



Time Management of High School Students Viewed from Gender in Pandemi Time

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Abstract

The pandemic period resulted in changes to the learning activity system and required students to be able to adapt to these conditions, one of which was how they managed their time in the midst of their busyness in the scope of education when the pandemic was still ongoing. Men and women have different characteristics that can affect their attitudes and behavior. This study aims to determine whether there are differences in the time management of high school students in terms of gender during the pandemic. The approach used is quantitative with a comparative design to see the differences. The data collection tool uses the TMBS (Time Management Behavior Scale) scale. The population in this study were students of SMA Negeri 3 Semarang with an age range of 15-18 years. The number of samples collected was 163 subjects with stratified random sampling technique. The data analysis method consisted of normality test, homogeneity test, and hypothesis testing with the independent sample T-Test. The results of the analysis showed that there was no significant difference in the time management of high school students in terms of gender. Overall time management of SMA Negeri 3 Semarang students are in the medium category. In the aspect of setting goals and priorities, in general, male students are higher than female students. In the aspect of planning and scheduling mechanisms and the aspect of preference for being organized, in general, female students are higher than male students.

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INTRODUCTION

2020 is the year that begins with the excitement of the emergence of a virus known as Covid-19 (Corona Virus Disease 2019) and occurs in almost all regions in the world. This virus was first discovered in the city of Wuhan, China at the end of December 2019 with very fast transmission and has infected almost all countries, including Indonesia. The impact that has arisen as a result of the Covid-19 pandemic on the order of life is no joke, starting from the economic field (Nasution, Erlina, & Muda, 2020); (Taufik & Ayuningtyas, 2020); (Junaedi & Salistia, 2020) socio-cultural (Radhitya, Nurwati, & Irfan, 2020); (Aeni, 2021), even though education (Napitupulu, 2020); (Mastura & Santaria, 2020) had a tremendous impact.

Various countries have taken the same action to temporarily stop teaching and learning or face-to-face teaching and learning activities in schools, and replace them with online or online learning. This is in accordance with the government's directives through the Minister of Education and Culture Circular Letter No.4 of 2020 concerning Implementation of Education Policy in the Emergency Period of the Spread of Corona Virus Disease 19. Switching teaching and learning activities from face-to-face to distance learning (PJJ) is indeed not easy. There are many challenges facing the government (Putra, Saputra, & Wardana, 2021), teacher (Sari & Makaria, 2022); (Hasan, 2021); (Ridolf, 2020), even students as educational centers as a result of the implementation of PJJ which is carried out simultaneously and is something new for the world of Indonesian education. The changes that occur also require everyone who plays a role in it to be able to accept and adapt to circumstances that are far different from the previous normal.

In the midst of the disturbances that occur during this online learning period, it is not enough for students to only rely on limited teacher delivery online. In the online learning system, students are required to be academically independent. Students need to do independent study or repeat study material again, in order to obtain a more optimal understanding. In addition, during this pandemic, it cannot be denied that many things can become a source of stress for everyone, such as uncertain situations, restrictions on movement, anxiety about health, and so on where these conditions can make individuals psychologically vulnerable. One of the emerging phenomena related to time management during a pandemic is revealed through research results (Syahputri, Rahma, Setiyana, Diana, & Parlindungan, 2020) which shows that students feel tired (100%), physical complaints such as headaches, sore shoulders, and sore eyes (100%), poor time management (98.6%), and feel isolated from friends (68.6%). Similar results related to time management problems during a pandemic were also shown by research (Nasrul, 2020); (Sofyananjani, Setyawan, Aqomaddina, Monika, & Ruhaena, 2021). In this case, time management is important to do. For this reason, it is important for students to be able to organize and manage themselves, especially in terms of managing time in the midst of an online learning period.

The ability to manage time is related to self-management of time, or what is commonly known as time management. Time management in general can be understood as planning and using time optimally and efficiently. Jonas & Barlett (2004:67) defines time management as the ability to prioritize, plan, and carry out responsibilities in using time. There are also quite a lot of benefits that can be obtained by doing time management, such as reducing stress (Rusdi, 2015) improve psychological well-being and more efficient study habits (Tiger, Shahani, Dipboye, & Phillips, 1990), avoiding delays or procrastination (Kartadinata & Tjundjing, 2008); (Nisa, Mukhlis, Wahyudi, & Putri, 2019); (Pertiwi, 2020), improving the quality of work performance, reducing ambiguity towards roles, increasing self-satisfaction with work that can be completed with more effective work processes, reducing role overload, even less somatic tension (Tiger, Shahani, Dipboye, & Phillips, 1990).

