



JURNAL BASICEDU

Volume 6 Nomor 2 Tahun 2022 Halaman 2295 - 2300

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



The Effect of Time Management on Student's Interest in Learning Mathematics at Mts s Addinussyarifiah

Halimatu Sadyah Rambe^{1✉}, Sakinah Ubudiyah Siregar²
Universitas Labuhanbatu, Indonesia^{1,2}
E-mail: halimatusadya@gmail.com¹, hafizahsiregar88@gmail.com²

Abstrak

Penelitian bermaksud untuk mengetahui pengaruh manajemen waktu terhadap minat belajar siswa di Mts s Addinussyarifiah pada kelas VII menggunakan indikator manajemen waktu. Manajemen waktu merupakan proses pengaturan dan pengendalian terhadap waktu yang digunakan untuk melaksanakan kegiatan untuk meningkatkan efisiensi, dalam kinerja. Dari hasil penelitian diperoleh simpulan : 1. Manajemen waktu pada siswa kelas VIII Mts s Addinussyarifiah 2021 tergolong kategori cukup dari indikator yang telah terlaksana, 2. Dari nilai hasil belajar matematika siswa kelas VIII Mts s Addinussyarifiah tahun 2021 tergolong kategori baik sesuai dengan penyebaran angket, 3. Terdapat pengaruh antara manajemen waktu dan minat belajar matematika di kelas VIII Mts s Addinussyarifiah yang cukup signifikan berdasarkan analisis deskriptif dari indikator yang telah dilaksanakan.

Kata Kunci: Manajemen Waktu, minat belajar, pembelajaran matematika

Abstract

This study aims to determine the effect of time management on student interest in learning at Mts s Addinussyarifiah in class VII using time management indicators. Time management is the process of consciously planning and controlling the time spent on certain activities, especially to increase effectiveness, efficiency, and productivity. From the results of the study, the conclusions obtained are 1. Time management for class VIII Mts s Addinussyarifiah 2021 belongs to the sufficient category from the indicators that have been implemented, 2. From the value of the mathematics learning outcomes of class VIII Mts s Addinussyarifiah 2021 students are classified as a good category according to the distribution of the questionnaire, 3. There is an influence between time management and interest in learning mathematics in class VIII Mts s Addinussyarifiah which is quite significant based on descriptive analysis of the indicators that have been implemented.

Keywords: Time Management, interest in learning, learning mathematics

Copyright (c) 2022 Halimatu Sadyah Rambe, Sakinah Ubudiyah Siregar

✉ Corresponding author :

Email : hafizahsiregar88@gmail.com

DOI : <https://doi.org/10.31004/basicedu.v6i2.2435>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 6 No 2 Tahun 2022
p-ISSN 2580-3735 e-ISSN 2580-1147

INTRODUCTION

Education is a person's effort to develop one's abilities for the better. Some experts argue that education is a process of changing one's attitudes and behavior in carrying out self-teaching and training. With education, we can have a more positive impact on life and with education, we can overcome illiteracy and will provide ease of learning, skills, and mental abilities every experience is education Anwar, (2015); Kuzminov et al., (2019); Soboleva & Karavaev, (2020). As stated in Law No. 20 of 2003, education is a basic and planned effort to create a learning atmosphere in the learning process of active students expanding their potential abilities to have strength and self-confidence, religious spirituality, personal control, behavior, skills, noble attitude, and skills, which are needed by him, others, and the country (Siahaan et al., 2021). Mathematics is part of a systematically organized science and apart from that, mathematics is a science of understanding or logical reasoning to solve problems related to numbers and mathematics is also a part of science that helps in interpreting various ideas to draw a conclusion. Mathematics is the source of all knowledge Resnick, (2020); Siregar et al., (2021). Mathematics has the essence to describe the use and application of mathematics, both in terms of the meaning of the word mathematics, the characteristics of mathematics as a science, as well as the role and position of mathematics among various branches of science and its benefits Kabulov et al., (2020); Maslov, (2020). Interest can be interpreted as a person's awareness of taking an interest in an object due to stimulation, response, and motivation (Pekruna, 2020). Interest is a permanent trait in a person, interest is largely influential in learning, with interest a person can do something without any compulsion. And if without interest someone will not do something because he has to. according to (Asrofi & Fajria, n.d.) interest is one of the things that affect the evaluation of student learning. Parental involvement is a factor generating student interest (Muti'ah, 2017).

