

The Effect of Time Management and Learning Motivation on Academic Procrastination

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ABSTRACT

This study aims to explore the impact of time management and learning motivation on academic procrastination among students of the Management Study Program, Faculty of Economics, UIN Maulana Malik Ibrahim Malang. This research utilizes a quantitative method with a survey approach involving 285 students as a sample selected using proportional random sampling. Data were collected through a Google Form questionnaire and analyzed using the Structural Equation Modelling-Partial Least Square (SEM-PLS) method with SmartPLS 3.0 software. The results show that both time management and learning motivation significantly affect academic procrastination, both partially and simultaneously. Good time management and high learning motivation have been proven to reduce academic procrastination levels. Therefore, to reduce academic procrastination, students need to develop effective time management skills and increase their learning motivation.

Keywords: Time Management, Learning Motivation, Academic Procrastination

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi dampak manajemen waktu dan motivasi belajar terhadap penundaan akademik di kalangan mahasiswa Program Studi Manajemen, Fakultas Ekonomi, UIN Maulana Malik Ibrahim Malang. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei yang melibatkan 285 mahasiswa sebagai sampel yang dipilih menggunakan pengambilan sampel acak proporsional. Data dikumpulkan melalui kuesioner Google Form dan dianalisis menggunakan metode Structural Equation Modelling-Partial Least Square (SEM-PLS) dengan perangkat lunak SmartPLS 3.0. Hasil penelitian menunjukkan bahwa manajemen waktu dan motivasi belajar secara signifikan mempengaruhi penundaan akademik, baik sebagian maupun bersamaan. Manajemen waktu yang baik dan motivasi belajar yang tinggi telah terbukti mengurangi tingkat penundaan akademik. Oleh karena itu, untuk mengurangi penundaan akademik, siswa perlu mengembangkan keterampilan manajemen waktu yang efektif dan meningkatkan motivasi belajarnya.

Kata Kunci: Manajemen Waktu, Motivasi Belajar, Penundaan Akademik

INTRODUCTION

Academic procrastination has become a common issue among students, especially in completing academic tasks that require focus and time discipline. Many students tend to postpone academic work until close to the deadline, a phenomenon that negatively impacts their academic results (Yuliza et al., 2022). This procrastination behavior is often caused by poor time management, making it difficult

for students to complete tasks on time (Macan et al., 1990). Time management skills are crucial to supporting academic success. Previous research indicates that effective time management is closely related to lower levels of procrastination. When students possess good time management skills, they are less likely to delay academic work (Khotimah et al., 2022). However, many students are still unable to manage their time efficiently, leading them to frequently postpone completing academic tasks (Yolanda, 2018)

In addition to time management, learning motivation also plays a key role in addressing academic procrastination. Students with high learning motivation are more enthusiastic about completing tasks on time and face difficulties with greater determination (Mohyi, 2012). Data shows that low learning motivation increases the likelihood of students delaying academic work (Irianto, 2024). Studies have shown that learning motivation has a negative relationship with academic procrastination; students with high learning motivation are less likely to delay tasks (Pedhu & Indrawati, 2022). A survey found that 60.5% of respondents admitted to having submitted assignments late, reflecting the impact of time management and learning motivation on academic procrastination. Despite numerous studies addressing the relationship between time management, learning motivation, and academic procrastination, there is still a lack of research that specifically examines how these two variables interact and affect students across various educational institutions. Thus, this study aims to fill the gap in the literature by exploring these factors.

The phenomenon of academic procrastination not only affects students' academic performance but also their mental health and stress levels. Students who frequently postpone academic work often feel pressured when facing looming deadlines (Ferrari et al., 1995). Therefore, more effective strategies are needed to help students manage their time and increase their learning motivation. This research also highlights the importance of appropriate interventions to help students reduce academic procrastination. Several strategies that can be used include time management training and learning motivation enhancement programs, which have been proven effective in previous studies (Priharnadi & Mappangandro, 2022; Reswita, 2019). By understanding the factors that influence procrastination, educational institutions can formulate more effective policies to address this issue.

Thus, this study aims to explore the effect of time management and learning motivation on academic procrastination among students. It is hoped that this research will provide more appropriate intervention strategies to reduce procrastination levels and improve students' academic performance.

