ANALYSIS OF ACADEMIC PERFORMANCE TIME MANAGEMENT AND ACHIECVEMENT

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ABSTRACT

The purpose of this research is to find out whether the time management variable has an influence on student academic achievement. The research data uses primary data derived from questionnaires which are then processed and analyzed and then presented in the form of tables and narratives. The sample used was 97 respondents taken from the second semester student population majoring in Management who already had study results in the form of grades and stated in the study results card. The sampling technique used is non-probability sampling. In this research, tthe analysis technique used is Multiple Linear Regression Analysis. The results of the study stated that time management has a positive influence on academic achievement.

Keywords: Time Management, Academic Achievement

INTRODUCTION

Education is a very important need in human life. However, some people choose to work after finishing school, and some others choose to continueeducation to a higher stage as a form of endeavor to achieve a more orderly and prosperous future. Heather Fry, Steve Ketteridge and Stephanie Marshall (2009) stated that 66 percent of the reasons students continue their education to the undergraduate level are to achieve certain goals. Among them are to improve the standard of living, increase the chances of getting a job, develop a career, get good qualifications, and get a good job. In advancing and educating the nation's life as well as being a forum for developing Indonesian individuals, education is an important factor.

Through education, a person has the opportunity to be more competitive in order to be ready to face competition in the world of work. Competitiveness as a student is very important because it is related to the ability or expertise of a student in getting a job that meets expectations. The competitiveness of students can be seen from the ability of these students to get a job. As said by Butarbutar (2012), student competitiveness is influenced by soft skills, in which the soft skills themselves are influenced by student learning achievement or GPA.With regard to learning achievement, according to Winkel (2010) that achievement in learning is the maximum result an individual can achieve after carrying out various learning efforts. Nasution (Sunarto, 2005) explains that learning achievement is a form of perfection that has been achieved by an individual in thinking, feeling, and acting. Learning achievement is declared perfect if it includes three aspects including; cognitive or knowledge aspects, affective or attitude aspects and psychomotor aspects or skills. Achievement is considered unsatisfactory

if an individual has not been able to meet the targets in these three aspects. Kuh et al (2006) explained that there are two outcomes from the success of the student learning process, Slameto (2003) stated that in order to achieve student learning achievement as desired, in this case it is necessary to pay attention to several things that affect learning achievement including; factors contained within the individual (internal) and factors that come from outside the individual (external). In learning activities, the role of time management is very much needed because time management is part of one of the factors that comes from within oneself or internally. Time affects learning activities, as stated by Slameto (2003: 68). According to Taylor (1990: 9) Time management is the achievement of the main goals of life as a form implementation of one's efforts to set aside meaningless activities that usually take time. According to Forsyth (2009), the benefits of time management include that a person has the ability to increase personal productivity. Good time management allows a person to act more focused according to priorities.

The application of time management in learning is one of the real solutions that can encourage academic achievement. However, there are still many students who do not fully have good time management. There are still many students who do not understand synergy in efforts to achieve student academic achievement. Judging from the important role of time management in achieving academic achievement, this is what is of concern to researchers to conduct research related to how to achieve academic achievement through the application of time management.

METHODOLOGY

A. Concept Development

Achievement is considered as an achievement or success from all the hard work that has been done by someone. With achievement, a person is able to prove his success to others. With this achievement too, someone will feel confident to have higher competitiveness. As a student, academic achievement is one of the determinants of success in studying. Academic achievement is the result achieved by someone from a teaching and learning interaction (Dimyati and Mudjiono, 2009). Academic achievement is an achievement of a person's level of success from an effort to learn about a goal, because of an effort that has been done optimally (Naam, 2009). It takes good hard work to get good academic achievement too. Time management is one of the internal factors in achieving academic achievement. According to Covey (1994), time management and self-management are two things that are interrelated. Self-management is defined as a person's effort in organizing his life processes with the principle of always trying to prioritize things that become a priority scale.

Claessens (2007) explained that to reduce anxiety as well as anxiety, time management techniques can be used. This technique can be associated with the importance of performance and satisfaction. Time management is a technique about making changes related to the use of one's time. A Time Management System must be implemented by someone in order to help him see and analyze how changes must be made (Susan, 2012).

Behavioral decision theory states that implementing good time management will get big results in the future (Fischer, 2008). Early stage implementation of time management results will not always be visible. When timemanagement is applied consistently, the final results will be very impressive. Good time management behavior will increase academic achievement. Conversely, if the time management behavior is low, the academic achievement will also be lower.

