

Learning Motivation and Time Management using Collaborative Knowledge Creation in Higher Education

Iis Mariam¹, Nidia Sofa¹, Endah Wartiningih¹, Nining Latianingsih¹
Business Administration Department, Politeknik Negeri Jakarta, Depok, Indonesia

**Corresponding author*

Keywords: Motivation, Time Management, Collaboration Knowledge Creation

Abstract: The education and culture regulations regarding national higher education standards governing how the curriculum concept to support learning is carried out is very different from the previous regulations. The concept of an independent campus and independent learning is part of students' rights to get three semesters of learning outside campus. To answer the concept of an independent campus, universities must immediately prepare a curriculum so that it is adaptive and responds to changes. From the curriculum, students must also have good motivation and time management in participating in learning. The problem in this research is that learning motivation and time management have not been fully used in the learning process when viewed from the concept of collaborative knowledge creation. The purpose in this research was to analyze student how to learn motivation, and time management applied to learning in the Covid-19 era, and whether the concept of collaborative knowledge creation was used to support the learning process. The research method used is mixed methode with data collection techniques using a questionnaire. Respondents in this study were 100 students of Politeknik Negeri Jakarta with samples obtained using purposive random sampling. The results showed that student learning motivation during the Covid-19 era provided high learning outcomes. time management helps in completing course assignments, more regularly, the atmosphere of learning becomes fun. Another result is that personal characteristics and individual learning styles are important in the application of time management. is to get good grades and pass on time. Collaborative knowledge creation concept used in learning process and produce quality of learning more easy and fun in higher education.

1 INTRODUCTION

Learning motivation and time management in the current digital transformation era has an impact on the learning process of the student that must be prepared and obeyed. During the covid-19 era, the learning process used distance learning, and this situation has changes and different with the learning process as usual. The transformation in learning process has an impact not only for the teacher but also for the student itself in optimizing learning motivation as well as efficient and effective time management. The learning process carried out by e-learning currently demands an effective and efficient use of time more meaningful. In higher education learning activities carried out online require material preparation and learning strategies that are appropriate and still attractive to students.

Polytechnic as vocational education facing online learning has resulted in changes in learning methods and strategies that must be easily accessed by students wherever they live. The problem that arises in the conditions of online learning for polytechnics is that student learning motivation must remain high and time management is still used to support quality learning processes. Another problem that arises in that when the student do not have a schedule to carry out a work activity, your time is not used optimally and does not provide a use value so that time become unproductive. The purpose of this study was to analyse learning and motivation of the student during Covid-19? Does time management help make the learning process easier? How collaborative knowledge creation be used to support learning motivation and implementation of time management in learning process? To answer the problems and

objectives of this study, research was conducted on students from polytechnics. Based on Legault and Pelletier (2006) the influence of motivation level in learning such as the ability to believe in the effort how the student can learn, the unawareness of the worth and characteristic of the academic tasks using in school. Refer to Eilan and Sharon (2003) and Peeter and Rute (2005) describes that time management used in the learning process will have an impact on effective results. Time management implemented in learning process for monitoring and evaluation, setting goals and utilizing time that gives positive results. Jackson (2009) have an argue that the basic of time management have the set realistic goals for learning, organized, delegate, relax and recharge, and also can stop feeling guilty. Compare with Adams and Blair (2019); Konig & Kleinmann (2010) time management is an effort to optimized opportunites through skills and knowledge to carry out activities in an organization, including learning that provides useful values and results. However in education, based on Sahito, Zaifarullah and Vaisanen (2017) the role of teachers, leaders of academic institutions and human resources it to provide opportunites for teacher how to improve their knowledge and skill of time management make learning process more satisfaction, have a good motivation, professionalism increases and also more meaningful. Covey (2004) described that personal success in learning as a process to organized and execute around and priorities. In workplace, based on Rombe (2016) time management describe about how to self management, and also oneself to better manage time consuming activities. The stages in collaborative knowledge creation based on Du Chaternier, et., al., (2009) can be implemented in learning process with using externalizing and sharing, interpreting and analysing, negotiating and revising, and combining and creating in organization.

2 METHODOLOGY

Mixed methods used in this research, such as quantitative and descriptive qualitative (Cresswell, 2017) where qualitative methods are used to describe the results of the questionnaire received and quantitative methods are used do determine the sample of respondent. The data collection techniques used a questionnaire consist of two dimension such as learning motivation and time management with collaborative knowledge creation concept and distribute questionnaire with used google form. The

questions in questionnaire in this research used Likert scale with contains statement strongly agree, agree, not agree, strongly not agree. The respondent in this research are student of Politeknik Negeri Jakarta , and selections of responden using non probability sampling and determine the sample according to Slovin formula:

$$n = \frac{N}{(1 + Ne^2)}$$

Explanation of the formula above: N is the number of samples and N is the total number of combinations which E is the sampling error. Referring to the Slovin formula, the following calculations are obtained:

$$n = \frac{14.810.469}{1 + 14.810.469 \times (0,10)^2}$$

From the formula above, for the benefit of this research can be describe that the maximum sample of size is 10%, its means that 99 people rounded up to 100 people become of sample.