Some from the field of education argue that the best way to raise interest in a new subject is to use the interests that they like. that so that students also try to form interest without any coercion, this can be achieved by conveying information to students about the relationship of one lesson to be given with the previous lesson material by outlining its usefulness for students in the future. Interest can be achieved by connecting the subject matter with news that is already known and often heard by students every day. According to Syah (2006), interest means the tendency and excitement or high and great desire for something. Students have an interest in learning, there are the following characteristics: 1) have a constant awareness to always pay attention and remember something that has been studied continuously 2) have a sense of liking and liking for something they are interested in 3) achieve a sense of pride and adequacy on the thing of interest 4) and more interested in things that interest him than anything else. After knowing how important interest in learning mathematics is, several factors can influence interest, namely as follows: 1) motivating and ideals 2) family 3) teacher's role 4) facilities and infrastructure 5) social friends 6) media. Interest doesn't always grow by itself (Widyastuti et al., 2018). Expanding understanding of interests, something in general can make it easier for students to see how the relationship between the material to be studied and personally individual, the process means referring to students how certain understandings and skills affect personal, achieve their goals, and satisfy their needs. If students realize the importance of learning as a measuring tool to achieve some important goals in life, and if students understand the importance of the results of learning experiences that can bring progress to someone useful. According to Lestari (2015), Learning outcomes become a benchmark of interest during the learning process. Interest is also influenced by motivational and environmental factors. A person's interest will be higher when accompanied by motivation, both internal and external factors. according to (Febriyanti&Seruni,2015). Interest is a combination of desire and ability that can develop when there is motivation. A student has a desire to deepen his knowledge of mathematics, of course, his interest will be more controlled to read various books about mathematics, discuss, and so on. Environmental factors are also factors that influence a person's interest. Time management is the process of consciously arranging and controlling the time spent on certain activities,

especially to increase effectiveness, efficiency, and productivity. This method also involves the organized action of various demands against someone related to work, social life, family, hobbies, personal interests, and commitments with limited time. Using time efficiently gives a person an advantage in making choices as they manage to make their own decisions and discretion. According to (Mulyani, 2013). Time management affects learning outcomes.

Time management is usually always supported by various skills, tools as techniques used in managing time when completing tasks, projects, and goals that you want to reach according to deadlines. Time management has become the basis of every project development interest as a determinant of the time and scope of project completion (Adebayo, 2015). It is also necessary to understand that the technical and structural differences that exist in time management exist because of variables in the context of the culture of time use. In addition to time management, it becomes management in determining something (Pasaribu et al., 2020). One's ability to manage time effectively and efficiently is very important in many ways because good use of time will lead to targeted productivity increases with fewer unnecessary burdens. Good time management can bring focus and attention to the targets achieved as targeted. In order not to be confused in choosing priorities, you have good and proper time management.

Some of the benefits of implementing time management in daily life are as follows:

1. Time management can provide an opportunity for everyone to improve discipline and punctuality.
2. Make someone more organized as a result of time management that is applied effectively.
3. Effective time management can increase individual morale and self-confidence.
4. Can easily realize the goals and objectives set by using the shortest time and as effectively as possible.
5. Effective time management can help employees reach peaks of success quickly and can maintain those peaks for a longer period.
6. Good time management can overcome the planning and things to be achieved according to the target in order to be good.
7. Based on research results, someone who prepares tasks on time reduces the risk of anxiety and stress is reduced.
8. Good time management will make it easier for someone to prioritize daily tasks and activities.
9. Time management helps a person implement a better life plan.