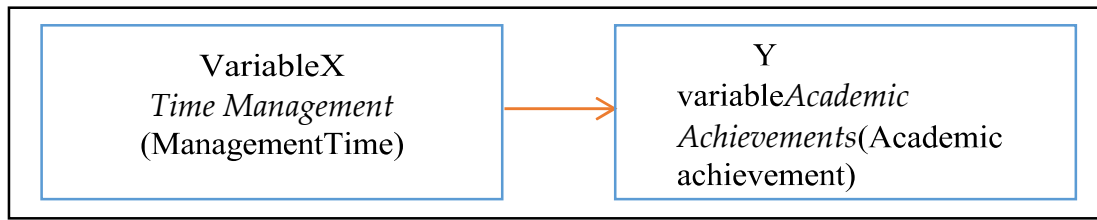*Hypothesis: Time Management has an effect on academic achievement*

| VariableX *Time Management* (ManagementTime) | → | Y variable*Academic Achievements*(Academic achievement) |

Figure 1. Research Design

Table 1. Variable Operationalization

Variable	Aspect	Indicator
Time Management (Time *Management*)	Avoid habitswaste Time	Make a daily list (checklist)
		Make daily, weekly and agenda Monthly
		Using a notebook (agenda)
	SetTarget	Have a purpose for the activity Run
		Determine the needs to be achieved
	Setting Priorities	Identify important and unimportant tasks or activities as well as urgent or not urgent tasks or activities Urge
		Spend more time on prioritized tasks or activities
	Do Effective Communication	Communicate well with the tasks to be performed
	Avoid Delay	Doing tasks or activities with on time
		Use time efficiently
Academic Achievement (Academic *achievements*)	Cognitive Aspect	knowledge/memorization/memory (knowledge)
		understanding
		Application
	Affective Aspect	Organization (set or organize)
		Receiving or attending (receiving or notice)
		Responding
		Valuing (assess / appreciate).
	Psychomotor Aspect	Do with procedures
		Compile
		Copy
		Do well and right

Source: Elaboration of theory, 2022

B. Data collection

The research was conducted on students studying in the second semester of the Widyatama University Management Department who already had study results in the form of grades stated on the study result card. This study used 97 respondents from semester II students majoring in Management at Widyatama University. The sampling technique in completion in this study was non-probability sampling (non-random sampling), namely the accidental sampling technique, namely students who were appointed as samples were students who were willing to become respondents and the number was 97 people.

C. Analysis Method

The research was carried out using a quantitative approach with a correlation descriptive design which aims to describe whether there is a relationship between time management and learning achievement. Data from the questionnaire results were processed and analyzed and then presented in the form of tables and narratives. In this study, regression analysis was used using the SPSS 20.0 program (Ferdinand, 2014).

RESULTS

The results of the research are based on the results of the analysis used to test the model and test the hypothesis. These results were obtained from data processing using SPSS.

Table 2. Coefficient of Determination

Variable	R	R Square	Adj. R Square	Sig. F.
Time Management	0.879	0.772	0.770	0.000

Source: Processed data, 2022

Table 2 shows the magnitude of R or the correlation of the Time Management variable (X)with the variable Learning Achievement (Y) of 0.879. R Square or the determinant coefficient of 0.772 or 77.2%, indicates that the variability of learning achievement can be explained by using Time Management of 77.2%.

Table 3. F test

Model		Sum of Squares	df	MeanSquare	f	Sig.
1	Regression	1848.936	1	1848.936	331.828	.000b
	Residual	546.054	98	5.572		
	Total	2394.990	99			

a. Dependent Variable: Learning Achievement
b. Predictors:(Constant), Time Management

In Table 3 it can be seen the results of the model test with the Sig. of 0.000 which indicates the significance of the results. The table also shows the results of Fcount > Ftable (331.828 > 3.945) which shows the multiple linear regression equation model of the results of this analysis is feasible to use to explain the effect of the Time Management variable on Learning Achievement.

Table 4 Hypothesis Testing

Model		B	std. Error	Betas	t	Sig.
1	(Constant)	2,390	2,432		.983	.328
	Time Management	.761	042	.879	18,216	.000

a. dependentVariable: Learning Achievement
Source: Processed data, 2022

Based on the above data in Table 5 shows the analysis result model in the form of a multiple linear regression equation model and its testing. The multiple linear regression equation model that can be made from the analysis results in table 5 is:
$Y = 1.310 + 0.767X1$...
............1)
The Time Management variable has a regression coefficient of $b1 = 0.761$ and a probability value of sig. $t = 0.000$. Because the probability value is below 0.05, it is significant. The value of t count in table 4 is 331.828 which shows tcount
> ttable so that time management has a significant effect on learning achievement.

DISCUSSION
Research obtains findings from research data that is valid and reliable. Research has also produced a feasible model because it shows that the variability of learning achievement can be explained by using Time Management of 97.9%. Time Management affects Learning Achievement, meaning that someone who performs or applies Time Management in their activities is most likely to be able to achieve better academic achievement because each activity is always organized to achieve its goals. This research is in linewith previous research (Andari and Nugraheni, 2016) showing that time management has a positive and significant effect on student academic achievement and time management has an influence on student learning achievement/GPA (Fitriani, 2018).

CONCLUSION
There is an influence of time management on the academic achievement of students of the Management Study Program, Faculty of Economics, Business and Social Sciences (FEBIS), Widyatama University. In this case it is meant that individuals who apply time management, namely when their study time is carried out regularly, will be able to improve the individual's cognitive abilities so that their learning achievement increases. Students must realize that time management is an important factor in success, one of which is achieving better academic achievement. For students who have low time management, they must have more encouragement to improve it.

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