The Correlation Between Students' Time Management And Their English Learning Achievement At Vocational School

Mudia Roza, Yulmiati, Rani Autila
Pendidikan Bahasa Inggris, Fakultas Ilmu Sosial dan Humaniora, Universitas PGRI Sumatera Barat.
Email : mudia.roza01@gmail.com

Abstract
This study aims to see whether there is a positive correlation between students' time management and their English learning outcomes at Vocational School in Pulau Punjung or not. Thus, the researcher used correlation research in this study. The population 198 students in the X grade students of SMK N1 Pulau Punjung. However, in this research the researcher used a simple random sampling technique by randomly selecting students from each class as a trial class and as a research class. In this study, the sample 25% from the population was 50 students. The researcher used questionnaires an instrument to see students' time management and UAS scores to see students' English learning achievement. The data analysis technique was done by statistical calculation of Pearson Product Moment Correlation. The results showed that r-count = 0.439 with the interpretation of r 0.40-0.50 so that the level of relationship between the two variables is categorized as Enough Correlation. Thus it can be concluded that there is a significant correlation between students' time management and students' learning achievement at Vocational School in Pulau Punjung. The correlation between students time management and their English learning achievement was (0.439). Positively correlated if r-count > r-table. The value of r-table in this research is seen from the number of samples, in which the number of samples was 50 students. Based on 50 students, the value of the r-table in Product Moment with a significance level of 5% was (0.279). So the result of this research r-counted (0.439) was higher than r-table (0.279). So, Hi is accepted in this research.

Keywords: Learning Achievement, Time Management

Abstrak
Penelitian ini bertujuan untuk melihat apakah ada korelasi positif antara manajemen waktu siswa dan hasil belajar bahasa Inggris mereka di Sekolah Kejuruan di Pulau Punjung atau tidak. Oleh karena itu, peneliti menggunakan penelitian korelasi dalam penelitian ini. Populasinya 198 siswa kelas X SMK N1 Pulau Punjung. Namun, penelitian ini peneliti menggunakan teknik simple random sampling dengan cara memilih secara acak siswa dari masing-masing kelas sebagai kelas uji coba dan sebagai kelas penelitian. Dalam penelitian ini sampel 25% dari populasi yaitu 50 siswa. Peneliti menggunakan instrumen kuesioner untuk melihat manajemen waktu siswa dan nilai UAS untuk melihat hasil belajar bahasa Inggris. Teknik analisis data dilakukan dengan perhitungan statistik Korelasi Pearson Product Moment. Hasil penelitian menunjukkan bahwa r-hitung = 0,439 dengan interpretasi r 0,40-0,50 sehingga tingkat hubungan antara kedua variabel dikategorikan Korelasi Cukup. Dengan demikian dapat disimpulkan bahwa terdapat hubungan yang signifikan antara manajemen waktu siswa dengan hasil belajar siswa di Sekolah Kejuruan di Pulau Punjung. Korelasi antara manajemen waktu siswa dan prestasi belajar bahasa Inggris mereka adalah (0,439). Berkorelasi positif jika r-hitung > r-tabel. Nilai r-tabel dalam penelitian ini dilihat dari jumlah sampel, dimana jumlah sampel sebanyak 50 siswa. Berdasarkan 50 siswa, nilai r-tabel pada Product Moment dengan taraf signifikansi 5% yaitu (0,279) . Jadi hasil dari penelitian ini r-hitung (0,439) lebih tinggi dari r-tabel (0,279). Jadi, Hi diterima dalam penelitian ini.

Kata Kunci: *Hasil Belajar, Manajemen Waktu*

INTRODUCTION

Learning achievement is a value that can describe students in achieving mastery of knowledge in each subject. Learning achievement for students is very important because learning achievement is a measure of student success during the study period. To get student achievement does not only depend on the way the teacher teaches but also the way students set their time management. To achieve good learning achievement we have to manage good time management as well. Time management has

a method or way for us to manage study time effectively. Time management has a method or way for us to manage study time effectively. Here are various methods of time management to get good study results (Purwanto, 2008), first time boxing method, this method is a scheduling method that can be used for daily activities. This means that by compartmentalizing the time we can remember the big picture of the time allocation we use by making a list of activities or tasks that we have to do. Second milestone chart / gantt chart method, this method is also called an

important event graph, namely a graph that contains a glimpse of our progress in carrying out various activities related to time. Third calendar method the calendar setting method is used to ensure the progress of the selected goals and this method is one of the preferred methods.

