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Time Management Implementation in Daily Activities During Pandemic

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A B S T R A C T S

During the Covid-19 pandemic, education requires online learning. The online system is a solution for Education in teaching and learning practices. The purpose of this study was to determine the understanding of elementary school students about the implementation of time management in daily activities during the pandemic. The research method used is quantitative, with a sample of 16 respondents from a population of 33 students. The results of the study show that there are still not many students who understand time management. With the presentation of learning in the form of videos, students' understanding in listening and curiosity increases. The results obtained that the number of pre-tests was only 74.39%, after being given the material and post-test the questionnaire increased to 94.25%.

A R T I C L E I N F O

1. INTRODUCTION

During the Covid-19 pandemic, it had a very big impact on the world of education, in the practice of education in Indonesia, it required students to switch to online distance learning which is commonly referred to as an online system. The Ministry of Education and Culture issued Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period for the Spread of Covid-19. Problems during the pandemic, time, location and distance. So that distance learning is one solution to find out the obstacles in face-to-face learning (Herliandry *et al.,* 2020). Distance learning is training provided to participants or students who do not gather together in one place regularly to receive lessons directly from the instructor. In reality, it is possible for the instructor and the participants to be separated not only geographically but also time (Prawiyogi *et al.,* 2020).

Time management is a person`s ability to organize or manage everything he has planned with other people, in order to achieve what has become a common goal, with effective management we can overcome all possibilities that occur. Time management is a goal that we can achieve, especially for those who are motivated. In addition, you can set goals and dreams for the short and long term (Saragih, 2017).

Many studies discuss time management from theory to self-awareness of students that describe and analyse time management and the solutions given to students during a pandemic so that students must be able to set goals to be achieved according to their age, create and arrange a schedule that must be accompanied by awareness, and minimize time wasted by not wasting on things you enjoy (Wahidaty, 2021). Other related studies have also been carried out on students at Mt's Ddi Ready to show that time management in Islamic boarding schools does not have an impact on student learning outcomes at MTs DDI Ready (Motoh & Saharudin, 2020). Other studies have shown that fulfilling aspects of time management can help in managing the online learning process. These aspects are setting goals, setting priorities, setting schedules, being assertive, being assertive, avoiding procrastination, minimizing wasted time, and controlling time (Surur & Nadhirin, 2020). Then another study showed that the higher the time management of students eating, the higher their learning independence. Vice versa, the lower the student's time management, the lower the learning independence will be (Syartissaputri *et al.,* 2017). The same research was carried out by nursing students who were in the fairly good category, namely 42 people (76%) with the result that students were able to manage their time well so that it would have an impact on achieving maximum learning outcomes (Safuni *et al.,* 2020). Based on previous research, there are not many studies that discuss time management in daily activities during the pandemic.

The purpose of this study is to determine the understanding of elementary school students about time management in daily activities during the pandemic. This research adopts a quantitative method, the data collection comes from the activities of filling in the pre-test and post-test questionnaires of elementary school students. The results show that after exposure in the form of learning videos, there is an increase.

2. THEORETICAL FRAMEWORK
2.1 Covid-19 pandemic

Coronavirus disease (Covid-19) originated from China, namely the city of Wuhan which spread throughout the world including Indonesia. A pandemic is the spread of a disease or outbreak in the territory of various countries and is a large-scale epidemic. The pandemic

has been officially declared by the World Health Organization (WHO) on Wednesday 11 March 2020 (Chusna & Utami, 2020).

2.2 Implementation

Implementation is the process of obtaining results that meet the goals or objectives of a policy itself. The place where the implementers carry out one or more activities (Bendriyanti & Zulita, 2012). Therefore, it can be concluded that the implementation is a testing process between concepts.

2.3 Time management

Each individual will make time arrangements in line with their needs in carrying out their activities (Mulyani, 2013). According to Sandra (2013) Time management is the ability to allocate time and resources to achieve goals. Creating a balance between work and personal life. Time management is not only time management, but more importantly how to use time. Those who can manage time will prioritize the various tasks at hand, first focusing their time and energy on the important tasks.

2.4 Time management strategies for students

During the pandemic, there are several management strategies for students. Time management plays a role in the formation of self-regulated learning. As far as self-regulation in learning is concerned, self-regulation in learning is carried out independently by deploying a series of actions aimed at achieving learning goals or objectives through the use of cognitive strategies, behaviour and motivation. There are three strategies, including:

(i)   Set bedtime
        Children aged 5-12 years need 10-11 hours of sleep per day. Consists of 8-9 hours of sleep at night and 2 hours during the day.
(ii)   Set meal times
        In eating activities need to be considered, because it affects health. One example is eating for an hour without doing other activities such as playing mobile phones, etc
(iii)   Set a person al schedule
        Activities create a detailed daily schedule that contains simple activities. Like doing school assignments or playing games so that this may include activities can be well completed with good planning as well. The daily schedule has been readjusted for students based on the COVID-19 daily schedule for elementary school age from the escort COVID19 site administrator team (Mulyani, 2013). In **Table 1**, the daily schedule for COVID-19 is based on daily activities during the pandemic. The time management material provided is a factor for students in increasing discipline, responsibility, and being able to optimize time efficiency during the Covid-19 pandemic.

