

Relationship of Online Learning Methods with Time Management of During The WFH Due to Covid 19 Pandemic in North Sumatera

Pomarida Simbolon¹, Nagoklan Simbolon²

STIKes Santa Elisabeth Medan Jalan Bunga Terompet No. 118 Medan

ARTICLE INFO

Keywords:

online learning method, COVID 19, time management

ABSTRACT

Time management is a self-regulatory individual in using time as effectively and as possible which is influenced by several factors such as self regulation, motivation, and learning methods. The purpose of this research is to know the relationship of online learning methods with the management of duration of student study time during WFH due to pandemic Covid19 in North Sumatera province. This type of research is correlational design with Cross sectional research design. The population in the research of all students in North Sumatera province with a sample number of 96 people. Sampling techniques using accidental sampling. Data collection using a questionnaire sheet. Analyze data using Chi Square test. The results of the study gained an online learning method of both 82 people (85.4%), a time management study of both 70 people (72.9%). Chi Square test results obtained p-value = 0.006 (P< 0.05). This indicates there is an online learning method relationship with the management of duration of student study time during WFH due to pandemic Covid19 in North Sumatera province. It is hoped that students can perform better online learning in order to better improve their self-discipline in managing their time, especially in the duration of time management for good learning.

E-mail:

pomasps@yahoo.com

Copyright © 2020 Science Midwifery.

1. Introduction

Time management is all forms of efforts and actions of an individual that are carried out in a planned manner or can be interpreted as individual self-regulation in using time as effectively and efficiently as possible by planning, scheduling, controlling time and always making a priority scale according to their interests and the desire to be organized (Gasim, 2016). The effectiveness of time management carried out by students makes all learning activities more focused and will get used to time discipline (Handayanti, 2016). A survey conducted by Agustamania, 2017, there were 75% of students who prioritized their attendance during college time management. (Agustamania, 2017).

Factors that affect the management of a person's learning time are gender, age, delegation of tasks, activities outside of college, self regulation, motivation, and goal achievement. (Fitriah, 2016). Supported by research conducted by Setiawan, 2020 suggests that the implementation of distance learning using the Online method in Kudus Regency shows that students and teachers have difficulty adapting to the platform used as well as difficulties in managing study time or implementation time and self-discipline (Setiawan, 2020). It can be concluded that the online learning method is one of the factors that affect a person's learning time management.

According to Ristekdikti (2019), online learning is a distance learning process carried out by requiring interaction between students and lecturers / tutors, or students and students mediated by ICT-based media. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions (Firman Rahayu, 2020). Learning online or online (in a network) is carried out through various applications that can support the learning process starting from face-to-face applications such as zoom, google meet, and other online media platforms such as google classroom, whatsapp group, etc. (Suhada, 2019).

The United Nations organization in charge of education, science and culture, UNESCO said that more than 1.5 billion students in the world cannot study in school due to the virus from Wuhan, China (Abidin, Zainal, et. Al 2020). The Ministry of Education and Culture (Kemendikbud) conducted a survey of 230,000 students about their experiences in taking distance learning or online lectures during the coronavirus (Covid-19) pandemic (Kemendikbud, 2020).

Based on several initial surveys that have been conducted regarding the implementation of online learning during the Covid-19 pandemic, more than 60% of students stated that they were used to implementing online learning and half of the respondents stated that the online system made the process easier. However, there is a tendency for students to be faced with several obstacles, both

Science Midwifery

technical and related to understanding learning (Farida, 2020).

The implementation of distance learning using the online method shows that students and teachers have difficulty managing study time or implementation time and self-discipline (Setiawan, 2020). The purpose of this research is to find out the relationship between online learning methods and management of student study time duration during WFH due to the Covid19 pandemic in North Sumatra Province in 2020.

2. Research Methods

This study used a correlational research design with a cross sectional study design, which is a type of research that emphasizes the observational measurement time of the independent and dependent variable data only once at a time. In this type, the independent and dependent variables are assessed simultaneously at a time. Of course, not all research subjects must be observed on the same day or time, but both the independent and dependent variables are assessed only once (Nursalam, 2020). The population in this study were all students in North Sumatra Province who were affected by the COVID-19 pandemic. Sampling was done by accidental sampling technique. The sample size in this study is determined by the Lemeshow formula. The sample in this study were 96 students. The research instrument was conducted to obtain information from respondents, and the researcher used an online questionnaire to collect data. Data collection was carried out in May 2020. Data collection from respondents in North Sumatra. The data analysis used in this research was test Chi Square. This analysis is very useful in finding relationships and testing hypotheses between two or more variables.