Gender indirectly affects the formation of attitudes and motivation to learn (Hoang, 2008). Boys and girls have different innate characteristics. Long before entering elementary school or preschool,

children have shown gender identities and behaviors that reflect biological, cognitive, and social influences (Santrock, 2012:372). This difference also influences the form of behavior and also the role of gender in everyday life in the social environment. In addition, gender stereotypes for men and women have long been formed and embedded in society and various cultures (Santrock, 2012: 375), just as men are considered to be more independent, aggressive, powerful, and competitive, while women required to be dependent, nurturing, and not interested in power.

This difference between men and women is observed by the author and it is suspected that gender has an influence as a differentiating factor. Seeing that there are several findings that show differences between men and women in learning achievement or work processes, it is possible that there are differences in time management by female students and male students in the learning process. In addition, research related to time management has been carried out by (Tiger, Shahani, Dipboye, & Phillips, 1990) where the results of the study indicate that women have better time management skills than men. However, this research was carried out before the pandemic, while during the pandemic, similar research had not been found, specifically it had not been conducted in Indonesia. This was observed by researchers so that researchers wanted to research similar things under different conditions, namely during a pandemic.

Researchers suspect that during a pandemic, both men and women are psychologically vulnerable, which can affect their time management. This is also reinforced through research results (Alhasani, Alkhawaji, & Orji, 2022) which was attended by 502 participants to find out the effect of the Covid-19 pandemic on the mental health of students in tertiary institutions, where the results found showed that female students had higher levels of anxiety and stress than male students and research (Rofiah, 2021) who found results that women have a higher level of stress than men.

This research was conducted with the aim of finding out whether there were differences in time management for high school students in terms of gender during the pandemic. This research is expected to provide benefits for the development of science in the field of educational psychology in the future, especially related to time management.

METHODS

This study uses a quantitative approach with a comparative design to see the differences. The dependent variable in this research is time management. Time management is defined as self-regulation in using available time effectively by setting goals and planning, scheduling, having control over time, making priority lists, and not delaying tasks that must be completed. The independent variable in this study is gender which consists of women and men. Gender is a biological characteristic inherent in individuals that distinguishes men and women. The gender referred to in this study is student identification in terms of physical anatomy, namely male and female. The gender variable was measured in a way that the subject could choose answers to the questionnaire with male and female choices. This research was conducted on students of SMA Negeri 3 Semarang with an age range between 15-18 years.

The research instrument used was a scale, namely the TMBS (Time Management Behavior Scale) scale by (Tiger, Shahani, Dipboye, & Phillips, 1990). There are 28 statement items, consisting of 14 favorable statement items and 14 unfavorable statement items. The 28 items are the result of elaboration of 3 aspects, namely 1. Setting goals and priorities, 2. Planning and scheduling mechanisms, and 3. Preference for being organized. The sampling technique used in this study was proportional stratified random sampling. Data analysis techniques consist of normality tests, homogeneity tests, and hypothesis testing with the independent sample T-Test formula.

RESULTS AND DISCUSSION

The subjects in this study were students of SMA Negeri 3 Semarang. The sample recap based on the total number of participants is as follows.

