TIME MANAGEMENT STRATEGY DURING COVID-19: A STUDY AT ENGLISH EDUCATION DEPARTMENT OF UIN AR-RANIRY STUDENTS

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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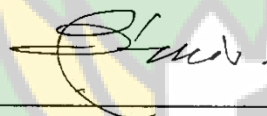
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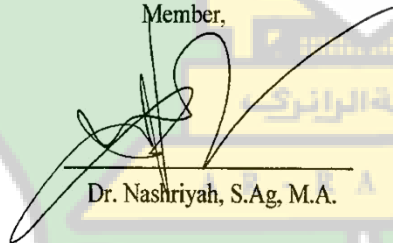
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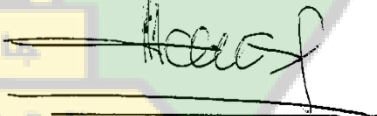Member,   Member,

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SURAT PERNYATAAN KEASLIAN
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Time Management Strategy during Covid-19: A Study at English Education Department of UIN Ar-Raniry Students

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 November 2022
Saya yang membuat pernyataan,

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I recognize this thesis is far from perfect, therefore, if there are suggestions and feedback, it would be substantial for the completeness of this thesis.

Banda Aceh, 21 November 2022

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ABSTRACT

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Thesis working tittle	: Time Management Strategy during Covid-19: A Study at English Education Department of UIN Ar-Raniry Students
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This study is intended to investigate the strategies of English Education students in managing time during the pandemic. The data collection technique in this study was semi-structured interview with 10 participants, consisting of five female students and five male ones. The participants involved were the oned who had met the requirements and criteria. This study indicated that the activities carried out by English language education students consisted of two scopes, the world of lectures and outside. In courses, the activities carried out were organizing and doing assignments. While outside studies, the activities carried out included 1) learning new skills, 2) attending seminars, and 3) business. Based on the findings above, it can be concluded that English language education students used their time well during the pandemic; they had other activities that can be done outside of lecture activities.

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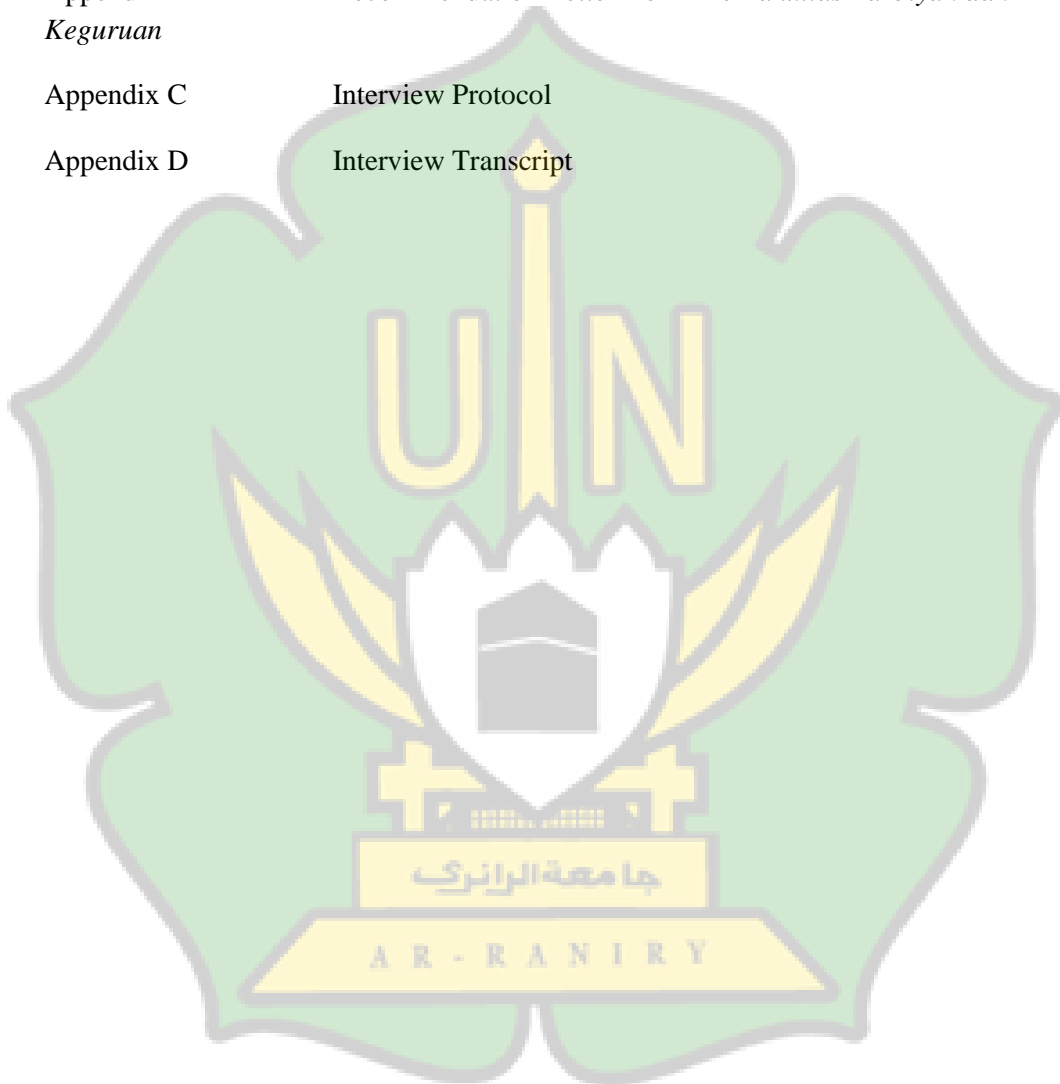
CHAPTER I
INTRODUCTION

A. Background

Time is the sum of all actions; no one knows what will happen in the future when a process, action, or situation exists or occurs. Time often passes us by unconsciously, for better or worse. People just get up, eat breakfast, go to college, eat lunch while discussing organizational activities, return home, and rest. Aydın and Gürbüz (2012) concluded that time includes human perceptions based on the consecutively occurring occasions. All of the seemingly insignificant details are significant because we experience a period when we become ill, forcing us to pause routines for a short or long period of time in all of these activities.

Time is something that is closely related to daily activities in human life. Every individual's movement with others in formal and informal ways in planning and completing a job must always be systematic by a positive unit of time. Each has different settings and schedules as well as goals and specific reasons. Bayramlı (2017) stated that time has dimensions in philosophy, sociology, and psychology and the people do not recognize it. Small things such as daily routine activities are things that are missing sorely at this time when the COVID-19 pandemic requires all outdoor activities to be disabled.

The COVID-19 pandemic has ushered in a new era of human civilization. All outdoor activities, including crowded worship, should be held at home, which is the polar opposite of what people have done in the past. The cruel situation caused by COVID-19 has resulted in a global crisis with multiple dimensions. Oducado, Rabacal, Moralista, & Tamdang (Di Fronso et al., (2020); Priya et al., (2020)) stated that the rate and pattern of transmission threaten people's perception of control and have a profound impact on people's daily lives. That was difficult at first because people still expressed disbelief and denied any news until the number increased unexpectedly. Throughout May 2020, the number of positive cases of COVID-19 jumped dramatically. From May 1 to May 31, the total number of positive cases was 16,355. This figure has doubled since April 2020. In the period April 1 to 30, positive cases of the Corona virus totaled 8,590 cases. Then a new policy of "staying at home" was implemented, and as long as the harmful condition persisted, teaching and learning were also affected, with everything being held online.

One of the recommendations of the WHO (World Health Organization) is to keep a distance from other people, and if there is nothing urgent, it is better to stay at home. It causes a discontinuity in face-to-face educational activities; it dismisses all levels of education, starting from kindergarten, elementary, junior, and senior high school, even lectures—all face-to-face teaching and learning activities. Education in Indonesia has experienced a change in learning strategies since the COVID-19 outbreak (Ichsan, et al., 2020) and due to the physical distancing policy adopted by Indonesia, all formal education activities at school

are closed. Everyone is required to stay at home, and so does students, where they must continue to learn even through the network.

All face-to-face activities replace with online activities. It applies to education and other jobs such as offices, the home industry, etc. Because of this, people spend a lot of time lying down, lazing around, especially with gadgets and internet access. Someone can certainly spend all day just scrolling through social media, playing games, etc. According to Makarova & Makarova (Kowalski, Giumetti, Schroeder, & Lattaner, 2014) adolescents who actively participate in online games are more likely to be victims of online violence. Therefore, a lot of time is wasted on meaningful things or learning new things. Thus time management and making a daily schedule are needed. Moreover, a student who has a class schedule, collecting assignments, quizzes, etc., can be missed.

An online course is a non-face-to-face teaching and learning technique that can take place anywhere and under any conditions, which has been a new requirement for years since the COVID-19 pandemic. Pasaribu & Dewi (Murphy, (2020); Tan, et al., (2020)) stated that educators must regulate face-to-face learning to remote or online education. That is not a big problem for some people because they had taken any online courses or attended online learning before the pandemic struck. In contrast, it is different from others who have never experienced the online learning method today.

The learning system is a process of interaction between students and educators to develop creative thinking in a learning process that will bring the

desired results. The learning system in college is different from school. Learning activities at school start from 7 am to late afternoon, and on-campus students must attend with only a schedule. Therefore, lectures become a time where students can do self-development, such as pursuing a hobby, being active in organizations, working part-time, etc. Alay and Koçak (2003) stated that the high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time.

In the university, there are several learning systems. The system is certainly different from the school. It consists of the semester credit system (SKS), where students can choose their courses of study in the following semester. Furthermore, actual work lectures (KKN) and work practice (PKL) aim to realize community service. Virtual Work Lectures and Field Work Practices are two courses that related students must take to complete the load of the semester credit system taken. The difference between KKN and PKL lies in the location and practice. KKN is usually carried out in villages and remote areas to socialize with the community. In contrast, PKL aim to practice the subjects that they have learned in college. Lastly, Determining the Lecture Period, students can determine their own desired study period by not taking all the courses in the credits listed. But that does not mean the student is free from drop out (DO). With a time limit of 12 semesters. Students have to complete all the credits taken to carry out the final task, namely the thesis trial.

Most of the lecturers also prioritize field practice over theory. Students are encouraged to directly meet with resource persons from the surrounding

environment to practice the knowledge they have acquired. So that students will get used to dealing now with informants, making it easier for them to prepare their final project in the form of field practice. According to the founder of President University and Jababeka Group, SD Darmono, educating the child until graduated from college can be figured out from four things, namely knowledge, attitude, skill, and habit (KASH). He also believes that education will be successful if the practice and attitudes of the graduates are also good because this is what any industry needs, such as agriculture and plantations. So before a graduate enters the industrial world, there must be a change in his habit and attitude.

