

ABSTRAK**TINGKAT MANAJEMEN WAKTU BELAJAR
MAHASISWA SAAT *E-LEARNING*
(Studi Deskriptif pada Mahasiswa Bimbingan dan Konseling
Angkatan 2019 Universitas Sanata Dharma Yogyakarta
dan Usulan Program Bimbingan pada Bidang Belajar)**

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Penelitian ini bertujuan untuk (1) Mendeskripsikan Tingkat Manajemen Waktu Belajar Mahasiswa Bimbingan dan Konseling Angkatan 2019 Universitas Sanata Dharma Yogyakarta saat *E-Learning* dan (2) Mengidentifikasi item instrumen Tingkat Manajemen Waktu Belajar Mahasiswa Bimbingan dan Konseling Angkatan 2019 Universitas Sanata Dharma saat *E-Learning* yang perolehan skornya rendah, sebagai dasar penyusunan Program Bimbingan dalam Bidang Belajar di Universitas Sanata Dharma. Subjek penelitian ini adalah Mahasiswa Bimbingan dan Konseling Angkatan 2019 Universitas Sanata Dharma Yogyakarta.

Jenis penelitian ini adalah kuantitatif deskriptif. Pengumpulan data pada penelitian ini menggunakan Kuisisioner Tingkat Manajemen Waktu Belajar yang berjumlah 67 item. Kuisisioner disusun berdasarkan aspek Manajemen Waktu Belajar menurut Atkinson (2010). Nilai koefisien reliabilitas instrument menggunakan pendekatan *Alpha Chronbach* () sebesar 0,935. Teknik analisis data menggunakan statistik deskriptif dengan kategori sangat tinggi, tinggi, sedang, rendah, dan sangat rendah.

Hasil penelitian menunjukkan bahwa Mahasiswa Bimbingan dan Konseling Angkatan 2019 memiliki tingkat Manajemen Waktu Belajar sebagai berikut: (1) 14 mahasiswa (14,59%) memiliki skor sangat tinggi, 52 mahasiswa (54,17%) memiliki skor tinggi, 29 mahasiswa (30,20%) memiliki skor sedang, 1 mahasiswa (1,04%) memiliki skor sedang, dan tidak ada mahasiswa (0%) memiliki skor sangat rendah. (2) hasil analisis item menunjukkan 6 item (8,96%) memiliki skor sangat tinggi, 46 item (68,66%) memiliki skor tinggi, 15 item (22,38%) memiliki skor sedang, dan tidak ada item (0%) memiliki skor rendah dan sangat rendah. Berdasarkan hasil analisis item ini menjadi dasar menyusun program bimbingan, yaitu: (1) *Self Regulation (Training Virtual)*; (2) *Self Control (Training Virtual)*; (3) *Self Discipline (Training Virtual)*.

Kata kunci: Manajemen Waktu Belajar Mahasiswa, *E-Learning*, Bimbingan Belajar

ABSTRACT***THE LEVEL OF STUDENT'S LEARNING TIME MANAGEMENT
DURING E-LEARNING******(Descriptive Study on Guidance and Counseling
Class batch 2019 Sanata Dharma University Yogyakarta
and Guidance Program Proposal in the Field of Learning)***

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This study aims to (1) describe the level of learning time management for students of Guidance and Counseling Class batch 2019, Sanata Dharma University Yogyakarta during E-Learning and (2) identify the instrument items for the Level of Learning Time Management for Guidance and Counseling Students Class batch 2019 Sanata Dharma University during E-Learning. With low scores as the basis for preparing the Guidance Program in the Field of Learning at Sanata Dharma University. The subjects of this research were the Guidance and Counseling Students batch 2019 Sanata Dharma University Yogyakarta.

This type of research is descriptive quantitative. The data is collected by using a questionnaire, which amounted to 67 items. The questionnaire was prepared based on the aspects of Learning Time Management, according to Atkinson (2010). The instrument reliability coefficient value used the Alpha Chronbach () approach of 0.935. The data is analyzed using the descriptive statistics technique with very high, high, medium, low, and very low categories.

The results showed that the Class 2019 Guidance and Counseling Students had the following Study Time Management levels: (1) 14 students (14.59%) had very high scores, 52 students (54.17%) had high scores, 29 students (30, 20%) had moderate scores, 1 student (1.04%) had moderate scores, and no student (0%) had very low scores. (2) the results of the item analysis show that 6 items (8.96%) have a very high score, 46 items (68.66%) have a high score, 15 items (22.38%) have an average score, and there are no items (0 %) have low and very low scores. Based on the results of the analysis, this item becomes the basis for developing a guidance program, namely: (1) Self Regulation (Virtual Training); (2) Self Control (Virtual Training); (3) Self Discipline (Virtual Training).

Keywords: Student's Learning Time Management, E-Learning, Tutoring.