

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The phenomenon of the SARS CoV-2 virus pandemic or better known as Covid-19 throughout the world, including Indonesia, has caused many changes in various human activities (Aji, 2020). The Covid-19 pandemic has also hampered many activities that were previously usually done face-to-face, including educational activities (teaching and learning activities). Teaching and learning activities, which are usually carried out face-to-face between teachers and students, cannot be carried out due to the Covid-19 virus pandemic and make learning from home or online learning as stated in the Circular Letter of Menteri Pendidikan dan Kebudayaan Number 4 of 2020 concerning Policy Implementation of Education in the Emergency Period for the Spread of Coronavirus Disease (Covid-19).

Blended learning (a combination of online and offline learning) in recent years has developed and is carried out in several universities and schools. However, in online learning during the Covid-19 pandemic, there is no opportunity to intersperse offline learning with online learning (learning is done from home) until Tatap Muka Terbatas on July 2021. Even though learning still requires face-to-face meetings with teachers to create interaction and relationship between teachers and students but by the implementing of online learning there are many things that are developing rapidly, such as our education sector being able to operate many digital and internet-based applications or platforms for the teaching and learning process. Applications such as Zoom, Google Classroom, Webex, Whatsapp Group, others LMS (Kuswandi, 2021) and Virtual Laboratory for experimental studies have developed and helped us a lot during the courageous learning process during this Covid-19 pandemic.

Even so, it is undeniable that the implementation of online learning faces a number of obstacles in the field, such as, in terms of learning culture, there are still many lecturers and students that are not used to using the online learning system, also the Internet network problem, then the online learning system, both in terms of infrastructure and learning platforms. In today's distance learning, of course,

lecturers and teachers must be ready with the times, because we know that the use of technology in learning does not always improve students' learning abilities, other terms or conditions are needed to create a learning environment that supports the implementation of the learning process. In biology learning itself, it is not only the ability to explore and think critically that needs to be developed, but if it is associated with 21<sup>st</sup>-century learning, biology learning will emphasize the importance of critical, creative, communicative skills, problem-solving thinking. Biological scientific products are a collection of facts and concepts as a result of biological scientific processes, then students must also be invited to be involved in the discovery search process, so that every teacher needs to understand as well as possible about the student learning process, to provide guidance and provide an appropriate learning environment for students (Ismiati, 2020).

Viewing the study habits before the pandemic (offline learning), there are some of the advantages of online learning such as students' time would be more flexible because they do not need to commute to school/campus and there are no transport costs to campus (Sari , dkk., 2021). However, we still have to quickly adapt with online learning in this pandemic situation, because there are many inconsistencies between online learning activities and offline learning. Therefore, it is necessary to have good time management in undergoing online learning in order to remain productive even though studying from home.

Time management is self-regulation in dealing with time as effectively and efficiently as possible by planning, scheduling, having control over time, always making a priority scale according to their interests, and the desire to be organized which can be seen from behavior such as arranging the workplace and not procrastinating the work that is done, and what must be resolved, according to Therese Hoff Macan (1994). Students who do not have an understanding of time management are characterized by disorganized, unclear, inconsistent planning, no goals and lack of discipline in using time (Sari, dkk., 2021). Time management has a big role in the success of student learning (Nurhidayati, 2016). Thus, with good time management, student productivity will continue to run well even during online learning during the Covid-19 pandemic.

Productivity and time management during the online learning is particularly interesting to be researched because during the online learning students practice independently at home without the direct supervision of lecturers. Therefore, when managing their study time at home, students rely on their discipline for doing the online learning. Variable time management has a direct impact on students' learning outcomes based on the theory. If this aspect of time management is not considered seriously in distance learning, its negative impact on learning outcomes is inevitable (Sari, dkk., 2021). This is one factor that justified the importance of this research.

Even not only in online learning which requires time management and productivity, but at all times as a human being. Time management plays a vital role in improving student's academic performance and achievements whether the learning is done by online or offline (Shazia, 2015). Every student must have time management ability which includes setting goals & priorities, using time management mechanism and being organized in using time, so that they can be productive in learning process (Fajhriani. N, 2020).

The results of initial observations that have been carried out through a questionnaire on a Google Form with the respondents are Biology Education Study Program in online learning show that 66,7% of the total respondents have difficulty managing time during online learning. There are also 70% of the total respondents that feel their productivity has decreased during online learning.

Based on the background describe above, the researcher thinks that it is necessary to conduct the research about **Analysis of The Effect of Biology Online Learning on Time Management and Productivity of Biology Education 2019 Students at Universitas Negeri Medan.**

## **1.2 Problems Identification**

Based on the background described above, researcher identifies the research problems as follows:

1. Instantaneous changes felt by students from biology offline learning to biology online learning which cause students difficulties in carrying out the learning process.

2. There is no direct supervision from the lecturer during the online learning that can cause the teaching and learning process to not run optimally, if students do not have good time management and productivity.
3. It is worried that Biology Education 2019 Students have difficulty managing time during online learning and also their productivity has decreased during online learning.