Time management is necessary in maximizing learning achievement (Slameto, 2003) students must be good at managing their time such as study time, time to relax and time to play so that their study time is not disturbed by other activities. Many students do not manage time well, so that their study time is disrupted and interferes with learning outcomes. Producing something is only possible when we use time efficiently. Study time management really needs to be owned by students in the learning process so that the learning results obtained are satisfactory. Researchers found several theories which state that time management is related to student learning achievement. "The Impact of Time Management on Students' Academic Achievements" (Khan & Nasrullah, 2015), The Relationship between Medical Students' Time Management Skills and Academic Achievement (Karakose, 2015), Effects of learning styles and time management on academic achievement (Indreica et al., 2011), based on the research above, it can be concluded that time management has an effect on learning achievement.Therefore, researchers are interested in conducting research on time management. In this study, researchers found that there is a correlation between time management and students' English learning achievement.

To manage time is another sense of having the control of time and other activities (Rajaeipoor et al., 2015). When a person can manage his/her time, environmental events and affairs cannot direct his/her activities. In other words, time will be wasted if the person is inactive in his/her activities and affairs. Time management is also foundation in a way that drives towards goals and a process of organizing activities in order to realize all good time and the process of controlling the amount of time used based on planning to achieve goals effectively.

Furthermore, the other expert explain time management consists of some aspects namely planning the decision and priority, the organization preference, the time management and the control to the time (Macan & Hoffmacan, 2016). This means is activities or tasks are sorted based on their importance, from the most important to less important activities so that these activities are carried out regularly. Next, time management depends on way students to do their activity.

Studying successful people schedules is a very contribution towards the knowledge behind making true the goals, time management is a way to develop and use process and tools for maximum efficiency, effectiveness and productivity (Downs, 2008). It means that it uses efficiency time which use good time. Students do performance time of already time. Second, effectiveness, students do activity after they get target. It is students have purpose in use already time. Last, productivity, students use utilize activity without spend time. Thus, students get a result in utilize time. In the other words, time management is a organization establishes aim to get goal. Therefore, it makes students to be discipline to use study time.

Time management is simply the process of organising and planning how to divide and arrange schedules amongst specific undertakings in order to maximise effectiveness in an efficient manner (Irikefe O. P., 2018). It means that it uses efficiency time which students use good time. Students do performance time of already time. Second, effectiveness, students do activity after they get target. It is students have purpose in use already time. Last, productivity, students use utilize activity without spend time. Thus, students get a result in utilize time. In the other words, time management is a organization establishes aim to get goal.

The key, inseparable factor when managing the time is definitely the planning beforehand so, time management is very important that increased a sense of wellbeing, prioritizing time and huge increases in productivity (Numanovich & Abbosxonovich, 2020). This means that managing time is useful for increasing self-productivity in managing and controlling the right time. Which helps us become clearer about ourselves and the goals to be achieved.

Furthermore, state that the efficient use of time is an important variable in helping students achieve learning goals and making the classroom a pleasant place for teachers and students (Hoover et al, 2003). Thus, time management is students to get knowledge of their planning time. It includes that they need effective time in their learning to get good achievement.

Next, the efficient use of time management will help students to achieve learning goals and making the classroom as the pleasant place for teachers and students (Mcleod et al, 2003). It means that time management provides a useful effective time for students related to their activity. Time management also helps students to know action of students, thus they will get easy to use their activity. Then, through time management students will get their goal that related the way in using their time. This is that they make planning of their activity. It includes organizing and managing their time.Time management provides benefits regarding the use of time. It is students getting their learning goals, concentration, organization and motivation (Kahle, 2003). In time management, students plan and achieve goals. Students get results according to their goals if they use time and do learning effectively

Person's time management can vary depending on the factors that affect one's time management, but researchersssss only focus on a few these factors include (Slameto, 2003):
First, (gender) Female students are more able to fill their free time with useful things such as doing light work rather than relaxing, while male students fill their spare time by sleeping or relaxing (Alkhatib, 2014).
Second (Activities outside of school)
Organizations and students cannot be separated because both are part of the student's life journey.

