Students' Academic Flow During the Covid-19 Pandemic

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A B S T R A K

Flow akademik merupakan salah satu aspek penting yang mendukung kegiatan belajar. Pandemi covid-19 telah menimbulkan banyak masalah tidak terkecuali di bidang pendidikan. Salah satu masalah yang muncul bagi siswa adalah terganggunya proses pembelajaran karena terjadi transisi dari pembelajaran tatap muka menjadi pembelajaran secara daring. Dengan demikian flow akademik perlu dimunculkan baik oleh siswa itu sendiri dan didukung oleh lingkungan sosialnya, karena kondisi flow dapat menjadi media bagi siswa untuk dapat belajar dengan optimal. Penelitian dengan pendekatan kuantitatif bertujuan untuk mengeksplorasi dukungan sosial, time management, tanggung jawab belajar dan flow akademik siswa dan untuk mengetahui pengaruh dukungan sosial, manajemen waktu, tanggung jawab belajar terhadap flow akademik siswa. Pengambilan sampel sebanyak 436 siswa melalui teknik simple random sampling. Pengumpulan data menggunakan kuesioner dengan skala Likert. Analisis data menggunakan uji regresi berganda. Hasil analisis menunjukkan ada pengaruh dukungan sosial, time management, tanggungjawab belajar terhadap flow akademik siswa. Dengan demikian dapat disimpulkan bahwa terdapat pengaruh yang positif dan signifikan dukungan sosial, manajemen waktu dan tanggungjawab belajar terhadap flow akademik siswa. Untuk itu sangat penting bagi siswa untuk dapat menciptakan flow akademiknya melalui tanggungjawab belajar yang tinggi, managemen waktu dengan baik dan dukungan sosial dari lingkungannya agar dapat belajar dengan optimal.

A B S T R A C T

Academic flow is an important aspect that supports learning activities. COVID-19 pandemic has caused many problems, including in the field of education. Thus, the academic flow needs to be raised both by the students themselves and supported by their social environment, because flow conditions can be a medium for students to be able to learn optimally. Research with a quantitative approach aims to explore social support, time management, learning responsibility, and student academic flow and to determine the effect of social support, time management, and learning responsibility on students' academic flow. A sampling of 436 students through a simple random sampling technique. Collecting data using a questionnaire on a Likert scale. Data analysis using multiple regression tests. The results of the analysis show that there is an influence of social support, time management, and learning responsibility on students' academic flow. Thus, it can be concluded that there is a positive and significant effect of social support, time management, and learning responsibility on students' academic flow. For this reason, it is very important for students to be able to create their academic flow through high learning responsibilities, good time management, and social support from their environment, in order to learn optimally.

1. INTRODUCTION

The Covid-19 pandemic has changed many activities in society, including in the field of education. The impact on the online learning process implemented in schools made many students experience problems, especially psychological problems. The application of online policies caused some students to feel stress, anxious and depressed because of many assignments given by the teacher and the time to accomplish is very short, so that students became confused (Dewi et al., 2021; Putri & Mahmudah, 2021; Tirajoh et al., 2021). The phenomenon in the field also showed that many parents feel stressed in accompanying their children while studying at home during the COVID-19 pandemic (Ratna et al., 2021; Rozaq et al., 2021; Sari et al., 2021). The situation due to the COVID-19 pandemic must inevitably be faced, in this case, students

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are expected to remain enthusiastic about continuing their education through online learning (Susilowati & Azzasyofia, 2020; Wardani & Ayriza, 2020; Wu et al., 2020).