3. METHODS

This study used quantitative method. The subjects of this study were 33 students of class 5f and a sample of 16 students with details of men as much as 50% (8 students) and women as much as 50% (8 students) at elementary school 026 Bojongloa Bandung, West Java, Indonesia. Data collection techniques were generated from online questionnaires via google form. This research is divided into 2 stages, that is, before receiving the video learning materials, students complete 10 pre-test questions with two selection instructions (yes and no), and then process the students in the form of learning videos. Quantitative research with realistic and objective philosophical beliefs, different researcher haves the same

conclusion about the objects of the phenomenon under study/ the authenticity of the phenomenon exceeds the subjectivity of the human being as an observer (Gumilang, 2016).

4. RESULTS AND DISCUSSION
4.1 Students Demographics

Information about the condition of students in class 5f. At the time of filling out the pre-test and post-test the students already knew the procedure for filling out the questionnaire, so there were no obstacles. After being given the video material and post-test questions Most of them already know how to manage their time and how to do their homework properly. However, some students still lack understanding of implementation and time management. Aspects of students' abilities in terms of student development can be used as the basis for carrying out the teaching and learning process. In addition, students have problems understanding information about time management in daily activities during a pandemic.

4.2 Phenomena in the learning process

From the student demographics above, we made preparations to conduct this research, starting from discussions with the principal and then preparing material in the form of videos. Some of the steps carried out are as follows:
(i)   In the first session, we conducted socialization to school principals to explain the background, objectives, and technical research that will be given, and asked about understanding the implementation of time management for students during a pandemic.
(ii)   In the second session, we gave pre-test questionnaires to students to find out more details about the implementation of time management for students.
(iii) In the third session, we gave a presentation in the form of video material on the implementation of time management for students during a pandemic.
(iv)   In the fourth session, we gave a post-test questionnaire to students to determine the level of understanding after the students watched the video.
(v)   In the fifth session, we concluded that the students' level of understanding was based on the pre-test and post-test charts.

4.3 Pre-test and Post-test results

This research activity was carried out online through the WhatsApp group 5f class, and an online questionnaire was distributed to students through Google to understand the implementation of time management in daily activities during the epidemic. **Table 2** explains some of the questions. There are two questionnaires, namely pre-test and post-test, which are distributed to students in the fifth grade of elementary school. This questionnaire contains 10 questions about the implementation of time management in daily activities during the epidemic. Subsequently, we introduced the implementation of time management in the form of learning videos. After the students listened to the video, we distributed a questionnaire with the same questions to the students to understand the speech they heard.

The graph shows that the comprehension rate of the students on time management at the initial test was 74.39%. After students received the materials in the form of time management learning videos, their understanding rate increased to 94.25%. It can be seen that learning media in the form of video can make it easier for students to listen and

increase their knowledge quickly. Other results show that students are successful in understanding the learning process with effective video media (Yuanta, 2020).

Table 1. COVID-19 daily schedule elementary school age.

Time	Activity	Activity Description
Before 6 am	Up early	Make your bed, pray, take your temperature and exercise in the morning
06.00-07.00	Breakfast, get ready	Breakfast, shower, brush teeth, get dressed, put dirty clothes in laundry
07.00-12.00	Academic Time	Studying, during breaks to eat snacks
12.00 – 13.00	Have lunch	Help prepare meals, eat together and after eating wash dishes.
13.00 – 14.30	Academic Time	Doing school assignments that need to be online/computer.
14.30 – 15.30	Relaxing schedule	Take a break, take a nap, read or play
17.00 – 18.00	Evening takes a bath	Playing mobile
18.00 – 19.00	Dinner	Cook together, set the table and eat together
19.00 – 20.00	Watch or play	Watch TV
20.00	Go to sleep	Brush your teeth, change into your pyjamas and sleep.

Table 2. Student pre-test and post-test result.

Number	Question	Pre-test	Post-test
1	Do you know the meaning of implementation?	37.5%	92.9%
2	Do you know about time management?	62.5%	100%
3	Do you know the meaning of time management?	56.3%	92.9%
4	Do you know the time management system??	62.5%	85.7%
5	Did you know time management is important?	81.3%	100%
6	Do you already know any strategies for time management?	43.8%	92.3%
7	Can you manage the time?	100%	92.9%
8	Do you know the sleeping hours for students?	100%	100%
9	Can you schedule your daily activities during the pandemic?	100%	92.9%
10	Have you been able to finish the job well?	100%	92.9%

4. CONCLUSION

Based on the research that has been done, it can be concluded that the material about time management is not widely known by students. However, in practice, students are able to implement time management well. The results obtained that the number of pre-tests which was only 74.39% after being given the material and post-test questionnaire increased to 94.25%. So, the difference is 19.86% of students can understand the presentation in the form of videos about the implementation of daily time management during the pandemic.

5. ACKNOWLEDGMENT

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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