Table 1. Sample Recap

Gender	Amount
Man	46
Woman	117
Total	163

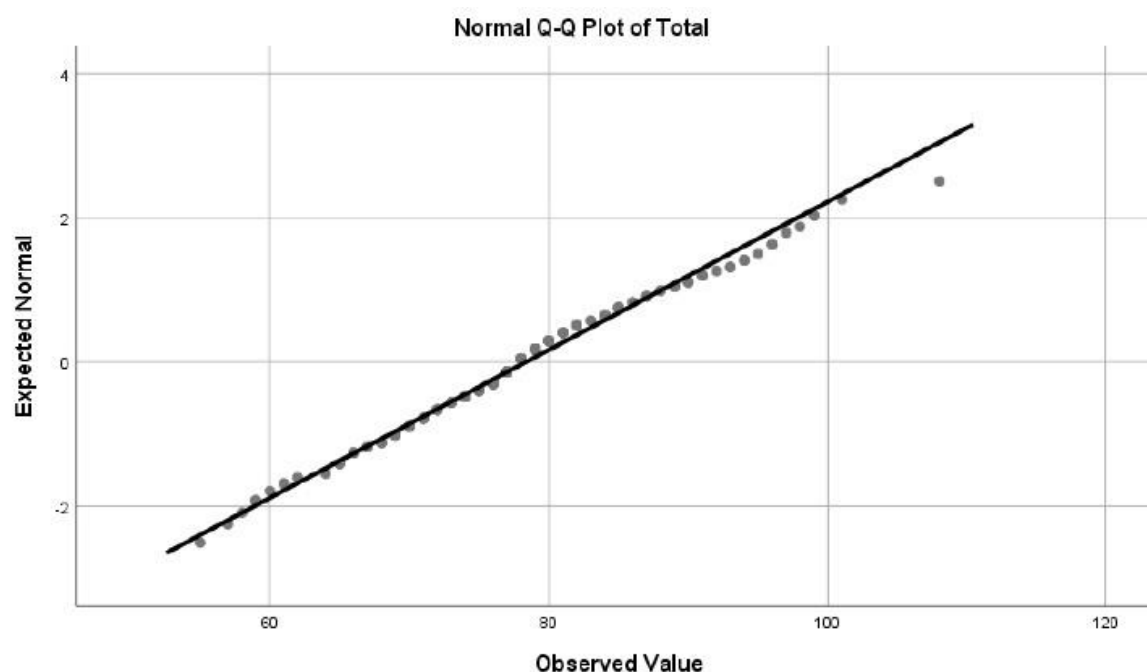


Figure 1. QQ Plot of Overall Data Normality Test Results

The normality test uses the One Sample Kolmogorov Smirnov Test technique. The results obtained by displaying the QQ plot pattern in Figure 3 show that the position of the plot distribution or the points is close to the diagonal line, so that it can be interpreted that the data is normally distributed.

Table 2. Homogeneity Test Results

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Total	Based on Mean	1.453	1	161	.230
	Based on Median	1.185	1	161	.278
	Based on Median and with adjusted df	1.185	1	152.021	.278
	Based on trimmed mean	1.309	1	161	.254

It is known that the results of the homogeneity test show that the significance value is at 0.230 and is stated to be homogeneous and feasible to proceed to the T-Test in accordance with the provisions of the homogeneity test, that is, if the significance value is > 0.05 , the data is homogeneous.

Table 3. Hypothesis Test Results

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Total	Equal variances assumed	1.453	.230	-.516	161	.607	-.876	1.698	-4.229	2.477
	Equal variances not assumed			-.474	70.216	.637	-.876	1.848	-4.562	2.809

Based on the results of hypothesis testing with the independent sample T-Test above, it is known that Sig. (2-tailed) is at 0.607 which means the value of $p > 0.05$. These results interpret that there is no significant difference in the time management of high school students in terms of gender. Thus it can be stated that the hypothesis that there were differences in time management for high school students in terms of gender during the pandemic was rejected.

Table 4. Overall Time Management Categorization (N = 163)

Variable	X_{max}	X_{min}	Range	M	SD	Category	Interval Score	F	%
Time Management	108	55	53	78,37	9,735	Low	$X < 68,635$	22	13,49
						Medium	$68,635 \leq X < 88,105$	11	71,17
						High	$88,105 \leq X$	25	15,34
Woman	101	55	46	78,62	9,165	Low	$X < 69,455$	15	9,202
						Medium	$69,455 \leq X < 87,785$	13	80,31
						High	$87,785 \leq X$	17	10,43
Man	108	58	50	77,74	11,138	Low	$X < 66,602$	6	3,680
						Medium	$66,602 \leq X < 88,878$	14	91,42
						High	$88,878 \leq X$	8	4,908

Based on Table 5 it can be seen that the time management of SMA Negeri 3 Semarang students (N = 163) as a whole is in the medium category. Similar results per gender for both women (n = 117) and men (n = 46) show that time management is both in the moderate category.

Table 5. Descriptive Statistics of Goal Setting and Priority Aspects in View of Gender (N=163)

Gender	X _{min}	X _{max}	Range	Mean	SD	Interval	Category	F	%
Women	14	36	22	28,26	3,92	X < 24,34	Low	18	15,385
						24,34 ≤ X < 32,18	Medium	85	72,65
						32,18 ≤ X	High	14	11,966
Man	21	37	16	29,3	4,15	X < 25,15	Low	9	19,565
						25,15 ≤ X < 33,45	Medium	28	60,87
						33,45 ≤ X	High	9	19,565

Based on the results of calculations using data processing software, the results showed that the mean for men was higher than for women where $29.3 > 28.6$. This figure means that male students are higher than female students in terms of setting goals and priorities.

