

Conference Paper

Time Management and Procrastination During Online Learning

Rina Sepriana, Rini Sefriani, and Lika Jafnihirda

Department of Information Engineering Education, Universitas Putra Indonesia YPTK Padang

ORCID:Rini Sefriani: <https://orcid.org/0000-0003-4929-7127>**Abstract**

This study aimed to determine the relationship between students' time management and delays in doing academic assignments while learning online at the Faculty for Teacher Training and Education. This was a quantitative study. The population was students of FKIP UPI YPTK Padang, the Department of Informatics Engineering and of English Education. Purposive sampling was used, with a focus on students who are accustomed to doing online lectures with the Learning Management System (LMS) application in the form of Edmodo and Schoology applications. Data were collected through a questionnaire distributed online via Google Forms. The results showed that the correlation between time management and postponement of academic assignments was 0.6546, which meant that time management had a moderate correlation with academic procrastination. Thus, it can be concluded that students learning online may experience conditions that are less stable for managing their time to work on academic assignments.

Keywords: online learning, time management, academic procrastination

Corresponding Author:

Rina Sepriana
rinasepriana3@gmail.com

Published: 29 December 2021

Publishing services provided by
Knowledge E

© Rina Sepriana et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

1. Introduction

Learning online or online is the right choice, to minimize the spread of the corona virus 19. The Indonesian government through the Minister of Education and Culture announced that the learning process that has been carried out face-to-face in schools has shifted to learning carried out from home during the Covid 19 pandemic. This decision was put into effect in mid-March 2020, due to the increasing number of people affected and having been detected positive for Covid-19. This situation forces the education world to carry out an online learning process (online) [1]. To avoid the many activities outside the home that involve education practitioners, namely, teachers, students, or education personnel. Learning is carried out online through wa groups, learning management system (LMS) platforms and other applications that support the online learning process. Online learning is applied at every level of education in Indonesia, including higher

OPEN ACCESS

education. One of the higher education institutions in Indonesia, namely Putra Indonesia Yptk Padang University, also implements online learning or lectures. At Putra Indonesia Yptk Padang University, there is already a platform for e-learning lectures, so that the lecture process during the Covid-19 pandemic can be adjusted. Jaelani et al. [1] in research proves that the use of online media during the Covid-19 pandemic has caused various responses as well as impacts and changes in learning systems that can affect the learning process. as well as the level of development of students in responding to the material presented. Lecture adjustments are a consideration for lecturers and students when lectures take place. This also applies to students of the Teacher Training and Education Faculty (FKIP) UPI Yptk Padang, because the application of e-learning is not entirely affordable. So far, the application of elearning has only been applied to several representative courses of each department per Faculty. For the Department of Informatics Engineering and English Education, there are several lecturers who have implemented online lectures using the edmodo and schoology LMS platform. Research conducted by Kusuma, JW, & Hamidah, H. [2] shows that the mathematics learning outcomes of the two classes are the same before being treated and the mathematics learning outcomes of the two classes are different after being treated or in other words the classes given the Zoom Webinar Treatment are better than in classes that are given the WA Group treatment, this means that online lectures make students adapt to the application being applied.

Adjustment of the online lecture process requires students to be able to manage time between one lecture and another, and students are also required not to procrastinate doing work or assignments given by the lecturer. So that assignments that must be completed by students can be collected on time. That is the ideal hope for students, that they can adapt in carrying out assignments in online lectures during the Covid-19 pandemic. In fact, many of the students have not been able to manage the time to do their class assignments on time. What is often found is that many students delay doing assignments (procratization). Kristy [3] in his research stated that time management and procratization are related. Supported by research by Mandaku & Aloysius [4] said that the ability to manage time affects someone's task. Schouwenburg H.C. (1995) It is estimated that more than 70% of students engage in procrastination [5]. Solomon and Rothblum (1984) concluded that academic delay may be task dependent. The results showed that fear of failure and aversion to task were the main motives reported. This motif has been copied by Dutch students as well (Schouwenburg, 1992a). Septiyani, T. (2018) in her research revealed that there is no relationship between time management and postponement of task work (Procratization). Windhiyana, E. (2020) in research Based

