

**Effective Study Hours for Students in the Distribution of Subjects
at Vocational High School**

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Abstract

Understanding effective study hours holds significant importance in scheduling, which must consider the readiness conditions of students. By determining the appropriate timing, students can focus their attention, respond better to instructional materials, enhance their understanding of concepts, and absorb information optimally. This research aims to analyze the impact of effective study hours on the distribution of subjects in the school environment. This research was a qualitative research with a descriptive research design, and it was conducted at *Sekolah Menengah Kejuruan Negeri (SMKN) 6* Surakarta. Data collection involved in-depth interviews and documentation. Research informants included students, teachers, and vice principal for curriculum. Data validity was ensured through source triangulation and method triangulation. Data analysis techniques encompassed data reduction, data presentation, and drawing conclusions. The research findings indicated that the scheduling of teaching and learning activities should be adjusted in accordance with the concept of effective study hours. The importance of varied teaching methods needs to be considered in tandem with adjusting students' class schedules. In-depth evaluation was required for the study schedule, resource improvement, and the development of teaching strategies that were more adaptive to the needs of learners. As a recommendation, this research emphasizes the necessity for schools to comprehend the importance of meticulous scheduling, considering the concept of effective study hours, to enhance the effectiveness of achieving predetermined learning objectives.

Keywords: effective study hours, learning quality, class schedule, study time

INTRODUCTION

Education plays a crucial role in shaping the future of the younger generation. It helps individuals achieve success and holds significant importance in enhancing a nation's quality. Education is pivotal in human life, involving a multifaceted learning process encompassing intelligence, knowledge, attitudes, emotions, and skills (Fikriyah et al., 2022; Handy & Abbas, 2022). Guided by Ki Hajar Dewantara, education serves as a pathway for a child's growth and development, aiming to nurture their innate strengths for individual and societal well-being. It holds immense significance, determining one's future and life direction (Abbas et al., 2022). For the future generation, receiving quality education is imperative, enabling rapid development of their potentials and the cultivation of strong personalities with diverse useful abilities and skills (Ananda, 2017). The essence of education lies in shaping individuals with noble characters and humane behavior (Rohmah et al., 2023). Education acts as a key to success for individuals, groups, and nations in achieving prosperity. Countries with well-developed education systems, such as Japan, South Korea, England, Germany, the United States, Canada, and Australia, exemplify this success (Abbas et al., 2022).

Learning is the outcome of interactions between teachers and students, peer interactions, and students' engagement with learning materials. The aim is to establish an engaging, inspiring, and challenging environment, crucial for assessing the quality of educational facilities in achieving learning goals (Azis & Ali, 2020). With students spending most of their time at school, the full-day school system, implemented by the Indonesian government, extends learning hours from morning to afternoon (Suranto & Seftiana, 2017). The system sets learning hours from 07:00 to 15:30, with morning sessions (07:00-12:00) and afternoon sessions (12:00-15:30), totaling a minimum of 30 learning hours per week (Bas et al., 2009; James et al., 2009 ; Lestari, 2015 ; Budiharto et al., 2018). However, despite this, learning in the morning is found to be more effective than other times (Di Giovanni et al., 2018), posing a challenge for students to fully comprehend materials during other parts of the school day.

The time students spend learning at school is a fundamental aspect of their educational journey, playing a crucial role in the learning process (Di Giovanni et al., 2018). Inappropriate study times, like in the afternoon, can lead to challenges in absorbing lessons due to fatigue and difficulty concentrating. Conversely, morning study sessions enhance concentration and focus (Ismail, 2016). Factors causing learning difficulties, including physical conditions and psychological states, influence student success (Ismail, 2016). Ignoring psychological factors can lead to academic stress and global academic failure due to perceived pressure. Students need a flexible school environment that considers their needs, abilities, and psychological factors, positively impacting their understanding of learning (Suranto, 2015). Therefore, the condition of students and the learning environment is crucial to consider as they strongly support learning activities (Suranto, 2015; Simbolon & Harahap, 2022)

Schools play a crucial role in addressing students' learning time issues, irrespective of their socioeconomic background or intelligence levels (Hastuti et al., 2019). Responsible time management by schools is essential for addressing various concerns related to students' learning time. This involves organizing time effectively to fulfill individual responsibilities, including students' decisions about study time (Dewi, 2019; Maryati, 2019). Effective time management is vital for learning activities, contributing to better learning outcomes for students. It serves as a catalyst and controller for individual learning. Schools, as institutions overseeing learning processes, have a role

in managing students' time within the school environment. Aligning class schedules is crucial to ensure students are ready for effective learning during their study times.

