

Implementation of Information-Based Time Management Counseling Services to Improve the Learning Effectiveness of Class XI Students at MAN 6 Aceh Besar

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Abstract: Learning effectiveness is an aspect of knowledge, attitude, competence, and skills that have been achieved by students according to the predetermined target. Information-based Time Management Counseling Services as one of the encouragements to equip students with the introduction and understanding of the time management process which greatly influences their learning effectiveness. The purpose of this study was to analyze the increase in student learning effectiveness after studying with the Counseling Service. This study used an experimental method with One Group Pretest-Posttest Design. The data collection technique with a Likert scale was distributing questionnaires to students. The number of students analyzed in the study was 15 students of class XI MAN 6 Aceh Besar. The data analysis technique used the Normality Test and T-Test and N-Gain Test. The results showed that there was an increase in student learning effectiveness. The results of the T-Test test were 22.336 with a significance of 0.000 which means $0.00 < 0.05$. The average N-Gain value of Learning Effectiveness was 0.57 in the Moderate category. It can be concluded that the information-based time management counseling service approach can improve the learning effectiveness of MAN 6 Aceh Besar students

Keywords: Information-Based Time Management Counseling Services, Learning Effectiveness

INTRODUCTION

Education delivery is oriented towards improving the quality of students which can be achieved by optimizing the learning process effectively. Effectiveness is a benchmark for assessing individual, group and organizational achievements, which aims to realize achievements that reach standard standards, or the more effective the perceived value (Putri, U.H, 2019). Effectiveness is a stage or process in an effort to achieve predetermined goals (Khotimah, K, 2019). Learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice (Festiawan, R, 2020). Creating an efficient learning environment requires structured and guided learning effectiveness so that students' knowledge and understanding (cognition), skills (psychomotor) and attitudes and values (affective) cover all levels of learning at school. The effectiveness of students' learning is obtained from new experiences and competencies that lead them to the goals they want to achieve optimally (Pangestika, M.D, 2018).

Effectiveness is also an important factor in the process learning such as the suitability of students and learning materials, the right goals or objectives to obtain good results. This effective learning is a design that is prepared including materials, media and facilities by directing students according to their potential in meeting learning outcomes (Rohmawati, A, 2017). Factors that influence the effectiveness of learning in students are a.) psychological factors such as IQ, learning ability, learning motivation, attitudes, feelings and interests; b) physiological factors such as physical disorders and certain physiological functions. c). Teaching and learning regulatory factors such as school discipline, learning facilities, student groupings; d). Social factors such as the school system,

teacher and student interactions; e). Situational factors are economic and environmental. The size of the learning activities carried out by students can be considered effective if the results of these learning activities are in accordance with the learning objectives.

Learning effectiveness can be increased by several methods, including Project Base Learning, Classical Services assisted by Discipline Poster Media, Time Management Counseling Services, and so on. For example, research by Ristianingsih (2024), time management optimization strategy services are able to correlate with increased productivity and effectiveness of student learning. Furthermore, it also needs to involve family support, self-awareness, and being active in extracurricular activities to practice better time management habits. Sunadin, M et al (2024) stated, to achieve successful learning achievements for students, time management services must be supported by the involvement of parents in them. Therefore, learning activities take place effectively and efficiently if they take the form of communication between educators and students, both in the classroom and at home.

A student's ability to allocate time and resources can create a balance between study and personal life. Time management plays a crucial role in achieving success. Individuals who do not understand the concept of time management typically exhibit traits such as chaotic planning, unclear goals, inconsistent actions, and a lack of discipline in utilizing their time. According to Mujiono et al. (2009), time management encompasses the activities of planning, organizing, implementing, and monitoring the productive use of time. Taylor (2005) also explains that time management is a daily process that involves allocating time, creating schedules, compiling to-do lists, delegating work, and using various systems to manage time efficiently. Thus, time management is not just about scheduling, but also a comprehensive strategy to increase the effectiveness of time use. Purwanto (2008) adds that time management is closely related to achieving important goals in life by reducing or eliminating less useful activities that tend to waste time.

Time management skills are an important tool for achieving positive goals and aspirations in life. If a student has a clear direction in life and is able to achieve it, then he or she is considered a successful student. Success, in this context, is when a planned positive goal has been successfully achieved. Al-Qardhawi (2000) stated that time has unique characteristics: it is fleeting, irreversible, and one of the most valuable assets a human being has. Therefore, wise time management is essential. In an educational context, time management is crucial for student learning success. Students who lack this skill tend to have poor planning, lack clear learning goals, and lack discipline in carrying out tasks. Conversely, by practicing responsibility and discipline in completing tasks according to schedule, students will more easily achieve their learning targets and obtain optimal results (Nurhidayani, 2016).

