

Improving learning time management using problem solving techniques in group guidance activities

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ABSTRACT

The background of this research is based on the phenomenon that occurs that success in learning is influenced by flexible and regular study time management. The purpose of this study was to determine the effectiveness of group guidance problem solving techniques to improve student learning time management. The research used quantitative methods, namely experiments. Research subjects class VIII E students at SMP Negeri 2 Moyudan who have been selected according to the sufficient category. Data collection techniques used scale and observation. Data analysis techniques used the T-test formula. The results showed that based on the results of paired samples t-test, pretest and posttest were obtained. sig.(2-tailed) value of 0.000 then compared to the sig. 5% = 0.05, it can be determined that $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted. The conclusion is that group guidance services using problem solving techniques is effective to improve student learning time management at SMP Negeri 2 Moyudan.

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1. INTRODUCTION

Time management is very important in life not only in the world of work but in the world of study. Time management also has its own influence on individuals, moreover students usually have difficulty in managing their study time. Time management is very necessary in the academic world. Students who have difficulty in managing time can had an unfavorable effect on them. Time management based on its understanding is a form of action

that is carried out by individuals in a detailed and structured manner so that individuals can take advantage of their time, time management creates a sense of responsibility in individuals (Kholisa, 2012; DD Nurhidayati, 2016; Pasaribu et al., 2020; Sandra, 2013). The goal is for individuals to be consistent with the schedule that has been made. Time Management is planned by making schedules; so that individuals know how to use time effectively so as to increase effectiveness and efficiency with timely investments (Haynes & Hillman, 2010) .

Time management is a good thing if done in the learning process. Time management in the learning process if developed optimally and efficiently can have a positive impact on the individual himself, especially in planning study time (Hervi, 2022). Study time management is very necessary to achieve student learning success at school and improve student learning achievement. Learning is an ongoing activity with the aim of achieving the desired success (Kurniawan & SD, 2019; Nurfajari et al., 2019) . The desired success and achievement of the learning process requires an effort to make it happen and needs to involve planning, organized scheduling so that success in the learning process is achieved. Time management is one of the processes to achieve this learning success. Ideally students who can achieve good learning are those who can manage study time effectively and make individual drivers to learn more enthusiastic, besides that it can also improve student learning outcomes (Che Ahmad et al., 2017; Endrawati, 2018) .

The reality is that there are still many students who have difficulty in managing their study time, agree with (Hariyanti, 2021) . Study time management is still found to be very weak in some students, they have difficulty in managing their study time, in fact, it is often found that a lack of study time is used as an excuse for not completing assignments. Based on the results of interviews obtained from the Counseling Guidance Teacher at Moyudan 2 Public Middle School, it can be seen that class VIII students in managing their study time are not optimal. They have not been able to manage study and play time. Students have not submitted assignments on time, have not prepared for tests due to lack of study time, have not been able to manage study time effectively, have not understood their learning

objectives, lack of preparation and planning in class lessons, have not been able to control and determine time efficiently. Consequently, it will have a bad impact and students will not be able to optimize their potential (Fikriyani & Herdi, 2021; Ramadina, 2021; Ristianti & Fathurrochman, 2020; Sabella & Winingsih, nd). So, it is necessary to provide services for students to improve their study time management. The researchers provides group guidance services with problem solving techniques to overcome these student problems.

Provision of group guidance services to provide support and assistance to students who experience difficulties within themselves, where groups are encouraged to plan and make decisions appropriately (Nurhidayati & Rahayu, 2019) . Student group guidance services will be asked to tell voluntarily and then jointly assisted to find a solution, the hope is that group guidance can be a bridge for students to be strong and independent. Group guidance can be understood as an effort to guide groups of students to become large, strong and independent by using group dynamics within them (Utami, 2017; Suryanto, 2021). Group guidance services will be equipped with problem solving techniques. This technique can develop a critical attitude, creative in problem solving, and more independent in decision making. Each group member gives opinions and suggestions and offers potential solutions, so the use of this technique is very suitable when it is applied in group guidance to form maximum group dynamics, especially in improving student study time management. The researchers employed problem solving technique group guidance services to improve student learning time management at SMPN 2 Moyudan.

