THE INFLUENCE OF TIME MANAGEMENT AND COLLEGE MOTIVATION ON ACADEMIC ACHIEVEMENT IN STUDENTS MAJORING IN MANAGEMENT WHO ARE WORKING AT THE TERBUKA UNIVERSITY OF UPBJ JAKARTA

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Abstract
This research aims to evaluate the influence of time management and college motivation for academic achievement in self - employed students who are working at Terbuka Univeristy. The hypothesis is that time management and college motivation have a positive and significant influence on the academic achievement of working students .Method study Which used is quantitative with collection data via a Google Form quiz . Technique taking sample Which used is Non Probability Sampling , with a focus on self-employed students who are currently working and are in the 6th semester and above. The number of samples used was 100 respondents.The results of analysis using SPSS software show that the two variables , time management and college motivation , have a positive and significant influence towards academic achievement , with a value of significance that is smaller than the specified limit . Simultaneously , these two variables also jointly influence academic achievement .In addition , the results of the national coefficient of determination test show that 60.4 % of the variation in ability in the academic achievement of self - employed students can be explained . by time management and motivation . The rest as big as 39.6% , I explain by other factors not researched in this model .Thus , this research contributes to the understanding of the factors that influence the academic achievement of self - employed students , as well as providing a basis for preparing strategies to improve academic achievement in the context of learning conditions while working .

Keywords: Management Time, Motivation , Performance Academic

Introduction

Higher education is a level of education that is expected by many people. This level of education is very influential on the quality of a person's self, especially with regard to getting a job and success. This is because through education, a person will be able to improve the quality of human resources, work and success that is used as a motivation to demand College.(Erviana,2020).

Terbuka Univeristy (UT) is one of the higher education institutions in Indonesia that provides distance learning programs, giving flexibility to its students to study independently according to their own time and place. UT is designed to facilitate education for individuals who are already employed, so many of its students are workers who seek to improve their academic qualifications while still carrying out their job responsibilities. UT students come from a variety of employment backgrounds, both in the private sector, state-owned enterprises, and government, with varying age ranges, allowing them to manage their study time according to their respective work schedules.

In general, the main goal of students is to learn and develop a mindset to achieve learning goals, run the entire learning process in college in order to obtain a good achievement index and complete their studies on time. According to Rice, the duty of students is to study as high as possible in college with the aim to prepare themselves to have a career that has economic and financial consequences. One form of career preparation that can be done by students is by moonlighting.

There are various reasons behind students studying while working, ranging from economic problems, filling their spare time, living independently, and seeking experience. Students who attend college while working often face the challenge of dividing their time between work and study.

The study focused on working Terbuka University students. Samples were taken from 30 respondents with the following criteria:

1. Employment Status: students who are working, both in the private sector, SOEs, and government.
2. Age: the working age of the student.
3. Places to work: types of places to work include the private sector, state-owned enterprises, or government.
4. Semester: students who are in semester 6 and above.

Tables and graphs of respondents

The following are tables and graphs that illustrate the profile of the respondents of this study:

Table 1
Respondent

Criteria	Total of respondents
Age 20-30 year	10
Age 31-40 year	15
Age 41-50 year	5
Work in Swasta	18
Work in BUMN	7
Work in Goverment	5

In general, the main goal of students is to learn and develop a mindset to achieve learning goals, must run the entire learning process in college in order to obtain a good achievement index and complete the study on time. According to Rice, the duty of students is to study as high as possible in college. It aims to prepare yourself to have a career that has economic and financial consequences. One form of career preparation that can be done by students is by moonlighting. Some of the students who care about the amount of costs incurred, students choose to study while working. (News, 2021).

There are various reasons behind students studying while working, ranging from economic problems, filling free time, living independently and seeking experience. The reason for students studying while working is because of the need for Finance to help students in terms of family economy or related to economic factors in the form of salary and income obtained from work. The positive impact of working is that students can help ease their parents ' costs in paying for college, gaining work experience, and economic independence (Daulay & Rola, 2020). On the other hand, the negative impact of working students is that they neglect their main task, which is to study (Daulay & Rola, 2020). Based on four students at UIN Ar-Raniry Banda Aceh who were interviewed and obtained the results that two out of four students said that the average working hours per week are 20-30 hours, while the other two work more than 35 hours per week. This has a negative impact on academic achievement and causes stress in daily activities (Muluk, 2017).

