



THE EFFECT OF TIME MANAGEMENT, SELF-EFFICACY, AND STUDY MOTIVATION ON ACADEMIC PROCRASTINATION IN THE COMPLETION OF STUDY PROCESS STUDENTS OF THE ECONOMICS EDUCATION STUDY PROGRAM, FACULTY OF ECONOMICS, STATE UNIVERSITY OF JAKARTA

Irma Yulia Pramono^{1*}, Siti Nurjanah², Sri Indah Nikensari³

^{1,2,3}Universitas Negeri Jakarta

Email: Irma.yulia28@gmail.com¹

Abstract

This study aims to determine the extent to which time management, self-efficacy, and learning motivation affect academic procrastination. The methodology in this study is based on quantitative research. The sampling technique used simple random sampling by selecting batches 2017, 2018, and 2019 as samples and populations. The population in this study was 152, and the sample was 110 students who were working on their final project. The data collection technique used a questionnaire in the form of a closed statement via google form link and data analysis. In the results of this study, 77.3% of the variables of time management, self-efficacy, and learning motivation affect academic procrastination. While the remaining 27.7% is not tested in this study. The results show: time management positively affects learning motivation, self-efficacy positively affects learning motivation, time management negatively affects academic procrastination, self-efficacy negatively affects academic procrastination, learning motivation negatively affects academic procrastination, time management through learning motivation affects academic procrastination, self-efficacy through learning motivation affects academic procrastination.

Keywords: Academic Procrastination, Time Management, Self Efficacy, Learning Motivation

INTRODUCTION

Education is needed to equip everyone with the knowledge needed to develop and produce superior offspring, and become a qualified human resource, thus driving the development of the nation. Qualified human resources can be achieved through higher education. As an intellectual, students have a responsibility in taking up and completing their studies. Basically, students will study for 3 years for D3 and 4 years for S1 or Bachelor.

Preparing a final assignment is one of the mandatory requirements that a student must do to graduate. The final assignment made by a S1 student is generally called a thesis. A script is a scientific work written according to the reading, examination and scientific explanation of a writer or researcher with the purpose of telling something. In the process of implementing as a student, it is expected to be able to display productive behavior, by completing his study time in time. However, in reality, not all students can complete their duties in preparing the final assignment in a timely manner.

Students who are working on the final assignment usually have their own constraints. The lack of good time management, the learning motivation needed to be able to complete the final task, and the

low self-efficiency have the negative impact of such things to delay completion. Behavior committed to delay a job or complete an academic task or what is commonly referred to as academic procrastination.

Steel (2007), is the deliberate delay of a desired action regardless of people's awareness that their delayed behaviour may have adverse consequences (Iskandar, 2023). Just as when working on the final assignment students are not aware that their behavior of delaying to work on the last assignment makes them longer to complete the period of study.

One form of self-management is Time Management. Time management is the ability to allocate time and resources to accomplish a goal. Time Management refers not only to time management, but more likely to how to use time. Individuals who manage time will prioritize the various tasks faced, focusing time and energy on the important tasks first.

In addition, the low self-efficacy factor is also a cause of academic procrastination. Self-efficacy refers to a person's confidence in his or her own ability to shape how one responds to challenging situations. When students have good academic self-efficacy, students will have good self-adaptation. It is seen from the ability to do academic tasks and the way to adapt to the people around, the environment and the difficulties faced. (Wahyuningsih et al., 2021).

Students also need to think about motivation. Learning motivation is also a factor in academic procrastination. Students with high learning motivation usually avoid delays as much as possible, will be persistent in completing difficult tasks and complete them independently for achieving goals (Usop & Astuti, 2022).

LITERATURE REVIEW

Academic Procrastinasion

Procrastination comes from the Latin *procrastinare*. The word *procrastinare* is two words formed from the prefix *Pro* which means forward or move forward, and the end of *Crastinus* which means tomorrow's decision. So, literally, procrastination means postponing or delaying until the next day. (Nurjan, 2020). According to Solomon and Rothblum (1984) in (Khoirunnisa et al., 2021), explaining that academic procrastination constitutes a delay in completing academic tasks, such as delaying work on the subject exercise, delayed search for various references for papermaking purposes, delays in dealing with school-related administrative needs.

