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Time Management, Daily Journaling Habit, and Gadget Utilization by High School Students

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ABSTRACT

The utilisation of gadgets is noteworthy due to its significant impact on time management and students' academic achievements. Technological devices can exert both beneficial and detrimental impacts. Hence, it is imperative to offer support in the utilisation of electronic devices among students, thereby fostering a favourable influence on their time management skills and the calibre of their education. This research aims to investigate Time Management, Daily Journal Writing Habits, and the Utilisation of Gadgets among High School Students. The study employs a quantitative research methodology, utilising a questionnaire as the primary instrument for data collection. A random sample of 15% was selected from a total population of 908 high school students to whom the questionnaire was delivered. The students' proficiency in time management was observed as follows: 14.8% of students showed high time management abilities, 78.5% of students displayed moderate time management skills, and 6.7% of students exhibited low time management skills. The aforementioned circumstance indicates that there is still a significant need for substantial efforts to enhance time management skills among high school pupils. In order to enhance time management skills, there are four key components: establishing objectives and priorities; devising and arranging a schedule; effectively managing time; and displaying an inclination for organisation. 45.8% of individuals utilised gadgets to create plans and activity journals, whereas the remaining 54.2% did not utilise devices for this purpose. The predominant activity among students when using gadgets was social media, accounting for 55.9% of their time. Chatting and making voice calls ranked second, but with a significant difference of 17.2%. In relation to the extensive use of electronic devices among adolescents, their usage did not provide optimal results in enhancing self-quality, particularly in terms of time management abilities.

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1. INTRODUCTION

The success of students in learning is not only determined by the process at school but also the process they undergo at home and in their environment. Especially is now in the combination of online and offline learning. Learning at home without teacher supervision requires awareness and good time management skills of students. Time management and learning behavior affect student performance and achievement (Adams & Blair, 2019; Broadbent & Poon, 2015; Gea, 2014; Mamahit, 2019; Rusyadi, 2012). There is a significant relationship between student activity in organizations and time management abilities with learning behavior (Prihartanti & Wiryosutomo, 2020; Tseng, Yi, & Yeh, 2019). Students who are active in organizations as well as who have an academic success orientation have good time management skills, so they can divide time between organization and study.

The learning method consists of training, elaboration, preparation, understanding coaching, and affective. Included in the training activities are repeating information, underlining, and summarizing. Elaboration activities consist of using imagination, using memorization, keywords, asking questions and taking notes. The drafting activities consist of using memorization, grouping, outlining, and mapping. Comprehension and training consists of self-questioning, re-reading, ensuring consistency, and paraphrasing. Affective activities consist of reducing anxiety, holding positive beliefs, creating a positive environment, and managing time (Schunk, 2012).

In order to have good time management skills, students should have the ability to arrange a study schedule. In order to produce the good study schedule, there are several efforts that can be carried out by students, including (1) calculating the time to be used for daily activities, for example for going to school, reciting Al Qur'an, playing, taking a course and so on; (2) determining and looking for the times to be used each day; (3) planning learning activities and the sequence of lessons to be learned; (4) covering which times can be used for learning with the best results. After that time is known, and then it is used to study what is considered difficult. While lessons that are easy are learned at other study hours; and (5) saving time, every student should not hesitate to start work, including studying (Nugroho, 2017).

Effective time management enhances the utilisation of time. Efficient time management can expedite work in certain instances. The time management analysis utilising the PERT and CPM methodologies yielded a critical path of 102 working days. By implementing an acceleration of 5 working days, the ideal time was reduced to 97 days (Hidayah, Ridwan, & Cahyo, 2018). Effective time management not only enhances efficiency but also fosters students' autonomy in learning. The study findings indicate a direct correlation between time management and self-regulated learning (Mulyani, 2013). Efficient time management can enhance student performance (Pasaribu, Elburdah, Sudarso, & Fauziah, 2020).

