



## TIME MANAGEMENT IN LEARNING ENGLISH DURING ONLINE CLASSES

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### Informasi Artikel

Dikirim: 19 April 2022

Direvisi: 25 April 2022

Diterima: 29 April 2022

Kata Kunci: Covid  
19; Learning English;  
Online class; Time  
management

### Abstract

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 had been carried out face-to-face in schools had shifted to learning done from home during the Covid 19 pandemic. But at that time students are expected to be able to organize themselves and become disciplined in online learning. This paper analyzed the importance of time management in learning English during online class. Research question included (1). Is managing time well important during online learning? (2). Does managing time well affect the success of students taking online class? (3). Do students need to keep practice their English even if online learning is implemented? This study is a qualitative research design, and the questionnaires were distributed online to students from different major via google form. There were 43 respondents in this study. According to the study's findings, 90,7% Strongly Agree that having a good time management during online learning is important and 90,7% Strongly Agree that their time management skill need more improvement

## INTRODUCTION

No one ever thought that covid 19 had such a big impact on people's lives. Not only the economy, work, politics, health, but the world of education also feels the changes that occur. The appearance of COVID-19 has made students and teachers impression alteration in teaching and learning. Since covid 19 appeared in Indonesia, the government issued a policy that schools must be closed and students study from home using applications. Face-to-face activities that are typically carried out at schools or campuses have been transformed into online activities in order to disrupt the virus's chain of transmission. In this situation, both educators and learners must have technical skills in the field of technology in order to teach online. Students must also be able to organize themselves during online learning to be successful in online learning. They themselves have to decide what phase of goal setting, planning their learning, monitoring, and assessing their learning process they go through (Vonderwell & Savery 2004).

Because the teacher is not physically present in this situation, the learning emphasis is on active learning, and the learner's readiness is required. The awareness of students to learn independently and be able to manage their time well will help them to learn easily in online classes (Hafizah Rifiyanti, 2020). Good time management skills have been identified and believed to have a "buffering" the stress experienced by a person (Misra & McKean, 2000) effect on. However, there are many students who struggle to balance time for their studies and their personal lives (Van der Meer, Jansen, & Torenbeek, 2010) but if less than optimal it can result in poor time management, their poor sleep patterns, and increased stress levels. they feel

while staying at home to take online classes (Hardy, 2003).

Krause and Coates (2008) report that the ability to successfully manage time well in their lives is the basis for students to develop good study habits and successful strategies, but it takes persistence. Everyone can organize and control their activities through time management (Claessens, van Eerde, Rutte, & Roe, 2004).

Using more time effectively helps students achieve a better balance between work and personal life, perform better in exams, and prepare for life's realities. Students who can make good time management strategies in their life patterns and can set appropriate work goals for themselves, it provides a self-regulation framework (Adams, 2019). In practice, many activities are carried out when we learn English face-to-face, including the core form of abilities that must be mastered: listening, speaking, writing, and reading.

This should be encountered in the same section when taking the online class. The most important aspect of learning a foreign language is to continue to practice diligently and develop skills. Good time management skills in practice and self-improvement have shown positive effects on student learning and their associated outcomes have been satisfactory. Several studies have found that good time management has a positive impact on life and learning (Adham Alyami, Abdulrahman Abdulwahed, 2021).

## **METHOD**

This research is a qualitative descriptive study, meaning that it aims to determine the descriptive results of the data collected and their interpretation as the final result. The researcher used qualitative descriptive to find out the importance of time management for students in learning English during the covid 19 pandemic. The researcher used a questionnaire to obtain information from the sample which included time management for student in learning English during online classes. All the given questionnaires have been valid because is adopted and modified from previous research.

The researcher given 16 multiple choice questions (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) the researcher distributed the questionnaire online through google form because of the pandemic, people were not allowed to go out in chaos and gather in large numbers. The data were calculated using SPSS 25 software.