2.1 Research Result

Table 1

Frequency Distribution of Respondents Based on Data on Student Online Learning Methods during the WFH due to the Covid19 Pandemic in North Sumatra Province

No	Online Learning Method	F	%
1.	Good	82	85.4
2.	Less	14	14.6
Total		96	100

Based on table 1, it can be seen that the respondents have the most percentage of online learning methods as many as covid19 in 2020 as many as 82 people (85.4%).

Table 2

Frequency Distribution of Respondents Based on Time Management of during WFH due to the Covid19 Pandemic in North Sumatra Province

No.	Time Management	F	%
1.	Good	70	72.9
2.	Not good	26	27.1
Total		96	100%

Based on table 2, it can be seen that the most respondents have good management of duration t as many as 70 people (72.9%).

Table 3

The results of cross tabulation between the relationship between online learning methods and time management of during the WFH due to the Covid19 Pandemic in North Sumatra Province

Online Learning Methods	Time Management				Total		p - value
	Well		Less		F	%	
	F	%	f	%	F	%	
Well	64	78.0	18	22.0	82	100.0	0.006
Less	6	42.9	8	57.1	14	100.0	

Based on the results in table 6, it is obtained Chi-square statistical test results obtained p-value 0.006 ($p < 0.05$), H_a is accepted or H_0 is rejected, which means that there is a significant relationship between online learning methods and time management of during the WFH period due to the COVID19 pandemic in North Sumatra Province. 2020 year.

3. Discussion

3.1 Online Learning Methods and Time Management of Student during WFH Due to the Covid19 Pandemic in North Sumatra Province

The subjects of this study were students in North Sumatra Province who were affected by the COVID19 pandemic. From the results of the frequency distribution of online learning methods, it is known that 82 students (85.4%) showed good online learning methods, 14 students (14.6%) were less. This means that the subject in this study is in accordance with the opinion of Hasanah (2020), that the implementation of online learning activities for FTK students of UIN Sunan Gunung Djati Bandung is running "quite well". This underlies that the implementation of student online learning activities goes quite well in its implementation. From the five characteristics of online learning activities, which include the spirit of learning, literacy in online learning technology, intrapersonal communication activities, collaborative activities, and independent learning, it can be concluded that on average, they run quite well.

In the frequency distribution of student learning duration management, it is known that 70 (72.9%) are in the good category, and 26 students (27.1%) indicate that the management of the duration of learning time is in the poor category. This is in accordance with the opinion Noprianty (2019), students have good overall time management (53.3%). For short-term planning, most of the students had good time management at 58.6% with the highest statement on the point of "prioritizing priority setting". For attitudes towards time, students have good time management at 61.5%, with the highest statement being on the point of "being responsible to yourself". Meanwhile, long-term planning has good time management at 50.9% with the highest statement at the point "if you have a task, you prefer to do the task in installments". Students who have good time management can complete assignments according to the deadline and will not delay their work because each task they do has a priority scale (Rusyadi, 2015).

3.2 Relationship of Online Learning Methods with Management of Student Study Time Duration in North Sumatra Province

Analysis of the relationship between online learning methods and management of student learning time duration during WFH due to the COVID-19 pandemic in North Sumatra Province obtained results using statistical tests with chi square with a value of $p = 0.006$ ($p < 0.05$), H_0 accepted or H_0 rejected which This means that there is a significant relationship between online learning methods and management of the duration of student learning during the WFH period due to the COVID-19 pandemic in North Sumatra Province.

This is in accordance with Dewi's (2020) research, which shows that the implementation of online learning due to the impact of the Covid19 pandemic is running well and effectively. (Fatma, 2020). COVID-19 has had a huge impact on education to break the chain of transmission of the COVID-19 pandemic, learning that is usually done in schools is now learning at home using various applications such as teacher rooms, class rooms, zoom, google doc, google from, or through groups whatsapp.

The results of this study are also in line with research conducted by Faridah (2020), which shows that the level of student participation in learning online systems during the Covid-19 pandemic, whether traced through the online lecture agenda and student response is very high. As many as 94.4% of students attended to take part in online learning and the rest attended sometimes, due to technical constraints.

