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Time Management Analysis on Student Academics

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Abstract

This study aims to develop and evaluate a time management measuring tool that refers to the tiger theory (1994). This measuring tool consists of 12 items designed to measure time management skills among active students aged 18-30 years. A total of 176 student respondents participated in this study. The results of the analysis showed that 1 item was declared dead based on the power of discrimination that was lace. On the contrary, the remaining 11 items succeeded in describing the uniqueness and relevance in measuring time management skills in respondents with the characteristics of active students aged 18-30 years. This measuring tool is expected to be used as a valid and reliable instrument in research related to time management among students.

Keywords: Time Management, Students, Measuring Tools

Introduction

Students often experience difficulties in undergoing lectures, one of which is difficulty managing time due to the many activities. As a student who has an influence on change both himself and others, a student has the responsibility to complete his academic tasks. In the academic world, a student must be able to manage his time well, and it takes a lot of energy, money, and attention to complete these tasks, for example, managing study time, doing academic tasks that must be completed, and arranging between lectures and off-campus activities (Nisa et al., 2019). Planning, organizing, and organizing or productivity of time is time management. Because time is one of the performance resources needed to complete tasks, time needs to be handled skillfully and effectively. If time management is done correctly and carried out by individuals with high discipline

and dedication, it can produce better results, and individual compliance in the implementation of time management plans is needed (Syelviani, 2020).

Measuring the quality of student time management can involve a number of variables and indicators that reflect students' ability to plan, organize, and manage time effectively. Methods and indicators that can be used to measure the quality of student time management are through questionnaires or surveys, student time management questionnaires are designed to measure habits and the effectiveness of student time management. Questions can include time planning, task priorities, and the use of time management tools (Fitriana et al., 2021). Time management variables will be measured using a time management scale, the time management scale refers to the aspects put forward by (Macan, 1994), namely setting a goal to be a priority in order to achieve targets, mechanisms or plans to achieve goals and have the ability to control the use of time that has been adapted by (Saputra, 2021).

Academic procrastination is a common thing among students, this has a negative impact on the learning process and learning success. In addition, this behavior can cause delays in assignment collection, anxiety facing exams, and have an impact on exam results and other activities in the campus environment. Academic procrastination is caused by students' irrational beliefs, this illogical thinking may be caused by misperceptions regarding a task, such as the assumption that the task is difficult and unpleasant. In addition, the reason students postpone doing assignments is the fear that not completing the assignment can result in poor skill evaluation. As a result, students become delayed in completing assignments (Reswita, 2019). Therefore, students are expected to have time management skills, time management skills are very important for daily life and education, in addition to organizing or making plans to be more effective in time management can also prioritize tasks (Hanafi CN & Widjaja Y, 2021).

Time management is the ability to determine goals and priorities, by managing time well can provide enough space to think to complete tasks, so as to provide maximum results. Having enough time to plan, think, and work will achieve success in completing tasks. A person who lives his daily life in an orderly, planned, and organized manner then that person has good time management skills. (Hanafi CN & Widjaja Y, 2021). Time management skills in students greatly affect student learning outcomes. Time is one of the sources of work that is expected to be managed effectively and efficiently. Effectiveness can be seen by achieving goals by having set a time beforehand, while efficiency means reducing doing things that are not important, to prioritize focusing on the goals that have been determined (Oktavian et al., 2022).

Literature Review

According to Macan, (1994) Time management is the ability to control one's own behavior to make the best use of time, this includes organizing the workspace, not procrastinating on tasks, making plans ahead, scheduling, maintaining control over the schedule, and prioritizing tasks based on interests. Time management is something that helps individuals to be more productive, providing a balance between work, play and preventing stress (Santrock, 2012). According to Philip E. Atkinson in (Andani et al., 2019) time management is defined as the ability to manage time effectively involving organizing all planned activities and efforts to maximize available time.

Time management measures the time spent on various activities such as studying, sleeping, working, and socializing, is one way to measure time management. The variables observed include the amount of time (in hours or minutes) given for each task, time delays, and stipulation to a schedule or plan that has been set.

Aspects of time management according to (Macan, 1994) are;

1. Placing goals and priorities is an important step in time management that requires prioritizing different tasks or activities according to their interests and setting and setting goals to be achieved.
2. Time management mechanisms, making a planning list and creating a time management strategy are important after determining the main goals and priorities that must be met so that the work can be completed on schedule.
3. Control of time, is the ability of a person to organize and manage their schedule efficiently and optimize time well.

Time management factors according to Srijati in (Afni, Nur, 2023):

1. There is a clear target

Everything needs a clear target to be achieved. As with all daily tasks, achieving goals will make life more focused and allow for effective time management.