## RESULTS AND DISCUSSION

The participants of this study were students from one of Private Universities at Bandung City. Specifically, the researcher asked 43 students from different major as the samples. The following demographic information was requested from the respondents: Major, Gender, Semester. See chart below

Table 1. *Participants' demographics*

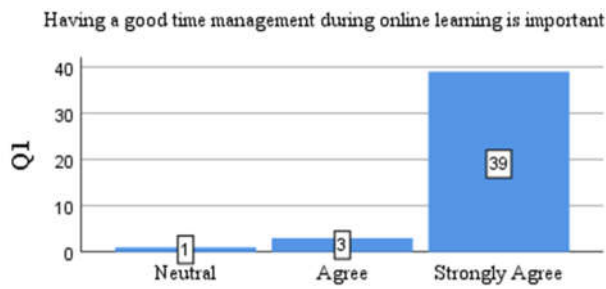
<i>Gender</i>		
		Frequency
Valid	Male	18
	Female	25
	Total	43

<i>Semester</i>		
		Frequency
Valid	Empat	15
	Enam	26
	Delapan	2
	Total	43

<i>Major</i>		
		Frequency
Valid	Accounting	11
	English Major	10
	Information Technology	5
	Management	2
	Nursing	2
	Pharmacy	2
	Philosophy	11
	Total	43

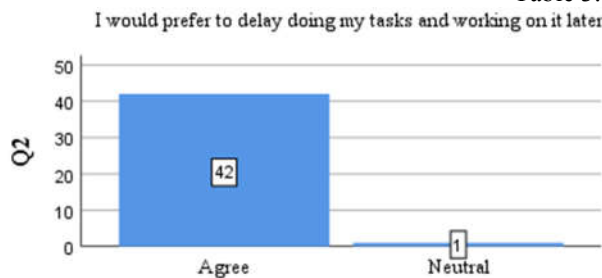
Each answer given by the respondent is labeled with a Likert scale. In favorable questions, a score of 1 means Strongly Disagree, a value of 2 is disagree, a value of 3 is neutral, a value of 4 is agree, and a value of 5 is Strongly Agree. However, In unfavorable questions, a value of 1 means Strongly Agree, a value of 2 means Agree, a value of 3 is Neutral, the value of 4 is Disagree, and the 5 is Strongly Disagree. The analysis is done by looking at the frequency of each respondent's answer. See the Table below :

Table 2. *Question 1*



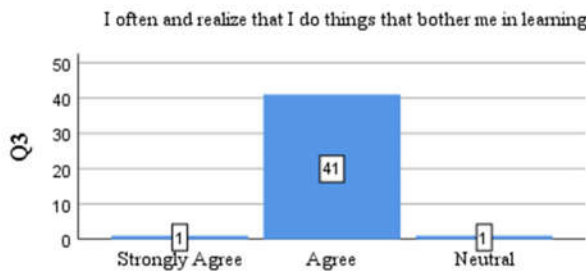
On the first question, 90,7% Respondents Strongly Agree that having a good time management during online learning is important.

Table 3. *Question 2*



On question number 2, 97,7% students agree that they would prefer to delay doing their tasks and working on it later.

Tabel 4. *Question 3*



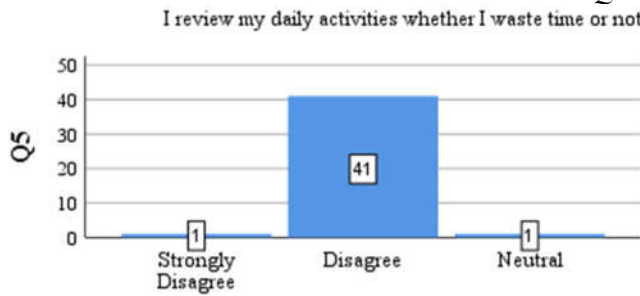
For question number 3, 95,3% respondents agree that they are often do things that bother them in learning.

Table 5. *Question 4*



For question number 4, 95,3% respondents Disagree that they already have a good time management during online learning.

Table 6. *Question 5*



Question number 5, 95,3% students Disagree that they review their daily activities whether they waste time or not.

Table 7. *Question 6*

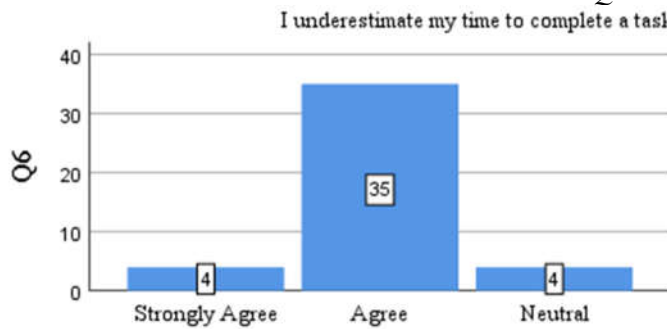
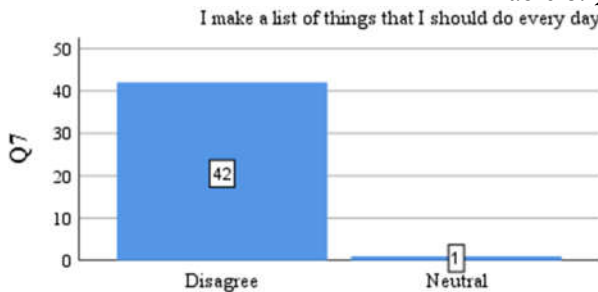


