THE EFFECT OF CLASS SCHEDULING ON THE STUDENTS' ENGLISH PERFORMANCE

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ABSTRACT The study focuses on the effect of the class scheduling toward the students' English performance during the latest policy of new normal face to face learning. The research method used was case study research design. The researchers used an interview and questionnaire as the research instrument to gain the data. The subject of the research was X MIPA 1 to X MIPA 8 in SMA Negeri 1 Gedangan; in specific number were 15 students as the interviewee and 130 students who were willing to participate filling the survey. The data analysis technique was descriptive analysis with the percentage technique from the questionnaire analysis result to validate the outcome of the research. The results of this study showed that the school has prepared an effective schedule yet the indiscipline of teachers and students who are not able to implement the class scheduling in accordance with the provisions of the applicable rules. Therefore, students' English performance was disrupted due to the implementation of inefficient time allocations. Thus, the school must optimize teacher performance in managing time and improve student performance so that the short lesson hours can be more effective and help students learn without any interference from time allocation problems, class scheduling, and other internal factors.

Keywords: class scheduling, English performance

INTRODUCTION

The pandemic in Indonesia caused major changes to all aspects of life. With the health protocol policy, recommendations for maintaining distance and reducing mobility, the movement of community outreach is limited. Judging from the scope of education, policy reform creates some difficulties experienced by the school environment. Among them are the limited number of study groups face-to-face and the allocation of time during learning. According to the Minister of Education and Culture no. 22 of 2016, the allocation of learning time for Senior High School equivalent is 45 minutes for each face-to-face meeting. But for learning English it is 2 x 45 minutes for one meeting every week.

In view of the policy, the teaching unit is required to divide study groups into the same study group and arrange lesson schedules for each group in the study group following the provisions during the transition period, as well as divide the hours of start, break, and finish. Based on the face-to-face learning guidelines issued by the Ministry of Education and Culture in 2021, common problems are the unavailability of facilities and infrastructure that support health services, the safety of education unit residents, setting up learning facilities, regulating the number of students, and the duration of time for each subject per lesson on each day. In preparing the class schedule, the face-to-face group with one shift per class is divided into two groups of 50% each, with the allocation of time shortened to 30 minutes of learning.

Meanwhile, quoted from research by Shabana & Musthaq (2012) explores the factors that can affect student performance during learning. The factors revealed by the researchers include Communication, Learning Facilities, Proper Guidance, and Family Stress, in which the preparation of the schedule is included in the learning facilities factor according to the study. Another study proposed by Karemera (2003) also confirmed a significant correlation between learning facilities and student learning performance. Learning facilities are a place that is used for the needs of students to achieve optimal learning outcomes to improve student achievement. Hamalik (2015) states that good and effective learning facilities will encourage students to study hard, and help the learning process run smoothly, regularly, effectively, and efficiently. Other than that, Robert & Sampson (2011) found, the provision of appropriate

learning facilities will have a positive impact on students to develop their essential learning such as increasing concentration and learning achievement. Adding another study by Yusuf (2015), revealed that one of the factors in achieving the success of the learning process is the successful role of education curriculum management. This is a forum for providing learning facilities, so that the learning process becomes effective, namely the preparation of a schedule that is following the division of study groups.

Based on Robert and Sampson's perception, they confirmed that the quality level of the learning facilities provided by the school affects student performance during learning. Meanwhile, this study focuses on the effect of the schedule provided by the school on student performance, both during the online and offline learning process. Muzdhalifatuz (2017) mentions that one of the things that affects the efficiency of student achievement and performance during learning is the physical state where learning takes place. In this case, one of the physical conditions in question is the preparation of a learning schedule that is following the division of study groups. Additionally, the preparation of an appropriate and regular schedule will benefit students and teachers to create a more conducive, calm, and effective learning atmosphere.