Adjusting subject placement according to effective learning times is crucial in helping students overcome learning difficulties. This involves determining study durations for each subject, categorizing subject types, devising suitable teaching approaches for specific times, and prioritizing subjects for more allocated time, aiding students in understanding their studies (Santi, 2015). Challenges emerge in scheduling classes, particularly regarding the minimum teaching hours required each week, a common issue in many schools. Therefore, a relevant and structured schedule distribution is essential for optimal implementation of learning activities in vocational high schools. It ensures high effectiveness levels by calculating face-to-face interactions between teachers and students for each subject, aligning subject hours with students' learning needs, and considering factors supporting their development. Tailoring the schedule to match students' achievement stages and characteristics allows for suitable learning approaches, customized based on talents, interests, abilities, and learning styles within a supportive educational ecosystem (Santi, 2015).

The phenomenon of effective study hours in schools, with its significant implementation impacts, is a compelling research subject. It involves how schools schedule learning sessions according to government guidelines, guiding students to study at specific times. This research is crucial as it highlights the school's role in implementing government study hour policies, adapting them into broader school policies. Additionally, it aims to explore the perceptions of various parties involved, such as students adhering to these policies, schools formulating them, and teachers acting as intermediaries. This study provides profound insights into the causes and effects of study hour phenomena in schools, integral to educational life. It also delves into the close relationship between effective study hours and the foundation of curriculum design and subjects taught. Overall, the phenomenon of effective study hours presents an intriguing landscape for in-depth exploration within our educational realm.

METHOD

This research employed a qualitative approach using a case study research design. This research employed a qualitative case study design to understand the phenomenon among students related to effective study hours and subject distribution in schools. SMKN 6 Surakarta, a vocational high school was selected as the research site due to its focus on developing students' skills in specific fields. The diverse student backgrounds at SMKN 6 Surakarta make it suitable for studying the phenomenon of effective study hours and subject distribution. This study involved three students from class X and three students from class XII at SMKN 6 Surakarta, facing learning difficulties beyond their effective study hours. Informants included an Accounting teacher and the vice principal for curriculum, providing insights into Accounting subject distribution, experiences assisting students with learning challenges, and information on policies and procedures related to effective study hours at SMKN 6 Surakarta. Informant selection was based on specific criteria, ensuring diverse backgrounds and a comprehensive understanding of the phenomenon. Data for this study was collected through interviews and observations. Interviews gather information from students about managing study time and facing learning difficulties beyond effective study hours. Observations monitor students' behavior in managing study time and dealing with learning challenges. This study used triangulation techniques-specifically, source triangulation and method triangulation.

Method triangulation compares data from interviews, observations, and documentary studies. The data analysis process included data reduction, presentation, and drawing conclusions.

FINDINGS AND DISCUSSION

Findings

a. The results emphasize the significance of effective learning hours for students in school.

Effective learning hours should ideally encompass structured study time, adequate rest intervals, and diverse teaching methodologies. A good schedule typically integrates core subjects such as mathematics, language, and science while incorporating arts, sports, or extracurricular activities to enrich the learning experience. However, the reality can be quite different. Students often face packed schedules and pressure to cover extensive curricula within limited time frames. Additionally, differences in learning styles and concentration levels among students play a pivotal role. Some students might be more efficient in the morning, while others perform better in the afternoon or evening. Furthermore, some schools might face constraints in resources or teaching staff that could impact the effectiveness of students' study hours. External disruptions from the environment or personal issues can also hinder students' focus during study hours. Therefore, it's crucial for schools and educators to comprehend students' individual needs, provide a supportive learning environment, and offer varied teaching methods to accommodate diverse learning styles.

The following are the perceptions of teachers and students regarding questions about the importance of effective study hours for students in the distribution of subjects in school and how effective study hours should be implemented in school.

Table 1. Perceptions of the Importance of Effective Study Hours

Informant	Perceptions of the Importance of Effective Study Hours
Teacher 1	Effective hours are the instructional hours within one semester calculated by multiplying the number of effective weeks in one semester by the respective subject's hours. However, not all subject hours fall within these effective hours. Therefore, effective learning hours are crucial as a guideline for schools in scheduling their teaching timetables.
Teacher 2	Because we use a flexible curriculum, effective learning hours should be implemented at any time, allowing students to prepare themselves for studying. Learning isn't limited to just within the curriculum but extends to extracurricular activities as well. Therefore, students should be prepared to learn at any time.
Teacher 3	Effective learning hours become the time when students are ready to receive education at school. Schools should implement an effective learning hours system because learning that does not align with students' conditions will make it difficult for them to engage in the learning process.
Teacher 4	Effective study hours refer to the time dedicated specifically to learning activities as scheduled. These hours are spread across the students' learning schedule. Effective study hours

are crucial because they determine whether students can effectively absorb the lessons during specific times. Therefore, schools must implement this concept properly.