Time Management

Time management according to Macan is self-regulation in using time as effectively as possible by planning, scheduling, having control over time, being able to prioritize according to importance, and the desire to be organized which can be seen from behaviors such as organizing the workplace and not procrastinating work that must be completed. (Mediastuti & Nuhadiani, 2022). According to Forsyth (2009) in (Syelviani, 2020), The definition of time management is a way of making time under control

so as to ensure the creation of effectiveness and efficiency as well as productivity. In this case, it is regulated about how the procedures in the management of existing time.

Self Efficacy

In psychological terms, beliefs about one's ability to achieve goals are referred to as self efficacy (Venanda, 2022). According to Bandura (1977) Self-efficacy is an individual's belief about his or her ability to organize and complete a task required to achieve certain results (Permatasari, Mulyadi, Samlawi, et al., 2022). Whereas according to Baron & Byrne (2004) self efficacy as a person's belief in his or her ability or competence to perform a given task, achieve a goal, or overcome an obstacle (Martono et al., 2023).

Learning Motivation

Motivation comes from the Latin *movore*, which means motion or the urge to move. In English, motivation comes from the word *motive*, which means motion or reason. In Indonesian, motivation comes from the word "motive" which means the power within an individual that encourages them to do something (Andini & Usriyah, 2023).

Abraham Maslow argues that motivation is something that is constant (fixed), never ending, fluctuating and complex, and it is largely a universal characteristic in every organism's activities (Azis & Amiruddin, 2020). Furthermore, Fredrick J. Mc Donal defines motivation as a change in energy in a person characterized by feelings and reactions to achieve a goal (Dewi, 2021).

Selain itu, Sukarno (1999) mengatakan Motivasi belajar adalah suatu dorongan yang dapat menimbulkan keinginan, perhatian, kemauan, dan semangat belajar dalam suatu proses dalam mencapai tujuan belajar (Gule, 2022).

METHOD

Quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to study populations or specific samples, data collection can use research instruments, data analysis can be quantitative/statistical, with the need to prove the hypothesis already established (Sugiyono, 2013) . This research uses primary data managed directly by the author whose source is obtained from the field. This study uses a correlational approach with a type of product moment correlation analysis technique (Jamun et al., 2020). For data collection techniques, researchers use an instrument or questionnaire that will be given online through google forms to students of Economic Education, and use the Likert scale as a data measurement technique. Sampling techniques will use Propotional random sampling. And the analytical technique that will be used to test the data is with Path Analysis. The analysis on this study will be assisted by using Microsoft Excel and SPSS version 29.

RESULTS AND DISCUSSION

Hypothesis Test and Path Analysis

1. Structure 1: Time Management and Self-Efficacy on Learning Motivation

a. Hypothesis Testing t Test Sub-Structur 1

The t_{test} is a test that aims to determine whether the independent variables individually have an influence on the dependent variable.

Table1 Hypothesis t_{test} Testing Sub-Structur 1

| Coefficients ^a | | | | | | |
|---------------------------|-----------------|-----------------------------|------------|---------------------------|-------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 23.364 | 4.936 | | 4.734 | <,001 |
| | Time Management | .185 | .065 | .255 | 2.837 | .005 |
| | Self Efficacy | .508 | .106 | .430 | 4.781 | <,001 |

a. Dependent Variable: Learning Motivation

Based on the t test table that the significance value of the time management variable is 0.005 where the value of $0.005 > 0.05$, it can be concluded that the time management variable has no direct and insignificant effect on the learning motivation variable (X_3), so the hypothesis H_a is accepted and H_0 is rejected.