2. There are work priorities

Time management can be done effectively by making the necessary adjustments so that the desired priorities can be met.

3. Delegation of tasks

In work that is considered not the main can be handed over to others, which in this way can ease the work and can do other work.

Research Methods

This study uses a quantitative method, the main source of information used in this study is primary data, namely information obtained directly from the original source. (Sugiyono, 2016). In this study, data collection was carried out using a google form containing questions and statements to be filled in by respondents related to the research to be conducted. The characteristics of the sample of this study are active students aged 18-30 years who are in Bekasi.

A total of 176 respondents who were willing to participate in the questionnaire involved in this study, respondents were selected based on their characteristics,

namely active students aged 18-30 years who are in Bekasi. Respondents were given a time management measurement scale, consisting of 12 items. The measurement uses a Likert scale, which consists of 5 answer choices. The data collected from the results of the study were analyzed using a discriminatory approach and confirmatory analysis. The power of discrimination is carried out to drop items that are not correlated and confirm to find items that are relevant to the subject in the phenomenon.

Table 1. Time Management Scale Blueprint

No	**Aspects**	**Indicator**	**Aitem**	
			Favorable	***Unfavorable***
1	Putting goals and priorities	a. Able to review short-term and long-term goals	1. I routinely evaluate the use of time.	7. I don't evaluate the use of time after completing a task.
		b. Able to determine the priorities of activities and implement them.	2. I consider the difficulty level of the task. Difficult tasks to do first.	8. I am not able to consider the difficulty level of the task.
2	Time management mechanism	a. Able to manage time	3. I don't procrastinate if I have a task.	9. I like to procrastinate if I have a task.
		b. Able to make lists – to-do lists	4. I organize my to-do list clearly based on priorities or task categories.	10. I work on a task without compiling a to-do list.

3	Time control	a. Being able to believe in yourself about your ability to use time	5. I give my appreciation to myself every time I successfully complete a task.	11. I feel ordinary when I successfully complete the task, because the task is my responsibility.
		b. Able to take advantage of the available time	6. I focus on completing one task at a time to get the most out of it.	12. I completed the task at the same time.

Results and Discussion

The results of this study show that time management tools can improve time management skills among students, these findings indicate that the tools are effective and reliable in further research and for educational interventions aimed at improving time management skills among students. The implementation of this measurement tool is expected to help students better manage their time, which in turn will improve their academic performance and overall well-being. Thus, this measuring tool has great potential to make a significant contribution.

Table 2. Correlation

Pearson's Correlations												
Variable		**aitem 1**	**aitem 3**	**aitem 4**	**aitem 5**	**aitem 6**	**aitem 7**	**aitem 8**	**aitem 9**	**aitem 10**	**aitem 11**	**aitem 12**	**Total**
1. aitem 1	Pearson's r	—											

Pearson's Correlations

Variable		aitem 1	aitem 3	aitem 4	aitem 5	aitem 6	aitem 7	aitem 8	aitem 9	aitem 10	aitem 11	aitem 12	Total
	p-value	—											
2. aitem 3	Pearson's r	0.445 **	—										
	p-value	< .001	—										
3. aitem 4	Pearson's r	0.481 **	0.345 **	—									
	p-value	< .001	< .001	—									
4. aitem 5	Pearson's r	0.368 **	0.231 *	0.385 **	—								
	p-value	< .001	0.002	< .001	—								
5. aitem 6	Pearson's r	0.376 **	0.368 **	0.446 **	0.297 **	—							

Pearson's Correlations

Variable		aitem 1	aitem 3	aitem 4	aitem 5	aitem 6	aitem 7	aitem 8	aitem 9	aitem 10	aitem 11	aitem 12	Total
	p-value	< .001	< .001	< .001	< .001	—							
6. aitem 7	Pearson's r	0.513***	0.450***	0.258***	0.326***	0.291***	—						
	p-value	< .001	< .001	< .001	< .001	< .001	—						
7. aitem 8	Pearson's r	0.206***	0.171***	0.192***	0.156***	0.302***	0.366***	—					
	p-value	0.006	0.024	0.011	0.039	< .001	< .001	—					
8. aitem 9	Pearson's r	0.366***	0.641***	0.205***	0.081	0.224***	0.550***	0.288***	—				
	p-value	< .001	< .001	0.006	0.285	0.003	< .001	< .001	—				
9. aitem	Pearson's r	0.428***	0.288***	0.569***	0.329***	0.246***	0.469***	0.285***	0.378***	—			