on the results of interviews, online learning activities at this university run effectively by utilizing the Zoom, Google Classroom, Schoology, and Edmodo applications. Most of the obstacles in implementing online learning are the problem of internet connection that is not supportive. Firman [6] The results of the study show that the impact of the Covid-19 Pandemic on learning includes: (1) Changes from face-to-face learning to online learning; (2) Increasing the use of technology in learning; (3) Increasing students' learning independence. The results of this study can be taken into consideration in designing learning in the new normal era. Research from Minarto [7] also states that time management is very influential on student achievement. Efendi [8] in his research explained that the level of time management and the GPA level did not show a significant relationship. Based on Efendi's research [8] shows that time management has no effect on student learning outcomes, thus the level of student learning outcomes is not entirely determined by students' ability to manage time. Marlina, M. (2015) in her research said that there is a time management package to reduce academic procrastination of high school students / equivalent, so it can be concluded that student academic procrastination can be reduced by a time management package. Online learning is effective for improving learning outcomes such as research conducted by Sefriani & Sepriana [9]. Learning using mobile learning-based applications in research Sefriani & Veri [10] also states that it can improve student learning outcomes. Sefriani & Wijaya [11] in their research also succeeded in taking advantage of android-based learning applications in improving learning outcomes. Jafnihirda et al. [12] in learning by using interactive learning modules are also very effective in learning. Thus the use of online learning with the help of learning media and considering the ability of students in managing time to complete assignments needs to be considered by online learning actors.

2. Related Works/Literature Review

Covey [13] says that time management cannot be separated from self-management. Self-management can be defined as a way for individuals to organize their lives with the principle of prioritizing what must be done on a priority scale. In line with the above, according to Macan [13] describes time management as time management where individuals first determine their needs and desires then arrange them in terms of order of importance. The role of time management is indispensable in learning activities, because time management is one of the internal factors that affect learning. Good time management is a driving force and impetus for individuals to learn, so that in learning

individuals will be more enthusiastic and less bored with the subject matter being studied and along with this can improve learning achievement. As well as low learning achievement, it is possible that the learning method that is applied is not good and the lack of respect for time or learning time management is not good. Therese Hoff Macan et al., 1994 explained that time management for each individual is different from other individuals. This is because there are factors that can affect time management, namely as follows: 1) Age, research by Hoff Macan et al. which shows that the higher a person's age, the better his time management skills. 2) Gender, Hoff Macan et al also argue that if women have free time, women prefer to fill that free time by doing light work rather than relaxing. Therefore, it can be said that almost all of his time tends to be spent with various activities.

3. Material & Methodology

The type of research used is quantitative research, which is a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative / statistical data analysis, with the aim of testing predetermined hypotheses. This method is called a quantitative method because the research data is in the form of numbers and the analysis uses statistics [14]. Academic Procrastination The term procrastination comes from the Latin procrastination with the prefix "pro" meaning to push forward or move forward and the ending "crastinus" meaning tomorrow's decision. When combined into "postpone" or "postpone until the next day". In scientific circles, the term procrastination is used to indicate a tendency to procrastinate the completion of a task or job. This term was first used by Brown and Hoizman (in Ghufon and Risnawita, 2014: 150). Ellis and Knaus (in Ghufon and Risnawati, 2014: 152) state that procrastination is a habit of purposeless procrastination and a process of avoiding unnecessary tasks. This happens because of the fear of failure and the view that everything must be done right. A delay that has become a regular or habitual response can be viewed as a procrastination trait. Academic procrastination is a type of delay that is done on types of formal tasks related to academic tasks, for example schoolwork or coursework.