Time management refers not only to managing time performance but also to optimal time utilization. Time management is essential for developing a positive self-concept in students. Characteristics of students with a positive self-concept include time management and independence (Heri Zan Pieter, S P, 2017). Time management is a significant self-regulation process in which students actively manage when and for how long to engage in activities deemed necessary to achieve their academic goals (Wolters, C. A., & Brady, A. C, 2020). Good time

management involves spending time as effectively and efficiently as possible through planning, scheduling, controlling, prioritizing, and organizing desires. This means that time management skills are related to students' role in organizing themselves to complete tasks and achieve learning goals.

Erikson, as cited in Laily et al. (2022), argues that the developmental tasks achieved by high school students are to pursue independence and seek self-identity. This indicates that students are beginning to learn to be less dependent on teachers for reminders in carrying out school activities for which they are responsible. However, teachers need to act as facilitators and sources of information for students, enabling them to have thorough planning and learning objectives in preparing appropriate steps. Establishing clear learning objectives will be accompanied by concrete actions that bring about changes in the success and effectiveness of learning. In this case, schools, especially Guidance and Counseling (GC) teachers, play a crucial role in instilling discipline in students. Therefore, BK teachers need to anticipate problems through information services to consciously improve discipline in time management and encourage a desire to change their behavior, particularly in learning activities. Implementing time management for students can be done through information services through group or class activities. Information services are activities that provide understanding to interested individuals about the various things needed to carry out a task or activity, or to determine the direction of a desired goal or plan (Maduwu, W.W. 2022).

Formation-Based Time Management Services in guidance and counseling aim to equip individuals with a variety of knowledge and understanding of guidance and counseling, useful for self-awareness, planning, and developing lifestyles as students, family members, and members of society (Wahyuni, T, 2018). The understanding gained through information services is used as a reference for improving activities, academic achievement, developing aspirations, and managing daily life.

METHODS

This study used a quantitative approach with a pre-experimental design. Pre-experimental design research methods provide specific treatments and actions to a group of people or research subjects, thus lacking strict control (Zakariah, et al., (2020). Pre-experimental design research is not a true experiment because there is no strict control over the subjects; instead, changes in their behavior are observed. In this study, the initial hypothesis is that the implementation of information-based time management counseling services can improve the learning effectiveness of 11th-grade students at MAN 6 Aceh Besar.

Research Design

The implementation design for this study is as follows:

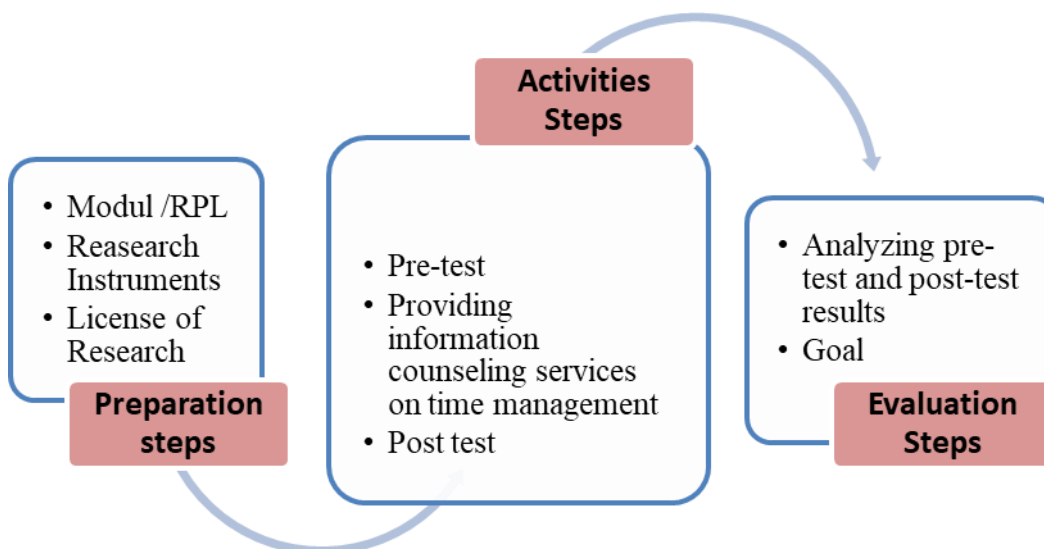


Figure 1. Research Implementation Procedure Design

Participant

The subjects of this study were 15 11th-grade students. The implementation design used in this study was a One Group Pre-test Post-test, where only one group/class was used in accordance with research criteria without comparison with other groups (Dantes, N, 2023).

