



Research Paper

The Effectiveness of Time Management Training in Improving Daily Discipline Among Boarding School Students

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ABSTRACT: Discipline is a key factor in shaping an individual's character, especially in educational environments such as boarding schools. Discipline teaches students respect for authority, adherence to rules, and standards of behavior. However, many students in boarding schools exhibit low levels of discipline, which can be attributed to various factors such as a lack of awareness of regulations, a less harmonious family environment, and the inability of students to manage their time effectively. This study aims to evaluate the effectiveness of time management training in improving time discipline among students using a within-subjects design method. The research sample consisted of 8 boarding school students. The results indicate that time management training, which includes techniques such as scheduling, task prioritization, and the Pomodoro technique, can improve students' discipline. The post-test scores of participants showed a significant increase, demonstrating the positive impact of the training on their understanding and application of time management. Nevertheless, habit changes require time and continuous support from mentors. Overall, the training successfully enhanced students' understanding and brought about positive changes in their attitude towards time management and discipline.

KEYWORDS: Discipline, Boarding school, Time management, Training

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I. INTRODUCTION

Teaching students how to show respect for authority, comply with rules, and maintain established behavioral standards is an important aspect of education. Discipline is one of the key factors in shaping an individual's character, and it involves teaching students how to demonstrate respect for authority, follow regulations, and uphold the set standards of behavior. This discipline emphasizes the teaching of values and rules that must be followed by students, as well as the important role of schools in shaping this behavior (Adesina, 1980). Discipline becomes particularly crucial for students in educational environments such as boarding schools (Faiz et al., 2021). However, in reality, many students in boarding schools exhibit low levels of discipline in carrying out their daily activities (Rahmawati, 2019).

The factors contributing to this lack of discipline can stem from various causes, such as a lack of awareness among students about the regulations and the importance of discipline in learning. Students who do not understand the benefits of time management tend to break the rules and fail to adhere to the established schedules (Wardhani, 2018). Additionally, family environments—such as family disharmony, insufficient control and supervision from parents, and the coercion to attend school—can contribute to these issues (Afriani et al., 2023). This lack of discipline not only impacts academic performance but also hinders the development of character values (Geh et al., 2024). Academic achievement and the formation of character values are fundamental aspects in the educational development of an individual (Gymnastiar et al., 2023).

There are three forms of indiscipline among boarding school students: truancy, tardiness, and the inability to memorize (Ambelia et al., 2023). The primary issue underlying this indiscipline is the students' inability to manage their time effectively in order to maintain academic engagement and reduce fatigue (Aulia & Desiningrum, 2024). Many students in boarding schools face significant challenges in managing their schedules,

whether it be time for studying, resting, or participating in other activities (Hariri et al., 2024). Broader research also shows that effective time management is crucial for achieving academic success and maintaining discipline among students. Students who can manage their time well tend to perform better academically, highlighting the importance of teaching time management skills as part of the educational curriculum (Roza et al., 2023).

To address the issue of indiscipline among students in boarding schools, time management training becomes a relevant approach. Research by Cahyani & Wibowo (2023) explains the importance of teaching time management as an effective strategy to improve student discipline, both in general schools and boarding schools. Another study exploring solutions to student indiscipline in the learning process identified five alternative solutions, one of which is time management as a way to address indiscipline (Wasak & Blegur, 2017). Time management is a skill that involves various efforts and actions planned by an individual to ensure optimal use of time (Atkinson, 1988). Therefore, time management training can enable students to understand the importance of using time effectively, manage their schedules independently, and improve discipline in their daily lives.

II. PURPOSE AND METHODS

This study aims to assess the effectiveness of time management training in improving time discipline among students with low discipline levels, measured through behavioral changes in managing time before and after the training, using pre-test and post-test. The method employed is an experimental design with a within-subjects design. A within-subjects design is an experimental approach where all participants or subjects are tested under all experimental conditions (Kantowitz et al., 2009). The sample consisted of 8 boarding school students selected based on specific criteria, such as initial observations of their time discipline behavior. The study began with a pre-test to measure the students' time discipline levels using a questionnaire or behavior observation. This was followed by time management training, which included several time management techniques. The techniques taught in the training were scheduling, which involved creating a realistic daily plan; task prioritization, to help students identify and complete the most important tasks first; and the Pomodoro technique, which teaches how to work with focus for a set period and take a short break afterward to enhance productivity. Additionally, the training also addressed how to avoid procrastination and techniques for dealing with distractions that may hinder daily activities. The training was conducted in four sessions, each lasting 60 minutes. After the training, a post-test was conducted using the same instruments to measure changes in the students' time discipline levels, which were then analyzed to determine whether the training had a significant impact. One week after the training, a follow-up was conducted to see whether the results of the training were being applied in daily life.