Furthermore, the significant value of the self-efficacy variable (X_2) is 0.001 where the value of $0.001 < 0.05$, it can be concluded that the self-efficacy variable (X_2) has a direct and significant effect on the time management variable (X_3), so the hypothesis H_a is accepted and H_0 is rejected.

The regression equation means that if the time management variable increases by one unit, the learning motivation will increase by 0.255 or 25.5%. If the self-efficacy variable increases by one unit, the learning motivation will increase by 0.430 or 43%.

b. Hypothesis Testing F Test Sub-Structure 1

The F_{test} can be seen in the Anova table which provides information on whether or not the time management variable (X_1) and the self-efficacy variable (X_2) simultaneously influence the learning motivation variable (X_3). The results of the F test can be seen as follows:

Table 2 Hypothesis Testing F_{Test} Sub-Structure 1

| Coefficients ^a | | | | | | |
|---------------------------|-----------------|-----------------------------|------------|---------------------------|-------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 23.364 | 4.936 | | 4.734 | <,001 |
| | Time Management | .185 | .065 | .255 | 2.837 | .005 |
| | Self Efficacy | .508 | .106 | .430 | 4.781 | <,001 |

a. Dependent Variable: Learning Motivation

From the results of the F test, it is found that the significance value is 0.001, meaning that the value of $0.001 < 0.05$, it can be concluded that the time management variable (X_1) and the self-efficacy variable (X_2) simultaneously or jointly affect the learning motivation variable (X_3).

2. Structure 2: Time Management, Self-Efficacy, Learning Motivation, and Academic Procrastination

a. Hypothesis Testing of Sub Structure 2 t_{test}

The t_{test} is a test that aims to determine whether the independent variables individually have an influence on the dependent variable.

Table 3 Hypothesis Testing of Sub Structure 2 t_{test}

| Coefficients ^a | | | | | | |
|---------------------------|---------------------|-----------------------------|------------|---------------------------|---------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 70.159 | 2.295 | | 30.571 | <.001 |
| | Time Management | -.428 | .035 | -.664 | -12.068 | <.001 |
| | Self Efficacy | -.141 | .067 | -.166 | -2.092 | .039 |
| | Learning Motivation | -.150 | .042 | -.253 | -3.595 | <.001 |

a. Dependent Variable: Academic Procrastination

Based on the t-test table that the significance value of the time management variable is <0.001 where the value of 0.001 <0.05, it can be concluded that the time management variable has a significant effect on the academic procrastination variable (Y), so the H0 hypothesis is rejected and Ha is accepted.

In addition, based on the t test that the significance value of the self-efficacy variable is 0.039 where the value of 0.039 > 0.05, it can be concluded that the self-efficacy variable has a significant effect on academic procrastination, so the H0 hypothesis is rejected and Ha is accepted.

Furthermore, the significant value of the learning motivation variable (X₃) is 0.001 where the value of 0.001 <0.05, it can be concluded that the learning motivation variable (X₃) has a significant effect on the academic procrastination variable (Y), so the H0 hypothesis is rejected and Ha is accepted.

The regression equation means that if the time management variable increases by one unit, then academic procrastination will decrease by -0.664 or approximately 66.4%. If self-efficacy increases by one unit, procrastination will decrease by -0.166 or by 16.6%. And if learning motivation increases by one unit, academic procrastination will decrease by -0.253 or by 25.35%.

b. Hypothesis Testing F Test Sub Structure 2

The F test can be seen in the Anova table which provides information on whether or not the time management variable (X₁), the self-efficacy variable (X₂), and the learning motivation variable (X₃) simultaneously influence the Academic Procrastination variable (Y). The results of the F test can be seen as follows :

Table 4 Hypothesis Testing F_{test} Sub Structure 2

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|--------------------|
| 1 | Regression | 4350.419 | 3 | 1450.140 | 120.092 | <.001 ^b |
| | Residual | 1279.973 | 106 | 12.075 | | |
| | Total | 5630.392 | 109 | | | |

a. Dependent Variable: Academic Procrastination

b. Predictors: (Constant), Learning Motivation, Time Management, Self Efficacy

From the results of the F_{test} , it is found that the significance value is 0.001, meaning that the value of $0.001 < 0.05$, it can be concluded that the time management variable (X_1), the self-efficacy variable (X_2), Learning Motivation (X_3) simultaneously or jointly affect the Academic Procrastination variable (Y).