There are several techniques that can be used to improve the ability to manage time, including: the *Pomodoro* technique; *eat* the Frog technique; and the *Eisenhower Decision Matrix* technique (Btp.admin, 2021). The Pomodoro technique is a time management technique by arranging a 25-minute work or study session by minimizing distractions, then followed by 5 minutes of rest, the method is repeated and in preparation it is very important to make a list of tasks that must be completed according to priority (Giesbrecht, 2015; Mulyani, 2013; Novitasari, Asana, & Dwitrayani, 2022; Tarwiyah, 2021). The eat the frog technique includes several steps, namely: determining the frog based on the deadline or the complexity of the task, the frog in question is the task or work that must be completed; choose a task that can be completed in 1-4 hours, break the task into smaller parts if it is complicated; prepare your assignment the night before; and do it focused and avoid distraction 03:41 PM. The *Eisenhower Decision Matrix* technique is a technique that teaches us to divide our tasks into 4 categories, namely important and urgent; important but not urgent; urgent but not important; not urgent and not important, starting with doing important and urgent tasks and then important and not urgent (Gustino, 2019; Kennedy & Porter, 2022; Mfondoum, Tchindjang, Valery, Mfondoum, & Makouet, 2019). From the three techniques, the basic conclusion is managing time by identifying the activity plan and the time allocation needed. And to do this, of course, you need basic data about a person's daily activities and the time it takes to complete them, and an activity journal is a solution.

Time management is closely related to self-regulation (Suamuang, Easter, & Suksakulchai, 2021; Usroh, Laily, & Munir, 2022). Someone with good self-regulation will be able to organize and develop a plan to achieve the desired goals. There are several factors that influence the increase in one's self-regulation, namely the desire to achieve goals, awareness of self-esteem, eagerness to try, time management commitment, metacognitive awareness, and use of efficient strategies (Mulyani, 2013; Simaremare, 2020; Wang & Zhan, 2020). This metacognitive awareness is the ability to reflect on the knowledge obtained and use it to solve the problems it faces; this awareness requires higher-order thinking skills. Identifying tasks, making plans, allocating time has an important role in time management with various existing techniques, and people who are able to do it are those who have good metacognitive awareness.

An immediate solution to the problem of students' poor time management is for them to develop a greater capacity for self-reflection and metacognition, which they can practise in their everyday lives. Furthermore, keeping tabs on your past, organising your current, and plotting your future are the three main tenets of The Bullet Journal Method (Carroll, 2018). One approach to developing time management skills is keeping a journal. This practice can help us reflect on our past acts, meet our current needs, and prepare for the future with greater awareness.

One of one's obligations towards time is to take lessons from the past, the alternation of night and day should be used as a lesson for each individual to be the basis for improvement in the present and future (Qardhawi, Aziz, & Ghani, 2014). In particular, we must look at all the things that have passed every day, so that everyone will examine her/himself about what she/he was doing? Why was she/he doing it? Why she/he did it? What did she/he disregard? Why did she/he disregard it? It would be nice if such research or self-introspection was done before going to bed. One way that can help to do self-introspection is by keeping a daily activity journal because human memory is very limited.

But nowadays, writing in a diary or journal has become something that seems very conventional and complicated, even in meetings we often use a device or tablet for taking notes. Recording through a device will be easier because it is tailored to the features of the current generation. To lay the groundwork for future efforts to improve students' time management skills through the use of devices, research is required to determine the extent to which students are able to manage their time, the frequency with which students record their daily activities, and the intensity with which they use devices for documenting their activities. The goals of this study are twofold: first, to identify ways that students might enhance their reflective abilities in metacognitive awareness through this research; and second, to help students acquire better time management and organisational skills. The primary goal of this study is to provide students with the necessary tools to become accustomed to maintaining regular notebooks in order to enhance their metacognition awareness. In today's digital world, this is how technology is being used. In today's world, devices are considered as a way to refresh the learning process.

2. METHODS

The research method used is a quantitative research method with the main data collection tools being questionnaires. The research instrument used in this study was a questionnaire with closed questions to determine the level of students' time management, their habits in using gadgets, and their habits in keeping daily journals. The population in this study amounted to 908 high school students. Samples were selected randomly with a total of 15% of the population with a total of 136 students. Data collection tools are distributed online due to the pandemic conditions which still limit face-to-face data collection. After the data was collected through an online form, it was then analyzed using descriptive analysis.

3. FINDINGS AND DISCUSSION

The research was carried out by administering a time management questionnaire together with a device use and journaling habit questionnaire. A total of 227 randomly selected participants took out the survey about their journaling habits and technology use, while 136 participants were given the time management questionnaire.

