

LITERATURE REVIEW: THE ROLE OF SCHOOL ENVIRONMENT ON PRIMARY SCHOOL STUDENTS TIME MANAGEMENT SKILLS

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Abstract

This study aims to analyze the extent to which the school environment contributes to the development of time management skills of elementary school students. These skills are important for building a disciplined, independent, and responsible character from an early age. The research was conducted using a literature review approach to various relevant scientific articles published in the last five years. The analysis process was carried out systematically by identifying, selecting, and synthesizing literature from various journals that discuss the topics of time management, discipline, and the role of the school environment. The results of the study show that the school environment has an important role in building and shaping time management skills through several main factors, such as habituation of good classroom management discipline, teacher support, adequate learning facilities, and structured learning strategies. In addition, collaboration with the home environment and social support from peers also strengthen these skills. Time management skills formed since elementary school have been proven to prevent procrastination behaviour and have a positive influence on student learning achievement. The significance of the results of this study is as a basis for schools and teachers to design a learning environment that installs positive habits and manages time effectively.

Keywords: School Environment, Student Skills, Time Management, Primary school.

1. Introduction

The school environment as one of the social environments that greatly influences student learning activities, from the environment where children learn to live life through social interaction (Nurfirdaus & Sutisna, 2021). The school environment must be used as a place to develop the talents and abilities of students, to achieve maximum educational goals. (Darmawan et al., 2021) stated that improving the school environment by creating calmness and comfort in learning is the task of all school residents such as principals, teachers, and the community around the school environment.

The facts shown in the field are that elementary school students find it difficult to manage their study time and complete homework on time. However, the limitations of support programs in the country, the lack of direction and involvement of teachers in guiding students, as well as positive habits related to time that have not been built up have become factors that affect elementary school children. Through an orderly learning atmosphere, healthy social interaction, and school support on the right learning facilities and methods, you will have an effective strategy in shaping time management skills.

Based on the background, this study seeks to answer how the role of the school environment in shaping the time management skills of elementary school students as well as the factors that affect the effectiveness of the school environment in the development of time management skills. This research aims to examine the extent to which the school environment contributes to students' time management skills as well as identify strategies that can be implemented by schools to improve the development of these skills.

2. Literature Review

The important role of the school environment in building students' intelligence and life skills, one of which is shaping time management skills (Haqiqi et al., 2024). Time is often missed, forgotten, left behind, and late, no wonder why time is used as something valuable in daily life. Based on the results of the study (Bakti & Apriani, 2021) that good time management is important to be instilled from an early age so that children have a sense of responsibility regarding time and recognize time limits so that they are not used to procrastinating. The time management skills that children already have from an early age can help them to manage activities without the need to be commanded, this is because children already have an awareness of the importance of time (Putra & Pohan, 2022).

This skill can be realized by forming habits, of course, through a continuous and repeated habituation process carried out in daily activities in the home and school environment (Rokhman et al., 2020). Various factors can affect the development of student management skills in the school environment, such as school facilities and learning methods used by teachers. In addition, social interaction with peers and support from teachers will shape students' time management habits better.

It should be noted that independent character in students can be instilled through habituation in the school environment, it is shown from the results of previous research which is closely related to the ability to manage time. Habituation that includes applying a disciplined attitude in participating in activities and the responsibility of collecting the right tasks (Rosita et al., 2022). Therefore, it is important to examine the extent to which the school environment contributes to the development of time management skills of elementary school students. This understanding helps design appropriate problem-solving to improve time management skills, thereby supporting the development of students' learning outcomes and personal outcomes comprehensively (Di et al., 2022).

Elementary school students often have difficulty managing their study time and completing assignments well. This difficulty can occur, one of which is due to the lack of time management skills, the involvement of teachers and education staff in guiding students is also low (Rofi et al., 2025). On the other hand, not a few schools do not yet have special programs or policies designed to support student time management. This is an obstacle to students' ability to manage time (Wahyuni & Sari, 2022).

3. Methods

This study uses a literature review method with a *narrative review* approach that groups research objects based on titles, methods, or research results, which are then explained in the form of narratives (Yudhiyati, 2020). This method is processed by first identifying problems and formulating research objectives, then researchers search and select relevant literature through reliable publication sources and academic databases such as *Google Scholar* and *DOAJ*. The relevant literature will be synthesized according to the main focus this article was designed for. The inclusion criteria used in this literature review are articles on the time management skills of elementary school students played by the school environment, full-text articles, the year of publication of the article for a maximum of the last five years (2020-2025), while for the exclusion criteria in this literature study, the topic is not suitable, and is not in the form of an article (Gunawan et al., 2022). After the data is collected, it is then analyzed or critically studied and compiles a summary of the findings in the form of a narrative and provides recommendations for further research.