Sobel Test

Direct hypothesis testing between variables is used t test output data on the t statistic value and significance value, then the indirect effect to determine the significant value is done with the sobel test.

The results of testing the significance value of indirect effects with the sobel test are presented as follows :

Table 5

Sobel Test Learning motivation can mediate time management variables on academic procrastination

| Input: | Test statistic: | Std. Error: | p-value: |
|--|--|--|---|
| a <input type="text" value="0.185"/> | Sobel test: <input type="text" value="-2.22580964"/> | <input type="text" value="0.01246737"/> | <input type="text" value="0.02602693"/> |
| b <input type="text" value="-0.150"/> | Aroian test: <input type="text" value="-2.17429287"/> | <input type="text" value="0.01276277"/> | <input type="text" value="0.02968315"/> |
| s_a <input type="text" value="0.065"/> | Goodman test: <input type="text" value="-2.28117082"/> | <input type="text" value="0.01216481"/> | <input type="text" value="0.02253834"/> |
| s_b <input type="text" value="0.042"/> | <input type="button" value="Reset all"/> | <input type="button" value="Calculate"/> | |

From the results of the sobel test, it shows that the p-value is 0.02602693 ($p < 0.05$), it can be concluded that learning motivation can mediate time management variables on academic procrastination.

Table 6

Sobel Test Learning motivation can mediate self-efficacy variables on academic procrastination

| Input: | | Test statistic: | Std. Error: | p-value: |
|----------------|--------|---------------------------|-------------|------------|
| a | 0.508 | Sobel test: -2.86370079 | 0.02660893 | 0.00418723 |
| b | -0.150 | Aroian test: -2.8244408 | 0.02697879 | 0.00473632 |
| s _a | 0.106 | Goodman test: -2.90464481 | 0.02623384 | 0.0036767 |
| s _b | 0.042 | Reset all | Calculate | |

From the results of the sobel test, it shows that the p-value is 0.00418723 ($p < 0.05$), it can be concluded that learning motivation can mediate the self-efficacy variable on academic procrastination.

DISCUSSION

The Effect of Time Management on Learning Motivation

Time management has a positive effect on learning motivation. The analysis results show the value of $t_{count} = 2.837 > 1.982$ and p-value $0.005 < 0.05$, so it can be determined to accept H_a and reject H_0 . It can be concluded that there is a positive direct effect of time management on learning motivation. This is in line with research conducted by (Suardin & Yusnan, 2021) explaining that there is a strong influence between the dependent variable time management on learning motivation.

The Effect of Self-Efficacy on Learning Motivation

Self-efficacy has a positive effect on learning motivation. The analysis results show the t value = $4.781 > 1.982$ and p-value $0.001 < 0.05$, so it can be determined to accept H_a and reject H_0 . It can be concluded that self-efficacy has a positive and significant effect on learning motivation. This is in line with research conducted by (Aryanti & Muhsin, 2020) there is a positive and partially significant influence between self-efficacy on learning motivation. In addition, in research conducted by (Nursakdiah et al., 2023) it was found that self-efficacy has a positive influence on learning motivation.

The Effect Of Time Management on Academic Procrastination

The analysis results show the t value = $-12.068 > 1.982$ and p-value $0.001 < 0.05$, so it can be determined to accept H_a and reject H_0 . This is in line with research conducted by (Sabara et al., 2024) The result has a coefficient value of 0.716 which indicates that every increase of one score of the time management variable will reduce academic procrastination by -0.716.

