

## The Relationship Between Learning Time Management and PKN Learning Outcomes in Class XI of SMK Swasta Harapan Bangsa

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### ABSTRACT

This study aims to look at the significance between study time management and learning outcomes in the Citizenship Education subject at SMK Swasta Harapan Bangsa in 2022. The background of this research is the low grades of the Citizenship Education subject for students at Harapan Bangsa Private Vocational School because this subject is only given 2 hours of study (JP) in one week. This research is included in the type of correlation descriptive research. The population of this study were all class XI students of SMK Swasta Harapan Bangsa in 2022 and the population of this study was 30 people using a complete sample. The instruments used for data collection were questionnaires and documents, learning time management had 15 items with 4 choices that were tested for validity and reliability, and learning outcomes included documents with a list of student scores. The results of the data normality analysis test for the accuracy of study time management for class XI of SMK Swasta Harapan Bangsa in 2022 are normally distributed with the calculation of  $\chi^2_{count} < \chi^2_{table}$  ( $7.27 < 43.77$ ). The learning outcomes of Civics Class XI SMK Swasta Harapan Bangsa students in 2022 are normally distributed with the results of calculating  $\chi^2_h < \chi^2_t$  ( $17.11 < 43.77$ ). The results of the linearity test of data management Study Time Management with Civics learning outcomes used the formula  $Y = 75.62 + 0.03 X$  with  $F_{count} > F_{table}$  ( $28 > 4.20$ ). The results of the time management test for class XI students at the SMK Swasta Harapan Bangsa in 2022 tend to be sufficient (50%) and the results for Civics class XI class at SMK Swasta Harapan Bangsa in 2022 tend to be sufficient (63.33%). Based on the results of the analysis of the correlation coefficients X and Y, it was obtained that  $r_{count} = 1.831$  and  $r_{table} = 0.349$  ( $1.831 > 0.349$ ). This shows that there is a relationship between learning time management and learning outcomes of Citizenship Education class XI students of the SMK Swasta Harapan Bangsa with the "t" test obtained  $t_{count} = 4.11$  and  $t_{table} = 1.69$  ( $t_{count} > t_{table}$ ) ( $4.11 > 1.69$ ).

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## 1. INTRODUCTION

Education is a process that aims to help learners develop and develop their personality optimally. Education is a conscious effort to be able to develop personality and skills, increase knowledge that can be used to obtain the welfare of human life, and obtain technological advances. From the above opinions, it can be concluded that with a good educational process, it will give birth to qualified human beings who are very useful for the success of the nation's development. (Mudyahardjo, 2006)(Sukardjo, 2009)(Rusdiana, 2008)

In this era of globalization the progress of science, technology and information is accelerating its development. With this development, it requires the community to be able to continue to improve and improve the quality of themselves. Human beings must be able to continue to carry out learning activities as an effort to prepare themselves to be able to face these ongoing developments. Realizing the importance of the role of education, it is hoped that students will be able to improve good and maximum learning outcomes, especially in civics subjects. A teacher is expected to be able to encourage and manage time in the learning process that is appropriate and in accordance with existing conditions so that students can receive lessons from teachers well and students are expected to receive lessons well without feeling saturated and boring with learning topics.(Tidjani, 2017)(Astini, 2020)(Wahidaty, 2021)

The results of training are patterns of action, numbers, descriptions and actions, and apperceptions and expertise. From the opinions above, it can be concluded that the results of practicing are skills obtained by people after walking, which can share a change of good attitude in the insights, descriptions, actions and skills of students as a result of being better than before. (Widodo & Kadarwati, 2013)

In the world of education, the achievement of successful learning requires the cooperation of students, between schools and parents. An important basis for knowing educational success can be the learning outcomes of students after studying for a certain period of time. Learning outcomes can be demonstrated by the teacher's value in various fields of learning, especially the PKN that students learn. That educational outcomes are closely related to the quality of educational activities of learners, teachers (teachers) and parents. The success of educational activity as a result of the teaching of students after education. A school is a formal educational institution for the achievement of national educational goals. In the process of school education, political education is one of the subjects that must be studied from elementary school to high school. Such factors can be divided into two groups, namely internal factors and external factors. (Idawati, Laksono, & Fatimatuzzahra, 2022)(Nisa, Ramadan, & Thahar, 2022)

One of the weaknesses or obstacles that some students often face is the difficulty of managing their study time. Especially nowadays, the problem of lack of study time is often used as an excuse not to fulfill tasks to improve educational outcomes. In fact, they are disorganized in time management and study disciplines to use their time effectively during studies. This low learning achievement is due to the type of learning used by and the lack of time management in learning. Good management of learning time leads to good learning outcomes, with the quality of good results also improving. (Nusroh & Luthfi, 2020)(Husain, Harefa, Cakranegara, Nugraha, & Hernaeny, 2022)