3.1. Research Instruments

The research instrument is a tool used to measure observed natural and social phenomena [14]. To collect data on time management and academic procrastination, researchers

used a questionnaire instrument in its implementation. The questionnaire is distributed using the google form application, which is sent a questionnaire link to the respondent. Questionnaire (questionnaire) given to students majoring in Informatics Engineering and English Education, Faculty of Teacher Training and Education, Putra Indonesia University Yptk Padang. Class X taken as a sample is useful for measuring time management (X) and academic procrastination (Y) using a questionnaire arranged according to the Likert scale model. According to Sugiyono (2013) "Likert scale is used to measure a person's attitudes, opinions and perceptions about social phenomena". The formulation of the instrument in the form of a questionnaire was carried out in several stages, namely: (a) Determining the variable indicators and (b) Making statement items.

TABLE 1: Indicator Instrument

| No | Variable | Indicator |
|----|------------------------------|--|
| 1 | Time Management (X) | 1. Planning |
| | | 2. Set Priorities |
| | | 3. Delegate |
| | | 4. Self Disciplin |
| 2 | Academic Procrastination (Y) | 1. Perceived time, failing to meet deadlines |
| | | 2. Intention-action, the gap between desire and action |
| | | 3. Emotional distress, a feeling of anxiety when doingprocrastination. |
| | | 4. Perceived ability, or belief in one's ability. |

The formula used in this test is the Pearson product moment correlation formula (Agus Irianto, 2004: 137):

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

Rxy = one-item correlation coefficient with total items

N = number of respondents

$\sum X$ = total score for the perception variable value

$\sum X^2$ = the sum of the squares of the variable value score perception

$\sum Y$ = total score of interest variable value learn

$\sum Y^2$ = sum of squares of product score

score x with a score of y

$\sum XY$ = total product of the X and Y scores

4. Results and Discussion

Based on the research results, the correlation between time management and academic work delay is 0.6546, which means that time management is moderately correlated with academic procrastination of teaching and education faculty students. Currently, the teaching and learning process that was originally conducted offline (outside the network) is temporarily replaced with an online process (in the network) to avoid direct physical contact, so that it can contribute to stopping the spread of the Covid-19 virus.

During this pandemic, the tendency of students to procrastinate will increase. Ferrari et al. [15] state that a procrastinator intentionally does not do his job immediately. However, by using that time you should do other activities that are considered more fun and bring entertainment, such as reading (newspapers, magazines, webtoons or other story books), watching, listening to music, playing social media (Instagram, Facebook, etc.) the time he has to do the work he needs to get it done. As a result of this behavior on the teaching and learning process during this pandemic, students are often late in collecting assignments, not doing the assigned tasks and also piling up assignments. This will have an impact on student learning outcomes and academic achievement.

To minimize procrastination behavior, students need time management. By setting a priority scale in time management, it will make it easier for students to do assignments or activities according to priorities, so it is hoped that there are no unfinished tasks or priorities. Students who have time awareness and self-discipline according to indicators on time management variables and academic procrastination will be able to take online learning which is marked by completeness of assignments and timely collection of assignments. Between students of Informatics Engineering Education (PTI) and English Language Education (PBI) there are differences and similarities. The similarities are that they both have the character of being educators, the difference is in terms of the types of assignments given by the lecturer, PBI students are more inclined to tasks related to theory, while PTI students are more likely to have their duties in the form of computer practice or programming, so that each student has a tendency to procrastinating doing tasks and setting the time that is not good.

5. Conclusion

Thus, it can be concluded that time management is related to academic procrastination. So, it can be said that students who procrastinate have bad time management. If students are able to manage their time well, they will not procrastinate doing academic assignments from the lecturer. It is hoped that the lecturers of the teaching and education faculties who teach in the department of informatics engineering education and English language education provide motivation and direction related to discipline in completing assignments by students so that online learning can be carried out properly and learning objectives are achieved.