The English Language Education Department is one of the educational programs at the Islamic State University of Ar-Raniry. Related to the English Language Education Department in general, students of this study program could hold 24 credits every semester in maximum. The studies themselves are not only from the teaching-learning process, religious, social, and so on, but also include matters of literature, international relations, culture, politics, etc. The main goal of this department is to produce graduates who are not only competent in the field of education but also in the English language.

Based on some of the explanations described above, all of this has a relationship. The Covid-19 pandemic has resulted in all normal outdoor activities, such as field activities, offices, education, and others, turning into online activities held at home. Likewise, with online learning, students will continue to carry out learning activities by not doing activities outside the house, with the usual schedule without changes. Apart from that, of course, a student can do nothing

else because other activities are related to gatherings and activities that cause crowds. Time management takes place where students can schedule all activities to fill the void of time. Even though they are at home, students can still pursue self-development, such as following a hobby, learning new things, or starting a small business. Time management plays a role in reminding and limiting activities carried out by students to run appropriately and without destroying the students' priorities.

This study focused on how the strategies of English Language Education Department students related to time management in online learning during the Covid-19 pandemic. The focused target is students. Previously, researchers used teachers as the focus of their research. In addition, the pandemic conditions distinguish the situation from previous research, where researchers can meet informants and observe directly. In contrast, according to current health protocols, the analysis must carry it out. In the previous study, the researcher focused on the writing ability of the participants.

Cenghizan (2021) has conducted time management research on foreign language teacher candidates. This study was to determine the effect of the Covid-19 process on prospective foreign language teachers' time management. The results obtained from this study are that time management has positive and negative impacts. The positive is that it prevents wasting time, allows one to spend time on self-development, and establishes a more flexible learning environment. While the negative impact is that the Covid-19 process causes time-wasting, psychological stress, loss of the meaning of the concept of time, laziness,

boredom, and disturbed sleep patterns, and they state that this process harms time management.

In comparison, this study focused on the power of participants to explain and describe their experiences through interviews. This study learned about participants' time management differences from before and after the pandemic. The researcher changed the list of activities and whether there were differences before and after the pandemic. The researcher made some changes in the title, including removing the word "practice" after the term study and management. Besides that, it removes the word online course in the title, but the researcher only includes it in the content section.

B. Research Question

How do English Language Education Department students manage their time during Covid-19?

C. Research Aims

Based on the research questions listed above, the objectives of this study is to investigate English Language Education Department students' strategy in managing their time in an online course during Covid-19.

D. Research Significance

The anticipated outcome of this study is that it will help the next generation of college students, particularly English Language Education Department majors, make better use of their time and engage in useful activities outside of class hours. Obviously, they are not abandoning their responsibilities. The researcher believes that with good time management, they can improve themselves and achieve success in academic and non-academic fields.

E. Research Terminology

To avoid misunderstandings in the study, the following researchers will list some definitions of some used variables in this study:

1. Time management

Saragih (2017) conducted time management as a personal ability to organize everything planned with others and achieve a common objective. Good leadership can overcome all possibilities that occur effectively. Time management is a goal that we can achieve, especially for those who are motivated. In addition, you can set goals and dreams for the short and long term.

2. Language Learning & COVID-19 Pandemic

Sagala (2007) defines learning as a two-way communication process: the teacher is teaching and student learning. The meaning of this learning process is face-to-face and carried out in the same room.

In this 21st century learning a foreign language is a must. The biggest reason is that it follows the development of globalization. In addition, the product of social media that can connect individuals with other individuals from various parts of the world is also the biggest reason for learning foreign languages to communicate well. Language learning can improve individual cognitive abilities, such as enhancing problem-solving skills, improving memory function (short and long term), increasing creative thinking capacity, and so on.

English learning focuses on understanding the material. After the material is understood well, students are encouraged to practice the material in their environment. Zhou & Brown (2015) stated in Behaviorism theory, "learning process change the accentuate in behavior that results from stimulus-response associations made by the learner".

Dahliana (2019) The desire to learn a foreign language may result in a more complicated situation involving the new language system, culture, and psychology. It is related to the purpose of human life, as well as the interest and motivation that drives people to pay attention to something, including learning. As a result, maintaining energy and behavior in order to remain motivated in specific actions may necessitate effort, as some factors can influence human motivation and are unpredictable.

Good time management allows for more outstanding results in less time, resulting in more free time, better focus, being more productive, lowering stress, and more time to spend with people. Next time, it will be easier to achieve more excellent results and more significant goals as easily and productively as possible.

The language learning system is different from other subjects. In language learning, the student requires to learn, understand, and practice. On the other hand, outstanding language learning emphasizes students memorizing the material. Tom Randolph, a US English Language Fellow, quoted from UGM news, said that the TOEFL is necessary as a benchmark for one's ability to speak English. A high TOEFL score is certainly highly expected by the university. To succeed in TOEFL, the student should prepare earlier. Currently, according to Tom, there is a change in the model of the TOEFL test. It only consisted of 3 parts in the TEOFL test previously, such as Listening, Structure, and Reading, then added the new model with Speaking and Writing to equip students to study abroad.

Corona virus is a type of virus. There are many different kinds, and some cause disease. A coronavirus identified in 2019, SARS-CoV-2, has caused a pandemic of the respiratory illness called COVID-19. This viral infection is called COVID-19 and was discovered in Wuhan, China, at the end of December 2019 for the first time. This virus spreads quickly and has affected other areas in China and several countries, including Indonesia. Most people infected with the virus will experience mild to moderate respiratory disease and recover without special treatment. However, some will become seriously ill and require medical attention.

Corona viruses are common in different animals. Rarely an animal coronavirus can infect humans. The viruses may be changed (mutated) and cause illness in humans. There are many different kinds of coronaviruses. Some can cause colds or other mild respiratory (nose, throat, lung) illnesses. Other

coronaviruses can cause serious diseases, including severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS).

This virus is named Corona because its shape, "corona," means "crown." The outer layer of the virus covered with spike protein surrounds it like a crown. COVID-19 diagnosed through tests will be difficult if the diagnosis is only made by examination because the symptoms experienced are not symptoms of Covid-19 but other diseases. Even some people with the coronavirus have no symptoms at all.

3. *Education*

Education is a right that every human being in the world must have since birth. Education is not only obtained when someone enters school but long before that, education has been obtained first from both parents at home. Sharma (2014) stated parents' role in children's learning is a crucial thing. In addition to paying attention to children's education, providing a home environment that can affect learning is also the responsibility of parents.

Maskur (2013) stated that character education is not limited to the classroom environment, but rather an approach based on a solid pedagogical principle, namely to produce people who understand that character must be formed based on religious values in order to achieve a good personality. He also stated that character development is related to divinity rather than curriculum-based learning or classroom subjects.

Before entering school, ensuring a child has an educational background to support learning activities is crucial. Robert (2003) concluded that educational background means the student's knowledge requisite their culture and academic experience, they must be easy to relate towards their environment and prior knowledge. Indeed the different educational backgrounds can lead to the development of varying expertise where the effect occurs under the learning experience that has been obtained.

Umar (2011) stated that the educational process's ultimate goal is to form a perfect human being who can harmonize the body's needs and the structure of life in the hereafter and balance the implementation of human functions as servants of Allah. In other words, education is a conscious effort that the family and the community carry out, and the government also takes a role in this.
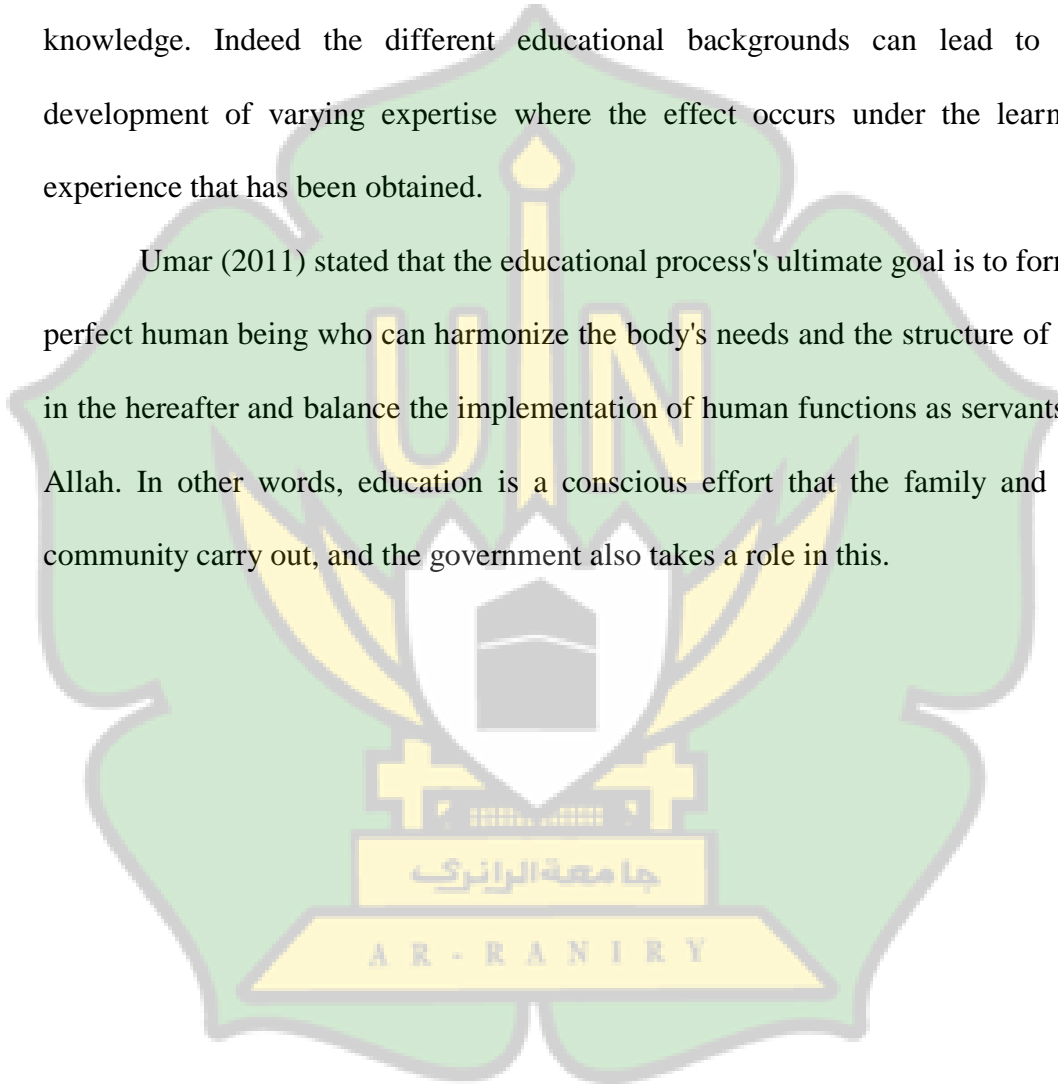
CHAPTER II

LITERATURE REVIEW

This chapter will present some literature reviews related to this research. It will also present some research related to several studies that focus on the same field from previous research that previous researchers have carried out.