3 RESULTS AND DISCUSSION

This research analyse how collaborative knowledge creation can be used to support learning motivation and time management in learning process. This results describe how respondent answered for strongly agree (SS), agree (S), not agree (TS), and strongly not agree (STS). There are three question research, first question how the student's learning motivation during covid-19 era? For the first question student learning motivation in Covid-19 era has a target of passing for all courses/subject. The answer is 42% agree with the statement.

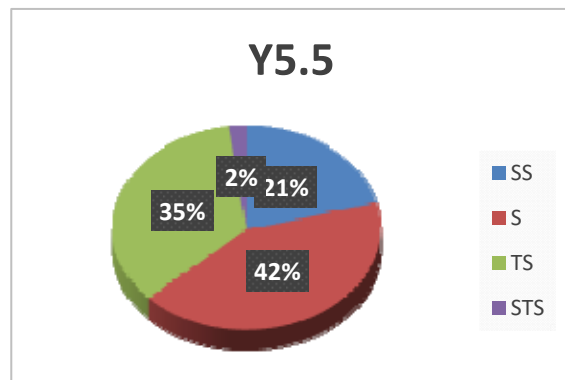


Figure-1 Learning motivation of the student

The second question for student motivation to learn at this time, beside pass the exam they also getting high grades and GPA have the highest answer is 64% agree with the statement, its mean that GPA still dominan in achieving the study.

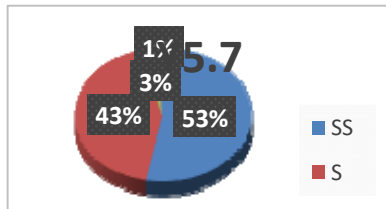


Figure-2 Student Motivation having GPA

The second question research is time management. The first question is a person's learning style will affect learning outcomes from the application of the concept of time management, and the highest answer, 59%, agrees with the statement that learning style will affect in learning process. This statement same with opinion from Eilan and Sharon (2003), Peeter and Rute (2005) that time management used in the learning process in higher education have an impact on effective results. Figure-3 can see below.

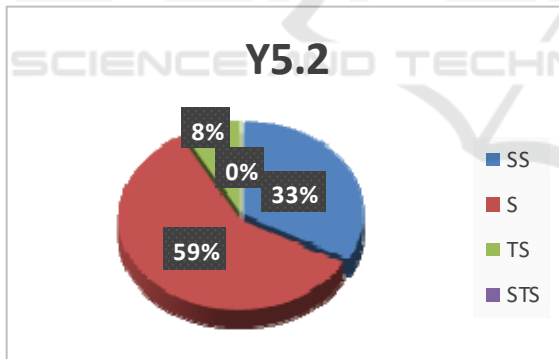


Figure-3 Learning style of the students

The second question research is time management help make the learning process more easier? For answer this question, learning process have for openness to learn new strategies in learning the student can affect the success of time management behaviour an make easy for the student, and the highest answer is 67% agree with the statement. This results related with Jackson (2009) and Claessens et.al., (2007) that time management have the set realistic goals, become more organized, delegate, relax and recharge, and also can stop feeling guilty in learning process. The results can see in figure-4.

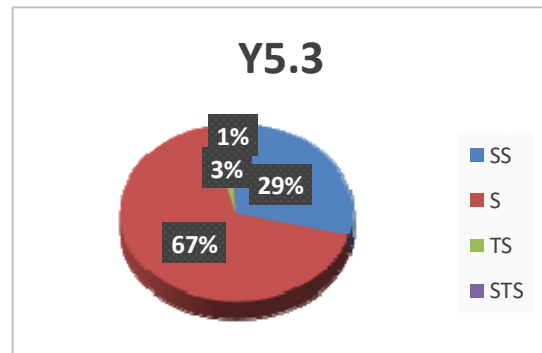


Figure-4 Strategies in learning process

Time management made learning activities more enjoyable and respondents agree (70%) that fun learning will give better results in studying in higher education. See figure-5.