Pearson's Correlations

Variable		aitem 1	aitem 3	aitem 4	aitem 5	aitem 6	aitem 7	aitem 8	aitem 9	aitem 10	aitem 11	aitem 12	Total
item 10	p-value	< .001	< .001	< .001	< .001	0.001	< .001	< .001	< .001	—			
10. aitem 11	Pearson's r	0.137	0.197 *	0.176 *	0.266 **	0.240 *	0.297 **	0.229 *	0.154 *	0.319 **	—		
	p-value	0.071	0.009	0.020	< .001	0.001	< .001	0.002	0.042	< .001	—		
11. aitem 12	Pearson's r	0.086	0.149 *	0.219 *	0.278 **	0.225 *	0.191 *	0.235 *	0.082	0.261 **	0.377 **	—	
	p-value	0.257	0.049	0.004	< .001	0.003	0.011	0.002	0.278	< .001	< .001	—	
12. Total	Pearson's r	0.668 **	0.668 **	0.653 **	0.563 **	0.602 **	0.700 **	0.491 **	0.586 **	0.666 **	0.489 **	0.451 **	—

Pearson's Correlations

Variable		aitem 1	aitem 3	aitem 4	aitem 5	aitem 6	aitem 7	aitem 8	aitem 9	aitem 10	aitem 11	aitem 12	Total
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—

* p < .05, ** p < .01, *** p < .001

Based on the table above, it can be seen that there are a total of 12 items but 1 fell in item no 2. Based on the results of the correlation test using Pearson, it can be seen that there is a significant correlation for items number 1, 3, 4, 5, 6, 7, 9, and 10 because it shows a very significant correlation (p<0.05). As for items 8, 11, and 12, they were not significantly correlated because they were (p>0.05). Where the better the student can manage time, the better the academic results obtained and vice versa, the worse the time management for students, the worse the academic results obtained by students.

Table. 3. Time Management Scale Consistency Statistics

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.825	**0.822**
95% CI lower bound	0.787	0.780
95% CI upper bound	0.864	0.858

Data was obtained from the results of measurements involving 176 respondents

The results of the reliability test of the time management instrument show that this instrument has a high level of reliability. *McDonald's ω* for this gauge has a point estimate value of 0.825 which is within the 95% confidence interval with a lower bound of 0.787 and an upper bound of 0.84. This shows that *McDonald's ω* provides strong evidence of the internal reliability of the measuring instrument. Similarly, *Cronbach's α* for this instrument shows an estimated point value of 0.882 with a 95% confidence interval ranging from 0.780 to 0.858. This confirms that *Cronbach's α* delivers consistent results and supports *McDonald's ω findings.*

Table. 4. Statistical Reliability If Aitem Is Discriminated Against

	If item dropped
Item	**Cronbach's α**
1. I routinely evaluate the use of time	0.802
3. I don't procrastinate if I have an assignment	0.802
4. I organize my to-do list clearly based on priority or task category	0.804
5. I give my appreciation to myself every time I successfully complete a task	0.812
6. I focus on completing one task at a time to get the most out of my work	0.808
7. I don't evaluate the use of time after completing a task	0.795
8. I'm less able to consider the difficulty level of the task	0.816
9. I like to procrastinate if I have a task	0.808
10. I work on assignments without compiling a to-do list	0.798
11. I feel normal when I successfully complete the task, because the task is my responsibility	0.819
12. I complete tasks simultaneously	0.822

Table. 4. Statistical Reliability If Aitem Is Discriminated Against

Item	If item dropped Cronbach's α

If the value of the reliability coefficient of a measuring instrument is close to 1, it can be said to be reliable. The overall consensus is that the reliability of a tool is considered satisfactory if it is >0.6 (more than enough), >0.7 (good enough), and >0.8 (good), if less than <0.5 the tool is considered unreliable or unreliable (Azwar, 2012). From the results of the test carried out, it was obtained *that Cronbach's Alpha* value was 0.822, so in accordance with using the dependency test as the basis for decision-making, it can be claimed that each question used is reliable or consistent.

Table. 5. Chi-squared Calculation Results

	Value	df	p
Model	199.225	44	< .001

The Chi-Square value is a measure of fit across all models (Hu & Bentler, 1999). Results that do not reach the 0.05 criterion indicate that the model is already fit (Barrett, 2007) therefore, the Chi-Square statistic is often referred to as "badness of fit". The square chi is low compared to the insignificant df and p-values (p > 0.05). The table above shows a significant result with a p value of less than 0.05, which is 0.01.