Judging from the unfavorable situation during the Covid-19 Pandemic, class scheduling following the New Normal policy has become one of the most important factors that schools need to prepare before enrolling in an educational institution. It plays an important role in providing an overview to students and teachers as educators in managing learning time both online and offline. The preparation of a structured learning schedule will affect the level of student learning concentration which causes an increase in understanding of the learning material. Likewise, the preparation of an unstructured schedule will affect the level of concentration of student learning, where students will find it difficult to focus on receiving learning materials during class. A concrete example that can be given is the role of the educator unit in adjusting the study group to the study schedule. If the school can divide the lesson schedule according to the number of study groups that are set, then the class will be more conducive, so students will be much calmer and focus on perceiving the material provided. For example, in one class there are 36 students who on Monday get 4 subjects for face-to-face learning at school. However, the school divided the study groups into 2 sessions with lesson schedules divided into two models. For example, 18 students in the first session got 2 subjects while the other 2 learned online, as well as the next session. This is quite effective for following the new normal policy according to the face-to-face learning time allocation from the Minister of Education and Culture. In addition to the suitability of the division of study groups with the lesson schedule, the role of subject teachers in managing the class certainly has a major influence on the effectiveness of learning. Another common factor that causes classes to not run effectively is the teacher's mismatch in starting and ending learning.

Additionally, based on the Decree of the Minister of Education and Culture Number 22 of 2016 concerning Standards for Primary and Secondary Education in Chapter V, in the implementation of online and offline learning, educational units are required to meet the requirements of the Learning Process that has been recommended by the government. The following is a description of the allocation of time and study groups during the offline learning process.

Table1: The Time Allocation of Offline Study Groups

No	Education Units	Number of study groups	Maximum Number of Students Per Study Group
1.	SD/MI	6-24	28
2.	SMP/MTs	3-33	32
3.	SMA/MA	3-36	36
4.	SMK	3-72	36
5.	SDLB	6	5

| 6. | SMPLB | 3 | 8 |
| 7. | SMALB | 3 | 8 |

During the schooling process, the teaching unit is recommended to arrange a learning schedule which includes dividing study groups, dividing subjects, and arranging appropriate time allocations for effective learning. In preparing an efficient schedule, the school must direct teachers to be able to manage time well during learning, especially during offline learning. Therefore, in preparing the class schedule, the curriculum administration management department is required to pay attention to matters relating to the flow of learning effectiveness.

In this study, it is known that there are obstacles faced by students when the distance learning process is replaced with the face-to-face learning process. Based on the situation that occurred, the researcher was interested in revealing the phenomena that occurred regarding the role of scheduling in learning activities from schools as the impact of the Covid-19 pandemic had an impact on students' English performance.

These phenomena include the learning methods that are implemented do not adjust to the time allotted so that the time management of the teacher while in class is also not running smoothly. This is because the learning method applied cannot adjust the activities to the time allocation they have, so the learning process will take more time which makes the teacher unable to manage the learning schedule following the allocated time. This phenomenon will have an impact on the next subject teacher who makes it late to start the learning time that occurs at SMA Negeri 1 Gedangan. Therefore, the shorter the meeting, the less learning material will be provided. So this can indirectly affect student performance during the learning process. Thus, designing a good lesson schedule will increase productivity, discipline, and efficiency during the teaching and learning process, especially during a pandemic like today which makes educators have to be more careful in designing a schedule that matches the level of teaching effectiveness.

In view of the Covid-19 pandemic, the preparation of the current learning schedule must take into account the problem of its effectiveness, because it will consume a lot of internet data issued by students for online learning. This reaps the pros and cons so that several schools conduct online learning which is a little less effective so that learning becomes hampered. In addition, school management or teachers as educators who understand the condition of students must ensure that the delivery of learning is conveyed to students properly.

Based on the theories that have been discussed, several previous studies discuss the importance of class scheduling in student performance. Especially in the research that will be discussed related to the effect of class scheduling this has an impact on students' English performance. English is one of the subjects that require a lot of practice and of course to be able to master it well requires a long period. However, from the point of view of high school teachers, English is quite difficult for students to master if the implementation of the lesson schedule is not as it should be. This is due to the lack of time and meetings owned by the teacher, not to mention the obstacles if the implementation of the lesson schedule is not appropriate. Thus, all other subjects will be hampered, including learning English. The impact is a gradual decline in student performance starting from a decrease in the level of learning motivation to student achievement and productivity. Therefore, the preparation of the lesson schedule is one of the important factors that should be considered in its effectiveness.