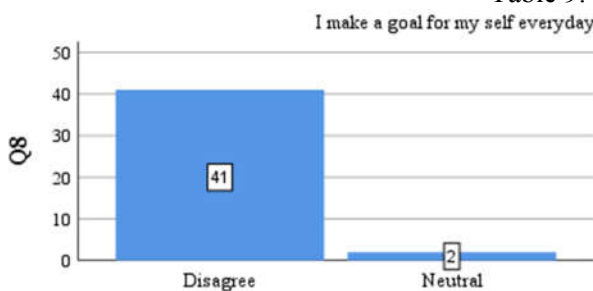
Table 7 shows that on question number 6, 81,4% Agree that they underestimate their time to complete a task.

Table 8. *Question 7*



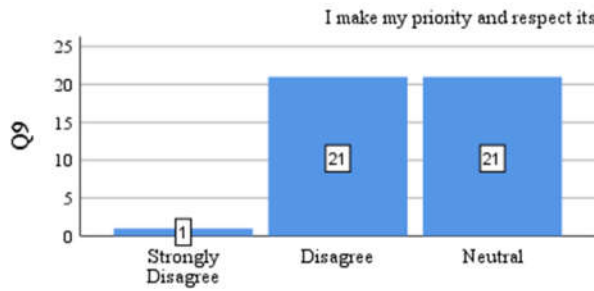
For question number 7 shows that 97,7% respondents disagree that they make a list of things they should do every day.

Table 9. *Question 8*



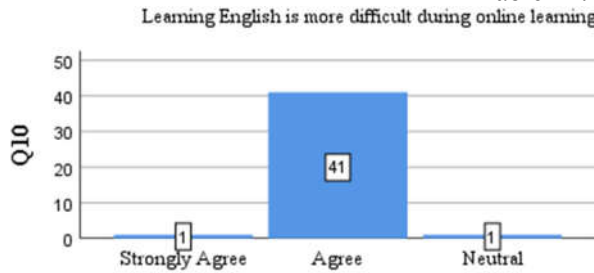
Question number 8, 95,3% students Disagree that they make a goal for themselves everyday.

Table 10. *Question 9*



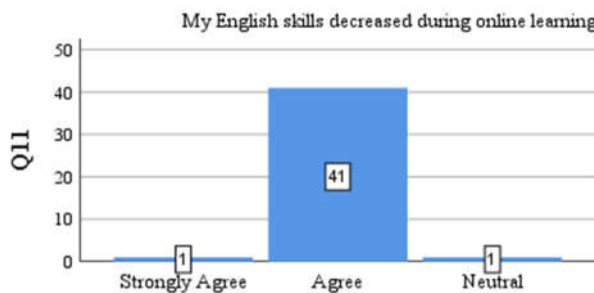
Question number 9, 48,8% respondents Disagree that they make priority and respect its.

Table 11. *Question 10*



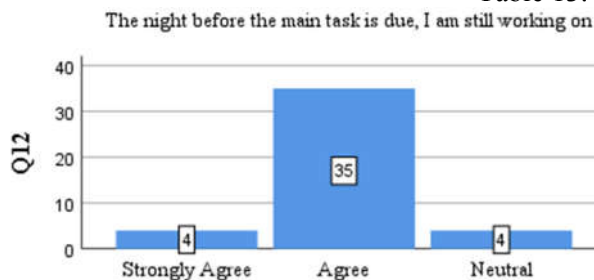
For question number 10, 95,3% respondents give respond Strongly Agree that learning English is more difficult during online learning.