Learning time management is an action, planning process and the implementation of conscious control over a certain amount of time that will be used for learning activities. Learning time management requires skills and techniques applied in managing time for learning activities. Time management has an important role in the world when looking at it from every angle of time management skills students need. Time management is often a problem experienced by some students it is difficult to manage the existing time, each student has a different learning time management. (Ginting & Azis, 2014)

Time management is required in learning activities, because it is one of the internal factors that affect learning outcomes. Good time management is a driver and driver for learning, so individuals will be more excited and can improve learning outcomes. Moreover, some students in youth who do a lot of activities in their lives. Students who can manage their study time well will be able to improve learning outcomes well so that academic performance will be good. The effectiveness of time management allows students to be able to distinguish between interests, needs and wants. The effectiveness and efficiency of

time management also makes life more disciplined in all areas of life. This means that time management is closely related to the ability to determine the scale of priorities in learning.

There are several previous studies that discuss the relationship between learning time management and learning outcomes, including: (1) research from Juliasari and Kusmanto (2016), the results of this study show that there is a positive and significant relationship between learning time regulation, learning motivation and learning facilities with mathematics learning achievement of grade VIII students throughout Danurejan District Yogyakarta collectively and partially (Juliasari & Kusmanto, 2016); (2) research from Wati and Himmi (2018), hasil research shows that: *first*, there is a positive and significant relationship between learning time management and student mathematics learning achievement with  $r_{hitung} = 0.517$  in the category is quite strong, *second*, there is a positive and significant relationship of parent participation with student mathematics learning achievement with  $r_{hitung} = 0.207$  in the low category, *third*, there is a positive and significant relationship between learning time management and parental participation together with student mathematics learning achievement with  $R_{hitung} = 0.205$  in the low category (Wati & Himmi, 2018); (3) furthermore, research from Minarto (2018), Hasil research shows there is a simultaneous significant relationship of learning readiness, time management, and anxiety in taking tests with learning outcomes, there is a significant positive relationship of learning readiness with learning outcomes, time management with learning outcomes, and there is a significant negative relationship of anxiety in taking tests with learning (Minarto, 2018).

Based on the explanation in the previous research above, no research has been found that discusses the relationship between learning time management and learning outcomes, especially in Civic Education subjects. Therefore, this study is intended to complement previous research. In addition, the reason why this research was conducted at SMK Swasta Harapan Bangsa, is because the scores of Civic Education subjects in this school tend to be low compared to other schools. Researchers wanted to see if there was a correlation between the limited class hours of Civic Education and the learning outcomes of the students, especially the students who were in class XI.

## 2. METHODS

### 2.1. Place and Time of Research

This research was conducted at SMK Swasta Harapan Bangsa, which is located on Jl. Bakaran Batu Dusun I, Tanjung Baru Village. Tanjung Morawa District, Deli Serdang Regency, North Sumatra Province, which is in July-August 2022.

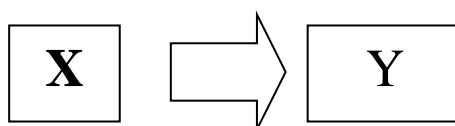
### 2.2. Research Population and Sample

- a. The population in this study is the entire population in this study is all class XI students of SMK Swasta Harapan Bangsa which totals 30 people.
- b. The sample in this study was part of the number of representative populations  $n$  amun because the number of studies was small, namely only 30 people, the entire population became a research sample.

### 2.3. Types of Research

This type of research is correlational descriptive research. This study is applied to show whether or not there is a relationship between what is being studied. In order for researchers to understand the relationship between learning time management and student learning outcomes, they provided a questionnaire with a list of questions designed to find out the relationship between the two variables.

**Table 1:** Simple Paradigm research design.



Description: X: Free Variable (learning time management)

Y: Bound Variables (student civics learning outcomes)

The research instruments used to collect learning time management data are documentation and 15 questionnaire items that have been validated in advance and for variable X learning outcomes collect data by collecting student civics learning outcome scores.

To test the validity of the questionnaire, the *product moment* formula is used:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

$N$  = number of samples of all questionnaire items

$r_{xy}$  = Koevison correlation of questionnaire validity

$X$  = value for each questionnaire

$Y$  = total value of all questionnaires

$\sum X$  = number of scores of all subject items

$\sum Y$  = jumlah skor dalam distribusi y

$\sum XY$  = sum of all multiplications Test description:

$R_{xy} > r_{table}$  item the statement is valid

$R_{xy} < r_{table}$  item statement is invalid

### 3. FINDINGS AND DISCUSSION

#### 3.1. Research Results

Learning Time Management Change Data (X) Based on data obtained from a survey with the number of participants of 30 respondents, the highest score was 55 and the lowest was 31 points with an average number (M) = (42.8) and standard deviation (SD) = (6.08). The distribution of time management training change data frequency (X) can be seen in the following table:

Table 2. Distribution of learning time management frequency (X).