Wijaya (2019) explained that academic achievement is the result of an assessment carried out by educators on a series of learning processes that are realized through learning goals and adaptive behavioral goals in

accordance with the process in the form of learning outcomes from the beginning to the end of academic activities. Academic achievement can be said to be perfect if it meets three aspects, namely, Cognitive, Affective, and psychomotor, and vice versa, it is said to be less satisfactory if it has not been able to meet the targets in these three criteria (Hipjillah, 2020). GPA assessment indicators explained that cognitive is related to the behavior of thinking, knowing, and solving problems; affective is related to acceptance, perception, assessment, and value characteristics; psychomotor is related to perception, readiness to do work, mechanisms, proficiency, and adaptation (Bloom, 2020)

Factors that affect academic achievement are internal factors, namely physical factors and psychological factors and external factors, namely social factors and non-social factors (Slameto, 2020). One of the psychological factors that affect academic achievement is time management. In students who work part-time at the Faculty of Economics, Malang State University, Class of 2018, it was found that student academic achievement in terms of GPA decreased after work because it was difficult for students to divide their time between college and work (Yahya & Widjaja, 2020). Responsibilities and demands between college and work have different values and both of these things are related to the way students who study while working manage their time (Sukino, 2020).

Time management is self-regulation in using time as effectively and efficiently as possible by planning, scheduling, having control over time, always making priority over interests, and the desire to be organized which can be seen from behaviors such as organizing the workplace and not procrastinating work to be completed (Macan, 1994). Researchers conducted follow-up interviews to determine the constraints experienced during college while working. EAP respondents admitted difficulties in prioritizing between coursework and work, NM respondents admitted that working hours collided with lecture schedules and Mir respondents experienced problems with reduced rest time and difficulty focusing on doing coursework or tasks at work. When college and work schedules collide, all three respondents prefer to sacrifice tuition so that this causes the decline in academic achievement owned by these students. This is in line with aspects of time management, namely goal setting and priorities, mechanisms of time management, and preferences for being organized (Macan, 2020).

67% of undergraduate students identify time management as a pressing issue (Britton & Tesser, 2015). In time management, students are trained to manage time efficiently by planning, organizing, directing and supervising time to achieve the goals that have been set, starting from preparing the schedule of activities, priority scale, estimated time for an activity, to evaluating the implementation of the schedule of activities that have been made, so that every time owned can be used productively (Macan, 2020). Students who have good time management will result in high academic achievement, and vice versa, if students have less time management, it will result in low academic achievement (Handayani & Rokhanawati, 2020).

Based on the background described above, researchers want to know whether there is an influence of time management on the level of academic achievement in students who study while working at the Terbuka University, so it is necessary to conduct research on this matter.

Theoretical studies and hypotheses

According to Atkison explained that time management is a skill related to all forms of efforts and actions of an individual carried out in a planned manner so that the individual can make the most of their time (Macan, 2000). Time management is a planning, organizing, driving and controlling (supervision) productivity of time. Because time is one of the resources to perform work, and is a resource that must be managed effectively and efficiently (Nuh, 1954). Good time management is to create data work or activity and determine the scale of each activity. We need to know that every activity must be important, but from the data of the work activity there must be the most important, for example, such as urgent work which is generally related to deadline work. Put the most important work on the top list of data to be done immediately and then followed by a list of other work activities.

Based on the opinions of the experts mentioned above, it can be concluded that time management is an effort and action of an individual in organizing himself by using time as effectively and efficiently as possible by determining goals and priorities, making planning and scheduling, controlling time, and the ability to be organized both in professional and personal life to achieve clear goals.

According to Sugiono (2019) the hypothesis is a temporary answer to the formulation of the research problem, therefore the formulation of the research problem is usually arranged in the form of a question sentence.

It is temporary because the answers given are based on relevant theories, not yet based on empirical facts through data collection.