In addition, there are several previous studies that have discussed the effect of preparing lesson schedules on student learning performance. According to Chanyn J. Dorn (2015) research, which identifies the academic performance of students based on their current

schedule. According to Chanyn, the results of the research indicate that there is very little difference in academic achievement in the modified block and traditional schedule; although, both schools used were both academically below the state average scores in reading and mathematics. Whereas, Widodo & Cholis (2018) in their research tried to make an application that can arrange the schedule of moving class lessons more effectively and efficiently by implementing a Genetic Algorithm. Based on the Genetic Algorithm test, which has been done in moving class schedule application, it could be concluded that the more data and requirements used in this case the more generation amount and time would be needed. Additionally, Dills & Julian (2008) on their research which examines the relationship between course scheduling and student achievement, controlling for student and course characteristics, found that there is a positive relationship between the student's performance and the mean time of the class. Therefore, this study focuses on the effect of the preparation and determination of the lesson schedule on the level of student performance during learning English.

Based on the problems that have been discussed in previous studies, existing theories, and the facts found by researchers in schools, this study aims to investigate the effect of preparing an English learning schedule on students' English performance. Through the implementation of this research, the researchers' hopes that the effect of scheduling that occurs during learning on students' performance in speaking English finds the right solution that can be given by the subject teacher. In addition, the researchers hopes that the perspective that students give during the interview process on the preparation of the schedule can be used as an evaluation by the English teacher, especially during learning.

LITERATURE REVIEW
Class Scheduling

In general, a class schedule is the determination and preparation of a study schedule to help the learning process be efficient and structured. Another theory from Sidin (2016) suggests that scheduling is the collection of provisions regarding the suitability of activities and resources with the aim of completing a job so that it can be completed according to deadlines and also has the quality according to what is expected. Inputs in a schedule can include the sequence of addictions between operations, the length of a process for each operation, and the facilities required by each operation. So that scheduling can be said as a system, steps, methods that are carried out by grouping time according to the agenda that has been prepared in detail.

The preparation of the lesson schedule is an activity that really needs to be done by schools in order to support the continuity of learning activities. In the preparation of learning activities carried out by schools in general, they are arranged based on the suitability of the educational calendar made by the government. This is done so that in the preparation process there is no misunderstanding of the instructions given. Therefore, in the process, the right method is needed in carrying out learning preparation activities.

According to Sudrajat & Kom (2012), suggesting that in carrying out the process of preparing the learning schedule, the first thing that needs to be done is starting from the curriculum section in preparing the form. The form is data from educators who will later carry out teaching activities and also the allocation of teaching time. Then part of the curriculum will submit the schedule to the principal for approval. After that, the schedule will be submitted to all educators so that the schedule can be tested. If the tests carried out do not experience success, the schedule that has been made will be changed again by the curriculum section. Information on the announcement of the learning schedule that has been properly revised by the curriculum will later be submitted to students by conveying it through the homeroom teacher in each student's classroom and then conveyed to students.

According to Pribadi & Yunus (2016), in making the schedule for learning activities, the right arrangement is needed. The preparation of the learning schedule is caused by several things, such as the lack of time in learning and the effectiveness of the ongoing learning activities. While the difficulties experienced in conducting learning arrangements are the total of the learning classes, the total of the study groups, the readiness of the educators, and the readiness of the accommodation for learning activities, to the time readiness of the educators to complete their responsibilities to teach.

English performance

Performance is a multidimensional concept which in its implementation cannot be seen from one point of view but from various and diverse perspectives. Performance can be defined as the result of the process carried out by individuals in doing a job that has been completed. In addition, the impact of performance can determine the life of an individual in living life in the surrounding environment. For example, a student who leads a good school life puts a lot of effort into achieving something; completes schoolwork regularly and on time also counts in the student's performance as a student. However, according to Sonnentag & Frese (2001) their research confirmed that individual performance is important to accomplishing tasks and performing at a high level which can be a source of satisfaction, with feelings of mastery and pride. In contrast, individuals with low performance and not being able to achieve goals may be experienced as dissatisfaction or even personal failure of an individual.

Moreover, Individual performance is a core concept within work and organizational psychology (Campbell, 1990). Performance is one of the main aspects and prerequisites for future career development and success in the labor market. In addition, consideration of an individual's performance is not only needed in the labor market but in various other fields including learning. Activities that can be carried out by everyone, including students, certainly require a lot of effort so that the performance is obtained satisfactory and proud. It is natural that as a student, you are required to get good results at the end as proof of your competence. However, in fact, there are many obstacles encountered by students during the process of improving their learning performance at school, such as the influence of a less supportive environment. This influence can be in the form of various phenomena, such as the lack of communication between teachers and students, an undisciplined classroom environment, ineffective school rules, and regulations, to the teaching and learning process in the classroom.