Aspects that are an important part of improving time management are 1) planning 2) setting goals, 3) setting priorities, 4) making schedules, 5) minimizing wasted time, and 6) self-discipline.

From the results of observations in the field, information is obtained that there are still many students who are not interested in learning mathematics because they do not understand and feel that mathematics is difficult, and there are still many students who spend time playing and some of the tasks given by the teacher are not completed and get low grades. Based on the results of the research carried out by the researchers, it was obtained information about students towards mathematics learning based on the learning outcomes achieved after learning that students' scores were still low, besides that, from the results obtained by researchers from teachers in the field of mathematics studies, many students' scores decreased due to shorter study time. short due to the current pandemic. Fewer study hours and many students are lazy to do assignments because they are lazy and do not understand. And students who choose to waste time having fun and stay up late to play games, and the impact of schoolwork is not completed. Another thing that affects learning success is interest, students have a high interest in learning which will have an impact on success in learning. Time management plays an important role in one's success, if one can manage time well, for example in education, divide play, and study time, by managing time, then all activities can run well. Students who can manage their time well affect the success of learning. Based on the conditions seen by the researchers in the field, interest as an important factor in successful learning and time management is also needed for discipline in every learning activity, therefore the authors

conducted a study which was formulated in a title: "The Effect of Time Management on Students' Interest in Learning at Mts s Addinussyarifiah ".

METHOD

The research method used by the researcher is using Ex Post Facto research which was carried out at Mts s Addinussyarifiah in the odd semester of the 2021 academic year in class VII as many as 66 students as the population. The Ex Post Facto method is a method that states that changes in independent variables have occurred and a researcher is faced with the problem of how the causes and effects occur after the research. This study aims to determine the role of class VIII students' learning time management in learning mathematics using cluster random sampling technique using an instrument in the form of a questionnaire to see time management in student learning.

This study uses a questionnaire method for data collection and uses a documentation method that aims to assess learning time management in the value of 1. Concept Definition, 2. Operational Definition, 3. Instrument. Data analysis using SPSS version 20.0 application using descriptive analysis to describe variables in the study to assess time management and student interest in learning in the form of a percentage, mode, average, median, and standard deviation, and using inferential analysis which aims to test hypotheses consisting of normality test to find out the population in the test is normal or not. In this study, 30 students were used as samples. The variables contained in this study used independent variables and dependent variables. Time management is symbolized by X (independent variable) and student interest in learning is symbolized by Y as (bound variable). The general model of hypothesis testing analysis between time management variables and student interest in learning variables uses aggression analysis ($Y = +\beta X + \varepsilon$) as the population and ($Y = a + bX + e$) as the sample.

RESULT AND DISCUSSION

Based on the results of the descriptive analysis of student time management, there are many indicators that are used as guidelines for managing time so that it is not wasted.

Table1
Time management indicator

NO	INDICATOR	PERCENTAGE	CRITERIA
1.	Set goals so you don't waste time	65,9%	Enough
2.	Prioritize tasks	70,32%	Enough
3.	Make schedule	65,47%	Enough
4.	Minimize interference in carrying out activities	60,73 %	Enough
5.	Organization	63,37%	Enough
6.	Cancellation	61,03%	Enough
7.	Assertive	61,76%	Enough
TOTAL AVERAGE		64,08 %	Enough

Based on the descriptive analysis data from 35 statement items, there are 10 question items classified as good in identifying that the core of time management which contains 10 statement items has been carried out by students quite well. 22 statement items were classified as sufficient to identify that the core management contained in the twenty-two items was almost carried out by students properly, 2 statement items were stated to lack identification that the time management contained in the two statement items had not been carried out as well as possible. And 1 statement item is classified as not good at identifying time management by students properly.