No	Range	Observation Frequency	Frequency Relative (%)	Category
1	≥51	6	20%	Excellent
2	47-50	3	10%	Good
3	43-46	5	16,6%	Good Enough
4	39-42	7	23,4%	Enough
5	35-38	6	20%	Low
6	31-34	3	10%	Very Low
		30	100%	

Based on the table above, it can be concluded that the learning time management of class XI students of SMK Swasta Harapan Bangsa in 2022 is categorized as sufficient (23.4%).

## 1. Data on changes in civics learning outcomes (Y)

**Table 3.** Frequency Distribution of Student Civics Learning Outcomes (Y).

No	Group	Absolute frequency	Relative frequency	Category
1	85-89	3	10%	Excellent
2	80-84	4	13,33%	Good
3	75-79	3	10%	Good Enough
4	70-74	15	50%	Enough
5	65-69	4	13,33%	Low
6	60-64	1	3,33%	Very Low
	Sum	30	100%	

Based on the table above, it can be concluded that the Civics Learning Outcomes of Class XI Students of SMK Swasta Harapan Bangsa in 2022 are quite sufficient (50%).

**3.2. Test Analysis Requirements**

Normality Test. Where the variable normality test in this study used the Chi squared formula ( $\chi^2$ ), with normal terms and conditions if  $\chi^2 < \chi^2_t$  at a significant level of 5% with a degree of freedom.

**Table 4.** Normality Test of Research Data Distribution.

Research variables	Db	$\chi^2_h$	$\chi^2_t$	Slut
Study time management (X)	30	7,27	43,77	Normal
Civics Learning Outcomes (Y)	30	17,11	43,77	Normal

Based on the table, the  $\chi^2_h$  normality test data of each variable obtained variable (X)  $\chi^2_h = 7.27 < \chi^2_t = 43.77$  and Variable  $\chi^2_h = 17.11 < \chi^2_t = 43.77$ . Then it can be concluded that the data distribution of the two research variables is normally distributed.

1. Linearity Test. In this study, there were two changes, one independent and one related. With this, there are free variables that must affect related variables, so it is necessary to check linearity using the regression formulas X and Y, namely  $= 75.63 + 0.03 X$  at a level of 5%. By applying this formula, it can be seen that the learning time management data of class XI students of SMK Swasta Harapan Bangsa in 2022 is linear with the learning outcomes of Pkn Students of class XI SMK Swasta Harapan Bangsa in 2022.

## 2. Predisposition Test.

## a. Learning Time Management

**Table 5.** Learning Time Management (X).

No	Group	Absolute frequency	Relative frequency	Category
1	>72	4	13,33%	Excellent
2	68-72	4	13,33%	Good
3	64-68	15	50%	Good Enough
4	60-64	4	13,33%	Low
5	<60	3	10%	Very low
	Sum	30	100%	

From the table above, it can be concluded that the tendency of learning time management for Class XI students of SMK Swasta Harapan Bangsa tends to be quite good (50%).

## 1. Trends in Student Civics Learning Outcomes

**Table 6.** Student Civics Learning Outcomes (X).

No	Group	Absolute frequency	Relative Frequency	Category
1	> 89	2	6,66%	Excellent
2	71- 76	2	6,66%	Good
3	65-71	16	63,33%	Good Enough
4	60-65	7	23,33%	Low
5	<60	3	10%	Very Low
	Sum	30	1005	

From the table above, it can be concluded that the civics results of Class XI students of SMK Swasta Harapan Bangsa in 2022 tend to be quite good (63.33%).

### 3.3. Discussion

The results showed that "there is a significant relationship between learning time and civics learning outcomes in class XI students of private vocational schools. The Nation's Hope in 2022. Learning time management is an action and a part. Learning Activities. Students who have a high level of time management in class in civics subjects tend to achieve good academic results, such students always try to control the time available for them to use in learning. Therefore, the authors can conclude that learning time management has a very important role in improving civic learning outcomes. This shows that learning time management (X) is closely related to civics (Y) learning outcomes. The better the management of learning time, the better the student's learning outcomes.

## 4. CONCLUSION

Based on the results of data analysis and hypothesis testing as well as the discussion of the results of this study with the title of the relationship between learning time management and civics learning outcomes of Class XI students of SMK Swasta Harapan Bangsa in 2022, the author draws the following conclusions: The Learning Time Management of Class XI Class XI Students of SMK Swasta Harapan Bangsa in 2022 tends to be quite good at 50%. Civics Learning Outcomes of Class XI Students of SMK Swasta Harapan Bangsa in 2022 tend to be quite good at 63.33%. Shows that there is a significant relationship between learning time management and civics learning outcomes in class XI students of SMK Swasta Harapan Bangsa in 2022. Where the results of the "t" test were obtained by counting  $t > t_{table}$  ( $4.11 > 1.69$ ).

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