A. Time Management Strategy

1. *Definition of Time Management*

Time management is a method of managing daily activities planned and obliged to end up within the list specified time. (Aeon & Aguisnis, 2017) conducted that time management is a form of decision-making used by individuals to structure, protect, and adapt their time to changing conditions. Based on the previous studies of (Blair, 2019), time management has a good influence on students in setting goals and priorities (SGP), although in time management mechanics (TMM) and perceived time control (PCOT), the score results low.

The successful one is he who can manage his time well. It is one of the motivations often held dear by ambitious people and good future planners. MacCann, Fogarty, & Roberts (2012) declared that cognition might influence time management (e.g., goal setting and intention) and context (e.g., the role of the

study environment). Time management has a positive impact on students. On average, this research found that time management behaviors were not significantly different across gender, age, entry qualification, and time already spent in the program.

Time management generally has a positive impact on individuals who apply it. According to Razali et al. (2017), all-time management behaviors are significantly positively related to student academic achievement even though the relationship is weak. Although further research is needed, such as personality variables studied and other respondents from different universities.

In general, forming a list of achievements or to be achieved is not a habit for people, it depends on the choice of each individual. Sainz, Ferrero, & Ugidos (2018) found that the determining factor is not the amount of time available but the management that makes it. In general, students focus on short-term planning and lack long-term habits and attitudes. This study also suggests that students use a diary to set goals and the time boxing technique to fix the time needed to finish each task, as this favors setting priorities and making decisions.

Someone who makes a list of achievements or dreams in the future generally follows in the footsteps of seniors or who first applies these techniques in their daily lives. This can be obtained from attending seminars or bibliography of successful people in the world.

Annisa et al. (2022) stated that many students still do not understand time management well. The participant took a pre-test and received a score of 74.39%. Then, after watching a video explanation, their curiosity grew, and the post-test

score increased to 94.25%, up from 19.86%. It means that using time management in everyday life is not difficult. It's just that many people don't know what time management is or how to use it.

2. *The Concept of Time Management*

A well-planned schedule can manage resources and time effectively. A good program will clearly show when a project starts and when it must be completed. You should be aware that there will be a lot of pressure between starting work and finishing it, which will disrupt the schedule and the people involved. Scott (2013) stated that one fundamental challenge of effective time management is understanding the difference between "urgent" and "important." "Urgent" does not make the task necessary. The "important" thing is related to personal principles.

Time management is defined as the efficient use of time in the realization and execution of a task. The following points, according to experienced people, are critical to consider when designing good time management:

1) Prioritizing essential tasks and based on available resources

2) Developing a plan and using the available time in the most efficient way possible

3) Continue to monitor deviations and distruptions that interfere with the on-time completion of task.

4) Developing efficiency and reducing pressure on the schedule that has been made, including pressure on the individuals involved in the project.

Time management is the main focus of this research. Considering how much free time students have during the pandemic at home makes researchers look for ways to save this valuable time. Especially with the times, a sophisticated tool called a smartphone and a good internet network can make someone surf without realizing wasted valuable time.

3. *Strategy*

The word "strategy" derives from the Greek word "strategos," which comes from the roots of "army." The definition of strategizing is "the planning of completely annihilating enemies through the efficient use of resources." As a result, the concepts of strategy were originally used in the context of the military and continue to serve as the standard for all definitions of strategy (Athapaththu, 2016). According to Anthapaththu (Chandler, 1962), strategy is the process of developing fundamental long-term goals and objectives for an organization and then implementing a course of action and allocating the necessary resources for carrying out these goals.

Strategy has no absolute meaning; business leaders and business theorists have studied this for years, and all their definitions of strategy are correct. For example, Bukhari (2019) mentions in his paper that some people believe that you should analyze the present carefully, anticipate changes in your market or industry, and, from here, plan how you will be successful in the future.

Meanwhile, others think that the future is too difficult to predict, and they prefer to develop their strategy organically. According to Bukhari, (Porter, 1985) defines the essence of strategy as "unique positioning" and "choosing to perform activities differently than rivals do" (p. 64).

B. Language Learning & Covid-19 Pandemic

1. Language Learning

Learning is a process of interaction between students and educators and learning resources in a learning environment. Gagne (1977) states that learning is a set of external events designed to support internal learning processes. Furthermore, Gagne (1985) entirely put forward his theory by saying that design learning produces learning. External situations aim to activate, support, and maintain the internal processes contained in every learning event.

Learning is a single-unit activity. Learning is a professional activity that requires teachers to use basic teaching skills in an integrated manner and create efficient situations. (Mashudi, Toha, & et. all, 2007).

Language learning is a process that begins at birth and continues throughout life actively. Krashen (1982) conducted that learning a language when growing up in the environment is different from the intentional language learning process carried out in the classroom. The language learned in the environment is usually learned because of necessity, such as work needs, adaptation to a new

environment, and so on. and it's very distinctly different from the language you learned as a child.

Men's brains are 10% larger than women's. The inferior parietal lobule, which tends is larger in men, makes the difference. Apart from the facts above, this does not affect the brain's performance.

Günak (2009) found a significant relationship between the learning strategies used by individuals and their motivation to learn. It has a significant influence on learning a language for individuals. In addition to system and inspiration, the key to learning a language is practice because later language is a tool for communication, not just knowledge.

2. *Pandemic Covid-19*

At the end of 2019, Wuhan, China's emerging business hub, experienced an outbreak of a novel coronavirus that killed over eighteen hundred people and infected over seventy thousand in the first fifty days. The number of confirmed cases is constantly increasing worldwide, and after Asian and European regions, a sharp increase in cases has been observed in low-income countries as of today (March 31, 2020). It is the beginning of the spread of covid-19; this pandemic is still ongoing in 2022, and new variants continue to emerge.

The COVID-19 pandemic has restricted daily activities. According to the WHO website, direct physical contact with an infected person, being in the same room with an infected person, or touching the eyes, nose, and mouth after direct contact with the infected person can all result in virus transmission. As a result, all

outdoor activities, including work, education, and buying and selling, are halted. Everyone must stay at home and only leave for emergency situations or to meet basic needs.

The truth is that the pandemic has altered most people's habits, and everyone will have to re-adjust to new routines. This condition is not a barrier because humans are living, evolving creatures.

C. Education

Education is the process of changing a person or group's attitudes and behaviour to mature humans through teaching and training. Srinivasan & Ambedkar (2015) stated that education is the aggregate of all the approaches in character that develops his abilities, attitudes and other forms of behaviour, which can also assist in acquiring social competence and someone's optimal development. Education has considerable use in human life. Education can change humans into people who are much better than before.

A person's primary education is provided by his parents. The type of education obtained does not have to be the same as the current system at school, but it must be educational in nature. According to El Mubarok (2008), the educational value is at the expense of education. The educational value is the spirit of education; wherever the teaching-learning process, the importance of education will present itself. The educational value is something or limitation of anything that educates someone directed to maturation, which has good or bad character. It can help human life and resolve through the educational process.

Parents must make children realize that learning is essential, fun, and defeat. Children are more dependent on their parents at preschool age, so they will listen and accept their parents' direction in everything they do. So, parents need to direct their children to good things. It includes instilling the importance of pursuing higher education.

Karakose (2021) conducted his research to discuss the effects of the COVID-19 pandemic on higher education globally. This paper is a review article; presenting a brief literature review on the COVID-19 pandemic and higher education. This research was examined higher education institutions' responses to the global education crisis caused by the current pandemic and developed some solution proposals for policymakers and higher education professionals. The COVID-19 pandemic resulted in the worldwide education community acknowledging that urgent adoption of an online emergency remote teaching approach was necessary and inevitable.

Online learning is not a new phenomenon in education, especially at the university level. However, online learning is not as effective as face-to-face learning. Not only students, but also teachers, have complained about it.

Nambiar (2020) conducted on the aim of her study to conduct an online survey regarding teachers' and students' perceptions and experiences related to online classes. The sample consisted of 70 teachers and 407 students from Bangalore's colleges and universities. This research used a survey method for data collection. According to the findings, the following factors are critical for teacher and student satisfaction with online classes: quality and timely interaction

between student and professor, technical support availability, structured online class modules, and modifications to accommodate the delivery of practical courses. The result shows that 86.9% of teachers preferred classroom instruction methods over online instruction while 11.8% preffered online classes.

Everyone is required to make outdoor activities a home activity. Education is no exception; all teachers and students must conduct learning activities online. This condition is undoubtedly not manageable at first, but it must be lived by all individuals, forcing them to innovate and adapt to the situation. Even before the pandemic, many universities had developed and innovated in online learning to improve its quality and quantity. (Hutauruk & Sidabutar, 2020).

Online course is an internet based learning systems which students and teachers are not in the same room but can communicate via digital platform such as mobile phones, tablets, and computers. Before COVID-19 outbreak, many educational institutions, schools and universities were using partially online classes just to facilitate the process of language learning (Safiyeh & Farrah, 2020).

D. Previous Study

Some researchers have a similar focus as this research. Cengizhan (2021), with the title "The effects of COVID-19 process on time management of foreign language teacher candidates" generally attempts to see, wether the covid-19 process affects the time management of foreign language teacher candidates. As a result, 35 potential foreign language teachers took part in the study. To collect

data for this study, a semi-structured interview form with five questions was used. This study employed the content analysis technique from the codes to analyze the data and themes. The findings show that the COVID-19 education plans that could have been developed could not be implemented due to the inability to perceive time. It harmed time management by causing psychological stress and wasting time. According to the findings, the COVID-19 process and distance education had a negative impact on the time management of the teacher candidates in the research. It recommends that teacher candidates, regardless of specialization, receive training in stress coping, distance education, and time management in order to avoid or minimize the stress caused by adverse effects such as a pandemic.

Putri & Mahmudah (2021), with the title "Time management skills: completion of student final project during the covid-19 pandemic" conducted the study to determine the time management of final students in completing a thesis / scientific paper. The research was carried out in Yogyakarta, where the participants were three last year students who were conducting scientific articles and research. The data collection technique was interview and observation. This study indicates that students in time management need three things to complete the investigation as a graduation requirement: planning, organizing, and implementing. It will be easier to do and solve it optimally with good time management.

Razali, Rusiman, Gan, & Arbin (2017), with the title "The impact of time management on students' academic achievement" conducted a study aimed to

determine the relationship between time management and students' academic achievement. In this study, samples were collected using the rule of equal allocation of stratified random sampling, and each faculty required 50 respondents. This study's primary data collection method is a questionnaire survey. The factor analysis revealed three major time management factors: time planning, time attitudes, and time-wasting. The findings also revealed that there are no significant differences in time management behaviors between students' genders or races. Meanwhile, although the relationship is weak, all time management behaviors are positively related to students' academic achievement. The most important correlated predictor is time management.