3.1. Time Management

Time management questionnaires were randomly distributed to 136 research samples with the following data results:

Table 1. Time Management Ability

criteria	interval	% interval	frequency	%
High	31	78 %	20	14.8
Moderate	21 - 30	51-77%	106	78.5
Low	20	50%	9	6.7

This table shows the students' ability in time management. It can be seen that 14.8% of students have high time management skills, 78.5% have moderate time management skills, and 6.7% have low time management skills. With the middle value at the interval number 27 or 67.8%, it is in the medium criteria, with many getting a score of 27, as many as 83 out of a total of 136 students.

3.2. The Habit of Making Daily Plans and Journals

From the survey, 31.7% of students used to make activity plans and 25.6% kept daily journals. These results strengthen the results of previous research on time management skills with high criteria with a percentage of 14.8%. Approximately only a quarter of the participants are accustomed to making activity plans and journals. Why is her/his time management ability low, one of the possible reasons is that his habit of making plans and journaling activities is also still low.

3.3. Device Use

For the use of devices in making plans and activity journals, 45.8%, the remaining 54.2% did not use devices at all to make plans and activity journals. For the time of using the device the following data is generated:

Table 2. Duration of Device Use

Duration	Amount	%
less than 2 hours	21	9.3
3 - 6 hours	93	41.0
7 - 10 hours	68	30.0
11 - 14 hours	24	10.6
15 - 18 hours	14	6.2
More than 19 hours	7	3.1
Amount	**227**	**100%**

From the table, the highest duration is 3-6 hours, by 41% or 93 students; the second is 7-10 hours by 30% or 68 students. And it turns out that some use of gadgets for more than 19 hours by 3.1% as

many as 7 students, which means that their break time from devices is only about 5 hours a day. The activities carried out by students with their devices can be seen from the following data:

Table 3. Activities with Devices

Activity	%
Scrolling feed on social media	55.9
Google knowledge	15.0
Chat and voice call	17.2
Online game	5.3
Online learning/ courses/ tutoring	4.4
Writing stories/ poetry/ drawing/ designing	0.9
Create reminders and notes	1.8
Scrolling tiktok	1.8
Reading novels/manga	3.1
Dominate things	0.9
Listening to songs / prayers	1.3
Watching youtube/movies/anime	0.9
Reading quora	0.4
Online business	0.9
Editing	0.4

Social media was the highest activity carried out when students held gadgets amounted of 55.9%, chat and voice call were in second place with a considerable difference of 17.2%. The third rank was knowledge update by 15%; followed by 5.3% for online games 4.4% for online learning/ courses/tutoring. Next ranks were reading novels/manga by 3.1%; creating a reminder or note 1.8%, and scrolling tiktok 1.8%.

Discussion

The data on the percentage of people with good time management skills shows that just 14.8% of the population has very good time management skills, while 85.2% have moderate or poor abilities and may need some more practice. No, this does not imply that the 14.8 percent who scored well on the time management ability criterion do not require more training or reinforcement to keep their skills at a high level. When we haven't used our skills for a long period, even if we're good at them, we usually lose some of our proficiency and have to work to get it back. In order to improve their time management skills, those with medium and low criteria require assistance. When it comes to managing one's time and activities, some people are clueless about how to begin, while others have the knowledge but still don't put it into practice because they think it's too complicated. Both of these aspects necessitate assistance for students, such as instruction in time management and access to resources that streamline the process of managing one's time.

According to Abdulrahman (2022) and The Scientific World (2023), time management and efficient usage are crucial aspects of human life. Planning, regulating, and making the most efficient use of one's time and energy to achieve one's goals is what's known as time management (Adams & Blair, 2019; Mamahit, 2019). Time management encompasses four domains: goal-setting, prioritisation, scheduling, control of one's own time, and a natural inclination towards organisation (Nisa et al., 2019). The process of goal setting includes establishing both long-term and short-term objectives, as well as establishing priorities for the tasks that must be completed in order to reach these objectives. In order to teach someone how to better manage his time, it is essential to assist him in identifying his long-term and short-term objectives, as the process of setting these goals is directly linked to the development of his intrinsic motivation. Making a timetable of events with specific start and end times is what planning and scheduling are all about. After objectives are defined, it's easier to devise a strategy to achieve them. For instance, if a student wants to do well on a chemistry test in the near future, they can be guided to

study regularly (20 minutes of books, 10 minutes of online practice questions, etc.) in order to achieve this goal. Time management skills are associated with self-efficacy, which can be defined as the belief in one's own abilities to direct and organise one's own time. A person can better manage their time if they are adept at prioritising what needs doing and learning to delegate what can wait. Having a preference for order suggests that you have a tendency to desire to be organised, which is typically shown by keeping track of and verifying your actions. These preferences manifest as overt and obvious habits, like drawing up a list of things to do the following night; marking off completed items or making notes about them if they are still outstanding; prioritising tasks based on urgency and importance; assigning responsibilities to others so they don't have to work alone or in groups; etc.