Based on research conducted by Handayani & Rokhanawati (2019) states that students who have good time management will produce high academic achievement, vice versa, if students have less time management will produce low academic achievement so the hypothesis can also be stated as a theoretical answer to the formulation of research problems, not empirical answers. So the hypothesis in this study is as follows:

H1: There is a Significant Influence of Time Management (X1) on Academic Achievement (Y) in Students Who are Working at the Terbuka University Students

H2: There is a Significant Effect of College Motivation (X2) on Academic Achievement (Y) in Students Who are Working at the Terbuka University Students

Research Methods

This section contains the steps of researchers in conducting research or design / design research covering the subject of research (population and sample), operational or conceptual definitions of research variables, the scope of research, sampling methods, up to data processing techniques, which are presented in the form of paragraphs (avoid bullets and numbering) in complete and dense. All citations must include their source and must be listed in the References section.

This study applies quantitative methods. According to Sugiyono (2020), quantitative research is a type of research that is based on the study of a specific sample or population. Samples were taken randomly, data were collected through google form questionnaire research instruments, and data analysis was carried out quantitatively/statistically through spss software to test predetermined hypotheses.

The population is the overall set of characteristics of the object under study. The population is also the whole or totality of Objects limited by certain criteria. The population is a collection of overall elements from which we will draw some conclusions (Sugiyono, 2020). The population of this study is all Terbuka University students who are working and students at the end of semester 6 and above.

According to Kuncoro (2019) a sample is a set (subset) of a population unit. In the study, a researcher often uses samples with many consideration, this activity is called sampling. Sampling is the process of selecting a sufficient number of elements from the population to study the sample and understand the characteristics of the population elements.

In this study the authors used a sampling technique of Non Probability Sampling. The advantages of this sampling technique are that it is easy and simple. For the respondent criteria from sampling with this method are (1) Terbuka University students who are working (2) to be more objective, researchers focus on students at the end of semester 6 and above to be a sample. Because the population of students who are working and students of the 6th semester and above is not known, the formula used by researchers to determine the number of samples is to use the Lemeshow formula, namely :

$$n = \frac{z^2.\text{P. }(1-\text{P})}{d^2}$$

$$n = \frac{1,96^2.\ 0,5\ (1-0,5)}{0,1^2}$$

$$n = \frac{3,8416\ .\ 0,5\ .\ 0,5}{0,1^2}$$

$$n = \frac{0,9604}{0,1^2}$$

$$n = 96,04 = 97$$

Description :

n = Total Sample

Z = Standar Value = 1,96

p = Maximum Estimate = 50% = 0,5

 d = Alpha (0,10) atau sampling error = 10%

Based on the above formula, the respondents in this study 97, rounded to 100 respondents Open University students who are working and final semester students 6 and above Data obtained through questionnaires with Likert scale filled by respondents as a primary data source. Variables studied include the influence of Time Management, College motivation and academic achievement.

The data analysis process includes several steps, such as instrument test (validity and reliability), classical assumption test (normality), multiple linear regression analysis, and hypothesis test (F Test, t test). These measures are used to measure the validity of the data, evaluate Inter-variable relationships, as well as test the significance of the hypotheses proposed in the study.

Likert scale, used in measuring the effect of time management and College motivation on academic achievement in students who are working. it is a means of measuring the attitudes, views and perceptions of individuals or groups towards social circumstances, in which variables are decomposed into indicators. Each indicator represents one question in the preparation of question items. Answer using Likert scale. the scale intervals in this study were strongly agree(4), agree(3), disagree(2), strongly disagree (1).

Data analysis and discussion

Validity test

From the results of the validity test in the table above, the questionnaire containing these 3 variables there are 15 questionnaire questions that have been filled by 100 respondents in this study. One way to find out which questionnaires are valid and invalid, we must first find out the R table. The formula of R table is df = N-2 so 100-2 = 98, so r table = 0.1966.