Table 12. *Question 11*



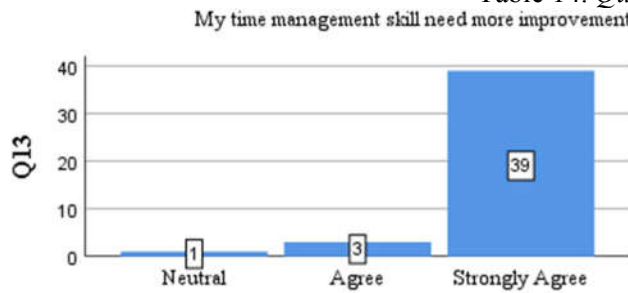
Question number 11 shows that 95,3% respondents Agree that their English skills decreased during online learning.

Table 13. *Question 12*



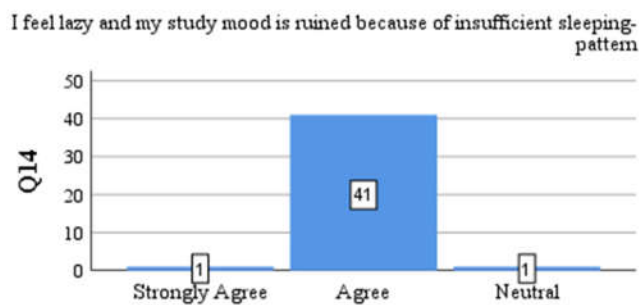
81,4% respondents Agree for question number 12, that the night before the main task is due, they are still working on it.

Table 14. *Question 13*



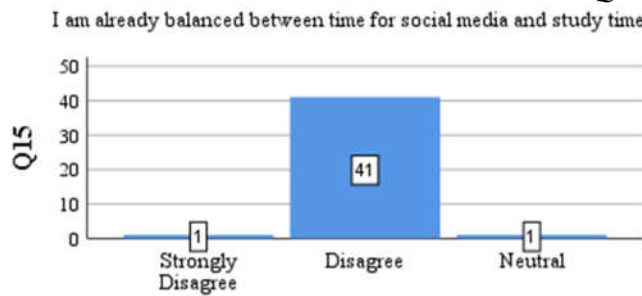
90,7% respondents Strongly Agree that their time management skill need more improvement in question number 13.

Table 15. *Question 14*



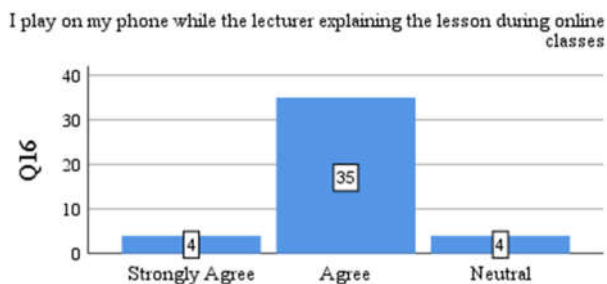
95,3% students Agree that they feel lazy and their study mood is ruined because of insufficient sleeping-pattern.

Table 16. *Question 15*



95,3% students Disagree that they are already balanced between time for social media and study time.

Table 17. *Question 16*



81,4% respondents Agree that they play on their phone while the lecturer explaining the lesson during online classes.

Based on the data analysis findings above which is the finding to answer the research questions. The first is, (1). *Is managing time well important during online learning for English class?* According to the data, it appears that Students stated that managing time well during online learning is very important. Time management is essential and effective in attempting to obtain something, such as achievement or other things (S Noflesti, 2021).

Time management is essential both during online and offline learning; with good time management skills, students can assist their needs to achieve good results. Rusyadi, Sofyani Hasan and Dra. Partini (2013) said that time management cannot be separated from self-management. Self-management can be defined as an individual's method of managing his life based on the principle of prioritizing what needs to be done on a priority scale. Good time management is a driving force and impetus for individuals to learn, so that individuals are more enthusiastic and not bored while learning with the subject matter being studied and along with it can improve learning achievement (R Sepriana, 2021).

Supported by research by Mandaku & Aloysius (2017) said that the ability to manage time affects someone's task. Setting a priority scale in time management will make it easier for students to work on assignments or activities according to priority, ensuring that there are no unfinished tasks or priorities. Students who have time awareness and self-discipline, as measured by indicators on time management variables and academic procrastination, will be able to participate in online learning, which is defined by completing and submitting assignments on time. (R Sepriana, 2021).

Students who are able to manage their time effectively will not put off doing academic assignments from the lecturer. (R Sepriana, 2021). It is hoped that the lecturers of the teaching and education faculties who teach in the Department of English Education, Pharmacy, Philosophy, Management, Accounting, Nursing, and Information Technology provide motivation and direction related to discipline in completing assignments by students so that online learning can be carried out properly and learning objectives achieved.