Individuals who have high time management skills already have long-term and short-term goals and already have a schedule of priority activities that must be carried out to achieve these goals; confident in their ability to manage time and are accustomed to recording and evaluating activities that have been carried out. Individuals who have low time management skills, have goals but are not specific so that the activities carried out are also not a priority. Schedule making and checking activities are still not consistent. For individuals with low criteria, they still do not have specific goals, both long and short term; the priority of activities has not been seen and there is no scheduling and checking of activities. Thus, time management ability is also indirectly influenced by motivation to achieve one's goals. There is a positive relationship between learning motivation and time management (Mawarny & Wardani, 2020; Pelikan et al., 2021).

31.7% of students used to make activity plans and 25.6% of students kept daily journals. This result is in line with the data on time management ability with high criteria, which shows a percentage of 14.8% or 20 people out of a total sample of 136 people, only a quarter of which are accustomed to making activity plans and journals. Why is her/his time management ability low, one of the possible reasons is that his habit of making plans and journaling activities is also still low. And of course followed by a lack of other aspects, for example: students do not yet have the ability to set goals and priorities for supporting activities; not familiar with planning and scheduling; low confidence in their ability to control time; and a low preference for being organized or in other words tend not to want to make themselves and their daily activities more organized, so they prefer to just go with the flow.

More than 90% of students use gadgets for more than 3 hours; there are even 3.1% who use devices for more than 19 hours. However, the use is still about social media, chat, voice call, online games and knowledge updates. For the utilization of making new notes and reminders is 1.8%. This indirectly shows that the gadget is a mandatory tool to be owned by students, 90% of device users use it for more than 3 hours, so the device may be the item most often held by students. However, its utilization is still far from efforts to improve time management skills, even though gadgets should be a flexible means to organize themselves and students' daily activities, because gadgets are the tools most often held by students, flexible to carry everywhere and can be used for various things. . Recording, journaling, and reminder applications can be done offline without consuming internet quota, so it is very possible to use it anytime and anywhere, although it may still require to be connected to the internet network when data backup is needed to cloud storage.

4. CONCLUSION

The ability of students in time management was seen; there are 14.8% of students who had high time management skills, 78.5% of students who had moderate time management skills, and 6.7% of students who had low time management skills. This condition showed that time management skills among high school students still require intensive effort to improve. In an effort to improve time management capabilities, there were four aspects of time management: setting goals and priorities, planning and scheduling, ability to control time, and a preference for being organized.

For the use of devices in making plans and activity journals, 45.8%, and the remaining 54.2% did not use devices at all to make plans and activity journals. Social media was the highest activity carried

out when students hold gadgets amounted of 55.9%, chat and voice call were in second place with a considerable difference of 17.2%. Related to the widespread use of gadgets among teenagers, their use was not optimal for improving self-quality, especially for time management skills. The use of gadgets can be one of the media or tools in improving management skills that focus on several aspects of time management, including: recording goals; preparation of classification of activities that support the achievement of objectives; making activity plans, scheduling, recording activity evaluations, time duration counters, and reminders.

The outcomes of these notes will be assessed and taken into account to ascertain the subsequent course of action, namely establishing objectives, identifying supporting tasks, creating a timetable, and implementing an assessment log, length, and reminder in the subsequent phase. Subsequently, a dedicated gadget application might be developed with the capability to perform all those tasks, with the objective of enhancing time management abilities and promoting the responsible use of gadgets among students to enhance their overall well-being. The application was anticipated to serve as a means to enhance students' inherent drive in effectively managing their time. This is because, regardless of the effectiveness of time management strategies, programmes, and devices employed, their significance is rendered futile if the student's own motivation is not elevated. The aim is for the application to have a dual effect, specifically by enhancing students' motivation to arrange their tasks and by facilitating time management for students. Researchers interested in this topic might explore data pertaining to the appearance and application models that are appropriate for the cognitive abilities of high school kids. This will enhance their intrinsic motivation to utilise the time management programme.

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