Table 2

Validity of The Questionnaire

indicator	R count	R table	Description
X1.1	0.557	0.196	Valid
X1.2	0.595	0.196	Valid
X1.3	0.534	0.196	Valid
X1.4	0.561	0.196	Valid
X1.5	0.549	0.196	Valid
X2.1	0.596	0.196	Valid
X2.2	0.669	0.196	Valid
X2.3	0.514	0.196	Valid
X2.4	0.583	0.196	Valid
X2.5	0.400	0.196	Valid
Y1	0.139	0.196	Valid
Y2	0.708	0.196	Valid
Y3	0.672	0.196	Valid
Y4	0.626	0.196	Valid
Y5	0.552	0.196	Valid

From the results of the calculation of validity in the table above, it can be seen that all question indicators indicate that R count > R table on 15 questionnaire questions. So that all indicators in this study are valid and can be continued to the next testing phase.

Reliability Test

Variables that are considered reliable if the value of the variable is greater than >0.60 if it is smaller, the variables studied cannot be said to be reliable because <0.60 (Sugiyono, 2019).

Table 3
reliability test

Indicator	Reabilitas results	Standar	Description
Time Management	0.78	0.60	reliable
College Motivation	0.89	0.60	reliable
Academic Achievements	0.72	0.60	reliable

Source: outpus spss (2024)

From the table above shows that all variables are good motivation lecture, time management, and academic achievement is reliable because it has a cronbach's alpha value > 0.6, so it can be used to process the next data. The normality test according to Ghozali (2019) aims to check whether the disturbance or residual variables in the regression model have a normal distribution. Test in this study using Kolmogorov-Smirnov Test on the model tested. The Kolmogorov-Smirnov test involves making a hypothesis: Ho: residual data have a normal distribution, if sig. 2-tailed > a + 0.05 Ha: residual data do not have a normal distribution, if sig. 2-tailed < a + 0.05".

Table 4
Normality Test Results

N		100
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.73245997
Most Extreme Differences	Absolute	.162
	Positive	.052
	Negative	-.162
Test Statistic		.162
Asymp. Sig. (2-tailed)		.200[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

From the calculation of Kolmogorov-Smirov test, it can be seen that the P-value of Undstadardized residual of 0.200 is greater than α (0.05), so that the overall data is stated to have a normal distribution or have a normal distribution of data. So that the data is feasible and can be continued to hypothesis testing.

Multiple Linear Regression

Table 5
Normality Test Results

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics

Model		B	Std. Error	Beta	t	Sig.	Tolerance	ViF
1	(Constant)	6.292	1.616		3.895	.000		
	M_Waktu_X1	.185	.083	.182	2.244	.027	.991	1.009
	M_Kuliah_X2	2.204	.320	.559	6.882	.000	.991	1.009
a. Dependent Variable: P_Akademic								

Based on the calculation of the computer program SPSS obtained the following results : Y = 6.292+ 0.185 X1 + 0.2. 204X2+e . From the table it can be seen that the independent variable of time management has a coefficient of 0.185. this shows that every single unit of improvement in time management (measured by an appropriate scale) will contribute to an increase of 0.185 units in academic performance.

Meanwhile, the independent variable of college motivation has a coefficient of 2.204. this indicates that every one unit increase in college motivation will be associated with an increase of 2,204 units in academic achievement.

Test T

Based on the spss output in Table 5 above, it can be concluded as follows
a) Based on ouput spss significance value of time management variable can be obtained by 0.027, the significance value is smaller than the limit value of significance, which is equal to 0.05. which can be concluded that the time management variables affect academic achievement and correlation coefficient is positive. then the hypothesis that time management variables have a positive and significant effect on academic achievement is accepted.
b) Based on ouput spss can be obtained variable significance value of motivation lecture 0.000, the value of this significance is smaller than the limit value of significance, which is equal to 0.05. which can be concluded that the variable motivation college affect academic achievement and correlation coefficient is positive. then the hypothesis that college motivation variables have a positive and significant effect on academic achievement is accepted.

Test F

The criterion for testing hypotheses using F statistics is that if the significant value of F < 0.05, then the alternative hypothesis is accepted, which states that all independent variables simultaneously and significantly affect the dependent variable (Ghozali, 2019).