Student 1	The effective learning hours are the times when students focus on studying to easily comprehend the material. Every day, students study from 7:00 a.m. to 4:00 p.m., but they can effectively absorb the material for only about 5 hours. So, those 5 hours must be optimized and the subjects must be adjusted accordingly.
Student 2	Effective study hours are the time when students are still fresh and can absorb any subject matter. Schools should precisely offer urgent subjects during these hours so that students can grasp the subjects that require this prime time for understanding. More precisely, there should be an improvement in the subject distribution system.
Student 3	Effective study hours" are the times specifically reserved for studying. Not all hours are equally conducive to effective learning for students. The school's schedule should align with these effective study hours to manage the times when learning isn't as effective more efficiently.

Based on the perceptions of several sources including teachers and students, it can be concluded that effective learning time is the optimal period for students to absorb learning materials effectively. Despite classes being available all day, not all times are suitable or effective for students to study at their best. It's crucial for schools to adapt their schedules in accordance with effective learning times, enabling students to prepare for learning at any time, including during extracurricular activities. Students should ideally focus on their studies during these effective learning periods, which may differ for each individual. Optimizing this time can greatly aid students in better understanding the material. Improving the system for distributing subjects is also important to ensure that subjects requiring more intensive study are allocated during these effective learning hours. The study schedule should be tailored to individuals' capacities to comprehend the material.

Within a 24-hour span, effective study time is divided between school learning sessions and study time at home. At SMKN 6 Surakarta, classes are held from 07:00 to 16:00, Monday through Thursday, while on Fridays, classes start at 07:00 and end at 14:30. In interviews regarding effective study times for students, four teachers agreed that the period between 07:00 and 11:30 is the most productive for the learning process. They believe that students' focus and productivity peak during this time frame. On the other hand, among the six student interviewees, five prefer a slightly longer time frame, from 07:00 to 12:00, for effective studying. They believe that the additional time allows for a deeper understanding of the study materials. The remaining student interviewee believes that any time can be effective for studying, depending on the conditions and learning methods employed. Overall, the interviewees offer diverse perspectives on effective study times, highlighting the importance of acknowledging the varying preferences and learning rhythms of each individual.

b. Subject Distribution Flow at SMKN 6 Surakarta

The concept of effective study hours is crucial in subject distribution at SMKN 6 Surakarta to enhance the learning process. By implementing effective study hours, the school can allocate appropriate time, enhance student and teacher focus, and maximize student potential. Although not fully adopted as the primary guideline, teachers at SMKN 6 Surakarta strive to align schedules, time allocations, and content arrangements to provide a balanced learning experience for students. These efforts are still in the process of adaptation to align academic needs with the practical skill development of students, but they consistently consider aspects of character development and student interests.

In the subsequent interview with vice principal for curriculum, we asked, "How is the subject distribution flow at SMKN 6 Surakarta? Has it considered the concept of effective study hours in its distribution?" vice principal for curriculum then explained that the subject distribution process consists of several steps. The first step is needs identification, followed by resource identification, then the third step is data collection, the fourth step involves schedule development which will be finalized and communicated, the final step is evaluation and adjustment, identification of needs.

The first step, which is needs identification, includes several tasks such as assessing the school's implemented curriculum and evaluating policies to ensure compliance with applicable regulations. Then, the second step involves identifying school resources, encompassing available teacher resources aligned with competence and adequate infrastructure facilities. The third and fourth steps involve data collection regarding the number of teachers and facilities available, as well as the creation of a teaching schedule based on the collected data. The finalized teaching schedule will be communicated to the respective teachers.

Furthermore, vice principal for curriculum added that SMKN 6 Surakarta has not fully implemented the concept of effective study hours. Nevertheless, the subject distribution at SMKN 6 Surakarta is still carried out using the previous steps. vice principal for curriculum emphasized that the concept of effective study hours is something that should be implemented, but due to some constraints and shortcomings in the school, it has not been fully realized.

c. Implementation of Subject Distribution Results

Implementing subject distribution with the concept of effective study hours at SMKN 6 Surakarta has not been fully carried out. After finalizing the class schedule, the school implements the schedule by collaborating with the respective teachers. We then inquired, "How is the implementation of the class schedule made without applying the concept of effective study hours?" Here are the results of the interview with teachers and students.