The results of the research are supported by research conducted by Firman (2020) saying that the implementation of distance learning using the online method shows that (1) students already have the basic facilities needed to take part in online learning; (2) online learning has flexibility in its implementation and is able to encourage independent learning, especially in disciplining oneself over time and motivation to be more active in learning; and (3) distance learning encourages the emergence of social distancing behavior and minimizes the appearance of student crowds so that it is considered to reduce the potential for the spread of Covid-19 in the campus environment.

Student learning success is related to several factors, in broad terms it can be divided into 2 types, namely factors from within the student (internal) and from outside the student (external). Factors from within students include: intelligence, talents, interests, self-motivation, self-discipline, independence. Meanwhile, external factors of students can be in the form of natural environment, social, economic conditions, university environment, lecturers, curriculum, learning methods and

learning resources. So in this case student learning achievement can be caused by various factors in addition to learning motivation factors (Hartono, 2016).

In achieving good time management of study time, every student is not only required to implement learning methods like online, but also must have self-discipline in managing good study time in order to be able to control themselves in the learning process. Students also need to optimize the function of each factor that affects the management of the duration of learning such as gender, age, delegation of tasks, motivation, activities outside of college, self regulation and achievement of goals.

4. Conclusion

- a) Partly students during the WFH period due to the Covid19 pandemic in North Sumatra Province with good time management as many as 70 people (72.9%).
- b) Some students during the WFH period due to the Covid19 pandemic in North Sumatra Province with poor management of the duration of the study were 26 people (27.1%).
- c) There is a significant relationship between the online learning methods with time management of student learning during the WFH due to the Covid19 pandemic in North Sumatra Province 2020 with the results of variable correlation analysis with the chi square statistical test which has been obtained P value = 0.006 (<0.05).

4.1 Suggestion

a) For institutions in North Sumatra Province

It is expected that the results of this study can be used as additional information and learning resources to improve online learning methods with management of the duration of student learning during the WFH due to the Covid19 pandemic in North Sumatra Province

b) For students in North Sumatra Province

Expected online learning method which is used as one of the solutions for the world of education during the WFH period due to the COVID-19 pandemic, students can implement this policy better so that it is better to improve self-discipline in managing time, especially in managing the duration of time for good study.

c) For further researchers

It is hoped that the next researchers, the results of this study can be used as additional data and especially to examine the factors that influence the management of the duration of student learning, by making the results of this study as a description and guidelines for examining more factors besides the implementation of the online learning method

5. References

- [1] Alkhatib,A.(2014).TimeManagement and Its Relation to Students' Stress, Gender and Academic Achievement among Sample of Students at Al Ain University of Science and Technology, UAE. *International Journal of Business and Social Research*, 4(5), 47-57. Retrieved
- [2] Andari, N.D dan Nugraheni, R. (2016). Analisis Pengaruh Manajemen Waktu, Motivasi Kuliah, Dan Aktualisasi Diri Terhadap Prestasi Akademik Mahasiswa Yang Bekerja (Studi Pada Mahasiswa Jurusan Manajemen Fakultas Ekonomika Dan Bisnis Universitas Diponegoro Semarang). Volume 5, Nomor 2, Tahun2016, Halaman 1-10
- [3] Agustamania, E. D. R. (2017). Tingkat Kemampuan Mengelola Waktu Mahasiswa (Studi Deskriptif pada Mahasiswa yang Terlibat dalam Organisasi Badan Eksekutif Mahasiswa Universitas Sanata Dharma Tahun Ajaran 2016/2017). *Thesis*, 1-36. <https://doi.org/12-31-8-12-2018>(Agustamania, 2017)
- [4] Darmalaksana, W, Hambali, R. Y. A., Masrur, A., & Ushuluddin, F. (2020). *Analisis Pembelajaran Online Masa WFH Pandemic Covid-19 sebagai Tantangan Pemimpin Digital Abad 21*. 1-12. (Darmalaksana et al, 2020)
- [5] Dewi, W. A. F. (2020). Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55-61. <https://doi.org/10.31004/edukatif.v2i1.89>(Dewi, 2020)
- [6] Fajri, M. (2016). Manajemen Waktu Mahasiswa Kurikulum Berbasis Kompetensi Fakultas Keperawatan Universitas Syiah Kuala. *Manajemen Waktu Mahasiswa Kurikulum Berbasis Kompetensi Fakultas Keperawatan Universitas Syiah Kuala*, 7(3), 66-72.
- [7] Farida, I., Sunarya, R. R., Aisyah, R., & Helys, I. (2020). *Pembelajaran Kimia Sistem Daring di Masa Pandemi Covid-19 Bagi Generasi Z*. 1-11. (Farida et al, 2020)
- [8] Firman, & Rahayu, S. (2020). Pembelajaran Online di Tengah Pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)*, 2(2), 81-89. <https://doi.org/10.31605/ijes.v2i2.659>(Firman & Rahayu, 2020)
- [9] Gasim, G. (2016). Hubungan Kemampuan Manajemen Waktu Dengan Kebiasaan Prokrastinasi Penulisan Skripsi Mahasiswa Program Studi Bimbingan Dan Konseling Universitas Sanata Dharma Yogyakarta Angkatan 2011 Dan 2012. https://repository.usd.ac.id/7302/2/121114051_fullpdf [diakses pada 30 Agustus 2017]