The Effect of Self-Efficacy on Academic Procrastination

Self-efficacy has a negative and significant influence on academic procrastination. The analysis results show the $t_{value} = -2.092 > 1.982$ and p-value $0.039 < 0.05$, so it can be determined to accept H_a and reject H_0 . It can be concluded that self-efficacy has a negative and significant effect on academic procrastination. This is in line with research conducted by (Paramithasari et al., 2022) has a value of t =

-9.285 with $p < 0.05$, these results make H_0 rejected and H_a accepted, which means that self-efficacy has a significant negative effect on academic procrastination.

The Effect Of Learning Motivation on Academic Procrastination

The analysis results show the value of t count = $-3.595 > 1.982$ and p -value $0.001 < 0.05$, so it can be determined to accept H_a and reject H_0 . It can be concluded that Learning Motivation has a negative and significant effect on academic procrastination. This is in line with research conducted by (Rohma et al., 2024) The results showed a significant negative relationship between learning motivation and academic procrastination.

The Effect Of Time Management on Academic Procrastination Through Learning Motivation

Learning motivation can mediate the indirect effect of time management on academic procrastination. This is indicated by the significance level of $0.0026 < 0.05$, so it is determined to accept H_a and reject H_0 .

The Effect Of Self-Efficacy On Academic Procrastination Through Learning Motivation

Learning motivation can mediate the indirect effect of self-efficacy on academic procrastination. This is indicated by the significance level of $0.004 < 0.05$, so it is determined to accept H_a and reject H_0 .

CONCLUSION

Based on the results of research on the influence of time management, self-efficacy, and learning motivation on academic procrastination in completion of the study period of students of Prodi Education Economics Faculty, State University of Jakarta in 2017, 2018, and 2019, it can be concluded as follows: time management positively affects learning motivation, self-efficacy positively affects learning motivation, time management negatively affects academic procrastination, self-efficacy negatively affects academic procrastination, learning motivation negatively affects academic procrastination, time management through learning motivation affects academic procrastination, self-efficacy through learning motivation affects academic procrastination.

REFERENCES

- Andini, P. A., & Usriyah, L. (2023). Faktor Yang Mempengaruhi Mahasiswa Non Bahasa Inggris Dalam Belajar Bahasa Inggris. *Enrich: Jurnal Pendidikan, Bahasa, Sastra Dan Linguistik*, 4(1). <https://doi.org/https://doi.org/10.36546/pbi.v3i2.877>
- Aryanti, Y. D., & Muhsin. (2020). Pengaruh Efikasi Diri, Perhatian Orang Tua, Iklim Kelas dan Kreativitas Mengajar Terhadap Motivasi Belajar Siswa. *Economic Education Analysis Journal*, 9(1), 243–260. <https://doi.org/10.15294/eeaj.v9i1.37169>
- Azis, N., & Amiruddin. (2020). Motivasi Guru Pendidikan Agama Islam Dalam Meningkatkan Minat Belajar Siswa. *TARBAWI: Jurnal Pendidikan Agama Islam*, 5(1), 56–74.
- Dewi, N. S. (2021). *Teori Motivasi*. In Hartini (Ed.), *Pengantar Manajemen (Teori Dan Konsep (Vol. 5, Issue 3)*. CV. Media Sains Indonesia.