Time management has benefit to students in getting achievement. To make it, there are characteristic of time management in helping students to achieve their goals. There are 4 characteristic in time management (Macan & Hoffmacan, 2016), including:
a. Setting Goals and Priorities
Priority means classifying the task into its difficulties and its important. Create activity data and determine the priority scale of each taks, the most important or urgent activities put it on top of the list to be done immediately.
b. Planning
Make a plan of the goal to be achieved to control or manage time can use daily, weekly or monthly lists and work according to plan.
c. Scheduling
Creating a balance or schedule in activities or doing tasks, in order to use time efficiently and effectively, so as not to procrastinate tasks to be completed immediately.
d. Ability to Control Time
Controlling time and managing the some aspect that may influence to the use of time. Using records in the use of time, can evaluate the use of time that has been done so that time management can run as planned or scheduled.

Students' learning achievement it is a certain level of achievement in school courses measured by the teachers or by the assigned tests as these will provide a degree scale to all subject materials and upon this scale the student caliber in these courses would be measured and rated (Al-zoubi, 2016). This means that the teacher will give tests to students to see whether the remainder is successful or not in that subject. Student achievement can describe the level of student achievement in terms of knowledge, skills, and experience while at school. Because learning itself is a process of someone trying to obtain a form of relatively permanent change in behavior.

Next, students' Learning achievement is known as a whole skill or behavioral changes achieved through the learning process based on the test achievements and results expressed in the form of a repeat value, exams or report cards. Thus, students have to try as much as possible in order to get results or learning achievements (Hariyadi & Darmuki, 2019). It means The changes obtained depend on what is learned by students. The success of a student in the teaching and learning process is mostly measured by measuring learning outcomes, which are given at the end of learning or at the end of the semester.

Furthermore, student achievement is the result that has been achieved from the mental process, knowledge, skills, attitudes, etc., giving rise to progressive and adaptive behavior (Ukhty Lutfiani, 2021). In achieving the expected learning achievement there are several factors influence, namely external factors such as environmental factors, learning methods, patterns care for parents, and others.

Student's english learning achievement refers to how student has progressed toward his or her short or long-term educational objectives. Individual differences in academic achievement are significantly linked to personality and intelligences. (Winkel in Asrifan et al, 2020) stated that achievement is one's ability after learning or experiencing something, as seen by students' behavior. It means that the teaching and learning process to the students can help them gain more knowledge, and that the student skills to their mark and attitude, because of this behavior, the students can do their mark and attitude, the students can do their duty or solve problems from teachers.

Factors Affecting Learning Achievement

a. Internal factors, namely factors contained within the individual that affect learning achievement. These factors include physical factors, psychological factors and fatigue factors. Physical Factors (health Factors, disabilities) Psychological Factors (motivation, interest, talent, time management)

METHODS

The researchers was a correlation design because it was correlate between two variables. It means that the design of this research was correlate research between students time management and their English achievement. The aim of this study is to know the relationship between students' time management and their English learning achievement. The population 198 students in the X grade students of SMK N1 Pulau Punjung. However, this research the researcher used a simple random sampling technique by randomly selecting students from each class as a trial class and as a research class. In this study the sample 25% from population was 50 students. The researcher used instrument

questionnaires to see students' time management and UAS scores to see students' English learning outcomes in class X SMK N1 Pulau Punjung. The data analysis technique was done by statistical calculation of Pearson Product Moment Correlation.

HASIL DAN PEMBAHASAN

Time management variable (X) consists of four indicators, namely (a) priorities, (b) control time, (c) plans, and (d) schedule. From the indicators that have been selected, 28 question items are arranged. Data on time management has been successfully collected from respondents as many as 50 students, quantitatively showing the highest total score is 140 and the lowest total score is 28. The results of the frequency distribution analysis are presented in tabular form as follows. The result of students response to the questionnaire it was resided in strong criteria with a percentage of 53%.

