good category (15 people) and 59.5% (22 people) in the bad category. Those who fall into this bad category are generally due to a lack of ability to determine the priority scale for all planned activities and a lack of discipline in carrying out these priorities or prioritizing activities that are not priorities.

From the research results, it was found that the respondents' time allocation was in the good category, namely 56.8% (21 people) and the bad
Students who fall into this good category, they always study when they can concentrate and they don't let it pass by so they are better able to know when they have effective time. The key to successful time management is not delaying the most important work, this means giving all your ability to carry out the most important things from the right time allocation.

2. Learning Achievement

Based on Table-3, respondents who had greater learning achievement were on a scale of scores between 3.25-3.5 as many as 70.2% (26 people) and the lowest were on a scale of scores of 2.75-3.00 as many as 2.7% (1 person). This is because the learning achievements of STIKes Bhakti Pertiwi Indonesia Midwifery students do not vary much, as shown by the majority being on a larger scale of scores, namely between 3.25-3.5, with 70.2% (26 people).

3. The Relationship Between Time Management and Learning Achievement

According to the results of the research conducted, it was found that there was a significant relationship between time management and student learning achievement. This is indicated by P-Value<0.05 or 0.006<0.05. These results can show that the better time management students have, the better the achievements they can achieve. Likewise, vice versa, the worse the time management a student has, the lower the learning achievement that the student can achieve.

Time management allows students to organize and format the time they have according to their needs. In this case they are taught how to use time in a directed, effective and efficient manner. Both time for studying and for other activities. The better the management of study time by paying attention to the balance of time for other activities, the better the influence on the learning achievements that can be achieved.

According to Cipta Ginting, the way time is used greatly influences not only achievements, but also career and life. Knowing all the principles and techniques of studying is useless if you cannot divide and use your time well. Apart from that, according to Muhibbin Syah, there are many other factors that influence a person’s learning outcomes, such as internal factors, which include physical and psychological conditions such as talents, interests, intelligence, motivation and cognitive abilities. Apart from internal factors, there are still external factors that also influence learning outcomes such as the natural, social and instrumental environment.

However, time management also contributes to student achievement because it is not uncommon for students to achieve lower performance than what is possible with their true potential due to poor time management.

Before someone has the will to decide whether to study or not, within that person an awareness of their need arises. When a student realizes their need for achievement, it will encourage them to make efforts that support the fulfillment of this need.

So it can be concluded that there is conformity with the research results obtained with existing theory. Time
management does have a relationship with learning achievement, but there are still many other factors that influence a person’s learning achievement. Economy, environment, school quality, intelligence, effort, interest and motivation have an influence on the achievements they obtain.

Summary

Research conducted on 37 respondents showed that 51.4% of respondents had good time management and the highest learning achievement was between 3.26-3.50 (70.2%). So it can be concluded that there is a significant relationship between time management and student learning achievement.

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