2. METHODS

This research used a type of quantitative method. Quantitative research refers more to populations and samples and data collection uses statistical instruments and calculations (Wijaya & Wairocana, 2018: 2). The researchers used a *pre-experimental design* in the form of *one group pretest-posttest design* (Astuti, 2017:44) . The sample used was a *purposive sampling technique* where sampling is based on the research criteria. The

sample in this study was 9 students in the sufficient category. The data collection technique used in this research was a Likert scale and observation, the instruments used was the student learning time management scale. The analysis technique used by the researchers was the *T-test* with normality and homogeneity test requirements, and the T-test with *paired samples T-test*. This T-test was used to answer temporary hypotheses in this research.

3. FINDINGS AND DISCUSSION

This study identified that 9 students at SMPN 2 Moyudan had a sufficient category of time management in their study time *management*. The following is a table of student learning time management score categories:

Table 1 Learning time management score category

| No | Category | Score |
|----|------------|-----------|
| 1 | Not enough | 31 to 62 |
| 2 | Enough | 62 to 94 |
| 3 | Good | 94 to 124 |

The researchers conducted an overall analysis to take samples in the sufficient category, then analyzed from each aspect to see the level of management of student learning time. Then 9 students were selected in the sufficient category to be given group guidance services using problem *solving techniques*. the material then performs the service 4 times. The presentation of the data obtained is as follows:

a. Presentation of learning time management pretest scores

This pretest score is used to determine the initial conditions of student learning time management at SMPN 2 Moyudan. The data presented in following table:

Table 2 . Study time management pretest score

| No | Name | Score | Category |
|--------------|------|-------|----------|
| 1 | ADP | 92 | Enough |
| 2 | FAO | 84 | Enough |
| 3 | MIF | 91 | Enough |
| 4 | MAR | 91 | Enough |
| 5 | NA | 84 | Enough |
| 6 | NNH | 67 | Enough |
| 7 | FLM | 87 | Enough |
| 8 | FN | 79 | Enough |
| 9 | AA | 83 | Enough |
| Max = 92 | | | |
| Minimum = 67 | | | |
| Mean = 84.2 | | | |

From table 2, it is known that there are 9 students who have adequate study time management. The maximum score for learning time management is 92 (ADP) and the minimum score is 67 (NNH) at intervals < 94. This means that students have sufficient study time management.

b. Presentation of learning time management posttest scores

Problem solving techniques have changes and differences or not, along with the pretest and posttest tables.

Table 3 . Comparison of pretest and posttest scores

| No | Name | Pretest-Mark | posttest-Mark | gains |
|-------|------|--------------|---------------|-------|
| 1 | ADP | 92 | 98 | 6 |
| 2 | FAO | 84 | 100 | 16 |
| 3 | MIF | 91 | 97 | 6 |
| 4 | MAR | 91 | 102 | 11 |
| 5 | AND | 84 | 95 | 11 |
| 6 | NNH | 67 | 94 | 27 |
| 7 | FLM | 87 | 95 | 8 |
| 8 | FN | 79 | 97 | 18 |
| 9 | AA | 83 | 100 | 17 |
| Total | | 84 | 98 | 14 |

The score of *pretest* and posttest can be clearly seen in the graph below from the changes before and after being given *problem solving technique group guidance services*

Table 3 shows the changes in the level of management of student learning time increased by 14 points. The results before being given the service indicated the score of management of student learning time was 84 with the sufficient category after being given the service

Problem solving technique group guidance experienced an increase in score to 98 in the good category. The highest improvement score was achieved by NNH by 27 points, and the lowest improvement score was achieved by ADP by 6 points and MIF by 6 points.

c. Presentation of group guidance service observation data

The researchers made observations when providing group guidance services with *problem solving techniques* seen from the responses, attitudes and group situations while participating in group guidance with *problem solving* techniques. It can be seen in the following table:

Table 4 . Observation Of Group Guidance Problem Solving Techniques

| No | Observed situation | Meeting | | | |
|-------------------|---|---------|-----|-----|----|
| | | 1 | 2 | 3 | 4 |
| Student attitude | | | | | |
| 1 | Students dare to ask without being appointed | 1 | 2 | 3 | 3 |
| 2 | Students dare to convey ideas | 2 | 2 | 3 | 3 |
| 3 | Students dare to argue | 1 | 2 | 2 | 3 |
| 4 | Students ask permission when arguing | 2 | 2 | 2 | 3 |
| 5 | Students are silent when someone is talking | 2 | 2 | 3 | 3 |
| Student response | | | | | |
| 6 | Students respond by nodding | 2 | 3 | 3 | 3 |
| 7 | Views of students focus if someone is talking | 1 | 2 | 3 | 3 |
| 8 | Students listen actively | 2 | 2 | 3 | 3 |
| Service situation | | | | | |
| 9 | Students listen during the service process | 2 | 2 | 2 | 3 |
| 10 | Students interact with friends | 1 | 3 | 3 | 3 |
| 11 | Services run in an orderly manner | 2 | 2 | 3 | 3 |
| Total | | 18 | 24 | 30 | 33 |
| Average score | | 1,6 | 2,2 | 2,7 | 3 |

Based on table (4), it shows that there is an increase in the observation score of group guidance services with *problem solving techniques* to improve student learning time management. At the first meeting, the average observation was 1.6, then it increased at the second meeting, namely by

2.7, the observation score at the third meeting increased. to 2.7 increased again at the 4th meeting, namely 3. So the conclusion is that in every service process provided students with good experiences.

d. Normality test and homogeneity test

1) Normality test

It is used to find out whether the data used is normally distributed or not. To use the *T-test*, the data results must be normally distributed. The followings are the results of the normality test:

Table 5. Normality test

| Tests of Normality | | | | | | |
|--------------------|---------------------------------|----|--------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre-test | .215 | 9 | .200 * | .864 | 9 | .105 |
| Post test | .162 | 9 | .200 * | .945 | 9 | .633 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Kolmogorov-Smirnov formula shows a sig *pretest* of 0.200 and a sig *posttest value* of 0.200. These data indicate that the result value is sig *pretest* and sig result values. *posttest* > than 0.05 so that the data is declared normally distributed.

2) Homogeneity Test

This test is to find out whether the sample is homogeneous (same). Homogeneity test is a test of whether the variance of the sample used is the same. Homogeneity test is usually Used as a requirement in the *T-test* analysis (Ramadhan, 2019: 18). Followings are the results of the homogeneity test.

Table 6 . Homogeneity test

| Test of Homogeneity of Variances | | | | | |
|----------------------------------|--------------------------------------|-------------------|-----|-------|------|
| | | Levene Statistics | df1 | df2 | Sig. |
| Pretest/posttest | Based on Means | 3.007 | 1 | 16 | .102 |
| | Based on Median | 2.980 | 1 | 16 | .104 |
| | Based on Median and with adjusted df | 2.980 | 1 | 9,441 | .117 |
| | Based on trimmed mean | 3.167 | 1 | 16 | .094 |

Based on the results of the homogeneity test it is known that the sig value based on *mean* is 0.102, then refers to the decision-making method in the homogeneity test, namely if the sig value is > than 0.05, the data is homogeneous, otherwise if the sig value is <0.05, the data is not homogeneous. Based on the homogeneity test, it was found that the sig value was $0.102 > 0.05$, so this data was homogeneous or it could be said that the variants of the *pretest* and *posttest* data samples were the same.

e. Presentation of *T-test* data

The researchers uses this *T-test* to find out whether there is a difference in the average *pretest* and *posttest* scores. The *T-test* is also used to answer temporary conjectures from the research hypothesis. The following are the results of the *T-test*:

Table 7 . Test *T-test*

| | | Paired Samples Test | | | | | | | |
|--------|----------------------|---------------------|-------------------|---------------|---------|-------|--------|----|------------------------|
| | | Paired Differences | | | | | | | |
| | | 95% Confidence | | | | | | | |
| | | Interval of the | | | | | | | |
| | | Difference | | | | | | | |
| | | Means | std. Deviation | std. Error | Lower | Upper | t | df | Sig. (2- tailed) |
| Pair 1 | Pre test - post test | -13,333 | 6,856 | 2,285 | -18,603 | -8064 | -5,835 | 8 | .000 |

4. DISCUSSION

The results of the analysis show that group guidance services with *problem solving* techniques are effective for improving the time management of class VIII E students at SMPN 2 Moyudan. The increased management of student study time is shown by students being able to determine their study goals, preparation for learning, time management and making time schedules. Students must study and control their time well because if they have less than optimal study time management it will affect their learning achievement in the future.