The second Research Question is, (2). *Does Managing time well affect the succes of students taking online class?* The results showed that 93% of students stated that they need to improve their time management management because they have not felt successful in taking online classes. In this case, students stated that they still cannot balance their time between studying and social media. They also often delay doing assignments and when the lecturer explains the lesson, they play with their respective cellphones.

So, if students are able to have good time management, then it will help them succeed in participating in online learning. Self-discipline is frequently mentioned as being important for student success in the online learning literature (SL Miertschin, 2012). Online learning success has been studied and linked to students' time management abilities. A study by Song, Singleton, Hill and Koh (2004) Students with prior experience with online courses were found to be: that time management has an impact on the success of the experience (SL Miertschin, 2012). Lynch and Dembo (2004) identify predictive attributes of goal orientation and time management and study academic success in online and blended learning.

The third Research Question is, (3). *Do students need to keep practice their English even if online learning is implemented?* In practice, many activities are carried out when we learn English face-to-face, including the core form of abilities that must be mastered: listening, speaking, writing, and reading. This should be encountered in the same section when taking the online class. The most important aspect of learning a foreign language is to continue to practice diligently and develop skills. The results showed that 93% of students stated that their English language skills decreased during online learning. It can be said that students need to keep practicing their English skills despite online learning. Good time management skills in practice and self-improvement have shown positive effects on student learning and their



associated outcomes have been satisfactory. Several studies have found that good time management has a positive impact on life and learning (Adham Alyami, Abdulrahman Abdulwahed, 2021). The role of time management is critical in learning activities because time management is one of the internal factors that affect learning outcomes. Students with strong time management skills have a strong desire to solve problems that arise in their efforts to achieve learning objectives.

## **CONCLUSION**

Since the implementation of COVID-19, the educational system has evolved. Students are expected to be independent in learning. By being able to manage study time well, it will certainly be able to help students in the success of their online learning. Learning independence is characterized by self-regulation acts, some of which are related to time management abilities. As a result, students must be taught how to manage their time while studying (SL Miertschin, 2012). Time management skills are the second best predictor of a broader measure of "total success" that includes quality of life measures.

Time management is regarded as crucial to student success (SL Miertschin, 2012). Each student's ability to learn languages, particularly English, varies. Students may have the same communicative goal, but their performance in communicating and learning the language varies (Hanifa, 2018; Mohammadi et al., 2020). Students lose motivation when they lose time management skills, as a result of a learning environment that does not allow them to learn in conducive conditions. (Chepy et al., 2016; Suardana & Simarmata, 2013). Good time management will have a good influence on students during online learning.

## **ACKNOWLEDGEMENT**

We are grateful to all related institutions, participants, especially Ministry of Research and Technology for funding support, Family, and friends.