LITERATURE REVIEW

Time Management

Time management is the individual's ability to organize and use time effectively through planning, scheduling, and setting proper priorities (Macan et al.,

1990). Good time management aims to improve productivity and efficiency in completing predetermined tasks (Atkinson, 1990; Singh & Jain, 2013). The process begins by identifying needs and desires, then arranging them according to their level of importance (Macan et al., 1990). Several factors influence the effectiveness of time management, including age, gender (Macan et al., 1990), self-regulation, motivation, and goals to be achieved (Hofer et al., 2007). The time management indicators used in this study include goal-setting and prioritization, time management techniques, and preferences for organization (Macan et al., 1990)

Research also shows that time management is significantly related to academic procrastination. Khotimah et al. (2022) found that good time management skills can reduce the level of academic procrastination. A study by Dayantri & Netrawati (2023) supports these findings, showing that the lower the time management ability, the higher the tendency for academic procrastination among students. This is also reinforced by research by Priharnadi & Mappangandro (2022) and Reswita, 2019) which found that time management plays an important role in both general academic contexts and specific ones, such as thesis writing. Therefore, effective time management is key to reducing academic procrastination.

Learning Motivation

Learning motivation is the drive, both internal and external, that moves a person to achieve the set educational goals (Hamalik, 2002; Uno, 2011). According to Maslow, individual motivation is constant and complex, influenced by basic needs up to self-actualization needs (Prawira, 2012). Learning motivation is crucial in fostering enthusiasm for learning, which ultimately improves academic outcomes (Prawira, 2012). The factors affecting learning motivation include intrinsic aspects such as physical condition, intelligence, talents, and interests, as well as extrinsic factors like the social and non-social environment (Hakim, 2005; Slameto, 2010). The learning motivation indicators used in this study include the desire and need for success, encouragement and need for learning, future expectations or goals, rewards in learning, interesting learning activities, and a conducive learning environment (Uno, 2011).

Learning motivation is also significantly related to academic procrastination. Irianto (2024) showed that learning motivation significantly influences academic procrastination behavior. Research by Nur'aini & Djamhoer (2020) found that various types of learning motivation, such as intrinsic motivation and identified regulation, have a significant relationship with academic procrastination. Additionally, Pedhu & Indrawati (2022) also found a significant negative relationship between learning motivation and academic procrastination. Another study by Nitami et al. (2015) confirmed that learning motivation correlates negatively with academic procrastination. From these studies, it can be concluded that increasing learning motivation can reduce academic procrastination among students.

Academic Procrastination

Academic procrastination is the behavior of delaying the completion of academic tasks or activities even though the individual realizes that the action can have negative consequences (Ferrari et al., 1995). This procrastination often involves delaying the start or completion of tasks, such as postponing assignments or exam preparation until the last minute (Burka & Yuen, 2007). Factors that drive academic procrastination include anxiety, perfectionism, and discomfort with tasks perceived as difficult or boring (Steel, 2007). Difficulties in time management, a tendency to delay work, and distraction by other more enjoyable activities are also often associated with academic procrastination (Soares et al. 2020). Indicators of academic procrastination include delaying work, late task completion, a time gap between planning and actual performance, and engaging in more enjoyable activities (Ferrari et al., 1995).

Conceptual Framework

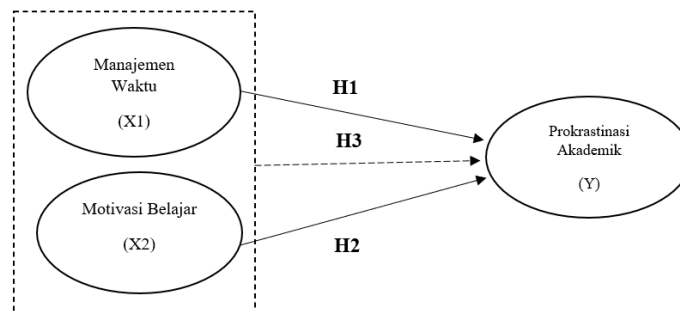


Figure 1. Conceptual Framework
Source: Processed by the researcher (2024)

Explanation:

- : Partial Relationship
- - - → : Simultaneous Relationship

Based on the figure above, several research hypotheses emerge. The hypotheses in this study are as follows:

- H1: It is suspected that Time Management has a significant effect on Academic Procrastination.
- H2: It is suspected that Learning Motivation has a significant effect on Academic Procrastination.
- H3: It is suspected that there is a simultaneous effect between Time Management and Learning Motivation on Academic Procrastination.

RESEARCH METHODOLOGY

This study uses a quantitative method with a survey approach to examine the relationship between time management and learning motivation on academic procrastination. The quantitative method was chosen because it allows the use of numerical data and statistical analysis to test the designed hypotheses (Sugiyono, 2013). The survey was conducted using a structured questionnaire as the main research instrument (Prasetyo & Jannah, 2006). The population in this study consists of students from the Management study program, Faculty of Economics, Universitas Islam Negeri Maulana Malik Ibrahim Malang, from the 2020, 2021, 2022, and 2023 batches, totaling 986 students. The sample was taken using the proportional random sampling technique, which randomly divides the sample based on the study program to provide proportional representation. Based on the Slovin formula, with a 5% margin of error, the number of samples taken was 285 students (Supriyanto, & Vivin, 2013).