Arslan and Kafes (2021), with the title "Turkish prep school EFL students' beliefs about language learning" conducted a study to investigate the relationship between Turkish EFL learners' beliefs about language learning and learner features, such as gender, age, and language proficiency level. The participant was 242 Turkish prep school EFL students with different levels of English proficiency in the spring semester of the 2018-2019 academic year. This study used the Statistic Package for Social Sciences (SPSS) version 26.00 to analyze the data quantitatively. Females outperform males in foreign language learning, according to the study. Furthermore, male participants believe that learning English is difficult. Furthermore, this study discovered that younger participants had greater potential for language learning than older participants. Overall, the results of the 'Beliefs About Language Learning Inventory' (BALLI) show that participants' English proficiency levels have little influence on their language learning beliefs.

Sehic (2017), with the title "The effect of English language learning on creative thinking skills: a mixed methods case study" conducted this the Alternate Uses Test was used to conduct a sequential explanatory mixed-methods case study to investigate the effects of English language learning on creative thinking skills in the domains of fluency, flexibility, originality, and elaboration. Twelve people voluntarily took part in this research study. This study involved collecting quantitative data at the pretest and posttest stages and explaining the quantitative data using qualitative data. The quantitative findings of this sequential explanatory mixed-method case study indicated no statistically significant differences between the pretest and posttest results in the domains of fluency, flexibility, originality, and elaboration as measured with the Alternate Uses Test.

Ghazwan & Badri (2021), with the tittle "The effects of covid-19 on EFL learners' anxiety at the University of Bisha" conducted research that aimed to investigate the effects of COVID-19 on English as a foreign language (EFL) learners' anxiety at the University of Bisha, Kingdom of Saudi Arabia. The study was collected data from 80 EFL learners (40 males and 40 females) at the University of Bisha. This study's method was a questionnaire designed to gather demographic information and data from respondents about learning anxiety caused by COVID-19. The study revealed that COVID-19 causes everyday stress for EFL learners at the University of Bisha. There is a significant difference between them regarding the internal factors and strategies used by the learners to decrease the harmful effects of learning anxiety during COVID-19.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This study is about the use of qualitative data collection methods. A qualitative approach uses non-numerical data, such as text, video, or audio, to understand a concept, opinion, or experience. The researcher chose this method because the researcher wanted in-depth information from the sources, and the list of questions asked allowed the researcher to get more detailed information. This research was conducted by interviewing the informants with semi-structured interviews. The semi-structured interview is an interview system that is not established on the list of questions addressed. In contrast, this type of interview asks open-ended questions that are more like a discussion with the interviewee than a direct question and answer. Researchers could conduct open-ended interviews with informants to clarify and detail the information obtained. Previously, the researcher would give the interviewees a list of 12 questions so that the answers and directions for the interview were well structured.

B. Research Participant

The research question is the beginning of the expressed idea in qualitative research. It had been determining research questions, the method of data collection, and how to analyze it. Büyüköztürk, Kılıç Çakmak, Karadeniz, &

Demirel (2015) advise that the data should be tested by more than one person to increase the validity of qualitative research and member checking should be performed for reliability. According to the information required, the population of this research should be small. Four participants are sufficient, as long as the researcher's knowledge and experiences can be recovered. The sample consists of English Language Education Department students from the 2018th batch who qualified for this study. The study's participants are ten English Language Education Department students, five females and five males. Candidates for this research are those who volunteer to assist researchers but must meet the following requirements:

1) The samples are English Language Education Department students of the 2018 batch. The main reason is that this research handling strategy of time management as the case study. And there is no exception for those who are not having another activity besides college as well.

2) The samples had experience with online and offline learning courses. It helped the researcher make a great comparison and see a difference between the schedule settings before and after the Covid-19 pandemic.

C. Source of Data

The data of the research is collected through interview forms. The structured interview forms granted a fast coding and analysis of data, ease of measurement and then allow comparisons with the scope of the research (Borysiuk, 2013). In this research, the researcher used a semi-structured interview in which the interviewee could answer any questions willingly, as long as the term is still in the topic line. This research conducted 12 open-ended questions as an instrument, consisting of 7 questions that belong to the time management strategy and 6 questions from the online/offline course. The researcher would analyze the answers to get the final understanding of the study.

D. Method of Data Collection

This study's data collection method is an interview. Structured interviews are proposed using available interview guidelines. The semi-structured interview is critical for allowing the interviewee to express themselves and obtain detailed information on the subject under investigation (Borysiuk, 2013). Hijmans and Kuyper (2007) conducted that semi-structured interviews are characterized by open-ended questions and the use of an interview guide (or topic guide/list).

In order to collect data, the researcher asked several questions about the research subject. This activity employs exploratory questions to ascertain participants' perspectives on the research topic. Furthermore, when participants or researchers are unable to understand each other's words, the Bilingual language is

used as an alternative. This activity lasted 20-30 minutes, and the researchers also checked on the participants' conditions and situations beforehand. Due to the Covid-19 pandemic's health protocol, the interview was conducted over the phone.

E. Instrument of Data Collection

An instrument is a tool or subject contained in the research and used to collect data. As the main instrument, the researcher prepared several additional mechanisms to facilitate the data collection process. In addition, the use of the interview method certainly requires other tools such as a tape recorder, a book, a paper to list questions, and a smartphone. The researcher himself made the list of questions. Some of them are questions that the researcher has developed, such as questions from Sainz (2018) on Time management: skills to learn and put into practice, and Cengizhan (2021) of The Effects of COVID-19 Process on Time Management of Foreign Language Teacher Candidates.

Table 3.1
List of interview question

Interview questions:	
Time management	1. Did you use time management for your daily routine? a. Where did you know this strategy?

	b. Was this strategy makes you be a disciplined person? c. What is your motivation for using a time management strategy? d. Is there any time management background in your family? 2. Does it have a positive and negative impact on your activities? 3. What are your thoughts about the plans you made during your stay at home during the Covid-19 process? 4. How do you think the Covid-19 process affects your time management? 5. Do you have to deal with specific activities which interface with your schoolwork? 6. Do you consider that there are adequate conditions in your home to study?
Online learning	7. Before the pandemic hit, did you have taken any online courses before? 8. How was your ability to understand the subject? 9. Do you need any professional help or someone to discuss to figure it out?

10. What was the impact on your score?

11. Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?

12. Did the pandemic make you a better person?

F. Methods of Data Analysis

Data analysis is the process of collecting and organizing data to gather helpful development from it. Content analysis is a repeatable technique for converting words in many texts to fewer texts (Stemler, 2001). Yıldırım & Şimşek (2008) added that the aim is to reach the concepts and relationships that will enable explained the collected data.

In this study, the researcher analyzed the data after the process of collecting it by using an interactive model based on Miles and Huberman (2014), in which data analysis consists of three concurrent flows of activities. According to Miles and Huberman (2014), there are three steps in qualitative data analysis, including: data reduction, data display, and conclusion drawing/verification.

1) Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

2) Data display

      Data presentation goes beyond data reduction to provide "an organized, compressed assembly of information that allows conclusion drawing." A display can be an extended piece of text or a diagram, chart, or matrix that offers a new way of organizing and thinking about textually embedded data.

3) Conclusion drawing/verification

      Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to drawing conclusions, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions.
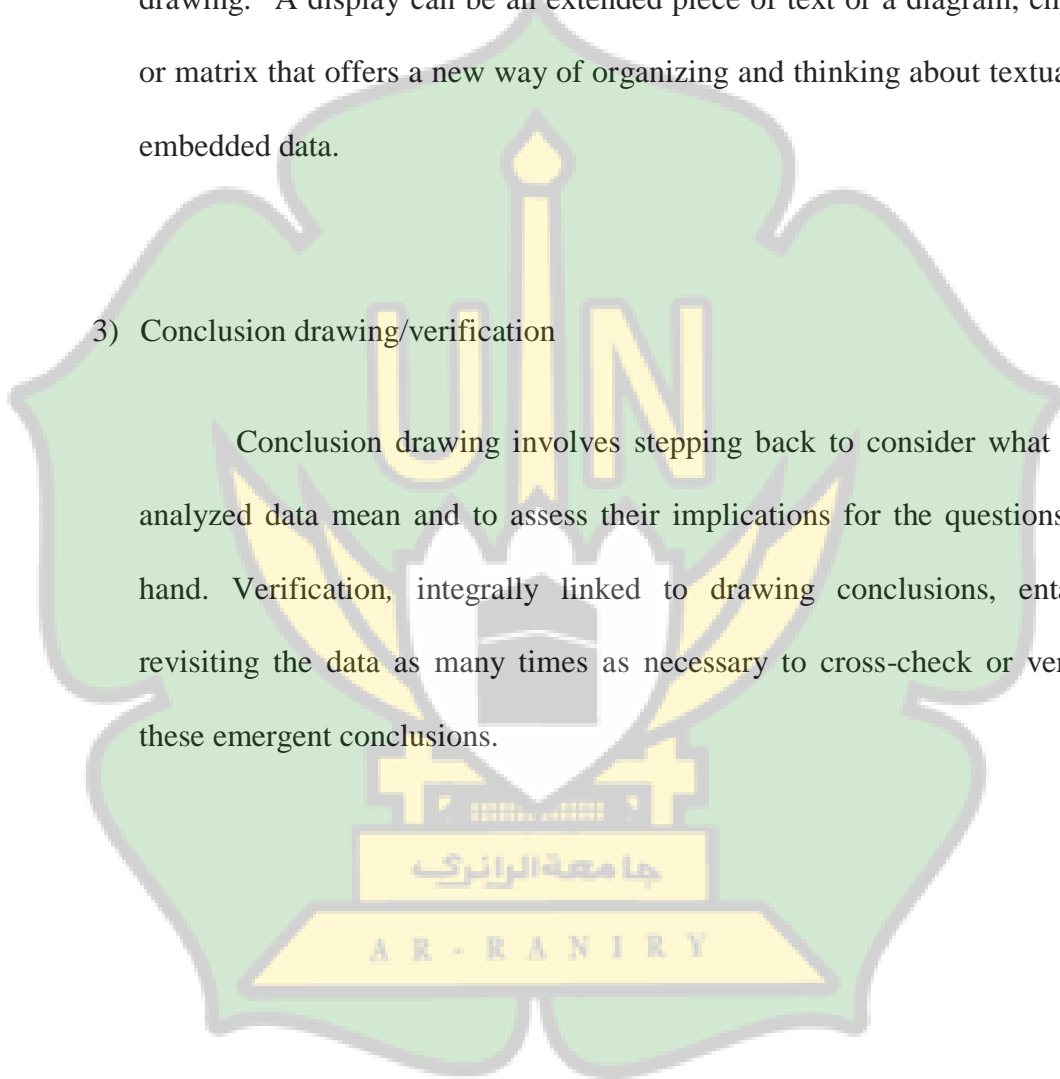
CHAPTER IV
FINDING AND DISCUSSION

This chapter presents findings and discussions related to the first chapter's research question. This study looks at how English Department students managed their time during Pandemic Covid-19.