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	total	
Q1	Pearson Correlation	1	.046	.000	.000	.000	.000	.046	.066	.147	.000	.000	.000	1.000**	.000	.000	.000	.000	444**
	Sig. (2-tailed)		.767	1.000	1.000	1.000	1.000	.767	.672	.347	1.000	1.000	1.000	.000	1.000	1.000	1.000	1.000	.003
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q2	Pearson Correlation	.046	1	.000	.000	.000	.000	1.000**	.699**	.152	.000	.715**	.000	.046	.000	.000	.000	.000	.363
	Sig. (2-tailed)	.767		1.000	1.000	1.000	1.000	.000	.000	.331	1.000	.000	1.000	.767	1.000	1.000	1.000	1.000	.017
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q3	Pearson Correlation	.000	.000	1	.000	.000	.000	.000	.000	.000	1.000**	.000	.000	.000	1.000**	.000	.000	.000	.326
	Sig. (2-tailed)	1.000	1.000		1.000	1.000	1.000	1.000	1.000	1.000	.000	1.000	1.000	1.000	.000	1.000	1.000	1.000	.033
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q4	Pearson Correlation	.000	.000	.000	1	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	1.000**	.000	.000	.217
	Sig. (2-tailed)	1.000	1.000	1.000		1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	.000	1.000	1.000	.162
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q5	Pearson Correlation	.000	.000	.000	.000	1	.000	.000	.000	.000	.000	.500**	.000	.000	.000	.000	.000	.000	.163
	Sig. (2-tailed)	1.000	1.000	1.000	1.000		1.000	1.000	1.000	1.000	1.000	.001	1.000	1.000	1.000	1.000	1.000	1.000	.296
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q6	Pearson Correlation	.000	.000	.000	.000	.000	1	.000	.000	.099	.000	.000	.750**	.000	.000	.000	.000	1.000**	.625**
	Sig. (2-tailed)	1.000	1.000	1.000	1.000	1.000		1.000	1.000	.527	1.000	1.000	.000	1.000	1.000	1.000	1.000	.000	.000
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q7	Pearson Correlation	.046	1.000**	.000	.000	.000	.000	1	.699**	.152	.000	.715**	.000	.046	.000	.000	.000	.000	.363
	Sig. (2-tailed)	.767		1.000	1.000	1.000	1.000		.000	.331	1.000	.000	1.000	.767	1.000	1.000	1.000	1.000	.017
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q8	Pearson Correlation	.066	.699**	.000	.000	.000	.000	.699**	1	.217	.000	.512**	.000	.066	.000	.000	.000	.000	.353
	Sig. (2-tailed)	.672	.000	1.000	1.000	1.000	1.000	.000		.161	1.000	.000	1.000	.672	1.000	1.000	1.000	1.000	.020
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q9	Pearson Correlation	.147	.152	.000	.000	.000	.099	.152	.217	1	.000	.198	.099	.147	.000	.000	.000	.099	.463*
	Sig. (2-tailed)	.347	.331	1.000	1.000	1.000	.527	.331	.161		1.000	.202	.527	.347	1.000	1.000	1.000	.527	.002
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q10	Pearson Correlation	.000	.000	1.000**	.000	.000	.000	.000	.000	.000	1	.000	.000	.000	1.000**	.000	.000	.000	.326
	Sig. (2-tailed)	1.000	1.000		1.000	1.000	1.000	1.000	1.000	1.000		1.000	1.000	1.000	.000	.000	1.000	1.000	.033
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q11	Pearson Correlation	.000	.715**	.000	.000	.500**	.000	.715**	.512**	.198	.000	1	.000	.000	.000	.000	.000	.000	.380
	Sig. (2-tailed)	1.000		1.000	1.000	.001	1.000	.000	.000	.202	1.000		1.000	1.000	1.000	1.000	1.000	1.000	.012
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q12	Pearson Correlation	.000	.000	.000	.000	.000	.750**	.000	.000	.099	.000	.000	1	.000	.000	.000	.000	.750**	.570**
	Sig. (2-tailed)	1.000	1.000	1.000	1.000	1.000	.000	1.000	1.000	.527	1.000	1.000		1.000	1.000	1.000	1.000	.000	.000
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q13	Pearson Correlation	1.000**	.046	.000	.000	.000	.000	.046	.066	.147	.000	.000	.000	1	.000	.000	.000	.000	.444**
	Sig. (2-tailed)	.000	.767	1.000	1.000	1.000	1.000	.767	.672	.347	1.000	1.000	1.000		1.000	1.000	1.000	1.000	.003
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q14	Pearson Correlation	.000	.000	1.000**	.000	.000	.000	.000	.000	.000	1.000**	.000	.000	.000	1	.000	.000	.000	.326
	Sig. (2-tailed)	1.000	1.000		1.000	1.000	1.000	1.000	1.000	1.000	.000	1.000	1.000	1.000		1.000	1.000	1.000	.033
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q15	Pearson Correlation	.000	.000	.000	1.000**	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	1	.000	.000	.217
	Sig. (2-tailed)	1.000	1.000	1.000		1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000		1.000	1.000	.162
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Q16	Pearson Correlation	.000	.000	.000	.000	.000	1.000**	.000	.000	.099	.000	.000	.750**	.000	.000	.000	1	.000	.625**
	Sig. (2-tailed)	1.000	1.000	1.000	1.000	1.000		1.000	1.000	.527	1.000	1.000	.000	1.000	1.000	1.000		.000	.000
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
total	Pearson Correlation	.444**	.363*	.326*	.217	.163	.625**	.363*	.353*	.463*	.326*	.380*	.570**	.444**	.326*	.217	.625**	.1	
	Sig. (2-tailed)	.003	.017	.033	.162	.296	.000	.017	.020	.002	.033	.012	.000	.003	.033	.162	.000		
	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43

\*\* Correlation is significant at the 0.01 level (2-tailed).  
\* Correlation is significant at the 0.05 level (2-tailed).

Table 18. *The Correlation of each questions.*

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