The level of student performance depends on what they encounter every day at school, what they learn, to what they have passed. The high and low of a student's learning performance can be affected by general things that often happen around him. According to Juniarti, Johannes & Riva'ie (2008) in their journal describes that the success or failure of education can basically be seen from changes in attitudes or behavior and achievement of learning outcomes achieved by students, what they have done, and what learning has been achieved. They get during the learning process. Therefore, learning performance is very influential in improving the quality of learning for students who want to develop insight or develop the skills that students have through evaluation $\pm$ evaluation, the student learning outcomes will be realized.

In addition, another common factor that affects the level of success and failure of student performance in achieving a goal is the level of difficulty of the subjects taught in schools. In fact, the more difficult the subjects obtained, the more effort that needs to be made by students. This is supported by a survey conducted by Kaspersky (2021) regarding the most difficult lessons during online learning, one of which is language lessons. According to Kaspersky's survey results, he revealed that 55% of students have difficulty understanding

language lessons, including English. In addition to online learning, language lessons require detailed and in-depth explanations and do a lot of interaction with each other. Kaspersky revealed that many students complained that they had difficulty understanding the grammar they were learning due to the lack of interaction between the teacher and students. Thus, the performance of students in learning English is quite low because of these factors.

RESEARCH METHODS

The research we conducted used a case study research design. Creswell (2013) stated that a case study is a model that focuses on exploring the "bounded system" of one particular case or in some cases in detail with in-depth data mining. Researchers use a case study to examine how the effect of class scheduling affects the students' English performance for several reasons, as follows: 1) Case studies can provide important information about the relationship between variables and processes that require wider explanation and understanding. 2) Case studies provide an opportunity to gain insight into the basic concepts of human behavior. Through investigation, researchers can find characteristics and relationships that may not be expected and previously suspected. 3) Case studies can provide useful data and findings as a basis for building a background for larger research plans and for the development of social sciences.

Meanwhile, the researchers are using triangulation as the data validation technique as well. Lisa A Guion (2002) stated that data triangulation involves the use of different sources of information. A key strategy is to categorize each group or type of stakeholder for the program that is evaluating. Then, be certain to include a comparable number of people from each stakeholder group in the evaluation study. For example, suppose the researcher is evaluating an afterschool program that you are overseeing. The researchers would first identify the stakeholder groups such as youth in the program, their parents, school teachers, school administrators, after school program staff, and volunteers. Meanwhile, the stakeholder in this research is the students who are willing to participate.

This research was conducted at SMA Negeri 1 Gedangan which is located at Jl. Raya Sedati KM 2, Wedi, Gedangan, Tumapel, Wedi, Kec. Gedangan, Sidoarjo Regency, East Java , 61254. This research was started on 20 September to 13 November. Researchers carried out this research in conjunction with the implementation of PLP activities scheduled by the Faculty. Another reason for choosing this school as a place of research is as one of the secondary schools that have implemented limited PTM with a 25% policy that has been regulated by government policy.

The subjects in this study were students of the class X science program from SMA Negeri 1 Gedangan. There are 8 classes taken by researchers as research subjects. These subjects were chosen because while they were new students they were accustomed to online learning due to the Covid pandemic which took place from early 2020. Meanwhile, they had to start adapting to the preparation of a new schedule for limited face-to-face learning with the government's 25% face-to-face learning policy. According to Arikunto (2006), research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more accurate, complete, and systematic so that they are easier to process. So the research instrument is a tool used when researching. The instruments used in this research are:

1. Interview

Nasution (2002) stated that the interview method or interview is the process of obtaining information for research purposes by way of question and answer while face to face with the parties concerned. The interview in this study is a structured interview. A structured interview conducted with students requires outline interview guidelines. The student interview guide used in this study was in the form of a list of questions with a total of 6

questions related to scheduling. Interview was conducted with a total of 15 students from X Science 1 - X Science 8 with the calculation of two students as a representative of each class becoming the research subject.

The interview for this research is used as a guide in conducting research. In this case, the researchers use an in-depth interview technique, namely by exploring in-depth information about The Effect of Class Scheduling on the Students' English Performance. Researchers were interviewing the students at SMA Negeri 1 Gedangan to obtain data on changes in time allocation.