In light of their pivotal role as the youth, students are expected to have the ability to quickly respond and adapt to the ever-changing times and any development brought alongside, such as those in the Covid-19 pandemic as of today. The pandemic inevitably presents a major challenge for education around the world to create alternatives to face-to-face teaching (Abdulamir & Hafidh, 2020; Basilaia, 2020; Daniel, 2020). Given that, online learning rises as the primary way of learning across the globe during this time (Dhawan, 2020; Ganesha & Nandiyanto, 2021; Yunita & Kristiyanto, 2021). In Indonesia, the ideas are basically in accordance with those of free learning and among the flagship program initiated by the Ministry of Education and Culture, Research and Technology. The concept of this learning centers on two things: freedom to access knowledge and freedom for creativitiy. Students are given as much as room to make use of other sources of knowledge apart from that from their teachers and to truly develop their ideas (Abban, 2012; Wargadinata et al., 2020).

Time management is very important in students' academic activities, so students can use the time they have in their academic activities effectively. To mold students with independent time management, parents' role is essential. Hence, parents are expected to play an active role for the encouragement of student independence in managing their study time (Harahap et al., 2021; Novitasari et al., 2020; Waikelak. Suban Karolus et al., 2021). With such support, students are self-aware of the task, thus, focus and committed to it, and all the while giving meaning to learning and peer social support also plays a role of the same magnitude (Husna & Rosiana, 2014; Sinclair, 2017). Indeed, it is among the key to success in online learning (Shackelford & Maxwell, 2012; Zacharo et al., 2018). Effective time management is crucially needed in learning since it is supportive to positive influence. Time management is about to organize, plan, and calculate time to create more productivity and efficient work (Florence Aduke, 2015; Subramanian, 2016). Good and effective time management can function as a driving force and learning controller for students to shine more, so that when learning students are aware of task priority and that can create a sense of enthusiasm and free from boredom (Pratiwi et al., 2018; Wolters & Brady, 2021). By having this quality, learning becomes much more fun and time waste and anxiety reduced while learning achievement increased (Dyanti & Bintamur, 2019; Florence Aduke, 2015).

In online learning activities, many students often face various obstacles such as lazy to do assignments, lazy to face to face online to failure in achieving maximum learning outcomes as expected. This condition can be influenced by internal and external factors (Çam & Oruç, 2014; Kim et al., 2013). Psychological factors which are students' internal factors often hinder the online learning process such as boredom, boredom, stress. To be able to follow the learning process and get optimal achievement in learning, it takes many things, namely to focus on the things being studied. High concentration, enjoy the learning process with pleasure and comfort These conditions in the world of education are called academic flow (Lewis, 2001; Yasmin et al., 2016). The flow condition is a very pleasant state that people feel when they are completely absorbed in an activity (Bakker, 2005; Mirvis & Csikszentmihalyi, 1991). In a state of flow, during the learning process students will feel comfortable, have concentration and always motivate themselves so that they can enjoy ongoing academic activities (Aini & Fahriza, 2020; Purwati & Akmaliyah, 2016). Students with flow conditions with feelings of happiness and high motivation always involve themselves in all the activities they do, because in flow conditions cognitive processes occur and students will enjoy these activities until they lose track of time and tend not to experience fatigue and can think more efficiently. Students with flow conditions during the learning process can be very encouraged to improve their learning outcomes, and flow conditions are always felt by students who have high academic achievements can also overcome interference with concentration in learning (Borovay et al., 2019; Pantu, 2021; Scoresby & Shelton, 2011).

Research on academic flow tends to be significantly less done both in Indonesia and outside Indonesia. Research related to flow is often conducted only for artists, athletes, doctors, and gamers (Chirico et al., 2015; Harmat et al., 2016; Swann et al., 2016). However, flow is also very much needed in the academic world (Bakker et al., 2017; Borovay et al., 2019). Thus, the researchers want to explore the academic flow of students in the North Central Timor District. This research is only limited to the inflluence of social support, time management, learning responsibility on the academic flow of students in TTU Regency during online learning. Based on that scope, the following problems can be formulated, (1) To what extent the social support is received by students; (2) To what extent is the student's time management?; (3) To what extent is the student's learning responsibility?; (4) To what extent is the students' flow in learning?, and (5) To what extent is the influence of social support, time management and student learning responsibilities to the academic flow of students in Timor Tengah Utara Regency during online learning? (Croom, 2015; Lamont, 2012).