### **1.3 Scope of Study**

Scope of study in this research is focused to analyze the time management and productivity. The theories that will be used for this research are from Britton and Tesser performed a principal component analysis of a Time Management questionnaire in two factors, with factor 1 (Time Planning) and factor 2 (Time Attitudes) (Britton & Tesser, 1991). And based on Walberg's theory of educational productivity, there are five factors such as (a) abilities or achievements, (b) motivation or self-concept (c) quantity and quality of instruction, (d) peer group environment, and (e) mass/social media (Walberg, Fraser, Welch, & Walberg, 1986).

### **1.4 Scope of Problems**

The limitations of the problem in this research are:

1. The scope only includes time management and productivity and online learning
2. The information presented were: elements that are criteria for time management and productivity, benefit and deficiency of online learning, number of students of biology education study program, and data related to research.

### **1.5 Research Questions**

The research questions are formulated as follows:

1. How did the students manage their time during the online learning period?
2. How productive were the students during the online learning period?

### **1.6 Research Purposes**

This research is conducted to achieve some objectives as follows:

1. To analyze how the students manage their time during the online learning period.
2. To analyze how productive the students during the online learning period.

### **1.7 Research Benefits**

Based on the using, this research is significantly contributed for:

#### 1. Theoretical Uses

The results of this study are expected to increase knowledge and can provide experience about new things in learning, which can increase the sense of skills to want to find out, research, and can add to the knowledge being studied or researched as input and information to be able to find out.

#### 2. Practical Use

##### a. Universitas Negeri Medan/Biology Education Study Program

As input to get an overview of the problem regarding student time management and productivity during online learning during the pandemic for bilingual biology students at the Universitas Negeri Medan.

##### b. Students

Can be used as input and information to get knowing the problems of students' time management and productivity during online learning during the pandemic.

##### c. Readers

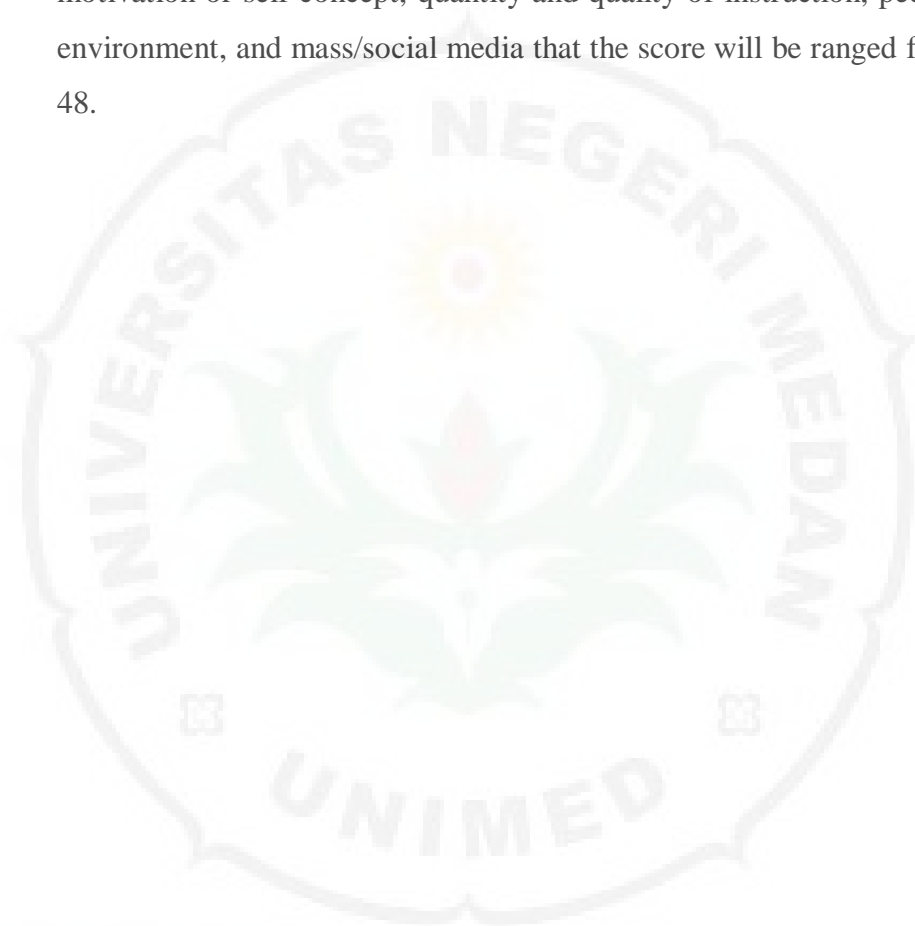
As a reference, input and consideration for biology education students in choosing the same research topic as this research.

### **1.8 Operational Definition**

Based on the research to be carried out, some operational definitions that will be used in this research can be described, including the following:

1. Biology online learning is a biology distance learning system that is carried out by a network-based platform (internet) such as E-learning, Zoom, Google Meet, Google Classroom, Webex, Whatsapp, and etc, for the teaching and learning process and there is no direct face-to-face process between students and teachers, tutors, or lecturers.
2. Students' time management is planning, organizing, prioritizing, and having control over time so that students do not waste time, which was measured based on time planning and its execution or time attitudes that the score will be ranged from 10-40.

3. Students' productivity is the ability of students to use the available time to be creative, innovative, and productive both academically and non-academically, which was measured based on abilities or achievements, motivation or self-concept, quantity and quality of instruction, peer group environment, and mass/social media that the score will be ranged from 10-48.



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