2. Questionnaire

According to Sutopo (2006: 87), a Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents for answers, where researchers do not directly ask questions with respondents. The total respondents who are willing to participate are 130 students who have received an online questionnaire form to reach this research. Because the questionnaire is answered or filled out by the respondent and the researchers did not always meet directly with the respondent, in compiling the questionnaire, several things need to be considered. First, before the questions or statements, there is an introduction or instructions for filling out. Second, the questions are formulated using words that are commonly used (popular) and the sentences are not too long. And third, for each open and structured question or statement, the column is adjusted to write down the answers or responses from the respondents as needed. Respondents have the freedom to provide answers or responses according to their perceptions with a satisfaction scale of 1-4. The researchers used an even scale to avoid neutral answers from respondents which are difficult to interpret in the result outcome. The Questionnaire examines 10 questions related to student satisfaction with their English performance during changes in the time allocation of the lesson schedule at SMA Negeri 1 Gedangan which is carried out offline or online.

Robert K. Yin. (1987) confirmed the research using a case study design, so in analyzing the data, it is carried out in the analysis of individual case data. Analysis of single or individual case data was carried out on an object, namely SMA Negeri 1 Gedangan. In analyzing, the researchers interpret the data in the form of words so that the meaning is obtained. Therefore, the analysis is carried out together with the data collection process and after the data is collected. According to Miles and Huberman, qualitative research data analysis can be carried out through three streams of activities that occur simultaneously, such as: l) data reduction, 2) data presentation or data displays, and 3) conclusion drawing/verification.

In this study, the researcher used descriptive data analysis with percentage techniques as the data analysis technique. The data from the calculation of the time allocation before and after the transfer of the lesson schedule was obtained based on the assumptions that had been prepared by the researchers. To find out the percentage of time allocation for shifting students' lesson schedules, analysis was used through the SPSS 26 application.

Moreover, this research was conducted by identifying problems that occurred in learning activities in schools during the Covid-19 pandemic with offline and online learning. Then the data is collected, analyzed, and concluded according to the needs that may occur solving the problem in the form of the problem of changing the time allocation in the lesson schedule.

FINDINGS AND DISCUSSION

After extracting data from the two instruments, the researchers describe the results of the study starting from the respondents' answers to interviews regarding scheduling. In general, students gave a good response to face-to-face learning. They revealed that the face-to-face learning was their first face-to-face learning activity while they were new students at

SMA Negeri 1 Gedangan which previously only did online learning due to the effects of the COVID-19 pandemic.

Many responses were mentioned by students, ranging from them being able to get clearer material without any technical problems as they usually get during online learning. Examples include the inability of teachers and students to use devices, poor internet signal, inadequate devices (Efriana, 2021). Indirectly, problems related to online learning will take time that should be used to focus on learning. In addition, students feel more understanding when explained directly by the teacher during offline learning. Although students feel that online learning is flexible, they think that the material is clearer and more understandable during face-to-face learning. Communication between teachers and students is also well established, as stated by students during the interview process, that face-to-face learning makes them more active in asking questions and able to concentrate on the material well. Research conducted by Robert & Sampson (2011), which we have explained in the text above, shows that learning that runs smoothly without any disturbance is able to develop students' concentration levels.

Turning from the good response given, students also have a bad thing, namely the preparation of the existing schedule. Students said that during face-to-face learning, the schedule was changed to 30 minutes for one subject where they got 4 subjects. Many disturbances occur because of the short allocation of time, for example, the teacher of the previous subject uses the time of the next subject so that it will interfere with the duration of time for other subjects. This causes teachers in subsequent subjects to only be able to teach in a very short time of less than 30 minutes. This disturbance is also felt to make it difficult for students to understand the material because the teacher will be in a hurry in conveying the material. As a result, students cannot optimally participate actively in learning because teachers tend to focus on themselves. In that short time the teacher no longer invites students to be active but prefers to return to the teacher-centered method with the hope that the material must be conveyed entirely to students.