Table 6. Descriptive Statistics of Planning and Scheduling Mechanism Aspects in View of Gender (N=163)

Gender	X _{min}	X _{max}	Range	Mean	SD	Interval	Category	F	%
Women	15	31	16	22,34	3,26	X < 19,08	Low	28	23,932
						19,08 ≤ X < 25,6	Medium	72	61,538
						25,6 ≤ X	High	17	14,53
Man	12	31	19	21,61	3,92	X < 17,69	Low	6	13,043
						17,69 ≤ X < 25,53	Medium	33	71,739
						25,53 ≤ X	High	7	15,217

Based on Table 7, it is known that the results of calculating descriptive statistics for the mechanism aspect of time management in terms of gender show that the mean results for female students are higher than male students, namely $22.34 > 21.61$. This shows that girls are more capable in terms of making plans and managing their schedules than boys.

Table 7. Descriptive Statistics Aspects of Preference for Being Organized in View of Gender (N=163)

Gender	X _{min}	X _{max}	Range	Mean	SD	Interval	Category	F	%
Women	20	38	18	28,02	3,64	X < 22,38	Low	16	13,675
						22,38 ≤ X < 31,66	Medium	83	70,94
						31,66 ≤ X	High	18	15,385
Man	19	40	21	26,83	4,45	X < 22,38	Low	7	15,217
						22,38 ≤ X < 31,28	Medium	32	69,565
						31,28 ≤ X	High	7	15,217

Based on the results of calculating descriptive statistics on the third aspect, female students obtained a higher mean than male students, where $28.02 > 26.83$. These results illustrate that female students are better at recording and checking activities than male students.

The results of this study indicate that there is no difference in time management when associated with gender. The assumption that gender or gender factors will differentiate time management abilities is not found in the results of this study. This means that both men and women have the same time management skills during a pandemic. This result was also reinforced by previous research by (Nurahaju, 2020) who found results that there was no significant difference in self-management in male and female students.

The absence of this difference could have been influenced by other psychological factors that occurred during the pandemic. As it is known that in the field of education, the sudden change in the offline learning system to online requires student independence and more responsibility for their own learning. (Alhasani, Alkhawaji, & Orji, 2022). These academic pressures and challenges have the potential to contribute to causing academic stress in the educational environment (Andiarna & Kusumawati, 2020); (Maulinda & Rahayu, 2021); (Lestari & Yusufi, 2021), academic burnout (Muflahah & Savira, 2021) and so on that can affect their performance, both male and female students. This is reinforced by the results of research by the American Psychological Association in October 2020 where it was found that the majority of Gen Z youth attending school (81%) experienced negative impacts due to school closures during the pandemic which caused schools to go online, such as a lack of motivation to do assignments (52%); less involved in extracurricular activities such as sports, clubs (49%); they perceive they do not study as often as in previous years (47%); and difficulty concentrating on schoolwork (45%).

Not surprisingly, in these conditions, the scope of education contributes to triggering academic stress on students. Even so, students must continue to carry out routine daily activities in the scope of education so that students are also required to make adjustments and form new behaviors according to these conditions, one of which is by managing time. It is known that time management is an effective way to deal with academic stress (Vinahapsari & Rosita, 2020); (Alhasani, Alkhawaji, & Orji, 2022). Both men and women in this study were faced with the same academic environment and situations, namely during a pandemic and distance learning activities. That is why there is no difference in time management when viewed from gender.

Another thing that also needs to be considered is the data collection time by the researchers which was carried out on February 15 2022 or one more year since online learning took place, where students have learned to adapt and are assessed as able to adjust to pandemic conditions and changing learning methods to online. They have gone through this transition period, and can live it as a daily routine. Although basically men and women have different characteristics and some are influenced by biological factors, the differences that are influenced by biological factors can change with the learning process. (Akmal & Elvira, 2013). Both male and female students are required to be able to manage their time in the midst of the online learning process and other activities. Bandura's character states that in the process of social learning humans have flexible characteristics to learn types of behavior, attitudes, abilities in different situations and much of this learning is obtained from direct experience and observing other people (Bandura in Feist, Feist, & Roberts, 2018: 149). In this case, due to the long continuation of the pandemic and the uncertainty of when the pandemic will end, both male and female students have learned to adjust to the transition before and during the pandemic so that their time management is not different.