Based on the formulation of the problem above, the researchers aim to reveal: (1) social support received by students; (2) student time management; (3) student learning responsibilities; (4) students' academic flow and (5) the inflluence of social support, time management, learning responsibility on students' academic flow. Theoretically, the results of this study can add to a source of knowledge regarding the academic flow of students during the COVID-19 pandemic, contributing to the field of education, especially educational psychology. Meanwhile, practically, this research is beneficial for parents, teachers, students and schools. Parents and teachers are expected to provide adequate support so that students can develop their potential to the fullest and can experience academic flow in their learning activities. On part of the students, they can be more enthusiastic and more responsible in their learning activities. As for schools, school authorities can create learning conditions condusive to the experience of flow.

2. METHOD

This research is an ex-post facto quantitative research. The population in this study were all high school and vocational high school students in North Central Timor Regency, East Nusa Tenggara. The research was conducted at 10 SMA and 2 SMK. Probability sampling employed simple random sampling technique and 436 students were selected as research samples. Detailed information about the participants can be found in Table 1.

Table 1. Subjects by Sex

Gender	Frequency	Percent	Comulative Percent
Male	82	18,8	18,8
Female	354	81,2	100
Total	**436**	**100**	

Data were collected using a psychological scale of a Likert scale model. There were three psychological scales compiled by the researcher, namely: 1) the social support scale of 53 items with a reliability coefficient value of 0.747 and four aspects: a) carry out learning tasks independently without having to be notified; b) show perseverance, diligence and keep trying in learning. c) do things that are useful for oneself and for others, d) have strong self-control and focus on learning e) make preparations before learning and f) consider all the consequences, and 3) the academic flow of 41 items with a reliability coefficient value of 0.731 with aspects of a) absorption, b) enjoyment, and c) intrinsic motivation (Bakker, 2005).

While the scale used to measure time management uses the Assessment of Time Management Skills (ATMS) which is adopted from the scale developed by (White et al., 2013). This scale measures the extent to which students can organize themselves in learning activities actively and effectively and efficiently. This scale consists of 30 items and has a reliability coefficient value of 0.860. In this ATMS scale there are three aspects, namely: (1) students are aware that time can be managed; (2) have skills and practice in time management; (3) the ability to regulate behavior according to social situations. Data were analyzed using multiple regression analysis using the IBM SPSS Statistics Version 25.0.

3. RESULT AND DISCUSSION

Result
Descriptive Analysis
Table 2. Statistical Description of Research Variables

Variables	Empiric				
	Min	Max	Mean	SD	Variance
Social Support	134	206	171,31	15,450	238,703
Time Management	64	129	85,97	9,486	89,984
Learning Responsibilities	92	179	146,03	15,759	248,346
Academic Flow	80	157	116,64	13,425	180,231