Another thing is the preparation of schedules for face-to-face learning, because students feel the changes in the arrangement provided by the school sometimes confuse students. For online learning, students have an unaltered patent schedule, but for face-to-face learning, the school divides it for several periods. From this division, sometimes students cannot immediately understand information related to schedule changes. So that being a representative to provide more information related to the schedule of subjects in the scope of students is the task of each class leader while other students sometimes do not understand the subjects that will be taught because of the change in the face-to-face period that changes every month. Moreover, with the division of class groups which are divided into 2 sessions for morning classes and afternoon classes, it will change in each period. Regarding the students' responses, sometimes for the final session, the teacher often gets sudden schedule changes due to the expiration of the teaching time allocation but the material presented has not yet ended. So that teachers usually ask for make-up classes outside of school hours that interfere with students' personal time, such as after school activities, courses, and extracurricular activities. In addition, students cannot be active in class, according to this study students become passive when learning English where the learning should implement the function of English as a communication function (Diana, 2014: Juriana, 2017). When this communication does not occur, the teacher only explains the material and students cannot develop integrated skills in English, namely speaking, reading, writing, and listening. (Rehman and Hashmi, 2019)

Due to limited time, it is not uncommon for English learning to be designed for students only to be given daily assignments through books and learning through LMS which does not support improving students' performance in language skills. Students are only given

PowerPoint Slides and practice questions taken from the student handbook. What can be ascertained is that the assignment tends to be on writing skills and cannot improve students' ability to learn language because of the imbalance of skills being honed (Irmawati, 2016). Apart from the limited time and learning design, students also feel that learning English which is only taught once a week for 30 minutes is not enough to be able to improve their abilities. This has indeed been regulated in the face-to-face learning guidelines issued by the Ministry of Education and Culture in 2021 to reduce mobility and maintain distance as a step to prevent the spread of the COVID-19 virus. However, more than this problem, it is not uncommon for English learning to be given as the last lesson which results in students becoming less focused and unable to be active in learning. Students already feel tired and bored and are more enthusiastic to wait for the school bell.

Related to these problems, students are able to learn English independently to improve their English language skills. It is not uncommon for students to learn through watching movies, listening to music, and reading books. In addition, they will review the material obtained according to their understanding and additional references from the internet. Although this activity is very good for students to understand English material, it is not enough to improve English performance which is for speaking, listening, and reading.

In the next discussion, the researchers interpret the results of the questionnaire data analysis regarding students' responses regarding the preparation of schedules on students' English performance during face-to-face learning.

Table 2: Result of Response Analysis of Class Scheduling

Statistics

		Guru memulai kegiatan pembelajaran yang sesuai dengan jadwal yang ditetapkan.	Ketepatan waktu guru ketika memulai pembelajaran.	Ketepatan guru ketika mengakhiri pembelajaran.	Jadwal pelajaran sudah terstruktur dengan baik di tiap tiap mata pelajaran.	Proses pembelajaran secara daring maupun luring berjalan efektif selama pergantian jadwal ke mata pelajaran berikutnya.	Informasi pergantian periode jadwal pembelajaran diinfokan dengan jelas.	Waktu mengajar yang diberikan sudah cukup baik dan efektif untuk proses pembelajaran secara luring maupun daring.
N	Valid	130	130	130	130	130	130	130
	Missing	0	0	0	0	0	0	0
Mean		3.47	3.41	3.35	3.40	3.27	3.38	3.25
Median		3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mode		3ª	3	3	3	3	4	3
Std. Deviation		.559	.619	.606	.630	.691	.652	.705
Skewness		-.687	-1.137	-.340	-1.126	-.985	-.757	-.928
Std. Error of Skewness		.212	.212	.212	.212	.212	.212	.212
Kurtosis		1.075	3.020	-.644	2.741	1.776	.328	1.427
Std. Error of Kurtosis		.422	.422	.422	.422	.422	.422	.422
Percentiles	25	3.00	3.00	3.00	3.00	3.00	3.00	3.00
	50	3.00	3.00	3.00	3.00	3.00	3.00	3.00
	75	4.00	4.00	4.00	4.00	4.00	4.00	4.00

a. Multiple modes exist. The smallest value is shown

From the calculation of the average value of the scheduling variable, the statement "Teachers start learning activities according to the set schedule" gets the highest result with a figure of 3.47. Then the response to "The teacher's punctuality when starting learning" and "The lesson schedule is well structured in each subject" is ranked next with 3.40. The results of this analysis are inversely proportional to the results of the student interview analysis where they explain that often teachers do not start learning according to the schedule because the teacher spends too much time teaching. For the mode calculation as a value that often appears, namely the statement "Information on the change in the learning schedule period is clearly communicated" getting a value of 4 for the satisfaction scale "Very Satisfied". From the interview results, only a few students complained about the sudden change in information. In addition, information has been provided by the school properly.