The results of this study also show that the overall time management of students is in the medium category, the overall time management of female students is in the moderate category, as is the case with the results of the overall time management of male students which are in the medium category, even though the mean of female students has higher than male students. These results mean that in general both male and female students are quite capable of setting goals and priorities, planning and managing schedules, and organizing their activities during a pandemic, even though female students seem to be superior. They are quite capable of considering how they can manage their time

more effectively during the pandemic and the continuity of online schools. This can be related to each individual's belief in his own ability to manage time for the activities he has. Belief in this ability is associated with self-efficacy. Perceived time control reflects the student's belief in his abilities and influences the time spent.

In research that discusses time management by (Britton & Tesser, 1991) with the title "Effects of Time Management Practices on College Grades" raises time attitude as an aspect of time management, meaning that individuals are able to use time constructively and have a sense of responsibility for how they spend time. In that study, it was found that students who had high scores on the time attitude aspect, they showed more time to spend on lecture assignments by stopping or reducing activities that were less useful, daring to say "no" when others asked them to do something, who can interfere with their work or tasks, even prioritize the tasks they have over doing maintenance, and have strong control over the time that is considered valuable.

Such time attitudes are a form of self-efficacy in which individuals have confidence in their ability to exercise some form of control over the person's functioning (Bandura in Feist, Feist, & Roberts, 2018: 149) related to time control and self-confidence to be able to plan and implement the time-sharing plan. Therefore, in his research (Britton & Tesser, 1991) linking time attitude as an aspect of time management with self-efficacy as stated by Bandura regarding self-efficacy. This is also supported by research results (Sandra & Djalali, 2013) who found results that time management and self-efficacy have a significant relationship to procrastination. In addition, on research (Rusdi, 2015) The results found that there is a negative relationship between self-efficacy and time management on student stress, which means that the higher the self-efficacy and time management of students, the lower the stress in students, and vice versa. The relation to this research is that it illustrates how the ability to manage time for both men and women is also supported by their belief in the ability to control the time they have, especially in a pandemic situation that takes place in the midst of an online learning process.

Other factors apart from self-efficacy, both male and female students can develop strategies to solve their problems independently. Independence includes understanding as a psychological ability that allows individuals to regulate and direct themselves in making choices and deciding for themselves, including making decisions about work and daily life. (Sa'diyah, 2017). This is also applied by students during a pandemic that demands academic independence such as how they (students) divide their time between studying, doing assignments, helping parents, or playing can they plan and manage it in the midst of their busy lives, closely related to independence and the ability to organize problem solving strategy. By being independent means that someone does not depend on others and is responsible for what he does. This is also supported by research results (Syartissaputri, Setiyowati, & Siwabessy, 2014) that there is a positive and significant relationship between time management and student learning independence, which means that the higher the student's time management, the higher the learning independence, and vice versa. In addition, research results (Rahayu & Adriansyah, 2014) that there are no differences in problem solving strategies for men and women and there are no differences in terms of independence for men and women. This means that both men and women basically have the independence and ability to solve the same problem strategies or not be different based on gender.

Interesting findings from the results of this study can be seen from the differences in average student time management in terms of aspects and gender which will be explained more specifically in the following sub-chapters. It is known that although there is no significant difference in student time management in terms of gender, in general the mean of female students is higher than that of male students, as well as the difference in average when viewed from aspects. In the aspect of setting goals and priorities, the results show that the mean of male students is higher than that of female students. Furthermore, in the aspect of planning and scheduling mechanisms, the mean for women is higher

than for men. Then, on the aspect of preference for being organized, the mean for men is lower than for women.

The results obtained through the calculation of descriptive statistics show that in the aspect of setting goals and priorities when viewed from gender, male students show a higher mean than female students in this aspect. This could have occurred as a result of sudden changes in students' lifestyles during the pandemic including a shift in their learning methods from offline to online, where the disruption was accompanied by an urgent need for adjustments to make significant changes to schedules including students' daily behavior.(Alhasani, Alkhawaji, & Orji, 2022).