A. Finding

This study used a semi-structural interview. The researcher interviewed the English Language Education Department students' batch 2018 on how they managed their time during the pandemic. In the interview session, the researcher questioned time management and online/offline learning before/after the pandemic hit. This section has elaborated all of the procedures for analyzing the data.

The students' strategies on managing their time during Covid-19

The researcher identified two types of activity that English Language Education students engage in. It occurred due to the amount of free time students had during the pandemic; of course, this activity occurred outside of lecture hours. The first is the lecture scope, and the second is the scope outside of the class. Their movements make their days more productive while not interfering with the lecture schedule.

1. *Learning new skills*

Students who have daily activities on campus and are required to do exercises at home must locate their activities immediately. Although lecture activities continue, there is still plenty of time for other activities.

Such F said:

" Bustling relaxes me. I was busy with outdoor activities prior to the pandemic, so I had to find new activities to stay productive during the pandemic."

In the world of lectures, time management is nothing new. Even before the pandemic, respondents said they used this strategy in their daily activities. Although some admit to starting this habit on a regular basis during the pandemic, the cause is the abundance of free time, and activities are frequently irregular. This was stated by FWR and FLN.

FWR said:

"time management makes their activities more organized and more comfortable going through the day."

FWR lives far from campus. She is perfectly content to stay at home and engage in activities. She can spend more time exercising and studying from home.

FLN also confirms:

"by using time management, it can carry out all activities according to the plan, and this strategy is beneficial"

Apart from class lectures, FLN has no active activities on campus. However, doing exercises at home does not automatically render her jobless and confused. She always finds other things to do at home.

Even though the COVID-19 pandemic has reduced people's mobility, it is possible that they will be unable to engage in activities while at home. Home activities are not strenuous, but sudden changes in circumstances force individuals to adjust and adapt to activities first. As a result, time management to ensure that all activities are completed as planned is a good option.

2. *Webinar*

During offline learning, webinar activities are regularly missed due to conflicting schedules with lectures or other activities. However, during the pandemic, this activity has become one of the student's routines in filling their free time.

IF said:

"Besides lectures and completing assignments, I also attend webinars to broaden my horizons."

Due to the high spread of COVID-19, it prohibits crowded activities in crowds and closed rooms. As a result, previously, the seminars held indoors are now taking place online and can be accessed by people from various regions. The students who are interested in the seminar's topic use this beneficial chance.

3. *Business*

Students don't just fill their days with academic activities and monotonous routines. A student can gain experience outside of the classroom by starting his own business or working with others. Aside from that, becoming an intern is an

option. Because, in addition to seeking new experiences and environments, content activities allow them to earn money. MKG and NK both stated this.

MKG said:

"pandemic makes me less productive; then I work to fulfill my free time"

He did this activity in addition to filling their free time and gaining work experience, which they will do after finishing their studies. Of course, this activity is brief, and the working hours differ from those of other workers.

NK also said:

"During the early pandemic, I used to operate a business since there was so much free time, and I adapted to the new condition."

The activities listed above are not covered in the lecture. The researcher will then describe the respondents' class-related activities, such as task completion and organization.

1. *Finishing task*

There is no difference in lecturers giving learning assignments during or before the pandemic. It's just that the work is getting closer to completion than it was before the pandemic. Students and lecturers participate in a variety of outdoor activities, and when the pandemic strikes, this becomes obsolete.

Since the pandemic, several lecturers have taken the initiative to give assignments when they cannot attend class, with a deadline of fewer than 24

hours. It requires students to be on standby and do the tasks on the same day. MAB and LS stated it.

MAB declared:

"there are some tasks whose deadline is less than 24 hours. so it

must be done and finished that day"

This kind of task makes them more productive at the start of the pandemic when they are still adapting to the circumstances.

2. *Organization*

Students are identical with organizations at the department, study program, and university levels. The same is valid for English education students. Organizational activities at least make students remain productive and have activities outside of learning to use their free time properly.

Although the early pandemic halted many activities, as cases of covid-19 spread decreased, things resumed while still adhering to health protocols.

FH conveyed this:

"at the beginning of the pandemic, the organization's activities

were not as active as they used to be, but gradually we can be

active again even though the workouts are limited"

FH is a student who is active in organizational activities, and according to him, this is very good and makes him more productive. But obligations as a student continue to run correctly, and time management allows him to move without fear of missing out on other activities. FWR also thinks so.

according to FWR:

> "pandemic conditions certainly have an impact on organizational activities, one of which is a meeting, it abolished the action, and after adapting to the circumstances, this activity finally continued even though it remained in the network"

B. Discussion

The purpose of this research is to investigate English Language Education Department students' strategy in managing their time in an online course during Covid-19. With the number of participants, ten students of English Language Education of Islamic State University of Ar-Raniry batch 2018 comprised five men and five women. The researcher collected the data by using semi-structural interview.

After the researcher distributed the research form to get participants who met the required criteria, the researcher immediately contacted the students willing to participate in this study. After the researcher spread the research form to get participants who completed the required standards, the researcher immediately contacted the students willing to participate in this study. This research conducted the semi-structural interview method via telephone calls. The participants were presented with 12 questions and asked to answer based on each student's personal experience regarding strategies in time management.

The interview result proves that the English Language Education Department students batch 2018 are managing their time well during covid-19. The researcher identified two scopes of activity, lecture and non-lecture content.

In the non-lecture content section, students spend their time learning new skills. Flexible class schedules and restrictions on activities outside the home make them do this activity to make them more productive in their daily lives. Mulyani (2013) can conclude that time management is using time as proper and optimal by planning carefully and organizing well.

The second activity carried out outside of lecture activities is by participating in webinars. The webinar is an abbreviation of two words, namely Web and Seminar, shortened to a webinar, where the web is an internet network or the use of internet technology. In contrast, the seminar is a meeting conducted by a group with a specific purpose. Before the pandemic, the schedule of seminar activities often collided with the plan of lectures or other activities, so some students rarely attended this activity. It is not an excuse during the pandemic because the students can choose many webinar schedules according to their wishes and needs. According to Wilson (2021), students who attended workshops scored higher than those who did not participate, failed fewer subjects, and rated better short-term planning.

Third, students do business activities to fill their free time, whether their own business or working with others. Apart from serving their spare time, this activity is required to make money and increase work experience, even though they can only be part-time workers. This activity is also ensured not to interfere

with the schedule and the lecture process. Some of the reasons why more students work while attending college are: to earn money to meet basic needs or other expenses (Callender, 2008), to relieve the financial burden on parents (Hall, 2010), to improve their network with managers, employees, and customers (Curtis, 2007), increasing work experience or practical skills (Wang, Kong, Shan, & Vong, 2010), supporting personal lifestyle or as a reaction to peer influence (I & Morrison, 2005), and entertaining also meeting people (Curtis, 2007).

In the lecture content section, students fill their daily lives with activities related to their lectures. Even though they are at home, activities related to campus are still one of the routines carried out by students during the pandemic.

The first activity carried out by students in the context of lectures is completing assignments. Studies during the covid-19 pandemic made assignments a student obligation found in almost every meeting. Homework is also a significant learning opportunity for college students (Cuadros, Yaron, & Leinhardt, 2007). This obligation ultimately makes students have their activities and are busy with learning lecture material. Unconsciously, this activity fills the void of time every student has during the pandemic. Trautwein et al., (2006) stated that student characteristics might influence homework completion and academic achievement. Some characteristics that influence academic achievement comprise intelligence, conscientiousness, attitude, and study style (Busato, Prins, Elshout, & Hamaker, 2000).

Second, some students participate in organizational activities on campus. As we know, students are synonymous with corporate activities. That is no

exception with the 2018 batch of English language education students. Even though many organizational activities were vacuumed in the early pandemic, they gradually started to return to their actions even though they were still via the network. The corporate activities participated in by the 2018 batch of English education students were departmental, faculty, and campus-level organizations. Student organizations provide a learning opportunity to apply practical skills learned in the classroom, resulting in student growth (Foubert & Grainger, 2006).

Although the use of time management strategies for English language education students in batch 2018 includes short-term criteria, it helps them manage their activities during the pandemic, which most people are confused and clueless to do to fill the vacant amount of time. The time management strategy students use in their daily routines is to make a list of daily or weekly activities and create reminders on their smartphone application so that all schedules are carried out according to plan. Macan et al. (1990) found that someone with a higher time management behavior scores will experience less ambiguity concerning their role, less somatic tension, greater satisfaction in their job and life, and higher overall performance. Thus, the use of time management in the short term has a positive impact on each individual. However, it is also possible to use time management in the long term. It is highly recommended for application in the world of education as a student and individual.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion based on the data analysis about the English Department students managing their time during the pandemic. This chapter also provides recommendations for the students, lecturers, also other researchers.

A. Conclusion

Based on the findings and discussion in the previous chapter, the conclusions that can be presented are as follows: within the scope of lectures, English Language Education Department students in batch 2018 use the free time they have during the pandemic to complete assignments given by lecturers and participate in organizational activities that are carried out online. Then, outside the scope of lectures, English Language Education Department students in batch 2018 use their free time to learn new skills in any field, attend webinars that are held online, and run a business. The application of time management strategies has proven to be able to make the English Language Education Department student batch of 2018 more productive in their activities and stay on track despite the pandemic.

However, for online learning, some of them prefer face-to-face learning, which is considered to be much more effective and has a positive impact on them, although most of them remain the same or even have higher scores while online learning takes place. Nonetheless, it is undeniable that they feel that the impact

they get is very different compared to face-to-face learning before the pandemic. This must be prevented, and there must be appropriate efforts to overcome this problem, so that if a pandemic or other situation does not allow face-to-face learning to be carried out, students can still receive knowledge and study properly without any significant obstacles.

B. Recommendation

Based on the results of the research, the researcher has provided several suggestions and recommendations that are expected to be beneficial. For the institution, this research can help choose activities that can be practiced while being a student, especially for new students. This research also provides information about how important time management is in everyday life. However, this study was conducted qualitatively, which cannot directly represent the generalization of all populations.

For the English Language Education Department, researchers suggest making a list of activities, plans, or dreams that you want to achieve. When things get out of control, we can stay on the same path with the same goal. In addition, for readers, I hope this research can be a benchmark in managing time as well as possible, because time is the most valuable thing, and when we miss one opportunity, we cannot return to that period to repeat it.

The researcher hopes that this research will serve as a resource and aid in providing a general description of the topic of time management strategy as a

research topic. As a result, the researcher suggests identifying the time management strategy used by English Language Education students.