Material

The research design used in this study is Pre-Experimental Design research. In this study, the researcher used a pre-test and post-test design.

Procedure

In this study the measurement was carried out twice, namely before and after treatment (01) called pre-test and measurement after treatment (02) assumed to be the effect of treatment as much as 5 times (not including pre-test and post-test with a duration of 30-40 minutes/session. The design of the one group pretest-posttest research is:

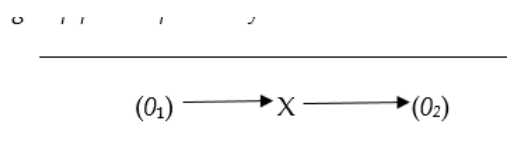


Figure 2. One Group Pretest-Posttest Research Design

The following is a descriptive explanation of the One Group Pretest-Posttest research design formula:

- (O1): Measurement (pre-test) to assess student learning discipline before being given treatment implementing time management using an information services approach.
- X: Implementation of treatment implementing time management through information services.
- (O2): Measurement (post-test) to measure the effectiveness of learning after being given treatment of applying time management through information services.

Data analysis is an activity to transform raw research data into information that can be used to draw conclusions. The data analysis technique used in this study is the T-Test, a sample comparison of the initial test and the final test. Data collection instruments are "tools selected and used by researchers in data collection activities so that these activities become systematic and facilitated by them." This data collection instrument is used to obtain maximum results so that the validity of the research can be realized. The instruments prepared are observation instruments and questionnaire instruments. Of the three instruments above, the questionnaire instrument is the main instrument, while the other instruments are complementary to strengthen and support the data obtained through the questionnaire. Instruments are tools or facilities used by researchers in collecting data to make their work easier and the results better, in the sense of being more accurate, complete and systematic so that they are easier to process (Arikunto, S, 2010).

Data Analysis

1. Description of Research Results

This research was conducted at MAN 6 Aceh Besar. The study population was all 11th-grade students, with a sample size of 15 9th-grade students who met the research criteria. The collected data was analyzed and described based on variables and indicators. The research data included two variables: time management and learning effectiveness. Furthermore, the research results were tailored to the research problem and objectives related to these variables. The research results were obtained by distributing instruments to obtain student data regarding the low level of student learning discipline at the school. Treatment was then administered to improve the students' learning effectiveness.

(1) Comparison of Pre-test and Post-test Data for the Implementation of Information-Based Time Management Counseling Services to Improve Student Learning Effectiveness

Table 1 presents the results of the pre-test and post-test for students on the implementation of information-based time management services to improve student learning effectiveness.

Table 1. Comparison of Pre-test and Post-test Data for the Implementation of Information-Based Time Management Counseling Services to Improve Student Learning Effectiveness

No	Participant	PreTest	Post Test
1	AS	36	68

2	AL	34	67
3	AR	44	67
4	CT	29	65
5	FN	33	66
6	KP	41	67
7	KA	41	68
8	ME	45	69
9	MT	44	69
10	MZ	42	70
11	MK	40	70
12	MA	45	65
13	RA	30	68
14	RV	39	67
15	UR	45	77
Average		68,20	

Based on Table 1, the results of the pre-test and post-test indicate an increase in student scores before and after the implementation of information-based time management services (treatment) in improving learning effectiveness for each student. A comparison of these scores is shown in Table 2 below.

RESULT

Table 2: Comparison of Pre-test and Post-test results of the implementation of information-based time management services (treatment) in improving learning effectiveness.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	39,20	15	5,519	1,425
	After	68,20	15	2,883	,745

Based on the data test results in Table 2, the Normality Test shows a pre-test average of 39.20, while the post-test average was 68.20. This means the post-test average is higher than the pre-test average. Considering that the post-test scores were higher than the pre-test scores, it can be concluded that there was an increase in student learning effectiveness after receiving an information service approach on time management.

(2) Hypothesis Testing of Test Data on the Implementation of Information-Based Time Management Counseling Services in Improving Student Learning Effectiveness

a. Data Normality Test

The normality test was conducted to analyze whether the data distribution was normally distributed or not. The normality test used was the Kolmogorov-Smirnov test (Sujarweni, W, 2015). The results obtained from the normality test analysis can be seen in the following in Table 3 below :

Tabel 3. Data Normality Test

		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	4,99887076
Most Extreme Differences	Absolute	,095
	Positive	,069
	Negative	-,095
Kolmogorov-Smirnov Z		,367
Asymp. Sig. (2-tailed)		,999

Based on Table 3, the normality test shows that the Kolmogorov-Smirnov normality value for student time management data is 0.999, greater than (sig>0.05). Therefore, it can be concluded that the student time management data using information services is normally distributed, as the normality test result is greater than (sig>0.05).