- Gule, Y. (2022). *Motivasi Belajar (Study Kasus Tinjauan Melalui Kompetensi Sosial Dan Keteladanan Guru)*. CV. Adanu Abimata.
- Iskandar, Y. (2023). Hubungan Self-Efficacy dengan Prokrastinasi Akademik Mahasiswa Semester 5 Fakultas Bisnis dan Humaniora Universitas Nusa Putra (Sebuah Proposal Penelitian) Article Info ABSTRAK. In *Jurnal Psikologi dan Konseling West Science* (Vol. 1, Issue 01). <https://wnj.westscience-press.com/index.php/jpkws/article/view/182>
- Jamun, Y. M., Ntelok, Z. R. E., & Ngalu, R. (2020). Pengaruh Pemanfaatan Perangkat Teknologi Informasi Dan Komunikasi Terhadap Peningkatan Kompetensi Profesional Guru Sekolah Dasar. *JIDP: Jurnal Inovasi Pendidikan Dasar*, 4(1). <https://doi.org/https://doi.org/10.36928/jipd.v4i1.253>
- Martono, P. N., Minarni, M., & Zubair, A. G. H. (2023). Pengaruh Self Efficacy Terhadap Prokrastinasi Akademik pada Mahasiswa di Kota Makassar. *Jurnal Psikologi Karakter*, 3(2), 660–665. <https://doi.org/10.56326/jpk.v3i2.3504>
- Mediastuti, R., & Nuhadianti, Rr. D. D. (2022). Hubungan Manajemen Waktu dan Dukungan Sosial Teman Sebaya Dengan Prokrastinasi Akademik Pada Siswa Kelas XII SMAN 4 Bekasi. *Jurnal IKRAITH-HUMANIORA*, 6(2), 31–39. <https://journals.upi-yai.ac.id/index.php/ikraith-humaniora/article/view/1497>
- Nursakdiyah, N., Khairinal, K., & Syuhada, S. (2023). Pengaruh Lingkungan Sekolah dan Efikasi Diri Terhadap Kejenuhan Belajar dan Dampaknya Terhadap Motivasi Belajar pada Mata Pelajaran Akuntansi Siswa Kelas XI SMK Negeri di Kabupaten Sarolangun. *JMPIS: Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 42, 653–664. <https://doi.org/10.38035/jmpis.v4i2>
- Paramithasari, S. P., Hermahayu, H., & Haq, A. L. A. (2022). Pengaruh Kontrol Diri dan Efikasi Diri pada Prokrastinasi Akademik Mahasiswa dalam Belajar Online. *Borobudur Psychology Review*, 2(1), 35–44. <https://doi.org/10.31603/bpsr.6877>
- Permatasari, N., Mulyadi, A., Samlawi, F., Kunci, K., Sosial, D., Diri, E., & Belajar, K. (2022). Pengaruh Dukungan Sosial dan Efikasi Diri Terhadap Kemandirian Belajar Siswa Pada Pembelajaran Akuntansi di SMKN Se-Bandung Raya. *Journal of Finance, Entrepreneurship, and Accounting Education Research*, 1(3), 192–207.
- Rohma, L. I., Firda Mufidah, E., Jauharah, F. I., Rahmawati, N., & Mawardiyah, C. A. (2024). Prosiding Seminar & Lokakarya Nasional Bimbingan dan Konseling 2024 PD ABKIN JATIM. <https://doi.org/https://doi.org/10.1234/pdabkin.v4i1.172>
- Sabara, A. K., Alwi, M. A., & Halima, A. (2024). Pengaruh Manajemen Waktu terhadap Prokrastinasi Akademik Kurikulum Merdeka pada Siswa MAN 2 Kota Makassar. *MADANI: Jurnal Ilmiah Multidisiplin*, 2(1), 100–106. <https://doi.org/10.5281/zenodo.10494714>
- Suardin, & Yusnan, M. (2021). Pengaruh Manajemen Waktu Belajar Terhadap Efikasi Diri Dan Motivasi Belajar Siswa Sekolah Dasar. *JECC (Jurnal Edukasi Cendekia)*, 5(1), 61–71.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif dan R&D*. Alfabeta.
- Syelviani, M. (2020). Pentingnya Manajemen Waktu Dalam Mencapai Efektivitas Bagi Mahasiswa (Studi Kasus Mahasiswa Program Studi Manajemen Unisi). <http://ejournal.unisi.ac.id/index.php/jam/article/view/1028>
- Venanda, Y. A. (2022). Hubungan efikasi diri (self efficacy) dengan prokrastinasi akademik dalam penyelesaian skripsi pada mahasiswa. *Jurnal Psikologi Tabularasa*, 17(1), 40–55. <https://doi.org/10.26905/jpt.v17i1.8090>