Base on Table 2 it show description of research variables which consist of social support, time management, learning responsibilities, academic flow. Each of them gets a score of minimum, maximum, mean, SD, and variance which varies with the social support score getting the highest score and time management with the lowest score.
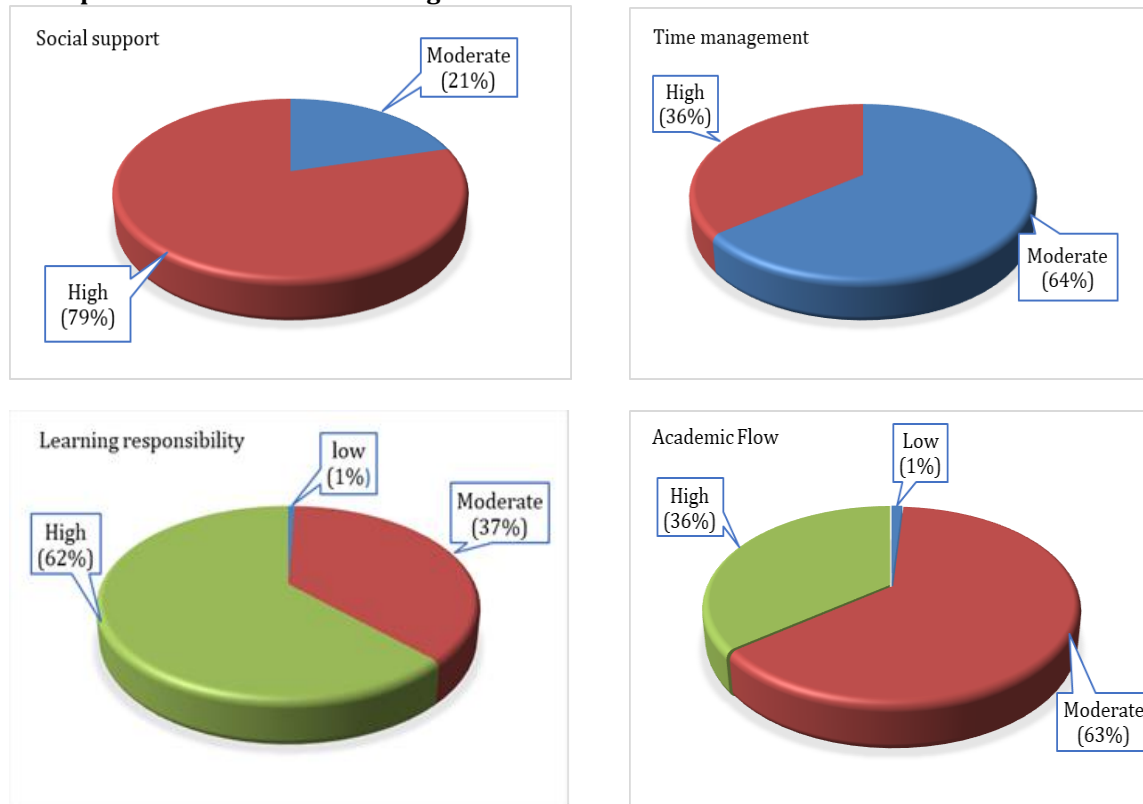
Description of Research Variable Categories

Figure 1. Description of Research Variable of Categories

Based on Figures 1, it can be seen that the level of social support received by students tends to be high (79%), students' ability to manage time tends to be moderate (64%), students' learning responsibilities tend to be high (62%) and students' flow experience tends to be moderate (63%).

Normality Test

Table 3. Normality Test Results

Variable	Sig. Kolmogorov-Smirnov	Description
Social Support	0.073	Normal
Time Management	0.200	Normal
Learning Responsibility	0.064	Normal
Academic Flow	0.078	Normal

Based on Table 3, it can be concluded that the data on each research variable is normally distributed with a significance of more than 0.05.

Linearity Test

Table 4. Linearity Test Results

Variable	F	P	Description
Social Support	1.131	0.252	Linear
Time Management	0.926	0.600	Linear
Learning Responsibility	1.188	1.175	Linear

Based on Table 4 on the linearity test above, it can be seen that each variable forms a linear curve to the academic flow. While the multicollinearity test showed that among the independent variables in this study did not show symptoms of multicollinearity, because the VIP value that appeared in the range 1 and less than 5. The results of the multicollinearity test can be seen in Table 5.