Science Midwifery

journal homepage: www.midwifery.iocspublisher.org

- [10] Hasanah,A, Sri, A., Rahman, A. Y., & Danil, Y. I. (n.d.). *Analisis Aktivitas Belajar Daring Mahasiswa Pada Pandemi COVID-19. 2020.* (Hasanah et al, n.d)
- [11] Hermawan, E. (2020). *Efektivitas Pembelajaran Daring Selama Masa Pandemi Covid-19 : Sebuah Survey Online.* 1–7. (Hermawan, 2020)
- [12] Jamaludin,D., Ratnasih T, Gunawan H., Paujiah E. (2020).Pembelajaran Daring Masa Pandemi Covid-19 Pada Calon Guru : Hambatan ,Solusi dan Proyeksi.Karya Tulis Ilmiah (KTI) Masa Work From Home (WFH) Covid-19 UIN Sunan Gunung Djati Bandung,1-10
- [13] Lestari, I. (2015). *PENGARUH WAKTU BELAJAR DAN MINAT BELAJAR.* 3(2), 115–125. (Lestari, 2015)
- [14] Noprianty, R. (2019). Time Learning Management Nursing Students Using Time Management Questionnaire (Tmq) in Implementing Problem Based Learning (Pbl) Methods. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 8(1), 39. <https://doi.org/10.22146/jpki.44861>(Noprianty, 2019)
- [15] Notoatmodjo, S. (2012). *Metodologi Penelitian Kesehatan.* Jakarta : Rineka Cipta.
- [16] Nursalam. 2020. *Konsep dan Penerapan Metodologi Penelitian Ilmu Keperawatan.* Jakarta: Salemba Medika
- [17] Purba, V. S. R. (2017). Hubungan metode pembelajaran problem based learning dengan penguasaan materi kuliah pada mahasiswa program sarjana di fakultas keperawatan universitas sumatera utara. *Universitas Sumatera Utara Repositori Institusi USU*, 1–126. (Purba, 2017)
- [18] Puspitasari, A. S. (2018). *Hubungan Manajemen Waktu Dengan Prestasi Belajar Mahasiswa Program Studi Ilmu Keperawatan Univrsitas Jember.*
- [19] RISTEKDIKTI, K. (2019). Panduan Proses Pembelajaran Daring SPADA 2019. *Panduan Kementerian RISTEKDIKTI*, 4, 1–39. (RISTEKDIKTI, 2019)
- [20] Rusdiana, A., Sulhan, M., Zaenal, I., & Ahmad, A. U. (2020). *Penerapan Model POE2WE Berbasis Blended Learning Google Classroom Pada Pembelajaran Masa WFH Pandemic Covid-19.* 1–10. (Rusdiana et al, 2020)
- [21] Santya, K. R. (2016). Studi Deskriptif Manajemen Waktu Mahasiswa Universitas Sanata Dharma Yogyakarta.
- [22] https://repository.usd.ac.id/6590/2/119114125_fullpdf [diakses pada 6 Juni 2017]
- [23] Setiawan, A., Nurlaela, L., Muslim, S., & Yundra, E. (2019). *Pengembangan E Learning Sebagai Media.* September, 52–56. (A. Setiawan et al, 2019)
- [24] Setiawan, A. R. (2020). Edukatif: Jurnal Ilmu Pendidikan. *Jurnal Ilmu Pendidikan*, 1(1), 28–36. <https://edukatif.org/index.php/edukatif/index>(A. R. Setiawan, 2020)
- [25] Suhada, I., Kurniati, T., Pramadi, A., & Listiawati, M. (n.d.). *Pembelajaran Daring Berbasis Google Classroom Mahasiswa Pendidikan Biologi Pada Masa Wabah Covid -19. 2019.* (Suhada et al, n.d.)