The results of descriptive statistical calculations for aspects of planning and scheduling mechanisms in terms of gender show that female students have a higher mean than male students in this aspect, which means that female students have more skills in preparing their plans and schedules. This could be because compared to before the pandemic, students seem to have less physical activity during the pandemic in their daily lives during online learning which can lead to various forms of sedentary behavior(Alhasani, Alkhawaji, & Orji, 2022). However, this does not mean that it reduces the duties and responsibilities of students. Conversely, the pandemic has disrupted students and affected their motivation, concentration and performance so that such significant changes can explain why students, especially male students, have low time control in this aspect.(Alhasani, Alkhawaji, & Orji, 2022). Meanwhile, the aspect of preference for being organized is in the medium category. The preference for being organized significantly influences students' perceptions of their ability to control time(Alhasani, Alkhawaji, & Orji, 2022)In terms of gender, the mean for women is higher than for men in this aspect. These results explain that it seems that female students tend to carry out activities and complete their work in a more organized and organized manner than male students.

This research has weaknesses in the implementation process which can be taken into consideration for future researchers, namely the number of samples or participants collected have not been able to meet the minimum sample size or target sample required and the limited number of male subjects who are willing to fill out the questionnaire. Even though the researchers had extended the data collection time and actively contacted the school, the results were still minimal in the number of participants. Researchers cannot control this because researchers cannot reach students directly due to online schools due to the pandemic. This is also the reason for filling out the questionnaire online.

CONCLUSION

The results of this study are in accordance with the research objective, namely to find out whether there are differences in time management for high school students in terms of gender during a pandemic. Based on the results of the research that has been done, it is known that there is no significant difference in time management between male and female students. The overall time management of SMA Negeri 3 Semarang students is in the moderate category, although the average results are generally higher for female students. The results of this study illustrate that the majority of them are quite capable of setting goals and priorities, making plans and making schedules, and organizing their activities even during a pandemic. Based on the results of data analysis, it is known that in the aspect of setting goals and priorities, the general average of male students is higher than female students. Furthermore, in terms of the mechanism of planning and scheduling, the mean in general is that female students are higher than male students. Then on the aspect of preference for being organized, it shows that in general, female students are higher than male students. Thus, although there was no significant difference in time management in terms of gender, overall it showed that female students had a higher average in general than male students. Then on the aspect of preference for being organized, it shows that in general, female students are higher than male students. Thus, although there was no significant difference in time management in terms of gender, overall it

showed that female students had a higher average in general than male students. Then on the aspect of preference for being organized, it shows that in general, female students are higher than male students. Thus, although there was no significant difference in time management in terms of gender, overall it showed that female students had a higher average in general than male students.

In connection with this study, the results obtained show that students' time management tends to be high in general, so the advice that researchers can give students is to be able to maintain the application of time management practices in the midst of their busy academic lives. The results of this study also show differences in the average aspect where in the aspect of setting goals and priorities the average male students tend to be higher than female students. For female students it is recommended to further improve the ability to set goals and set priorities, namely by setting short-term goals for things to be achieved today, or in this week and arrange them in the priority level to determine the order of implementation based on the level of urgency and importance so that the goal is achieved. Meanwhile, the aspects of the planning and scheduling mechanism as well as the preference aspect for being organized show that the average of female students tends to be higher than that of male students, so that male students are advised to be able to maximize the preparation of plans and schedules, for example by compiling a list of things to do. must be carried out every day as well as recording and checking activities so as not to damage or interfere with other plans that have been prepared and the goals that have been set can be achieved. The difference in the average results of this perspective can be further investigated by future researchers, for example by associating it with learning motivation where learning motivation can influence behavior in optimizing the learning process.

This research only uses small research subjects, namely only students of SMA Negeri 3 Semarang. For future researchers, it is suggested to conduct more thorough research on schools in Semarang, so that generalization errors can be minimized. Then, online data collection is indeed quite effective, but tends to require a longer time. It is recommended for future researchers to use offline questionnaires or collect data directly, to minimize technical errors and data theft, maximize data accuracy, and it will be easier for researchers to control directly if there are inhibiting factors. This research only uses small research subjects, namely only students of SMA Negeri 3 Semarang. For future researchers, it is suggested to conduct more thorough research on schools in Semarang, so that generalization errors can be minimized. Then, online data collection is indeed quite effective, but tends to require a longer time. It is recommended for future researchers to use offline questionnaires or collect data directly, to minimize technical errors and data theft, maximize data accuracy, and it will be easier for researchers to control directly if there are inhibiting factors. This research only uses small research subjects, namely only students of SMA Negeri 3 Semarang.

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