Based on the results of the descriptive analysis of the time management level based on each indicator, it shows that the indicators of setting goals so as not to waste time are (65.9%), setting task priorities (70.32%), making schedules (65.47%), minimize disruption in carrying out activities (60.73%), organization (63.37%),

cancellation (61.03%), assertiveness (61.76%). Of the seven indicators, it is included in the sufficient category which is carried out properly but needs improvement so that the seven indicators can be carried out properly. From the seven indicators above, it appears that minimizing disruption in carrying out activities is an indicator with a low value compared to other indicators with a percentage value of 60.37%. Based on the results of the descriptive analysis of the level of student time management of class VII Mts s Addinussyarifiah is quite adequate with an average value of 64.08%, it can be concluded that student time management is carried out properly from each indicator. And it needs improvement so that the time management of students at Mts s Addinussyarifiah is getting better. Based on the results of research from 35 questionnaire questions about time management distributed to 30 students who were sampled at Mts s Addinussyarifiah it was quite visible from the value of time management. And from the results of the descriptive analysis showed that the interest in learning mathematics of class VII students was classified as good. It can be seen from the average score of students' mathematics which shows students' interest in mathematics after proper learning time management is applied. From the results of the analysis, there is a relationship between time management variables and student interest in learning, there is a significant increase. In line with the results of the analysis that has been carried out by Kambuaya, (2015) it shows that there is a significant influence between the independent variables simultaneously on the dependent variable, meaning that the independent variables consisting of motivation, interest, discipline, and self-adaptation variables when connected (simultaneously) has a significant effect on student achievement. In line with the theory expressed by Kardefelt-Winther, (2014) it is revealed that motivation can be seen as a mental impulse that moves and directs human behavior, including learning behavior. Learning outcomes will be optimal if done with high motivation. Students who have high learning motivation tend to have a positive attitude to succeed Simbolon, (2014); Syafi'i et al., (2018); Sulasmi, (2019);

CONCLUSION

Based on the results of the study, it can be concluded that Time management for class VIII students of Mts s Addinussyarifiah 2021 is in the sufficient category from the indicators that have been implemented. From the achievement value of learning mathematics in class VIII Mts s Addinussyarifiah in 2021 it is classified as a good category according to the distribution of the questionnaire. From the achievement value of learning mathematics in class VIII Mts s Addinussyarifiah in 2021 it is classified as a good category according to the distribution of the questionnaire.

Suggestion

From the results of field research that has been carried out by researchers, suggestions can be found to improve as follows:

1. Students are expected to be able to improve time management which is quite carried out according to indicators measured by applying it in everyday life such as managing time and not neglecting time.
2. Students are expected to remember and carry out the importance of minimizing time so it is not wasted.

REFERENCES

- Adebayo, F. A. (2015). Time management and students academic performance in higher institutions, nigeria a case study of ekiti state. *International Research in Education*, 3(2), 1–12.
- Anwar, M. (2015). *Filsafat Pendidikan*. Kencana.
- Asrofi, M., & Fajria, I. (n.d.). *Hal. _11-21_Minat_dan_motivasi_belajar-with-cover-page-v2.pdf*.
- Febriyanti, C., & Seruni, S. (2015). Peran Minat dan Interaksi Siswa dengan Guru Dalam Meningkatkan Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 4(3), 245–254.
<https://doi.org/10.30998/formatif.v4i3.161>
- Kabulov, A. V, Seytov, A. J., & Kudaybergenov, A. A. (2020). Classification of mathematical models of