Table 2. Perception of Implementation of Subject Distribution Result

Informant	Perception of Implementation of Subject Distribution Result
Vice principal for curriculum	After finalizing the class schedule, the teaching process will proceed according to the timetable devised by vice principal for curriculum in collaboration with the respective teachers. Without the presence of effective study hours, teachers will instruct based on the needs, although this poses

Student 4	numerous challenges as it is not truly tailored to the students' readiness to receive the lessons. The learning process is conducted as usual. However, the schedule created is not in line with the students' preferences. Some subjects that should be conducted during the focused hours are placed at the opposite times. As a result, students do not grasp the material as well.
Student 5	Students generally accept any policy from the school, but during the implementation of the class schedule, most of it does not align with the students' needs. In that secondary school, there are two types of subjects, normative and productive. Students wish that more attention is given to the scheduling of productive subjects because most students require a longer time to understand them.
Student 6	Students prefer that the time between 07:00 to 12:00 AM is dedicated to subjects that require high concentration for better understanding. The implementation of the class schedule is actually good and as usual, but students have been facing difficulties in comprehending the material.

Based on the interview results, the misalignment of the class schedule with effective learning hours at SMKN 6 Surakarta poses significant challenges to the educational process. This issue, primarily stemming from the scheduling decisions made by vice principal for curriculum without considering students' readiness to learn, results in subjects requiring high concentration being scheduled during less-focused times. Additionally, the school's implementation of moving classes disrupts learning efficiency, causing distractions during transitions between classrooms. These challenges contribute to reduced comprehension, lower concentration levels, and hindered optimal learning, potentially impacting overall academic performance. The scheduling discrepancies are attributed to limitations faced by the curriculum deputy head in modifying the system, mainly due to an insufficient number of teachers. This limitation forces the school to maintain an existing schedule that may not align with students' needs. While scheduling changes could be a solution, addressing the shortage of teachers for specific subjects remains a significant hurdle. Therefore, finding creative ways to maximize existing human resources, such as utilizing teachers with diverse expertise or leveraging technology, is crucial for improving the class schedule in resource-constrained situations.

d. The challenges faced by students and teachers based on the distribution of subjects:

After the implementation of the class schedule, students and teachers provide perceptions regarding the challenges experienced during the implementation of the schedule. This is based on interviews with students and teachers with the question, "What are the challenges that students and teachers face during the implementation of the class schedule that does not align with the concept of effective study hours?" The interviews indicate that the implementation of learning according to the distribution of subjects in the school faces several challenges as reported by both students and teachers, as follows.

1. Student

Based on the results of interviews with students, some challenges experienced during a class schedule that does not align with the concept of effective study hours include: First, placement of subjects that do not match the readiness of students. Often, subject scheduling does not consider the readiness of students. For example, arranging subjects that require critical thinking at times when students tend to be less focused, such as at the end of the school day. This can result in a decrease in the effectiveness of learning because students are not in an optimal condition to absorb the material. Second, difficulty understanding the material due to the teaching methods of the teacher. Teaching methods that are not suitable or lack variety are also a constraint. Every student has a different learning style, but if a teacher's teaching method does not consider this variation, some students may struggle to understand the material well. Teachers who do not use appropriate methods to reach various learning types can hinder students' understanding.

Third, academic pressure due to extended learning time and insufficient breaks. If the study period is too long without adequate breaks, students can experience academic pressure. Prolonged study periods without sufficient breaks can lead to decreased concentration and productivity, reducing students' ability to absorb information effectively. Fourth, low learning motivation. Low learning motivation can be a significant obstacle. Both internal and external factors can influence students' motivation, such as limited engagement in learning, a lack of interest in specific subjects, or other personal factors affecting students' enthusiasm for learning.

These obstacles can pose significant barriers to students' learning processes. It's crucial for educators and schools to identify and address these challenges by creating a more adaptive schedule, employing diverse teaching methods, ensuring adequate rest for students, and fostering an environment that motivates students to learn.