The research instrument used was a questionnaire with a Likert scale to measure the variables studied. The Likert scale was chosen because it allows for measuring respondents' perceptions of time management, learning motivation, and academic procrastination more precisely (Sugiyono, 2013). This questionnaire was distributed online via Google Forms to students of the Faculty of Economics, UIN Maulana Malik Ibrahim Malang. Data collection was conducted by distributing questionnaires to respondents. Primary data were obtained directly from the respondents, while secondary data, such as documentation, reports, and previous research, were used to support the primary data (Sugiyono, 2013). Data quality was measured through the validity and reliability of the research instruments according to the principles explained by (Sekaran, 1984), which emphasize the importance of clear and understandable content and language in the questionnaire for the research subjects.

Data analysis was conducted using the Structural Equation Modelling-Partial Least Square (SEM-PLS) method. SEM-PLS was chosen for its ability to analyze the relationships between independent and dependent variables simultaneously and its flexibility regarding sample size (Supriyanto & Maharani, 2013). Validity and reliability were tested with an outer model test, while hypothesis testing was performed through the inner model test, with R^2 values as indicators of the model's predictive strength (Hartono, 2014).

RESULTS AND DISCUSSION

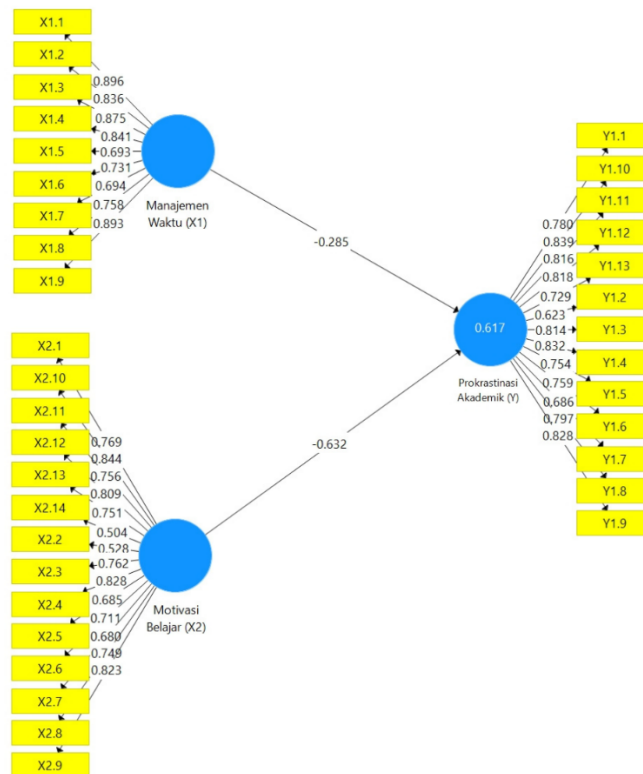


Figure 2. Structural Model Results Output (Inner Model)

Source: Data Processed With SmartPLS 3.0 (2024)

Validity Test

The criterion used to assess validity is a value >0.05 , which means that when the loading factor is above 0.05, the indicator can be declared valid. In this study, using the variables of time management, learning motivation, and academic procrastination, as shown in Figure 2, all statement items used to measure all variables are valid and can be used because their values are >0.05 .

Reliability Test

Table 1. Reliability Test Results

Source: Processed by the researcher (2024)

Variable	Cronbach's Alpha	Composite Reliability (CR)	Description
Time Management (X1)	0,932	0,943	Reliable
Learning Motivation (X2)	0,938	0,942	Reliable
Academic Procrastination (Y)	0,945	0,952	Reliable

Reliability is determined by examining Cronbach's Alpha and composite reliability values. A variable is considered reliable if its Cronbach's Alpha value is greater than 0.7, and the composite reliability is also greater than 0.7. The results displayed in Table 2.2 show that all variables can be considered reliable, as their values exceed 0.7.

R-Square (R²)

Based on Figure 1, it can be concluded that for the academic procrastination variable, the value of 0.617 indicates that about 61.7% of the variance in academic procrastination can be explained by other variables such as time management (X1) and learning motivation (X2). The remaining 38.3% is influenced by other factors not included in this study.