Research on the Learning Achievement variable (Y) focuses on the UAS scores of English subjects from class X students of SMK N1 Pulau Punjung. In this frequency distribution table, it is presented that student learning achievement are dominated by the Good Enough criteria. In this study researchers conducted normality and homogeneity tests.

Table 1: Result Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		50
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.21679720
Most Extreme Differences	Absolute	.072
	Positive	.050
	Negative	-.072
Test Statistic		.072
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		

If the significance value (sig) > 0.05 then the data is normally distributed. If the significance value (sig) < 0.05, then the data is not normally distributed. Based on the above calculations, it can be concluded that the data in this study are normally distributed. This can be

seen by the acquisition of asump. Sig. (2-tailed) which is 0.200 > 0,05.

Table 2: Result Homogenity Result

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Time Management	Based on Mean	.015	1	98	.902
	Based on Median	.008	1	98	.930
	Based on Median and with adjusted df	.008	1	97.707	.930
	Based on trimmed mean	.010	1	98	.919

The calculation data above shows that the Sig. value is 0.902, which is higher than 0.05 (0.902 > 0.05). This value indicates that the variants of this population are the same or homogeneous.

After collecting the data from two variables between students time management and their English learning achievement, the researcher calculated the data by using Pearson Product Moment Correlation through SPSS which the researcher shown in the table below:

Table 3: Pearson Correlation

Correlations		Time Management	Learning Achievement
TimeManagement	Pearson Correlation	1	.439**
	Sig. (2-tailed)		.001
	N	50	50
LearningAchievement	Pearson Correlation	.439**	1
	Sig. (2-tailed)	.001	
	N	50	50
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the table above, the researcher can concluded that the significant value of the two variable between students' time management and their English learning achievement 0.439. Coefficient correlation resided in 0,40-0.50 therefore, 0,439 in enough correlation categorized. with the sign plus indicates a unidirectional correlation and the researcher displayed in graphic form below.

Figure 1: Scatterplot of Correlation
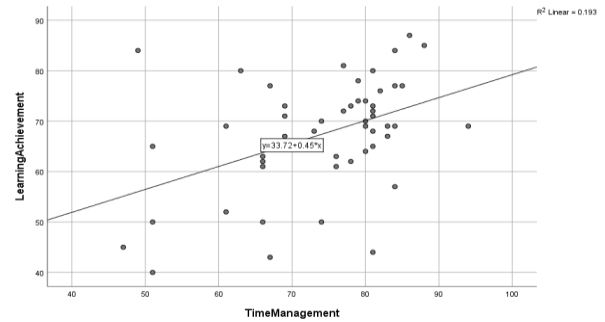
The correlation between students time management and their English learning achievement were (0.439). Positively correlated if r-count > r-table. The value of r-table in this research is seen from the number of samples, in which the number of samples was 50 students. Based on 50 students, the value of r-table in Product Moment with a significance level of 5% that was (0.279). The researcher calculated the data by using Pearson Product Moment that r-counted (0.439) was higher than r-table (0.279). So, He is accepted in this research.

CONCLUSION

Based on the research results, analysis results and previous discussions, it can be concluded that it was found that there is positive correlation between time management and English learning achievement Vocational School with 0,439 and sig. value of 0.001. This means that the sig value is < 0.05.

SUGGESTION

Based on the finding of the research, the researcherss proposal several suggestion for students, teachers and for future researcherss. First researcherss suggest to teachers to pay attention to students' time management in learning English achievement. The teachers should be able to provide understanding for students that time is something valuable so the participants students was always make good use of their time. Teachers can measure between time management and achievement in learning English.

Therefore, Teachers should help students improve their English learning achievement. Second reseacher suggest to students to improve their time management in order to have a good English learning achievement. Because by

looking at the role of learner time management, then in an effort to improve students' learning achievement, students should be able to maximise the application of good time management. Third reseacher suggest future researchersss, they should conduct research using other independent variables that can be related to learning achievement. related to learning achievement.

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