Acknowledgement

We would like to thank the Chancellor of UPI Yptk Padang, Dean of FKIP UPI Yptk Padang, Chair of LPPM Upi Yptk Padang, as well as lecturers and related parties who have contributed to this research.

References

- [1] Jaelani QY, Fauzi A, Aisah H, Zaqiyah Z. Penggunaan media online dalam proses kegiatan belajar mengajar pai dimasa pandemi Covid-19 (studi pustaka dan observasi online). *Jurnal IKA Ikatan Alumni PGSD UNARS*. 2020;8(1):12-24.
- [2] Kusuma H, Hamidah JW. Perbandingan hasil belajar matematika dengan penggunaan platform Whatsapp group dan webinar Zoom dalam pembelajaran jarak jauh pada masa pandemik Covid 19. *Jurnal Ilmiah Pendidikan Matematika*. 2020;5(1):97-106.
- [3] Kristy DZ. Manajemen waktu, dukungan sosial, dan prokrastinasi akademik siswa Kelas XI SMA. *Indonesian Journal of Guidance and Counseling. Theory Applications*. 2019;8(1):49-54.
- [4] Mandaku S, Aloysius. Pengaruh motivasi berprestasi, locus of control, dan manajemen waktu terhadap prokrastinasi akademik. Naskah tidak diterbitkan. Jakarta Timur Sekol, Tinggi Ilmu Statistika; 2017.
- [5] Ellis A, Knaus WJ. *Overcoming procrastination*. New York: Institute for Rational Living. 1997.
- [6] Firman F, Rahman SR. Pembelajaran online di tengah pandemi Covid-19. *Indonesian Journal of Educational Science*. 2020;2(2):81-89.

- [7] Minarto WY. Hubungan kesiapan belajar, manajemen waktu, kecemasan dalam mengerjakan tes, dan hasil belajar mata pelajaran teknik listrik dasar otomotif siswa SMK teknologi dan kejuruan. *Jurnal Teknologi, Kejuruan dan Pengajarannya*. 2018;41(1):37–44.
- [8] Efendi H. Hubungan keaktifan berorganisasi dengan tingkat manajemen waktu dan indeks prestasi kumulatif pada mahasiswa angkatan tahun 2013 di fakultas kedokteran Universitas Lampung. *Digital Repository of Fakultas Kedokteran Universitas Lampung*. 2017. Available from digilib.unila.ac.id/29994/1/ABSTRAK%20%20%28INGGRIS%20INDONESIA%29.pdf
- [9] Sefriani R, Sepriana R. Pengembangan media e-learning berbasis schoology pada pembelajaran kurikulum pendidikan teknologi dan kejuruan. *Edukatif: Jurnal Ilmu Pendidikan*. 2020;2(1):8–14.
- [10] Sefriani R, Veri J. Pengembangan mobile learning berbasis client server pada mata pelajaran simulasi digital. *KomtekInfo*. 2019;5(3):61–71.
- [11] Sefriani R, Wijaya I. Interactive multimedia learning module based on Adobe director on operation system course on vocational high school. *INTECOMS: Journal of Information Technology and Computer Science*. 2018;1(1):60-71.
- [12] Jafnihirda L, Diani R, Sefriani R. Pengembangan modul pembelajaran desain grafis berbasis 3D pageflip professional. *Jurnal Pendidikan Teknologi Informasi*. 2019;6(1):45-54.
- [13] Rusyadi SH. Hubungan antara manajemen waktu dengan prestasi belajar pada mahasiswa. [Skripsi]. *Repository of Universitas Muhammadiyah Surakarta*. 2013. Available from http://eprints.ums.ac.id/24085/16/02._Naskah_Publikasi.pdf
- [14] Sugiyono S. *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta; 2013.
- [15] Ghufro MN, Risnawitaq RS. *Teori-teori psikologi*. Ar-Ruzzmedia; 2012.