4. Results and Discussion

4.1 Results

Time management requires skills and awareness that must be grown by students, besides that the role of the environment also has an important role to support the realization of time management skills. Based on the results of the study of the journal, 12 articles were obtained at the initial stage. However, the number of articles relevant to the research topic is only 5. The following articles that have met the criteria are presented in table 1

Table 1. Literature Review

No.	Author Name	Article Title	Method	Journal name	Year of Publication	Vol. Number	Number of pages
1.	Maulida Fazidatun Rofi, Tsanian Sakinatun Nisa, Aditya	Analysis of Elementary School Time Management Through Daily Journal	<i>Study Literature Review</i>	Center for Management Science Publications	2025	Vol. 3 no. 1	8

	Hening Widyastuti, and Muhammad Nofan Zulfahmi						
2.	Perdiansyah and Slamet Widodo	Study Time Management of Outstanding Students of Class V Elementary School in the RT005/04 Neighborhood of Tidung Island	Descriptive qualitative	Journal of Professional Elementary Education (JPEE)	2022	Vol. 1, No. 2	10
3.	Sri Dayantri and Netrawati	Time Management and Academic Procrastination	Quantitative and descriptive correlation		2023	Vol. 7, No. 3	7
4.	Alan Andittia Putra, Daflaini, and Munawir Pohan	Implementation of Time Management in Elementary School Students	Qualitative descriptive	Rangguk: Journal of Community Service	Vol. 02 No. 01	2022	7
5.	Nur Wahyuni and Wanda Mulcia Sari	Classroom Management Strategies to Improve Student Discipline in Elementary Schools	Literature review and practical experience	Title: Journal of Education and Education	Vol. 8, no. 1	2023	9

4.2 Discussion

The first literature review written by Maulida Fazidatun Rofi, Tsanian Sakinatun Nisa, Aditya Hening Widyastuti, and Muhammad Nofan Zulfahmi will be published in 2025. This research proves that the consistent use of daily journals helps students prioritize, have targeted targets, and manage time to study or play. In addition, the study also concluded that daily journals can facilitate the monitoring of the development of time management skills by teachers so as to provide the opportunity to provide the necessary guidance. According to research (Habibah & Thohir, 2022) which explains that time management that is realized in the form of a schedule of student activities will show the ability to manage time.

The second literature review, compiled by Perdiansyah and Slamet Widodo entitled "Learning time management of outstanding students in grade V elementary school in the RT005/04 environment of Tidung Island" examines outstanding students who can manage their learning time in the home environment of Tidung Island, to be precise. The results of the study show that outstanding students tend to have good study time planning regardless of the time frame. The findings according to (Rahmatullah & Sutama, 2021) time management and student achievement are interrelated because students who have good time management will get maximum learning results from their learning.

The third literature review, compiled by Sri Dayantri and Netrawati published in 2023, examines the relationship between time management and academic procrastination. This study shows that students' time management is in the low category, while academic procrastination is high (Dayantri & Netrawati, 2023). In addition, research (Valle et al., 2019) shows similar results that students who have good time management skills can achieve higher academic achievement than students who do not manage their time. Students with high academic achievement spend more time doing homework.

The fourth literature review, compiled by Alan Andittia Putra, Daflaini, and Munawir Pohan with the title "Implementation of Time Management in Elementary School Students" published in 2022, discusses the application of time management in elementary school students through the KKN (real work lecture) program. This can be said

to be relevant because it emphasizes the importance of the educational environment in shaping students' time management skills. According to (Deslinda et al., 2024), the use of time management schedules with a program to compile a daily schedule has succeeded in encouraging positive social change in the student learning environment.

The fifth literature review, compiled by Nur Wahyuni and Wanda Mulcia Sar was published in 2023. This study reviews the important role of classroom management in shaping student discipline. This research emphasizes that effective management strategies such as consistent application of rules, the use of positive approaches such as rewards, and the creation of a conducive learning environment can encourage students to develop into positive individuals. In addition, research (Battuta et al., 2023) states that the better the classroom management, the better the student learning discipline, and vice versa. The phrase has a connection between managing the classroom which means the school environment and discipline which means being able to regulate oneself by obeying the rules. These findings are in line with (Gustiani, 2022) which shows that time management training can handle and prevent academic procrastination in student council administrators.

Based on the studies that have been studied, it is agreed that environmental habituation in fostering time management for elementary school students is agreed to be instilled from an early age in managing their time. This not only regulates learning and play time but also affects learning outcomes or academic scores of elementary school students. The application of this skill from an early age will have a big impact on him when he grows up.

5. Conclusion

Based on the results of the literature review, it can be concluded that the school environment has a significant role in the development of time management skills of elementary school students. Influencing factors are discipline habituation, teacher support, learning facilities, classroom management strategies, and structured programs that directly affect students' habits in managing time. Schools that are able to create a positive and systematic environment will help students form regular behaviour, avoid academic procrastination, and increase a sense of responsibility for time. In addition, learning activities filled with training in making schedules or using media such as daily journals have proven to be effective in helping students prioritize and carry out daily activities regularly. Therefore, collaboration between schools, teachers, and the surrounding environment is needed to form a learning system that focuses on academics and the formation of life skills, namely life skills. Schools and school residents are expected to develop learning policies and approaches that encourage the habituation of these skills in a sustainable manner to make them more practical.

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