Hypothesis Test

Table 2. Hypothesis Test Results

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (O/STDEV)	P Values
X1 -> Y	-0,285	-0,323	0,117	2,429	0,015
X2 -> Y	-0,632	-0,568	0,191	3,305	0,001

Source: Data Processed by Researchers, 2024

The t-test results for the Time Management (X1) variable on Academic Procrastination (Y) show a t-value of 2.429, which is greater than the critical value of 1.96 in the t-table, indicating statistical significance. The significance level of 0.015 is also lower than the predetermined threshold of 0.05. Therefore, the Time Management variable negatively and significantly affects Academic Procrastination, so H1 can be accepted.

The t-test results for the Learning Motivation (X2) variable on Academic Procrastination (Y) also show significant differences. The t-value of 3.305 is greater than the critical value of 1.96, with a significance level of 0.001, lower than the 0.05 threshold. This data shows that Learning Motivation negatively and significantly affects Academic Procrastination, so H2 can be accepted.

The t-test results for the simultaneous effect of Time Management and Learning Motivation on Academic Procrastination also show a significant impact. The R-Squared value of 0.617 indicates that 61.7% of the variability in Academic Procrastination is explained by these two variables. Based on the resulting P-values for each variable, namely 0.015 and 0.001, which are lower than 0.05, it can be concluded that Time Management and Learning Motivation simultaneously have a significant effect on the Academic Procrastination of students from the Faculty of Economics, UIN Maulana Malik Ibrahim Malang.

Discussion

The Effect of Time Management on Academic Procrastination

The analysis results using the bootstrapping method with SmartPLS 3.0 show that Time Management has a negative and significant effect on Academic Procrastination among students of the Faculty of Economics, UIN Maulana Malik Ibrahim Malang, with a path coefficient of -0.285 (t-statistic 2.429, p-value 0.015). The indicator of goal setting and prioritization is the most dominant factor in Time Management, with a loading value of 0.896, while for Academic Procrastination, the indicator of postponing work shows the highest loading value of 0.850. These findings align with previous research indicating that good time management can reduce the level of academic procrastination (Reswita, 2018; Rahmah, 2018; Khotimah et al., 2022) and support the definition of time management as self-regulation in the effective use of time (Macan, 1990).

The Effect of Learning Motivation on Academic Procrastination

The hypothesis testing results show that Learning Motivation also has a negative and significant effect on Academic Procrastination, with a path coefficient of -0.632 (t-statistic 3.305, p-value 0.001). This indicates that the higher the students' learning motivation, the lower their academic procrastination levels. The indicator of rewards in learning received the highest loading value (0.844), highlighting that rewards are a dominant factor in shaping Learning Motivation. These findings are consistent with previous research showing a negative relationship between learning motivation and academic procrastination (Nitami et al., 2019; Indrawati et al., 2022) and reinforce the definition of learning motivation as the drive to actively learn to achieve better academic performance (Prawira, 2012).

The Simultaneous Effect of Time Management and Learning Motivation on Academic Procrastination

The analysis using the bootstrapping method shows that both Time Management and Learning Motivation simultaneously have a significant effect on Academic Procrastination, with an R-squared (R^2) value of 0.617, meaning that 61.7% of the variability in academic procrastination can be explained by these two variables. The p-values for each variable are 0.015 for Time Management and 0.001 for Learning Motivation, showing that both have a significant influence, with Learning Motivation having a larger effect size (f^2 0.892) compared to Time Management (f^2 0.181). These results support previous studies (Irianto, 2024; Munawwaroh et al., 2022) and emphasize the need to improve both variables to reduce academic procrastination. It should be noted, however, that there are still 38.3% of other factors influencing procrastination beyond these two variables.

CONCLUSION AND SUGGESTIONS

Based on the research results, it can be concluded that time management and learning motivation play important roles in influencing the level of academic procrastination among students. First, time management has a significant effect on students' academic procrastination in the Management Study Program, Faculty of Economics, UIN Maulana Malik Ibrahim Malang. This shows that the more effective the time management applied by students, the lower their academic procrastination levels. Second, learning motivation also has a significant effect on academic procrastination. Students with high learning motivation tend to be more productive, thus reducing the tendency to postpone academic tasks. Finally, time management and learning motivation simultaneously have a significant effect on academic procrastination. Therefore, to reduce academic procrastination, students need to develop effective time management skills and increase their learning motivation.

Based on the research results, several suggestions can be given. First, students, whether from UIN Maulana Malik Ibrahim Malang or other institutions, are encouraged to reduce or even avoid academic procrastination. One step that can be taken is to develop good time management skills and increase learning motivation, as these two factors significantly reduce academic procrastination and increase productivity. Second, future researchers are advised to add other variables that may also influence students' academic procrastination, such as social support, self-efficacy, emotional intelligence, or academic achievement. This is expected to provide a broader picture of the factors influencing academic procrastination, allowing for more comprehensive strategies to be developed to improve students' academic productivity in the future.

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