Multocollinearitas Test

Table 5. Multicollinearitas Test Results

Variable	Tolerance	VIP	Description
Social Support	0.808	1.238	Eligible
Time Management	0.944	1.059	Eligible
Learning Responsibility	0.790	1.265	Eligible

Base on Table 5 shows that every good variable from social support, time management, learning responsibility is declared eligible.
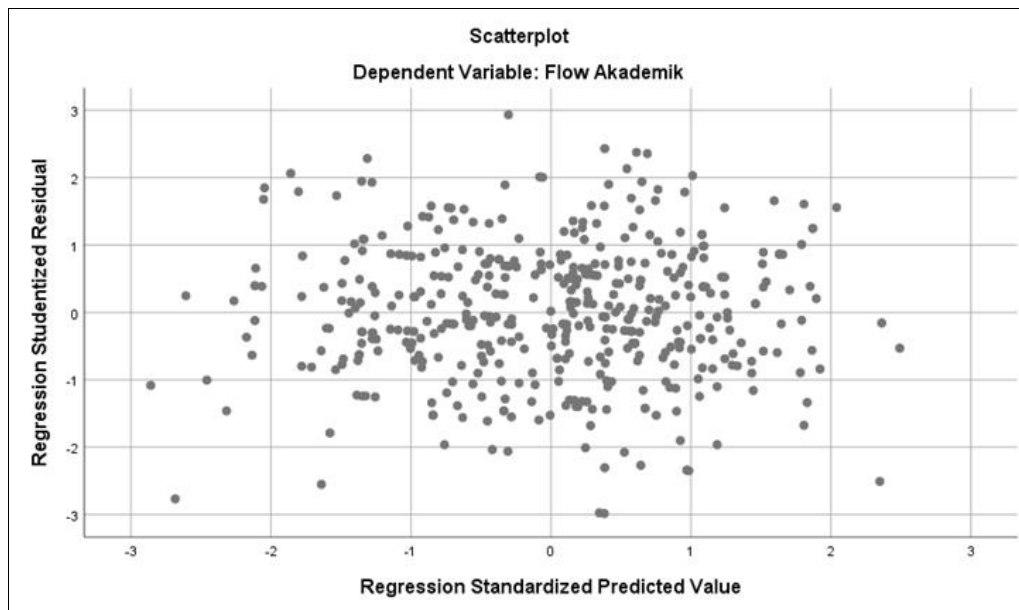
Heteroscedasticity Test

Figure 2. Heteroscedasticity Test Results

Figure 2 shows the results of the heteroscedasticity test of the Scatterplot model, where the Scatterplot graph shows no clear pattern and the dots spread above and below the number 0 on the Y axis. This shows that the regression model has an effect on the variables of social support, time management and responsibility. learning responsibility for the academic flow variable, there is no heteroscedasticity problem.

Hypothesis Testing

Table 6. Hypothesis Testing Results

Variable	B	Beta	T	Sig.	Description
Constant	26.317		4.090	0.000	
Social Support	-0.053	-0.061	-1.742	0.082	Not significant
Time Management	0.275	0.194	5.108	0.000	Very significant
Learning Responsibilities	0.519	0.609	1.829	0.000	Very significant

F_{hitung} = 140.853
Significance   = 0,000
R   = 0,703
R^2 = 0,494

Based on Table 6 it show the regression coefficient of the social support variable shows -0.053. this can be interpreted that every 1 unit decrease in social support it will be followed by an increase in academic flow of 0.053. The regression coefficient of the time management variable shows 0.275. this can be interpreted that every 1 unit increase in time managemnet it will be followed by an increase in academic flow of 0.275. The regression coefficient of learning responsibilities variable shows 0.519. this can be interpreted that every 1 unit increase in learning responsibilities it will be followed by an increase in academic flow of 0.519.

Discussion

The R value (correlation coefficient) is 0.703 and the R Square value is 0.494, indicating that simultaneously the variables of social support, time management and learning responsibility influence the academic flow variable as much as 49.4%, and the remaining 50.9% is influenced by other variables, which were not discussed in this study. Thus, the hypothesis that is accepted in this study is that there is influence of social support, time management, and learning responsibility on students' academic flow in the era of Covid-19 pandemic. The results of the hypothesis test are known that the F_{count} value is 140.853 and the significance level is ($p < 0.05$). Thus, the variables of social support, time management and learning responsibility combined have an influence on the academic flow of students in SMA and SMK in North Central Timor Regency. This shows that the acceptance of the hypothesis which states that there is an effect of social support, time management and learning responsibility on thte student academic flow during the Covid-19 pandemic era.