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APPENDICES

Appendix A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 15368/Un.08/FTK/KP.07.6/12/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-2236/Un.08/FTK/KP.07.6/2/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **04 Januari 2022**

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-2236/Un.08/FTK/KP.07.6/2/2022** tanggal **14 Februari 2022**
KEDUA	:	Menunjuk Saudara:

1. Dr. Luthfi Aunie, M.A.		Sebagai Pembimbing Pertama
2. Dr. Nashriyah, S. Ag., MA		Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Hikmatun Nisak**
NIM	:	**170203071**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Time Management Strategy during Covid-19: A Study of English Education Department of UIN Ar-Raniry Students**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
Dekan

Safrul Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*

Appendix B Recommendation Letter from The *Fakultas Tarbiyah dan Keguruan*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-12416/Un.08/FTK.1/TL.00/09/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **HIKMATUNNISAK / 170203071**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Time Management Strategy During Covid-19: A Study at English Education Department of UIN Ar-Raniry Student*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 September 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 20 Oktober 2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C

Interview Protocol

Project   :   **Time Management Strategy During Covid-19: A Study at English Education Department of UIN Ar-Raniry Students**

Place   :   Banda Aceh

Interviewer   :   Hikmatun Nisak

Interviewee   :   M, MAM, FH, MK, F (male)

                      NK, FWR, FLN, IF, LS (female)

This study aims to explore strategies for managing the time used by English Language Education Department students in batch 2018 in the learning process before and during the COVID-19 pandemic, both outside and inside the network.

The data collected using in-depth interviews was recorded for research purposes only. In the interview process, the interviewee will be asked several questions related to strategies for time management and differences in learning before and during the pandemic. This interview will last no more than 30 minutes.

Here are some points that were discussed in the interview;

1. Time management strategy

2. Online/offline learning

APPENDIX D

INTERVIEW TRANSCRIPT

Participants　:　**PBI students batch 2018**

Code　　　　:　**Participant I**

Initial　　　　:　**NK**

Gender　　　:　**Female**

Interviewer　:　Assalamualaikum. Am I talking to NK?

Interviewee　:　Waalaikumsalam. Yes, I am.

Interviewer　:　Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.

Interviewee　:　Alright.

Interviewer　:　The first question. Did you use time management or scheduling every activity of your daily routine?

Interviewee　:　Yes. I did. Literally I did not make it as written but just memorize on my mind.

Interviewer　:　Where did you know this strategy?

Interviewee　:　There was an education management subject in the first semester. The subject was teaching how to manage daily activities, how to set time for activities, and so on. And after class, it was easier for me to manage my time and determine my priorities.

Interviewer　:　Was this strategy makes you be a discipline person?

Interviewee	:	Absolutely. These days I am more discipline and being an on time person.
Interviewer	:	What is your motivation for using a time management strategy?
Interviewee	:	I could maintained the daily routine well, be on time, and being a discipline person.
Interviewer	:	Is there any time management background in your family?
Interviewee	:	Yes, it is. My parents has been tought us to be on time since we were at school.
Interviewer	:	So far does it have positive/negative impact to your activity?
Interviewee	:	As previously stated, it has a positive impact on my activity, and I have yet to determine the negative impact of using this strategy.
Interviewer	:	What your thought about the plans you made during the pandemic?
Interviewee	:	This strategy was less effective during the pandemic. The problem was that I frequently ran out of time to complete my task.
Interviewer	:	How do you think the covid-19 process affects your time management?
Interviewee	:	The pandemic has hampered my time management; I am frequently late in submitting tasks, and this causes me to lose focus on my studies.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee	:	I do, admittedly. Initially, I had a lot of free time outside of the lecture. I was running a business to fill the time and earn money. But I was less focused on the lecture process, which had a negative impact.
Interviewer	:	Do you consider that there are adequate conditions in your home to study?

Interviewee	:	There were no distractions while taking online classes. I frequently stayed in my room, leaving a sign on the door indicating that I was in a class at the time.
Interviewer	:	Before the pandemic hit, did you have taken any online courses before?
Interviewee	:	No, I didn't. This is my first time following online learning.
Interviewer	:	How was your ability to understand the subject?
Interviewee	:	It was hard at first. Even there was misunderstanding betweet student and the lecture for several case. We could adapt well after the days.
Interviewer	:	Do you need any professional help or someone to discuss to figure it out?
Interviewee	:	Yes. I do. I would ask some friends if there was hard to understood and discussed the material, also to confirmed that it was the right istruction.
Interviewer	:	What was the impact on your score?
Interviewee	:	I guess it was above average. The abundance of free time has allowed me to delve deeper into this major. I also gained the confidence to participate more actively in online classes as well.
Interviewer	:	Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?
Interviewee	:	The timing during the pandemic was more flexible. Enable me to do multiple things at once, such as study while cooking. It was strange and difficult at first, but I'm used to it now.
Interviewer	:	Did the pandemic make you a better person?
Interviewee	:	I don't think so. It feels like I didn't changing anything after all, so I couldn't say now is better rather than before the pandemic.

Participants	:	**PBI students batch 2018**
Code	:	**Participant**
Initial	:	**FWR**
Gender	:	**Female**

Interviewer	:	Assalamualaikum. Am I talking to FWR?
Interviewee	:	Waalaikumsalam. Yes, I am.
Interviewer	:	Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.
Interviewee	:	Alright.
Interviewer	:	The first question. Did you use time management or scheduling every activity of your daily routine?
Interviewee	:	Yes. I did. But it was rarely not a daily routine.
Interviewer	:	Where did you know this strategy?
Interviewee	:	I learnt it from the internet.
Interviewer	:	Was this strategy makes you be a discipline person?
Interviewee	:	Absolutely yes.
Interviewer	:	What is your motivation for using a time management strategy?
Interviewee	:	This strategy made me maintained the activity well especially during the pandemic.
Interviewer	:	Is there any time management background in your family?

Interviewee	:	Yes, it is. My parents educated us to me disciplined but it was not implemented well and I often since I was at school.
Interviewer	:	So far does it have positive/negative impact to your activity?
Interviewee	:	It absolutely has a big positive impact towards my activity. I could manage the activity well and less missed the appointment.
Interviewer	:	What your thought about the plans you made during the pandemic?
Interviewee	:	The "stay at home" really affected my routine, and this strategy worked well to maintain myself and keep me productive.
Interviewer	:	How do you think the covid-19 process affects your time management?
Interviewee	:	Nonetheless, despite having set a reminder on the alarm app, I missed some class and assignment deadlines, which ruined everything in the end.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee	:	No, I didn't. I warned the rest of the house before the class, so there was no interrupted during the meeting.
Interviewer	:	Do you consider that there are adequate conditions in your home to study?
Interviewee	:	Yes, I do. There must be any unexpected condition while online class is on progress, but I could fixed it myself by moved to the other room.
Interviewer	:	Before the pandemic hit, did you have taken any online courses before?
Interviewee	:	Nope, I didn't have any online class before.
Interviewer	:	How was your ability to understand the subject?

Interviewee	:	Some material was relatively easy to grasp, though in-depth explanation was needed. After all, I preferred the face-to-face learning system.
Interviewer	:	Do you need any professional help or someone to discuss to figure it out?
Interviewee	:	Yes. I do. Sometimes I asked my friend if there was a hard understood material.
Interviewer	:	What was the impact on your score?
Interviewee	:	It was above the average. Since the time was flexible to study during the pandemic.
Interviewer	:	Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?
Interviewee	:	It does. The university has distances; I could study and be more relaxed than usual. I was able to work from home and was so glad for it.
Interviewer	:	Did the pandemic make you a better person?
Interviewee	:	I don't think so. On the plus side, I improved as a person because I could do self-reflection, mental planning, and behavior, and I had more family time than before. On the contrary, online learning really takes time. I couldn't understand just by reading or fulfilling an assignment; further explanation and feedback from the lecturer were needed.

Participants	**:**	**PBI students batch 2018**
Code	**:**	**Participant**
Initial	**:**	**FLN**
Gender	**:**	**Female**
Interviewer	:	Assalamualaikum. Am I talking to FLN?
Interviewee	:	Waalaikumsalam. Yes, I am.

Interviewer	:	Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.
Interviewee	:	Alright.
Interviewer	:	The first question. Did you use time management or scheduling every activity of your daily routine?
Interviewee	:	Yes. I did. I always set the list of activities before the day.
Interviewer	:	Where did you know this strategy?
Interviewee	:	I learnt it from internet and books.
Interviewer	:	Was this strategy makes you be a discipline person?
Interviewee	:	Absolutely yes. I was more discipline unexpectedly and be more productive.
Interviewer	:	What is your motivation for using a time management strategy?
Interviewee	:	This strategy made me maintained the activity well especially during the pandemic.
Interviewer	:	Is there any time management background in your family?
Interviewee	:	Yes, it is. My parents educated me to be disciplined of studying so it still taking place at this moment.
Interviewer	:	So far does it have positive/negative impact to your activity?
Interviewee	:	As previously stated, it has a significant positive impact on my activity. Otherwise, particularly with my family, it was a bit distracting when they wanted me to keep in touch while the deadline was on my face.

Interviewer	:	What your thought about the plans you made during the pandemic?
Interviewee	:	It depends. Personally, I enjoy being at home because I am still productive when my friends are complaining of stress and boredom.
Interviewer	:	How do you think the covid-19 process affects your time management?
Interviewee	:	My activity or online learning were not disrupted. But I had a problem with the break time; I was pressed for time to prepare lunch and assist my mother in the kitchen, so I had to skip a class. I'm unable to concentrate because I have to skip lunch.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee	:	Yes, it is. Sometimes I had to do two different activities at the same time, even though it was ineffective and I had to recheck everything.
Interviewer	:	Do you consider that there are adequate conditions in your home to study?
Interviewee	:	I do, indeed. I simply handled it by wearing earphones to reduce noise, speaking louder, and apologizing to the class..
Interviewer	:	Before the pandemic hit, did you have taken any online courses before?
Interviewee	:	Nope, I didn't have any online class before.
Interviewer	:	How was your ability to understand the subject?
Interviewee	:	The struggle was easy at first because the lecturer was also adapting. Throughout the day, the material and tools become more difficult and require more comprehension.
Interviewer	:	Do you need any professional help or someone to discuss to figure it out?

Interviewee	:	Yes. I do. Sometimes I asked a friend if there was any difficult material to understand, and if it wasn't resolved, I questioned the lecturer as well.
Interviewer	:	What was the impact on your score?
Interviewee	:	It was same as it had been before the pandemic. Even though academically it was below average, the feeling remained the same.
Interviewer	:	Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?
Interviewee	:	There was no significant difference between before and during the pandemic because I was doing the same thing: staying productive and carrying on with my activities.
Interviewer	:	Did the pandemic make you a better person?
Interviewee	:	Yes. I could managed the time well and during at home I could doing things and minimize my screen time.

Participants	:	**PBI students batch 2018**
Code	:	**Participant**
Initial	:	**IF**
Gender	:	**Female**
Interviewer	:	Assalamualaikum. Am I talking to IF?
Interviewee	:	Waalaikumsalam. Yes, I am.
Interviewer	:	Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well.