Table. 6. Component Loading RC1 & Uniqueness

	RC1	Uniqueness
7. I don't evaluate the use of time after completing a task	0.732	0.463
10. I work on assignments without compiling a to-do list	0.705	0.502
1. I routinely evaluate the use of time	0.698	0.513
3. I don't procrastinate if I have an assignment	0.668	0.554
4. I organize my to-do list clearly based on priority or task category	0.660	0.565
9. I like to procrastinate if I have a task	0.623	**0.612**
6. I focus on completing one task at a time to get the most out of my work	0.599	**0.641**
5. I give my appreciation to myself every time I successfully complete a task	0.546	**0.702**
8. I'm less able to consider the difficulty level of the task	0.489	**0.761**
11. I feel normal when I successfully complete the task, because the task is my responsibility	0.468	**0.781**
12. I complete tasks simultaneously	0.409	**0.833**

Note. Applied rotation method is promax.

In the results of the calculation of *Principal Component Analysis* through JASP, there are 6 items that > 0.6, which means that the items are in accordance with the respondent's circumstances. According to Jolliffe, (2014) the procedure for *Principal Component Analysis* seeks to reduce the intent and purpose of the

Table. 6. Component Loading RC1 & Uniqueness

	RC1	Uniqueness

original data from random variables while simplifying and eliminating elements or filtering out indications that are less significant and prominent.

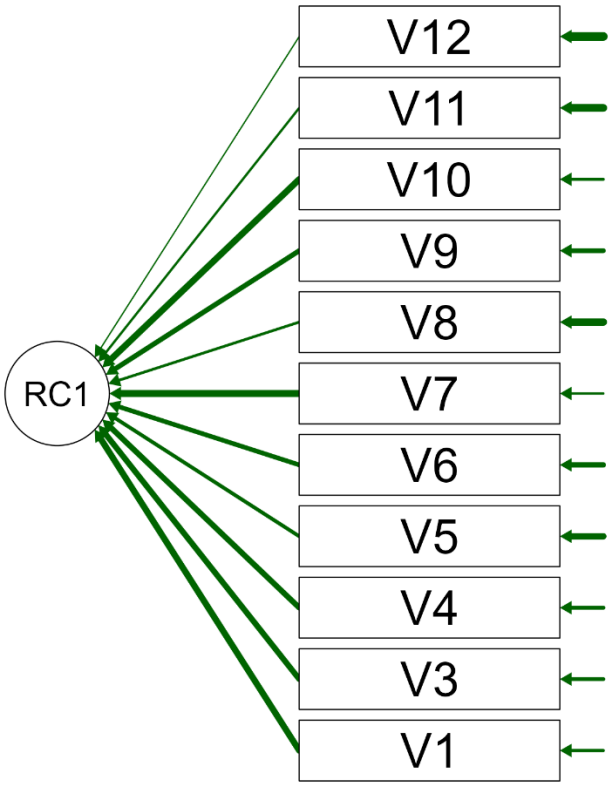

Fig.1 Path Diagram 11 Measurement Items

From the RC1 path diagram image, it shows that there are three measurement items whose strength is not optimal to measure time management in the phenomenon of difficulty completing tasks on time. There are also eight measurement items whose power already represents to measure time management. The 5 items decreased, 6 items represented that students did not evaluate the use of time after completing the task, students did the assignment without compiling a task list, students routinely evaluated the use of time, students did not procrastinate if they had an assignment, students compiled a

clear list of tasks based on priorities or task categories, and liked to procrastinate if they had an assignment.

Table. 7. Measurement Fit Indicator

Other fit measures

Metric	Value
Root mean square error of approximation (RMSEA)	**0.140**
RMSEA 90% CI lower bound	0.121
RMSEA 90% CI upper bound	0.161
RMSEA p-value	9.300×10^{-13}
Standardized root mean square residual (SRMR)	**0.081**
Hoelter's critical N (α = .05)	55.123
Hoelter's critical N (α = .01)	62.487
Goodness of fit index (GFI)	**0.981**
McDonald fit index (MFI)	0.649
Expected cross validation index (ECVI)	1.495

In

Browne & Cudeck research, 1993; Jöreskog & Sörbom, 1993 in (Xia & Yang, 2019) states that an RMSEA value of < 0.05 indicates very fit data, and a < of 0.08 indicates that the resulting data has an acceptable fit. In the table above, the RMSEA value has a value of 0.140 which means that it cannot be accepted or is not fit because the < is 0.05 and the < is 0.08. Fit models have a value of less than 0.05, and SRMR values range from 0 to 1 (Byrne, 2013) & (Diamantopoulos and Siguaw, 2000) however, a maximum value of 0.08 is acceptable (Hu & Bentler, 1999). Looking at the SRMR value of less than 0.05, the result of 0.081 indicates that the data is fit. The Goodness-of-Fit (GFI) statistic is an alternative to the Chi-

Square test that calculates the proportion of variance, the range of this statistic is 0 to 1. Although 0.90 is the lowest acceptable range, research shows that when the *loading factor* and sample size are low, cut-offs higher than 0.95 are more accurate (Shevlin & Miles, 1998). The GFI value above shows a value of 0.981 which means fit because it is 0.95 < 1.00.