2. Teacher

In addition to interviewing students, we also interviewed teachers to determine if they face any challenges when the class schedule does not align with the concept of effective study hours. The results of the interviews indicated several challenges, the first of which is: conditioning participants during vulnerable hours: teacher often face challenges while teaching during vulnerable hours when participants tend to be less focused or tired. For instance, morning study sessions after inadequate rest or at the end of the school day when participants are already fatigued. Educators must navigate ways to keep participants engaged and focused during these times to ensure effective learning.

Second, the limitation of teaching during effective learning hours, effective learning hours often do not align with the availability schedule of teachers or school requirements. Teachers may not be able to teach during the periods considered most effective due to scheduling constraints or other demands. This can reduce the effectiveness of transferring knowledge during what is deemed the most optimal time for students. For example, for the tax subject, which should ideally be placed during focused hours between 7:00 AM and 12:00 PM, it is instead scheduled after 12:00 PM. This has an impact on students who will have difficulty focusing on understanding tax materials.

Third, difficulty in determining teaching methods that captivate the interest of students. Each student has different learning preferences. Finding teaching methods

that can captivate and engage students comprehensively can be a challenge. Some teaching methods might be less appealing to some students, while others might be more responsive to interactive or practical methods. Adapting teaching methods to diverse student learning styles is key to enhancing the effectiveness of learning. Fourth, challenges like these often impact a teacher's effectiveness in delivering the material. Teachers need to adapt to the students' conditions, find ways to keep the learning engaging and effective, and continuously innovate teaching methods to ensure that every student is maximally engaged in the learning process.

Discussion

The importance of effective study hours for students in school is undeniable. Effective study hours involve structured time management, adequate breaks, and variation in teaching methods. A good schedule should encompass core subjects like normative and vocational studies, while also allowing space for arts, sports, or extracurricular activities. However, in reality, study schedules are often packed with the pressure of a broad curriculum within limited timeframes since the study schedule is heavily influenced by the curriculum (Purnamasari & Purnomo, 2021). Yet, students have different learning styles; some might be more effective in the morning, while others prefer the afternoon or evening. Resource limitations and teaching staff in some schools can also affect the effectiveness of study hours. Disturbances from the surrounding environment or personal issues can also disrupt a student's focus (Muslimin & Taufiq, 2016). Therefore, it's crucial for schools and educators to understand individual student needs, create a supportive learning environment, and provide variation in teaching methods. Additionally, allowing adequate break time is essential to enhance students' focus and absorption of the taught material. This research is also relevant to what was stated by (Rohmah et al., 2019), The study reveals that the learning process involves critical components. The content pertains to what students learn, including the curriculum and learning materials, where the teacher plays a crucial role in adapting these elements to match students' learning styles and conditions. The process encompasses how students engage with ideas and information, emphasizing the significance of their interaction in shaping learning choices. Given the diversity in learning styles, classroom adjustments are necessary to effectively meet varied learning needs. The learning environment considers how students work and feel throughout the learning process. In essence, a comprehensive understanding of these components offers profound insights into the dynamics of the learning process within the school environment."

This study delves into perceptions regarding effective study hours from the perspectives of both teachers and students. The consensus that emerged highlights specific times considered optimal for absorbing learning material effectively. This aligns with the view that not all hours in a day are suitable for effective studying. The importance of adapting the school schedule is a primary focus of this research, especially considering that SMKN 6 Surakarta implements the *Merdeka Belajar* Curriculum. This curriculum explicitly provides ample opportunities for teachers to design learning tailored to the characteristics and abilities of students (Faradila et al., 2023). The flexibility in arranging the study schedule enables students to prepare and learn maximally, including engaging in extracurricular activities. Additionally, focusing on the material during the effective study hours emerged as a crucial point expressed by the interviewees. The diversity in what students consider effective study times confirms the need to consider individual preferences since optimizing study time is key to better understanding the material. There

is a variety of preferences and learning rhythms among each student. Students have unique learning styles, and understanding these differences allows teachers to design learning experiences that cater to individual preferences (Prihatini, 2023). This study presents differing opinions among students, indicating that there isn't a universal formula for study time. Recognizing these preference variations supports an inclusive and effective learning environment. Refinement in the subject distribution system is crucial to ensure subjects align with effective study hours for optimal time usage. Thus, an inclusive and differentiated approach to study time supports student development. Differentiated learning strategies in schools have been a major subject of research to evaluate their impact on learning outcomes (Kamal, 2021), showing a significant influence in enhancing the effectiveness of the teaching-learning process in schools.