This interview includes 15 questions: 9 about time management and 6 about online and offline learning.

Interviewee : Alright.

Interviewer : The first question. Did you use time management or scheduling every activity of your daily routine?

Interviewee : Yes. I did. But I wasn't doing it as routine, still I often used it.

Interviewer : Where did you know this strategy?

Interviewee : I learnt it from the social media.

Interviewer : Was this strategy makes you be a discipline person?

Interviewee : Absolutely yes. It makes the lateness reduced unexpectedly.

Interviewer : What is your motivation for using a time management strategy?

Interviewee : This strategy made me maintained the activity well especially during the pandemic.

Interviewer : Is there any time management background in your family?

Interviewee : Yes, it is.

Interviewer : So far does it have positive/negative impact to your activity?

Interviewee : It has a significant positive impact on my activity. I was able to manage my daily activities on a regular basis and missed fewer appointments.

Interviewer : What your thought about the plans you made during the pandemic?

Interviewee : Because of the pandemic, I have fewer activities; I often use my free time to complete tasks, read a book, or watch movies. I also learned to blog and attended the webinar.

Interviewer : How do you think the covid-19 process affects your time management?

Interviewee	:	I still missed some classes and deadlines, despite having set a reminder on the alarm app, and it ruined everything in the end.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee	:	Yes, I do. Sometimes I ask permition if it necessary or joined the class late.
Interviewer	:	Do you consider that there are adequate conditions in your home to study?
Interviewee	:	Yes, I do. I often moved to the backyard to minimize the noise since I lived on the roadside, but even that wasn't handled well.
Interviewer	:	Before the pandemic hit, did you have taken any online courses before?
Interviewee	:	Nope, I didn't have any online class before.
Interviewer	:	How was your ability to understand the subject?
Interviewee	:	It was difficult to grasp at first; in some cases, I had to work hard when there was no further material explanation.
Interviewer	:	Do you need any professional help or someone to discuss to figure it out?
Interviewee	:	Yes, I do. I was doing it myself at first, and when it get stucked I would ask my friend then.
Interviewer	:	What was the impact on your score?
Interviewee	:	It was higher than the national average. Because the time was flexible to study during the pandemic, I frequently totaled on the task at hand.
Interviewer	:	Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?
Interviewee	:	It really does not; it depends on where you are. Before the pandemic, I was rare on campus, and during the pandemic, I

just settled things at home. After all, there were no significant differences.

Interviewer : Did the pandemic make you a better person?

Interviewee : Yes, I did. I was more aware to the digital tools and the software because of the online learning and it was really helpful.

Participants	:	**PBI students batch 2018**
Code	:	**Participant**
Initial	:	**LS**
Gender	:	**Female**

Interviewer : Assalamualaikum. Am I talking to LN?

Interviewee : Waalaikumsalam. Yes, I am.

Interviewer : Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.

Interviewee : Alright.

Interviewer : The first question. Did you use time management or scheduling every activity of your daily routine?

Interviewee : Yes. I did. I usually noted at the callendar or on smartphone apps.

Interviewer : Where did you know this strategy?

Interviewee : I initiate myself to doing this strategy.

Interviewer	:	Was this strategy makes you be a discipline person?
Interviewee	:	Absolutely yes. Since I hate to be late as well.
Interviewer	:	What is your motivation for using a time management strategy?
Interviewee	:	This strategy made me maintained the activity well especially during the pandemic.
Interviewer	:	Is there any time management background in your family?
Interviewee	:	Yes, it is. I was educated to be disciplined since I was at school.
Interviewer	:	So far does it have positive/negative impact to your activity?
Interviewee	:	As I previously stated, it has a significant positive impact on my activity; inversely, I couldn't change my schedule right after my friend asked me to join them on the same day during my campus life.
Interviewer	:	What your thought about the plans you made during the pandemic?
Interviewee	:	Because I had so much free time during the pandemic, I decided to learn a new skill, specifically sewing. This activity took place outside of campus and after I had completed the task.
Interviewer	:	How do you think the covid-19 process affects your time management?
Interviewee	:	Sadly, yes. During the pandemic, I was lazier and have more screen time than before.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee	:	Yes, it is. If it was necessary, I would stand by and fulfill my responsibilities as a college student; otherwise, if it could be handled later, I would stay by the occasion.

Interviewer	:	Do you consider that there are adequate conditions in your home to study?
Interviewee	:	Yes, I do. I often called by the family during the class.
Interviewer	:	Before the pandemic hit, did you have taken any online courses before?
Interviewee	:	Nope, I didn't have any online class before.
Interviewer	:	How was your ability to understand the subject?
Interviewee	:	Both students and lecturers struggled at first. We were expected to learn the material on our own, without any instruction, similar to a self-study system.
Interviewer	:	Do you need any professional help or someone to discuss to figure it out?
Interviewee	:	Yes, I do. I often asked my friend if there was a hard understood material.
Interviewer	:	What was the impact on your score?
Interviewee	:	It was above the average. The online learning never limited the time for discuss to others, so we could sharing and make well understanding.
Interviewer	:	Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?
Interviewee	:	Yes, it does. As I mentioned before. And during the pandemic the timing is exploded and more flexible.
Interviewer	:	Did the pandemic make you a better person?
Interviewee	:	Yes, academically, but no, in terms of maintaining the activities. It was stressful and boring because I was less productive.

Participants :   PBI students batch 2018

Code   :   Participant

Initial	:	**M (35 minutes)**
Gender	:	**Male**
Interviewer	:	Assalamualaikum. Am I talking to M?
Interviewee	:	Waalaikumsalam. Yes, I am.
Interviewer	:	Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.
Interviewee	:	Alright.
Interviewer	:	The first question. Did you use time management or scheduling every activity of your daily routine?
Interviewee	:	Yes. I did. But I didn't make it written. I was using application as reminder. Also it was just for the big even, not for the daily routine.
Interviewer	:	Where did you know this strategy?
Interviewee	:	I initiate myself to make reminder after dedicated myself to join some online programe.
Interviewer	:	Was this strategy makes you be a discipline person?
Interviewee	:	Generally, yes. But I was still a slacker; fortunately, using this strategy reduced my tardiness.
Interviewer	:	What is your motivation for using a time management strategy?
Interviewee	:	This strategy has made me maintained the activity and less missing the appointment.
Interviewer	:	Is there any time management background in your family?

Interviewee	:	Yes, it is. My parents have educate us to be discipline since we were kids, but it didn't stay along because of the lazyness I guess.
Interviewer	:	So far does it have positive/negative impact to your activity?
Interviewee	:	As stated, it has a positive impact on my activity; however, because it is a digital tool, I frequently checked my gadget, and I even ignored the alert when it appeared.
Interviewer	:	What your thought about the plans you made during the pandemic?
Interviewee	:	It takes a month to adjust to the new situation, so I tried to manage my time to stay productive while staying at home..
Interviewer	:	How do you think the covid-19 process affects your time management?
Interviewee	:	I got used to it after a month and started showing up on time for webinars. I had no time to attend before the pandemic, but now I'm up for any kind of event.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee	:	I do. My parents thought I was doing nothing when I was always on standby with my gadget, even though I was studying at the time. I had to explain them after all.
Interviewer	:	Do you consider that there are adequate conditions in your home to study?
Interviewee	:	Yes, I do. At that time I moved away to upstair so I could studying peacefully.
Interviewer	:	Before the pandemic hit, did you have taken any online courses before?
Interviewee	:	Yes, some lecture had already used some online tools for studying before the pandemic.
Interviewer	:	How was your ability to understand the subject?

Interviewee	:	It was hard at first. Both the lecture and the student still used to adapt with the new learning tools, and it was less effective.
Interviewer	:	Do you need any professional help or someone to discuss to figure it out?
Interviewee	:	Yes. I do. I would ask some friends if there was hard to understood and discussed the material.
Interviewer	:	What was the impact on your score?
Interviewee	:	It was under the average I guess. The online learning didn't that effective for me.
Interviewer	:	Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?
Interviewee	:	Yes, it does. Honestly I was on Ma'had programme during the pandemic, so I have some obliged activities to fulfill the day.
Interviewer	:	Did the pandemic make you a better person?
Interviewee	:	Yes. I learned about digital tools and became more familiar with them since I was unable to do so before.

Participants	**:**	**PBI students batch 2018**
Code	**:**	**Participant**
Initial	**:**	**MAM (21 minutes)**
Gender	**:**	**Male**
Interviewer	:	Assalamualaikum. Am I talking to MAM?
Interviewee	:	Waalaikumsalam. Yes, I am.
Interviewer	:	Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is

established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.

Interviewee	:	Alright.
Interviewer	:	The first question. Did you use time management or scheduling every activity of your daily routine?
Interviewee	:	Yes. I did. But it was weekly or monthly, not for daily. And I used both written and application.
Interviewer	:	Where did you know this strategy?
Interviewee	:	I have some for the inspiration, such as movie, youtube, lecture subject, or even training programme.
Interviewer	:	Was this strategy makes you be a discipline person?
Interviewee	:	Mostly yes. But I was still not an on time person yet.
Interviewer	:	What is your motivation for using a time management strategy?
Interviewee	:	This strategy has made me maintained the activity and less missing the appointment.
Interviewer	:	Is there any time management background in your family?
Interviewee	:	Yes, it is. My parents thought me to be a discipline person since I was kid.
Interviewer	:	So far does it have positive/negative impact to your activity?
Interviewee	:	As previously stated, it has a positive impact on my activity, but there is also apprehension if the list does not function properly and a negative stigma from those closest to me.
Interviewer	:	What your thought about the plans you made during the pandemic?
Interviewee	:	I learned both, the digital tools for the lecture and new skill outside the lecture.

Interviewer	:	How do you think the covid-19 process affects your time management?
Interviewee	:	I was a member of an organization before, but during the pandemic, we just held it online. In addition, I used to finish the task or learn how to use the digital tools.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee	:	No, I didn't. My parents respected the new conditions of learning during the pandemic, so I could study peacefully.
Interviewer	:	Do you consider that there are adequate conditions in your home to study?
Interviewee	:	Yes, I do. I used to put small notes in front of my room's door, but it was less effective. The next step was to inform the entire family that I was in class and that they should manage.
Interviewer	:	Before the pandemic hit, did you have taken any online courses before?
Interviewee	:	Yes, I did following the webinar before.
Interviewer	:	How was your ability to understand the subject?
Interviewee	:	It depends on the lecture itself. Sometimes I could understand without taking more time to learn.
Interviewer	:	Do you need any professional help or someone to discuss to figure it out?
Interviewee	:	Yes. I do. I would ask some friends if there was hard subject to understood.
Interviewer	:	What was the impact on your score?
Interviewee	:	It was under the average honestly. But I feel it was gained for myself.
Interviewer	:	Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?