Based on the results of the correlation test using Pearson, this study used 12 items, after analysis it was found that one item fell at number 2. Items 1, 3, 4, 5, 6, 7, 9, and 10 show that there is a significant correlation, these items represent that time management can produce good academics. Items 8, 11, and 12 do not show a significant correlation, it can be interpreted that the items do not represent the time management variables in student academics. In item number 2, it cannot be used in further analysis because it has failed the correlation test. It can be said that there is a significant relationship in the system to represent students' time management skills in the academic results obtained. The more students can manage their time well. So the better the academic results obtained. However, there are some items that are not significantly correlated, which requires further analysis to understand other factors that affect academic origin.

Reliability is used to measure Cronbach's Alpha coefficient. Based on the results of the reliability test, it can be stated that all questions used in the questionnaire have high internal consistency. This means that the items in the questionnaire represent respondents with conditions that are appropriate for the study. High realism indicates that the measuring tool is rated consistently over time. The value of Cronbach's Alpha was obtained as 0.822, in this study it can be said to have good reliability if < 0.5 the tool is considered unreliable or unreliable (Azwar, 2012). All items used are reliable or consistent to measure time management on student academics. Results that do not reach the 0.05 criterion show that the model is fit (Barrett, 2007). Based on the results of the Chi-Square test that has been carried out, the Chi Square result shows a p value of 0.01, which means that

the test result is significant (p< 0.05). In the results of the calculation of *Principal Component Analysis* , there are 6 items that have a value greater than 0.6. This shows that these items have a significant contribution, so they are considered according to the respondent's circumstances. The value of 0.6 is usually to indicate how strong the relationship between the item and the variable is.

Based on the RC1 path diagram that was carried out, there are three items whose strength is not optimal in measuring time management. Eight items of measurement items that show strong results to represent in measuring time management. Then, there are 5 items that have decreased, this can happen because of several factors such as respondents in answering questionnaires or other external factors. As well as 6 items representing students that show that students do not evaluate the use of time after completing assignments, students do assignments without compiling a to-do list, students routinely evaluate the use of time, students do not procrastinate if they have assignments, students compile a clear list of tasks based on priorities or task categories, and like to procrastinate if they have an assignment. The analysis is to find out how well the measurement items represent the student's ability to understand priorities in completing tasks on time. Able to understand the strengths and weaknesses of each item, researchers can evaluate and improve to be more effective to help students' abilities in time management. According to Jolliffe, (2014) the procedure for *principal component analysis* seeks to reduce the intent and purpose of the original data from random variables while simplifying and eliminating less significant and prominent indication elements.

Based on an RMSEA value smaller than 0.05 indicates that the data is very fit or said to have a good match, while an RMSEA value smaller than 0.08 indicates that the data has less match or is less accepted. The RMSEA value in this study is 0.14 which is above 0.08 which indicates an incompatible model, this can be caused by several factors such as errors in the specification of the item, variables that do not

conform, or data that does not meet the basic assumptions for the analysis. The SRMR value in the study was obtained with a value of 0.081, very close to the limit range of 0.08. Which shows that the items tested are in accordance with the condition of the respondents. SRMR with these results can be said to be compatible or acceptable. This study obtained a GFI result of 0.981 which shows that aitem has an excellent match with the observed data. That when the loading factor and sample size are low the higher cut-off is 0.95 more accurate (Shevlin & Miles, 1998). This means that there is a strong indication that the item used is very representative of the respondent's situation. With this strong model fit, the results of the analysis are considered valid and reliable.

Conclusion

From the results of the conclusion of the correlation of time management measuring instruments, there was one item that was declared lost, leaving 11 items used in this study. With Cronbach's alpha value of 0.822, this measure shows good reliability, confirming the consistency of the system in measuring student time management. The analysis of the main components shows that the 6 items are relevant to the respondents' condition and support the measured time management dimension. In conclusion, the research on the analysis of time management tools on academic results shows good reliability. Therefore, this study is recommended, for researchers to be more thorough in making items to make it easier for respondents to answer items, and for the next research it is expected to retest and evaluate so that it can be in accordance with the criteria, use larger and more diverse respondents to increase the validity of the measuring tool. In addition, respondents are advised to always pay attention to statements so as not to give incorrect answers that could affect the results.

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