Table 6
Test F

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	322.819	2	161.409	27.888	.000[b]
	Residual	561.421	97	5.788		
	Total	884.240	99			
a. Dependent Variable: P_Akademic						
b. Predictors: (Constant), M_Kuliah_X2, M_Waktu_X1						

Based on the results of the F test with a significance level of 0.000 or < 0.05, the simultaneous variables of college motivation and time management are equally significant effect on academic achievement variables.

Coefficient of Determination
Table 7
Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.604ª	.365	.352	2.40579	1.877
a. Predictors: (Constant), M_Kuliah_X2, M_Time_X1					
b. Dependent Variable: P_Akademik					

Based on Table 6 shows the test results obtained coefficient of determination Adjusted value R 0.604 or equal to 60.4% which means that the variable academic achievement can be explained by the variable motivation lecture and time management of 60.4% while the remaining 39.6% explained by other variables outside the model studied.

The influence of time management on the academic success of working students

Based on ouput spss, the significance value of time management variable is 0.027 , the significance value is smaller than the significance limit value, which is 0.05. which can be concluded that time management variables affect academic achievement.Based on the results of data analysis using SPSS software, we found that the significance value for the time management variable is 0.027. This shows that there is a significant relationship between time management and academic achievement. A significance value lower than the established significance limit (0.05) indicates that the relationship between the two variables is statistically significant.

The theory that supports these results is the theory of time management which states that the ability of individuals to manage time effectively can improve productivity and performance in various aspects of life, including in the context of academic achievement. According to this theory, when a person is able to manage his time well, he is likely to be able to allocate enough time to study, do assignments and prepare for exams, which can ultimately improve his academic performance. Thus, the results of our study are consistent with the principles of this theory of time management.

Time management has a positive and significant effect on academic achievement, by having good time management skills, students can still improve academic achievement even while working (anda & Nugraheni, 2016). Students who apply Time Management in their activities are likely to be able to achieve better academic achievement because every activity carried out is always organized to be able to achieve the desired goals (Horiroh & Afandi, 2020).

The effect of college motivation on the academic success of working students

Obtained the value of the variable significance of motivation lecture 0.000, the value of this significance is smaller than the limit value of significance, which is equal to 0.05. which can be concluded that college motivation variables affect academic achievement.

From the results of the study, that college motivation affects the success of working students because Open University students have a desire to get good grades even by moonlighting, namely by having a strong determination to get a good GPA, enjoying all the joys and sorrows of college, always prioritizing education over work and have a high commitment in completing coursework. This is in accordance with the theory proposed by Mcinnes and Harley (2020) that college motivation is a person's desire to have good results in academics by being determined, enjoying the process, prioritizing education and committing to completing tasks. Based on the description above, it can be concluded that H2 is accepted, namely college motivation has a positive and significant effect on the academic success of working students.

Conclusions, and limitations
Conclusion
Based on ouput spss, the significance value of time management variable is 0.027 , the significance value is smaller than the significance limit value, which is 0.05. which can be concluded that the time management variables affect academic achievement and correlation coefficient is positive. then the hypothesis that time management variables have a positive and significant effect on academic achievement is accepted.

Based on ouput spss can be obtained variable significance value of motivation lecture 0.000, the value of this significance is smaller than the limit value of significance, which is equal to 0.05. which can be concluded that the variable motivation college affect academic achievement and correlation coefficient is positive. then the hypothesis that college motivation variables have a positive and significant effect on academic achievement is accepted.

Based on the results of the F test with a significance level of 0.000 or < 0.05, the simultaneous variables of college motivation and time management influence together significantly on academic achievement variables.

Based on the results of the study showed the test results obtained coefficient of determination value Adjusted R 0.604 or 60.4%, which means that the variable academic achievement can be explained by the variable motivation and Time Management lecture at 60.4% while the remaining 39.6% explained by other variables outside the model studied

Limitation
Development of time management skills invite yourself to develop time management skills. this could include creating a daily or weekly routine schedule, prioritizing tasks, and using time management techniques such as the Pomodoro method.

Technology utilization use technology such as reminder or time planning applications to help you organize your schedule and remind you of tasks that need to be completed. Learn effective learning strategies, such as proper study techniques and how to manage time during study sessions to be more productive.

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