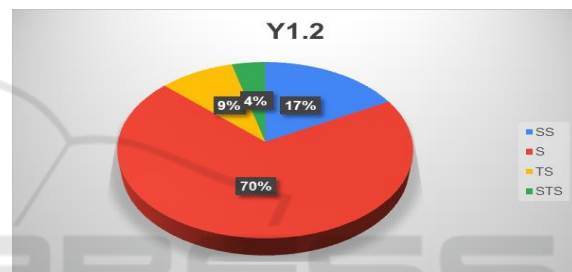


Figure-5 learning activities

The third question research that collaborative knowledge creation used to support learning motivation and time management, refer to Rombe (2016) and Gea (2014) that one of the impact of time management in workplace, it is a mechanism which plays a central role in the exercise of personal agency by its strong impact on thought, concern, motivation and also actions. In time management, compare with employees performance and standards implementation of employee strategy, review work plan how managers should review the work plans regularly for getting things off mind, how to decide on priorities and tasks are done accordingly and divisions are corrected and recorded for organization. This condition can be adapt and adopt especially in polytechnic student how they can used time management in learning process. Based on Gopalan et.al., (2017) and Sahito & Vaisanen (2017) the motivation also as describes how human being's can make the inspiration and achievement in organization. From that point, collaborative knowledge creation implemented for externalizing and sharing when learning process and motivation provided added value, interpreting and analysing

when the student have a problem in learning process, negotiating and revising, and combining and creating as a form of learning motivation. The limitation in this research is not examining the factors that cause time management to be ineffective and efficient, including determining the priority scale in carrying out learning activities in polytechnic.

4 CONCLUSIONS

Learning motivation during the Covid-19 period was important in producing quality learning concepts. Motivation does not only come from intrinsic but also extrinsic which also affects learning patterns. Meanwhile, time management has made the student in learning process easier, has a pleasant learning atmosphere, and does not cause stress. The concept of collaborative knowledge creation used in learning process and produce quality of learning more easy and fun in higher education.

ACKNOWLEDGMENTS

We would like to say our high thanks to UP2M Politeknik Negeri Jakarta who has provided funding to support for decentralized scheme research until this research finished.

REFERENCES

- Adams, Richelle V and Erik Blair, Impact of Time Management Behaviors on Undergraduate Engineering Students' Performance. SAGE Open. January-March 2019: January-March 2019: 1-11 © The Author(s) 2019 DOI: 10.1177/2158244018824506, journals.sagepub.com/home/sgo
- Claessens, Brigitte J.C., Wendelien van Eerde, Christel G.Rutte and Robert A.Roe, A Review of The Time Management Literature. Personnel Review.Vol.36.No.2, 2007. pp 255-276.
- Creswell, John.W and Vicki L. Piano Clartk. Designing and Conducting Mixed Methods Research. USAGE. 2017
- Eilan, B. and Aharon, I, Students Planning in the Process of Self-Regulated Learning. Contemporary Educational Psychology. Vol, 28, pp.30-34. 2003.
- Gea, Antonius Atosokhi, Time Management: Menggunakan Waktu Secara Efektif dan Efisien. Humaniora, Vol.5.No.2 Oktober 2014, 777-785. 2014

- Jackson, Valerie P. (2009). Time management: A realistic approach. American College of Radiology. 0091-2182/09/\$36.00 • DOI 10.1016/j.jacr.2008.11.018
- Peeters, M.A.G. and Rutte, C.G, Time Management behaviour as a Moderator for the Job-Demand-Control Interaction. Journal of Occupational Health Psychology, Vol. 10. pp 64-75. 2005
- Rombe, Michael Lawrence Mogga. Effective Time and Self Management, Environment and Productivity in an Organization. Science Journal of Business and Management. 2016; 4 (6): 204-211. <http://www.scienpublishinggroup.com/j/sjbm>. DOI: 10.11648/j.sjbm.20160406.15. ISSN: 2331-0626 (Print); ISSN: 2331-0634 (Online). 2016
- Sahito, Zaifarullah and Perti Vaisanen, Effect of Time Management on the Job Satisfaction and Motivation of Teacher Educators: A Narrative Analysis. International Journal of Higher Education. Vol. 6, No.2; 2017. doi:10.5430/ijhe.v6n2p213 URL: <https://doi.org/10.5430/ijhe.v6n2p213>. 2017.
- Gopalan, Valarmathie, Juliana Aida Abu bajar, Abdul Nsir Zulkifli, Asmidah Alwi, and Ruzinoor Che Mat. 2017. A review of the motivation theories in learning. The 2nd International Conference on Applied Science and Technology 2017 (ICAST 17) AIP Conf. Proc. 1891, 020043-1-020043-7; <https://doi.org/10.1063/1.5005376> Published by AIP Publishing
- Konig, Cornelius J. and Martin Kleinmann, Time Management Problems and Discounted Utility.. <https://doi.org/103200/JRLP.141.3.321-336>. 2010