In SMKN 6 Surakarta, the importance of the concept of effective study hours in distributing subjects signifies a significant aspect in enhancing the quality of the learning process. This concept provides guidance on the most productive times for teaching and learning activities. By implementing effective study hours, the school can allocate appropriate time for each subject, optimizing the focus and productivity of both students and teachers. The impact of effective study hours can improve the learning process by identifying time periods when students are more responsive, better understand the material, and absorb information optimally. This is also highlighted in the research by Haruna and Fajar, emphasizing the significance of time as a crucial aspect in achieving learning goals. The study states that time is a resource that must be managed efficiently and effectively. Its effectiveness is reflected in achieving set goals by utilizing planned time according to pre-established plans. Despite the emphasized importance of the concept of effective study hours, its implementation in SMKN 6 Surakarta faces several obstacles. The limited and inadequate teacher resources and the rigid and less flexible subject distribution hinder the full adoption of this concept as the primary guideline in subject distribution. However, teachers in this school are making efforts to address scheduling, time allocation, and content arrangement to provide a balanced learning experience for students. These efforts are still in the adjustment phase to align academic needs with the practical skill development of students. Interviews with Vocational Program Teachers and Curriculum Coordinator Teachers show that scheduling lessons in SMKN 6 Surakarta involves complex steps, starting from identifying needs, identifying resources, collecting data, creating initial schedules, finalization, and evaluation with adjustments. Nevertheless, the distribution of study hours in the school indicates significant variations in the duration and frequency of each subject's lessons. Differences in allocated time for specific subjects and ineffective subject placements signify that the implementation of the concept of effective study hours requires further attention. In addressing these challenges, a thorough evaluation of the lesson schedule is necessary to ensure the achievement of learning objectives. Flexibility in adjusting the lesson schedule is key to enhancing the effectiveness of the learning process at SMKN 6 Surakarta. Therefore, optimizing the implementation of the concept of effective study hours can be a crucial step in improving the quality of education in this school.

In this research, the primary issue regarding the scheduling of classes at SMKN 6 Surakarta focuses on the discrepancy between the timetable and the concept of effective study hours. The main problem lies in arranging the subject schedules without considering the students' needs for effective learning times. Students expect subjects that require intensive comprehension to be scheduled during periods when they are more responsive. They are more responsive and find it easier to understand lessons at school between 7:00

AM and 12:00 PM (Lestari, 2015). However, in practice, the class schedule does not always accommodate these preferences and requirements. This leads to a decline in concentration and learning outcomes for students due to scheduling that does not consider their readiness to learn. It disrupts the flow of education and potentially reduces the efficiency of study hours.

The most significant challenge faced by vice principal for curriculum in arranging the class schedule is the inadequate number of teachers compared to the subjects' needs. When there aren't enough teachers, it becomes challenging to adjust the class schedule to better align with students' effective study hour concepts. Solutions to address this issue could involve creative strategies, such as utilizing teachers with multidisciplinary expertise or integrating technology into teaching. These competencies are particularly crucial, especially concerning teaching methods (Yasin, 2022). Consequently, an imperfect schedule remains, affecting the overall quality of education. This approach could help maximize the utilization of existing human resources, optimizing the effectiveness of education even in situations with limitations. Furthermore, changes in scheduling should be accompanied by an assessment of students' readiness to learn to ensure that the arranged schedule genuinely supports an efficient and effective learning process. The study highlights several challenges in the implementation of education at SMKN 6 Surakarta. Students face difficulties due to the placement of subjects that don't consider their readiness to learn, limited variety in teaching methods, academic pressure due to lengthy study hours, and low learning motivation. On the other hand, teachers encounter challenges in conditioning students during vulnerable times, limitations in teaching during effective hours, and difficulty in capturing students' interest using suitable teaching methods. It's crucial for schools to respond with a more adaptive schedule, varied teaching methods, adequate rest, and strategies to maintain students' focus and motivation to learn.

CONCLUSION

The implementation of effective study hours plays a crucial role in enhancing the quality of learning. By adjusting the class schedule to optimize time, focus, and productivity for both students and teachers, schools can achieve better outcomes. However, challenges arise in aligning the schedule with the concept of effective study hours while addressing resource limitations and adapting teaching methods to meet students' needs. To overcome these challenges, a thorough evaluation of the learning schedule, resource enhancement, and the development of more adaptive teaching strategies are necessary to create a more effective learning environment that caters to students' needs. The next research is recommended to be able to expand the scope of its subjects and objects to obtain more general research results. Additionally, the subsequent research can analyze in more detail how students' psychological aspects or different learning styles influence preferences for effective study hours to provide a more holistic research perspective.

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