Social support variable shows no effect on students' academic flow. This means that although the social support received by students is quite high, it does not guarantee that students will experience high academic flow as well. This social support only includes how parents, teachers and peers provide support in the form of emotional support, appreciation support, instrumental support and informational support that may not be needed by students. One of the important factors in the learning process that supports student success in learning is academic flow. The results of the study also found that social support had no effect on academic flow ($r = -.051$). This shows that even though students do not get social support from parents, teachers and peers, it is not necessarily that students will have difficulty achieving flow in carrying out their academic activities even in the current state of the COVID-19 pandemic. However, social support and the need for learning are needed to create academic flow, with students who experience flow in their fields tend to feel more focused and self-motivated and enjoy the academic activities being undertaken (Novitasari et al., 2020; Purwati & Akmaliyah, 2016).

From the results of the study, it can be illustrated that the academic flow experienced by students in the North Central Timor district is mostly moderate with a percentage of 68.30%. This shows that most students tend to experience no difference in academic flow both before and during the pandemmic. This can also be seen in the highest score obtained on the academic flow scale on the enjoyment aspect on items about face-to-face learning and online learning which are perceived by students as mutually enjoyable. Empirical evidence also shows that there is a negative correlation between social support and academic flow ($r = -.051$), meaning that students with lack of social support tend to have difficulty achieving flow in carrying out their academic activities, especially during the current COVID-19 pandemic. Flow is a positive thing, where flow conditions are very important in the learning process, so that students who experience flow can increase their involvement during the learning process. The more teachers try to create conditions that can make students experience flow, the more students will get involved in each learning process and the more it has an impact on success in learning (Aini & Fahriza, 2020; Hastiana, 2021). The flow experienced by students can also have an impact on better learning achievement, because students in a flow condition always appreciate every learning activity that is carried out and feel what they do is very important to the point that time passes quickly. Therefore, to create learning conditions that are indusive to the formation of a flow, support is needed both support from oneself, such as learning motivation, interest in learning and outside, such as family, teachers, and peer, each of which is very contributing to the academic flow.

Time management is among the key aspect of independent learning. During the pandemic, particularly, it is insighful to understand the extent to which students do their academic work. From the analysis, it was found out that on the time management variable, the variable tcount value of 5.104 is greater than t-table (1.966), indicating that the time management variable has a significant effect on academic flow. In the new normal era at the times online learning remains the way to carry out the learning, students are expected to be able to self-time manage so online learning can be well attended. Time management plays an important role in improving academic performance and student achievement. Each student is expected to have time management skills which include setting goals and priorities, using time, management mechanisms and managing time (Atos, 2014; Julyana & Lianawati, 2020; Marlina, 2015)(Shazia & Khan, 2015)

Good time management is very important for students to shine and can be used as self-control not to procrastinate work related to learning. The higher the students' time management, the lower the level of procrastination and and vice versa. Students with effective time management score higher and those without it score lower (Ahmad et al., 2019; Kristy, 2019). Time management practices have proven to be some of the main indicators to achieve high levels of academic success and performance. They not only affect performance but also only serve as one way to self-management and self-discipline as a whole, meaning that time management can fulfill multiple uses (Fazal et al., 2012; Razali et al., 2018). For those

reasons, time management is one way to help in effective self-regulation so that in their studies students can manage themselves well which will eventually become a habit to always be disciplined in their academic activities (Shazia & Khan, 2015; Vennila, 2018). In everyday life, the tendency to do things of real signnificance is a dynamic reality of student life. Thus, how important time management is for students in their academic activities, especially to get maximum learning outcomes (Arumugam & Shanmugavelu, 2020; Nurrahmaniah, 2019).