Next, a t-test was conducted. The average score for the time management information services approach tested in the study had a very strong influence, producing a significant increase in learning effectiveness scores in the pre-test and post-test. This can be seen in the following table:

b. T-Test: Implementation of Information-Based Time Management Counseling Services in Improving Student Learning Effectiveness

Table 4: T-Test: Implementation of Information-Based Time Management Counseling Services in Improving Student Learning Effectiveness

		Paired Differences					T	Df	Sig.
		Mea	Std.	Std.	95%				(2-
		n	Deviasi	Error	Confidence				ailed)
			on	Mean	Interval of the				
					Difference				
					Lower	Upper			
Pair	Before –	29,00							
1	After	0	5,028	1,298	26,215	31,785	22,33	14	,000
							6		

Based on Table 4, the t-test obtained a t-value of 22.336 with a significance level of 0.000, meaning $0.00 < 0.05$. Therefore, H_a is accepted and H_o is rejected. This proves that the results of the learning effectiveness hypothesis test before and after the information service approach on time management resulted in higher scale and classification scores. It can be concluded that there is a significant effect between the information service approach on time management on student learning effectiveness. H_a is accepted, meaning there is a difference between before and after the treatment, indicating that the treatment provided had a positive effect, resulting in higher student learning effectiveness after the treatment than before the treatment.

c. N-Gain Test of the Implementation of Information-Based Time Management Counseling Services in Improving Student Learning Effectiveness

The N-Gain test of the test data was conducted to analyze the normality of the increase in student scores after the implementation of Information-Based Time Management Counseling Services. This N-Gain test was conducted on each indicator of student learning effectiveness. The test results can be seen in Table 5 below:

Table 5. N-Gain Test of the Implementation of Information-Based Time Management Counseling Services to Improve Student Learning Effectiveness

No	Indikator minat	Tes Awal	Tes Akhir	<i>N-Gain</i>	Category
1	Learning Media	76,2	85,30	0,38	Medium
2	Teaching Methods	80,45	89,72	0,47	Medium
3	Time Utilization	81,71	93,23	0,63	Medium
4	Prilaku Siswa	68,5	92,70	0,77	High
5	Teaching Materials	82,43	89,60	0,41	Medium
6	Learning Facilities	64,16	90,24	0,73	High
Average				0,57	Medium

DISCUSSION

Based on the results of the study, it shows that the implementation of Information-based Time Management Counseling Services is able to increase the effectiveness of student learning in each indicator. Based on the results of the study, it can be seen that the level of effectiveness of student learning before being given treatment is 10 students (67%) in the very low category, 5 students (33%) of 15 students are in the low category. This shows that there is a change in the effectiveness of student learning after being given Information-based Time Management Counseling Services treatment to students. in student learning before being given treatment through an information service approach. Indicators of learning effectiveness in the Learning Media, Teaching Methods, and Time Utilization indicators have a positive impact on students, namely the N-Gain score ranges from 0.38 to 0.63 in the "Medium" category. This value explains that students are really serious about learning, paying attention to the teacher providing learning with certain methods, providing enthusiasm and motivation to understand learning. The time given in learning is really used by students to study diligently, thus through time management services, it is able to provide awareness to students to be serious about learning.

Furthermore, the increase in students' N-Gain scores for the indicators of Student Behavior, Teaching Materials, and Learning Facilities ranged from 0.41 to 0.77, falling into the "Medium" and "High" categories. This demonstrates that the implementation of Information-Based Time Management Counseling services can foster behavioral changes in students, demonstrating the importance of learning for themselves. The school and community environment play a crucial role in fostering students' learning. Teachers' use of learning materials can broaden students' understanding of the importance of acquiring knowledge to develop their skills within society. Providing learning facilities for students will increase their enthusiasm and comfort while receiving the lessons delivered by the teacher.

Furthermore, in terms of student numbers, the increase in student learning effectiveness after the Information-Based Time Management service treatment was represented by 15 students as a sample: 10 students (67%) were in the "Medium" category, and 5 students (33%) of the 15 students were in the "High" category. Therefore,

it can be concluded that students are learning effectively after the Information Service treatment. The following is the post-test score data.

CONCLUSION

Based on the research results and discussion in the previous chapter, the following conclusions and recommendations can be outlined:

1. The learning effectiveness of students at MAN 6 Aceh Besar before being given the information service approach on time management was in the very low category.

2. The learning effectiveness of students at MAN 6 Aceh Besar after being given the information service approach on time management was in the moderate category.

3. The results of the hypothesis test indicate a significant difference and influence on student learning effectiveness before and after being given the information service approach on time management for students at MAN 6 Aceh Besar.

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