III. RESULT & DISCUSSIONS

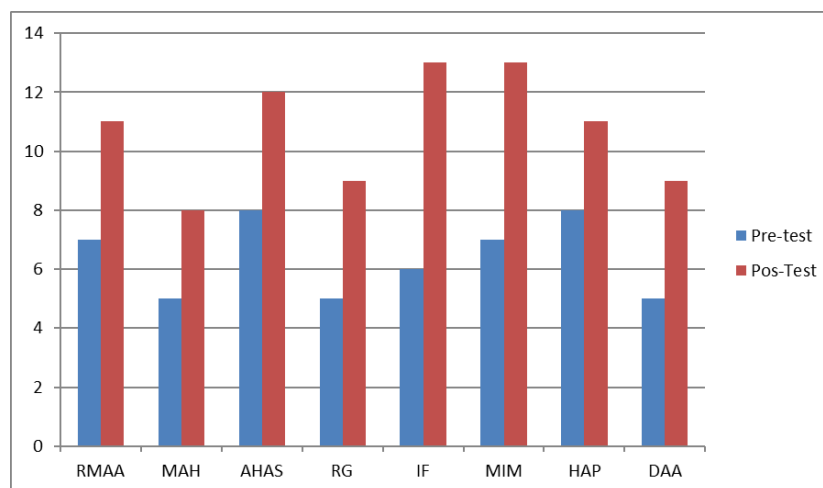


Figure 1. Pre-test and post-test score improvement

The time management training was conducted over three consecutive days with the aim of improving participants' skills in managing their time more effectively and productively. The first day began with an ice-breaking session designed to warm up the atmosphere and build rapport among participants. After that, participants were introduced to the basic concepts of time management and ethics, which included the importance of valuing time and how proper time management can support the achievement of goals. Group discussions were also held to explore participants' understanding of the challenges in managing time and how time discipline plays a crucial role in daily life, especially in a boarding school environment.

On the second day, the focus of the training shifted to introducing more practical time management techniques, such as prioritization, scheduling, and the Pomodoro technique. Participants were encouraged to design an ideal daily schedule that balanced study, worship, and other activities. By using these techniques, participants were expected to find it easier to prioritize tasks and complete work on time. Additionally, on the second day, practical exercises were conducted to ensure that participants could apply these techniques in their daily lives.

The third day focused on the importance of avoiding procrastination and techniques for overcoming distractions that can hinder daily activities and reduce productivity. Participants were taught how to identify the causes of procrastination and how to tackle it, so they could remain focused and complete tasks on time. The training also covered ways to maintain motivation and stay consistent with the routines they had planned.

To measure the effectiveness of the training, participants were asked to complete a pre-test before the training began and a post-test after the training was completed. The post-test results showed a significant improvement, with participants' scores increasing between 3 to 7 points, indicating that the training material successfully enhanced their understanding of time management. After one week, a follow-up was conducted to evaluate how well participants had applied the material they had learned. The follow-up results revealed that most participants had started to implement time management techniques in their daily activities, although some still faced difficulties in maintaining consistency, especially when involved in social activities. Nevertheless, overall, participants showed significant progress compared to before the training, thanks to the continued support and reminders from teachers and mentors who kept motivating them.

The increase in post-test scores indicates that the training material was effective in helping participants understand time management techniques. This aligns with research by Mbeya & Musa (2022), which shows that efficient time use correlates positively with improved academic performance and discipline. This strengthens the argument that structured time management training can have a positive impact on students' behavior, particularly in terms of time management and achieving academic goals. However, habit changes take time, and social factors, such as interactions with peers, can pose challenges. Ongoing support from mentors is crucial to help participants remain consistent and internalize the material taught (Atif et al., 2022; Pavlovic & Jenö, 2024).

Overall, although there are still some challenges faced by participants in consistently applying time management, the training has successfully enhanced their understanding and brought about positive changes in their attitudes. Participants have begun to realize the importance of time discipline in their daily lives at the boarding school.

IV. CONCLUSION

The implementation of the three-day time management training showed a significant improvement in students' understanding and skills in managing their time. The pre-test and post-test results taken before and after the training revealed a noticeable increase in scores for the majority of participants, indicating that the training successfully had a positive impact on the students' understanding and behavior related to time management. The interactive nature of the training, which involved discussions, situation simulations, and various practical exercises, made it easier for students not only to understand time management theories but also to immediately apply them in their daily lives. Techniques such as prioritization, the Pomodoro method, and realistic schedule planning proved to be effective in helping students manage their time better. However, follow-up results conducted one week after the training showed that although there was clear improvement, some students still faced challenges in maintaining consistency in applying time management, mainly due to their tendency to be distracted by social activities such as chatting, playing, or involvement in other less productive activities. Nevertheless, the majority of students showed significant progress compared to their condition before the training, indicating that the training material had a positive impact on their understanding of the importance of time discipline.

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