Online learning during the pandemic raises great challenges, many of which are not always conveniently dealt with. Thus, students are actively required to be more responsible in their learning and be able to manage time better and carry out their own learning activities independently (Csikszentmihalyi, 2014; Widyanti et al., 2020). Thus, responsible students are confident of their own values and and become more independent in turn. In this case. In online learning, students are required to have a great responsibility so that they can determine everything that is needed in learning and assess learning outcomes so that they can improve their learning performance even more optimally. Thus, awareness of learning responsibilities is important for students so that students can learn better, especially during this covid-19 pandemic. A sense of responsibility will arise alongside the students' understanding of their duties. Such is not limited to completing the ones given at school, but also some others to work at homes. However, students are not only required to have responsibility for their academic tasks, but students are also required to be responsible for their position at home, especially when learning online (Sobri et al., 2020; Syafitri, 2017).

Internal and external factors are both at work at academic flow. On the internal part, self-regulated learning and self-efficacy are highly influential for the flow. High self- serves as control of behavior to maintain efforts to do tasks that make it easier to achieve academic flow (Lesmana, 2019; Purwati & Akmaliyah, 2016). Thus, students who experience high academic flow potentially displays positive emotions and experience satisfaction, leading to the ultimate happiness. Students who experience flow in the learning process will have a comfortable feeling in learning, experience happiness in carrying out their learning activities and can have a good quality of life (well being) (Bücker et al., 2018; Rijavec et al., 2016). Students in flow conditions are important in supporting their learning activities. Students who experience flow in their learning activities will be very useful to increase their involvement in the learning process, can create creativity, experience comfort in learning, experience happiness and can actualize themselves in learning to achieve optimal learning outcomes. Students who experience a feeling of focus, can enjoy academic activities and the encouragement that comes from within themselves in their academic activities and get recognition and appreciation from parents, teachers or peers, tend to expect maximum learning outcomes. Conditions like this affect the hope for success in academics.

Based on the calculation of the research results above, social support does not have a significant effect on the emergence of flow in student learning activities. Social support from parents, teachers and friends is indeed needed for students to get a feeling of academic flow (Kristanti, 2021; Novitasari et al, 2020), however, sometimes this support plays an important role if students really feel the need for it. The COVID-19 pandemic has an impact on new stressors that make students adapt to new habits including their learning activities. Students with high learning responsibilities and the ability to manage study time well, will tend to be responsive to improve their learning behavior and will more easily experience academic flow without external encouragement, which means that internal factors are more influential than external factors including social support factors.

The implication of this study during the COVID-19 pandemic, students are expected to be able to take advantage of learning conditions by making this momentum a starting point to make new habits in learning more meaningful and positive in value for the realization of optimal and comprehensive learning success. The family and school environment is expected to mediate the learning needs of students in order to realize interactions, both personal, intrapersonal and interpersonal interactions which can ultimately lead to flow experiences in academic activities. Researcher recommend schools are compelled to improve the education quality in order to create an academic climate so that students are motivated to manage their study time and increase their learning responsibilities for high academic flow and optimal learning outcomes. Beside that parents are expected to facilitate their children's need related to their online learning. Further researchers are expected to expand the research scope to include other variables as well as the research subject to include pre-school to college students.

4. CONCLUSION

Based on the data analysis conducted on the variables of social support, time management and learning responsibilities, it can be concluded that taking them together, these variables have a positive influence on students' academic flow. However, individually, the conclusions are as follows: social support

has no significant influence on academic flow; despite the high social support, students does not necessarily experience high academic flow. Time management has a significant influence on academic flow; students with good study time management tend to experience high academic flow; learning responsibility has a significant influence on academic flow; students with good learning responsibility tend to experience a high academic flow.

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