- 2300 *The Effect of Time Management on Student's Interest in Learning Mathematics at Mts s Addinussyarifiah – Halimatu Sadyah Rambe, Sakinah Ubudiyah Siregar*
DOI: <https://doi.org/10.31004/basicedu.v6i2.2435>
- unsteady water movement in the main canals of irrigation systems. *International Journal of Advanced Research in Science, Engineering and Technology*, 7(4), 328–2350.
- Kambuaya, C. (2015). Pengaruh motivasi, minat, kedisiplinan dan adaptasi diri terhadap prestasi belajar siswa peserta program afirmasi pendidikan menengah asal papua dan papua barat di kota bandung. *SHARE: Social Work Journal*, 5(2).
- Kardefelt-Winther, D. (2014). A conceptual and methodological critique of internet addiction research: Towards a model of compensatory internet use. *Computers in Human Behavior*, 31, 351–354.
- Kuzminov, Y., Sorokin, P., & Froumin, I. (2019). Generic and specific skills as components of human capital: New challenges for education theory and practice. *Форсаїм*, 13(2 (eng)), 19–41.
- Lestari, I. (2015). Pengaruh Waktu Belajar dan Minat Belajar terhadap Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 3(2), 115–125. <https://doi.org/10.30998/formatif.v3i2.118>
- Maslov, V. P. (2020). Motivation and essence of the term “Tropical mathematics.” *Russian Journal of Mathematical Physics*, 27(4), 478–483.
- Mulyani, M. D. (2013). Hubungan Antara Manajemen Waktu Dengan Self Regulated Learning Pada Mahasiswa. *Educational Psychology Journal*, 2(1), 43–48.
- Muti'ah, R. (2017). Hubungan Antara Minat Belajar, Fasilitas Belajar Dan Keterlibatan Orang Tua Dengan Prestasi Belajar. *Sigma*, 3(1), 48–58.
- Pasaribu, V. L. D., Elburdah, R. P., Sudarso, E., & Fauziah, G. (2020). Penggunaan Manajemen Waktu Terhadap Peningkatan Prestasi Belajar Di Smp Araisiyah. *Jurnal ABDIMAS Tri Dharma Manajemen*, 1(1), 84. <https://doi.org/10.32493/abmas.v1i1.p84-91.y2019>
- Pekrun, R. (2020). Commentary: Self-Report Is Indispensable to Assess Students' Learning. *Frontline Learning Research*, 8(3), 185–193.
- Resnick, L. B. (2020). *From protoquantities to operators: Building mathematical competence on a foundation of everyday knowledge*. Routledge.
- Siahaan, K. W. A., Lumbangaol, S. T. P., Marbun, J., Nainggolan, A. D., Ritonga, J. M., & Barus, D. P. (2021). Pengaruh Model Pembelajaran Inkuiri Terbimbing dengan Multi Representasi terhadap Keterampilan Proses Sains dan Penguasaan Konsep IPA. *Jurnal Basicedu*, 5(1), 195–205.
- Simbolon, N. (2014). Faktor-faktor yang mempengaruhi minat belajar peserta didik. *Elementary School Journal Pgsd Fip Unimed*, 1(2).
- Siregar, S., Nazliah, R., Hasibuan, R., Julyanti, E., Siregar, M., & Junita. (2021). Manajemen Peningkatan Kualitas Pembelajaran Matematika Pada Sma Labuhanbatu. *Jurnal Education and Development*, 9(2), 285–290.
- Soboleva, E. V., & Karavaev, N. L. (2020). Characteristics of the Project-Based Teamwork in the Case of Developing a Smart Application in a Digital Educational Environment. *European Journal of Contemporary Education*, 9(2), 417–433.
- Sulasmı, E. (2019). Analisis Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Siswa Ditinjau Dari Aspek Manajemen Belajar Siswa (Studi Pada Siswa SMP Gajah Mada Medan). *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]*, 1(1), 10–17.
- Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). Studi tentang prestasi belajar siswa dalam berbagai aspek dan faktor yang mempengaruhi. *Jurnal Komunikasi Pendidikan*, 2(2), 115–123.
- Syah, M. (2006). *Psikologi Pendidikan*. Bandung : Rosdakarya.
- Widyastuti, W., Wijaya, A. P., Rumite, W., & Marpaung, R. R. T. (2018). Minat Siswa Terhadap Matematika Dan Hubungannya Dengan Metode Pembelajaran Dan Efikasi Diri. *Jurnal Pendidikan Matematika*, 13(1), 83–100. <https://doi.org/10.22342/jpm.13.1.6750.83-100>