Table 3 Result of English Performance Response Analysis

Statistics

		Jadwal pembelajaran yang tersusun dengan baik mampu berpengaruh pada peningkatan performa belajar di kelas.	Pembagian rombongan belajar membuat suasana belajar lebih aktif.	Penetapan alokasi waktu yang sesuai dapat meningkatkan antusias siswa dalam menerima pembelajaran .
N	Valid	130	130	130
	Missing	0	0	0
Mean		3.33	3.27	3.25
Median		3.00	3.00	3.00
Mode		3	3	3
Std. Deviation		.627	.668	.626
Skewness		-.768	-.846	-.630
Std. Error of Skewness		.212	.212	.212
Kurtosis		1.436	1.486	1.299
Std. Error of Kurtosis		.422	.422	.422
Percentiles	25	3.00	3.00	3.00
	50	3.00	3.00	3.00
	75	4.00	4.00	4.00

Turning to the analysis of students' English performance, with a score of 3.33 from the analysis results, students feel that a well-structured learning schedule can have an effect on improving learning performance in class. This is very much in accordance with the opinions expressed by students that they are more active in class when teachers are disciplined in time and information on learning schedules are well organized and informed. Because it makes students focus on one thought, namely on the material and class: so, their concentration is not divided to think about other problems, for example, an ineffective class schedule. Next is the statement "Dividing study groups makes students more active" gets a score of 3.27. This response is different from the answers the researchers met through interviews. The students preferred a full class formation with a total of 36 students rather than having to be divided into two sessions. Sometimes when divided into 2 sessions, the material and information obtained at school is also different. Usually the material obtained in session 1 will not necessarily be obtained by session 2 and vice versa, said the students during the interview. This makes students often more passive because the class is too empty which only contains 16 students. The existing interactions cannot be as usual, when they are small classes; it is not uncommon for teachers to design learning more often to be used as individual work. Meanwhile, students feel more actively participating and able to improve their English learning performance when they are in large group work.

CONCLUSION AND SUGGESTION

Considering the state of the COVID-19 pandemic, where schools have to issue new regulations for face-to-face learning and distance learning, many thoughts have been put on the school curriculum management. For instance, the changes in the duration of learning time, the division of study groups, and other rules that must be followed by schools following the rules from the Ministry of Education and Culture in conducting limited face-to-face learning. So that it makes researchers pay attention to the concerns that occur during the

learning activities. Like thinking whether students' English performance can still be improved with the preparation of the new schedule or whether students are getting lower in their individual performance. So the researchers made this research to find out these problems in more detail with various data and information obtained from the field.

To answer research questions, how is the effectiveness of the PTM learning schedule at SMAN 1 Gedangan? And how can the class scheduling of a PTM learning schedule at SMAN 1 Gedangan affect the performance of students in learning English? Researchers have obtained valid results from this study. The result is that the school's schedule is effective and clear; however, in practice the teacher's indiscipline in starting and ending learning as well as student delays and student passivity make the learning process disrupted. Then with the answers to the second research question, with the disruption of learning due to the implementation of ineffective scheduling, the students are distracted so that they do not focus on what they should be doing while studying. Students are more likely to make sure when learning time should start and end, what the next lesson is, whether there is a change of class outside of school hours than they focus on staying active in communicating with the teacher during class, especially in English class.

Based on the results of the study, there are several views of researchers that can be appointed as suggestions, as follows: 1) development of time allocation in the lesson schedule is not only limited to specific schedules, but also to general schedules which tend to be more complex, 2) besides the improvement and improvement of the time allocation in the lesson schedule, the level of discipline of teachers and students should also be increased, 3) schools and their components must be ready and open in making improvements to the time allocation system in scheduling so that the teaching and learning process runs smoothly, in case that the learning objectives that have been formulated can achieved optimally by the students, 4) School should be open to technological developments, namely the use of techniques or software in scheduling time allocations to compile and develop better, faster and satisfying subject schedules for all parties. Regarding to the current COVID-19 pandemic situations, school can be more wide-open in technology especially during offline and online teaching-learning process.

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