Problem solving technique group guidance service is carried out 4 times based on Alviani's theory of learning time management aspects,

namely aspects of setting goals and priorities, study time management mechanisms and control over study time. Students are given group counseling services with problem solving *techniques*. The purpose of doing *the posttest is to find out whether there is a change or not before and after being given the Problem Solving technique group guidance service* .

Based on the results of the research, *the pretest* on 30 class VIII E students of SMP Negeri 2 Moyudan, the results obtained were 0 students in the less category, 9 students in the sufficient category and 21 in the good category. The researchers then decided to take samples of 9 students in the sufficient category. which was carried out to solve the problem of sufficient student study time management by being given treatment of group guidance services with *problem solving techniques*. The reason of selecting this technique was that students could be more active, communicative, critical, analytical in making decisions.

Based on the results after the students were given *treatment*, the researchers compared the scoring scales of *the pretest* and *posttest* of students who took part in *the treatment*. It was found that there was an increase in the average score before and after being given treatment. The difference in score was from 84 (*pretest*) up to 98 (*posttest*). Deciding whether Group Guidance *Problem solving techniques* are effective for improving student learning time management was by conducting a *T-test*.

Based on the results of the *T-test*, it can be seen that the problem solving *technique* is effective in improving student learning time management in class VIII E of SMP Negeri 2 Moyudan. The effectiveness of group counseling *problem solving techniques* in improving student learning time management can be seen from the results of the *T-test* using SPSS 25. The results show that the sig.(2-tailed) value < sig. level is 0.000 < 0.05 then H_0 is rejected and H_a is accepted

Problem solving technical group guidance services has a great impact on students where during the process students interact with friends and exchange opinions among members, have new ideas, open students' views,

add experience, and share solutions so as to determine alternative solutions in management study time. The developments obtained from students who have adequate study time management. Students have more regular study and playing time arrangements, control their time better. Evidenced by students feeling helped by clearer study time management. The results of observations during the *Problem Solving technical group guidance service process* in each meeting which was carried out 4 times resulted in good development at each meeting. In the first meeting, the overall observation shows students in responding, behaving and during the new service process some students (NNH, ADP and FN) were active. Meeting 2 began to show a slight increase both students who were shy started to respond, showing attitude during the process services by NA, FN, ADP, FAO that are at least better than the 1st meeting. The 3rd meeting is even better for students in responding, behaving during the process services shown by MIF, MAR etc. are getting better and other student who are also starting to follow them. In the 4th meeting, almost all 9 students had good attitudes, responses during the service process and followed well during the service process. Based on the results of observations at each service meeting, there was an increased activities every day.

The results of this study were strengthened by proving the effectiveness of group guidance *problem solving* techniques to improve time management for students in class XII, showing that students have low time management with characteristics of not being able to set goals, time mechanisms and time control. *Problem solving* techniques to improve time management for students are proven to be effective. Other research results (Fatchurahman et al., 2018; Hartinah, 2016; Nurhidayati, 2016; Setiawan, 2015) prove related to increasing understanding of time management through group guidance with *problem solving techniques*. In class VII students of SMP Muhammadiyah 4 Yogyakarta, the results of the analysis showed that before being given *treatment* the initial *mean* score was 55.30, then after being given *treatment*, the *mean* became 78.50. The results of the Wilcoxon test also showed $P = 0.05$ so it was concluded that there was an

increase in students' understanding of time management through group guidance with *problem solving techniques*.

5. CONCLUSION

Based on the results of the research, study time management for class VIII E students at SMP Negeri 2 Moyudan was analyzed in 4 aspects, namely goal setting, priority setting, study time management mechanisms and control over study time. The results of the average student learning time management before and after being given the *problem solving technique group guidance service* showed an increase in score from 84 to 98. The results of the *T-test* showed that the sig value < of sig level value. then 0.000 < 0.05, with the conclusion that H_0 is rejected and H_a is accepted and it is stated that the *problem solving technique group guidance service* is effective for improving the learning time management of class VIII E students at SMP Negeri 2 Moyudan

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