Interviewee	:	Yes, it does. During the pandemic, the material was more detailed, as was the task. Journal review and module review showed that it forced us to work harder than before. Previously, we were still enjoying the class without any pressure.
Interviewer	:	Did the pandemic make you a better person?
Interviewee	:	I was unable to say yes. I was an extrovert before the pandemic, and I found it difficult to meet people, socialize, and even stay at home more than usual.

Participants	**:**	**PBI students batch 2018**
Code	**:**	**Participant**
Initial	**:**	**FH**
Gender	**:**	**Male**
Interviewer	:	Assalamualaikum. Am I talking to FH?
Interviewee	:	Waalaikumsalam. Yes, I am.
Interviewer	:	Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.
Interviewee	:	Alright.
Interviewer	:	The first question. Did you use time management or scheduling every activity of your daily routine?
Interviewee	:	Yes. I did. But I just set on reminder not written.
Interviewer	:	Where did you know this strategy?

Interviewee	:	I initiate myself to make reminder as allert so I would not missed any appointment.
Interviewer	:	Was this strategy makes you be a discipline person?
Interviewee	:	Mostly yes. This strategy helped me to attended any activities.
Interviewer	:	What is your motivation for using a time management strategy?
Interviewee	:	This strategy has made me maintained the daily routine well and be more on time.
Interviewer	:	Is there any time management background in your family?
Interviewee	:	Yes, it is. My parents have educate me to have a good behaviour such as being discipline and being a morning person.
Interviewer	:	So far does it have positive/negative impact to your activity?
Interviewee	:	As previously stated, it has a positive impact on my activity, and on the negative side, I sometimes forget to enter the information after setting the alarm.
Interviewer	:	What your thought about the plans you made during the pandemic?
Interviewee	:	Except for the lecture, I set a reminder to manage the activity. In addition, I had an organizational activity.
Interviewer	:	How do you think the covid-19 process affects your time management?
Interviewee	:	During the pandemic, I was a member of an organization that had some activity related to the stay-at-home conditions. Otherwise, I had no activity outside of the lecture prior to the pandemic, so I was a full-fledged college student at the time.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?

Interviewee : Yes, sometimes there was unexpected conditions and I often ask permission. But if there was a test or quiz I prefer to attent the class.

Interviewer : Do you consider that there are adequate conditions in your home to study?

Interviewee : Honestly, I was studying at a rented house during the online class. So I could turn off my phone and concentrate solely on the lecture, and luckily there were no distractions throughout the class.

Interviewer : Before the pandemic hit, did you have taken any online courses before?

Interviewee : No, I didn't take any online course.

Interviewer : How was your ability to understand the subject?

Interviewee : It was difficult to learn this way as an audio-lingual person. Unless there was an on-camera meeting, it was better, but understanding by reading the material was difficult.

Interviewer : Do you need any professional help or someone to discuss to figure it out?

Interviewee : Yes. I do. But I initiate to figure it out myself first, then I would ask some friends if there was hard to understood.

Interviewer : What was the impact on your score?

Interviewee : It neutral I guess, since there was no average of the score to be better or even worse.

Interviewer : Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?

Interviewee : Yes, absolutely. Along the pandemic, I was studying after the class to understood deeper towards the material.

Interviewer : Did the pandemic make you a better person?

Interviewee : Yes. I improved my time management and punctuality, especially in lectures, allowing me to be more accountable to my obligations.

Participants	:	**PBI students batch 2018**
Code	**:**	**Participant**
Initial	**:**	**MK**
Gender	**:**	**Male**

Interviewer	:	Assalamualaikum. Am I talking to MK?
Interviewee	:	Waalaikumsalam. Yes, I am.
Interviewer	:	Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.
Interviewee	:	Alright.
Interviewer	:	The first question. Did you use time management or scheduling every activity of your daily routine?
Interviewee	:	Yes. I did. But I didn't made it written on a text book or even on application, I just set it on my mind.
Interviewer	:	Where did you know this strategy?
Interviewee	:	I knew it since high school and had been following some motivational accounts on Instagram with time management tips, but I only recently implemented it as a college student.
Interviewer	:	Was this strategy makes you be a discipline person?
Interviewee	:	Mostly yes. This strategy helped me to attended every activity without missing any of them.
Interviewer	:	What is your motivation for using a time management strategy?

Interviewee :	This strategy has made me maintained the daily routine well and be more on time.
Interviewer :	Is there any time management background in your family?
Interviewee :	Yes, it is.
Interviewer :	So far does it have positive/negative impact to your activity?
Interviewee :	As previously stated, it has a positive impact on my activity, but on the inverse, there have been some unexpected circumstances, particularly in family terms.
Interviewer :	What your thought about the plans you made during the pandemic?
Interviewee :	Honestly, I had less activity outside of campus during the pandemic because the organization was also inactive. Otherwise, I had a side job to get through the day.
Interviewer :	How do you think the covid-19 process affects your time management?
Interviewee :	I was doing a side job outside of the education context. But it has no negative impact towards my lecture.
Interviewer :	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee :	I enjoyed the class because I was not distracted by my surroundings, although dealing with an online class was difficult because we used to study in a room.
Interviewer :	Do you consider that there are adequate conditions in your home to study?
Interviewee :	Yes. I did. My parents frequently interrupted the class at first, but I warned them to let me study quietly.
Interviewer :	Before the pandemic hit, did you have taken any online courses before?
Interviewee :	Yes, I did. It was workshops.
Interviewer :	How was your ability to understand the subject?

Interviewee : It depends on the subject itself. Sometimes it was easy to figure out myself, and sometimes not.

Interviewer : Do you need any professional help or someone to discuss to figure it out?

Interviewee : Yes. I do. I frequently ask my friends if there is a difficult subject to understand and ask them to discuss it with me so that I can get the point and understand it thoroughly.

Interviewer : What was the impact on your score?

Interviewee : I got above average score during the pandemic, it because of the flexible system of studying I guess.

Interviewer : Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?

Interviewee : Yes, absolutely. Before the pandemic I often unconcerned towards the subject, otherwise during the pandemic I was being a more curious and get to know deeper the subject after the class.

Interviewer : Did the pandemic make you a better person?

Interviewee : I couldn't say the pandemic made me a better person or otherwise; it was neutral, since there was a good and a bad point at the same time.

Participants : PBI students batch 2018

Code : Participant

Initial : F

Gender : Male

Interviewer : Assalamualaikum. Am I talking to F?

Interviewee : Waalaikumsalam. Yes, I am.

Interviewer : Alright. Before we start, let me elaborate you a bit description of the interview. The focus of this research is on time management strategies for online and offline learning

during and before the pandemic. It is a semi-structured interview, which means that no interview system is established based on the questions addressed. The researcher could ask a question not on the list, and you can get feedback by asking me if you want my opinion as well. This interview includes 15 questions: 9 about time management and 6 about online and offline learning.

Interviewee : Alright.

Interviewer : The first question. Did you use time management or scheduling every activity of your daily routine?

Interviewee : Yes. I did. I often listed the activity of the day but not in detail using the application nor the notebook written.

Interviewer : Where did you know this strategy?

Interviewee : I initiated myself to looking for this strategy from watching a youtube video of self development and productivity.

Interviewer : Was this strategy makes you be a discipline person?

Interviewee : Mostly yes. But sometimes I did not following the list and it affects to the rest which ruin the day.

Interviewer : What is your motivation for using a time management strategy?

Interviewee : This strategy has made me maintained the daily routine well.

Interviewer : Is there any time management background in your family?

Interviewee : Yes, it is. My parents taught me to be disciplined at school, but I wasn't very disciplined because I was frequently late because of neglectful and spin out time.

Interviewer : So far does it have positive/negative impact to your activity?

Interviewee : As previously stated, there was an extremely positive impact on my activity; on the other hand, while this strategy was absolutely fantastic, it was difficult to maintain and

adjust with the rest activity when adequate conditions were present.

Interviewer	:	What your thought about the plans you made during the pandemic?
Interviewee	:	Because the pandemic forced everyone to stay at home, I decided to focus on the tasks that needed to be completed at the time.
Interviewer	:	How do you think the covid-19 process affects your time management?
Interviewee	:	I was an active student before the pandemic, and I used this strategy to keep myself productive even though I was confined to my home. I participated in any activity to stay on track, such as learning TOEFL, attending bootcamp, and interning.
Interviewer	:	Do you have to deal with specific activities which interface with your schoolwork?
Interviewee	:	There has been no eruption. I frequently lost focus during class, and it was a little less interactive because the class was not required to be on camera during the meeting process, as with streaming on YouTube.
Interviewer	:	Do you consider that there are adequate conditions in your home to study?
Interviewee	:	Yes. I did. Sometimes I was joining the class while I attended a gathered with my friend or at a party, which made me less focused on the class.
Interviewer	:	Before the pandemic hit, did you have taken any online courses before?
Interviewee	:	Yes, I did. It was workshops.
Interviewer	:	How was your ability to understand the subject?
Interviewee	:	It depends on the learning process, whether online or offline. In lecture I prefer the offline class since we used to be in a class before and for me it more interactive rather than online class.

Interviewer	:	Do you need any professional help or someone to discuss to figure it out?
Interviewee	:	Yes. I do. Since it's hard for me to learn myself and figure out the material itself by my own, I often ask my friends to discuss so I will get the point and well understood.
Interviewer	:	What was the impact on your score?
Interviewee	:	This strategy has a huge impact to my score. Before the pandemic I could get above the average and after the Covid-19 it changed a lot, luckily after I manage the schedule and used this strategy I could still on the line and retained my score.
Interviewer	:	Does it differ in the schedule of activities carried out before and after the Covid-19 pandemic?
Interviewee	:	Yes, absolutely. Before the pandemic, I had so many activities and was more productive; instead, during the pandemic, I had to set my activities to keep productive and have something to do outside of class.
Interviewer	:	Did the pandemic make you a better person?
Interviewee	:	Yes, I did. The pandemic has forced me to reflect on my life, plan my future, and get to know myself better than ever before. Although it has a bad impact on my lecture process, deep down, it has a huge impact on me personally.

AUTOBIOGRAPHY

1. Personal Information

   Name : Hikmatun Nisak

   Place/Date of Birth : Durian Rampak/ 6th December 1998

   Sex : Female

   Nationality : Indonesia

   Address : Baet, Kec. Baitussalam, Kab. Aceh Besar

   Marital Status : Single

   Contact Number : 0823 6947 2691

   Email : 170203071@student.ar-raniry.ac.id

2. Parents

   a. Father : Yuswar

   Occupation : Enterpreneur

   Address : Desa Durian Rampak, Kec. Susoh, Kab. Aceh Barat Daya

   b. Mother : Hasrina

   Occupation : Retired PNS

   Address : Desa Durian Rampak, Kec. Susoh, Kab. Aceh Barat Daya

3. Background of Education

   2005-2011 : SDN 1 Susoh

   2011-2014 : MTsN 1 Aceh Barat Daya

   2014-2017 : SMAN Unggul Harapan Persada

   2017-Current : UIN Ar-Raniry Banda Aceh