

# **The Influence Of Learning Motivation And Time Management On The Academic Achievement Of Administrative Economics Students, Universitas Negeri Jakarta**

**Aurellia Fitrista Maharani<sup>1</sup>, Christian Wiradendi Wolor<sup>2</sup>, Darma Rika Swaramarinda<sup>3</sup>**

<sup>1</sup>Department of Economics and Business, Universitas Negeri Jakarta, Indonesia

<sup>2</sup>Department of Economics and Business, Universitas Negeri Jakarta, Indonesia

<sup>3</sup>Department of Economics and Business, Universitas Negeri Jakarta, Indonesia

## **Abstract**

This study aims to analyse the influence of learning motivation and time management on student academic achievement, with a focus on students of the Administrative Economics Study Program at the State University of Jakarta. The background of this research is based on the importance of these two factors in improving the quality of education and student learning outcomes, considering that good academic achievement is an indicator of success in the higher education process. This study used a quantitative approach with a survey design, where data were collected through questionnaires distributed to 203 randomly selected students. Data analysis was conducted using SPSS Statistics (Statistical Package for the Social Sciences). The results of the study are expected to provide greater insight into the role of motivation and time management in supporting academic achievement, as well as provide recommendations for the development of more effective learning strategies in higher education settings.

**Keywords:** Learning Motivation; Time Management; Academic Achievement; Students.

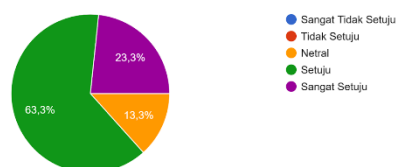
## 1. Introduction

One measure of the success of the educational process in higher education is student academic achievement. Good academic achievement reflects various aspects, such as intellectual intelligence and independence, which, in this context, can be associated with motivation in the learning process and effective time management. Within the Administrative Economics Study Program, Faculty of Economics, State University of Jakarta, various factors have been identified over time that influence student academic achievement, including both internal and external factors. Among these, learning motivation and time management stand out as key determinants significantly contributing to student academic success.

Learning motivation is an internal drive that encourages individuals to learn and fosters interest or excitement in achieving academic goals. As stated by Yulyani, R. (2022), high learning motivation drives student effort and perseverance, thereby positively impacting academic achievement. In other words, the higher the motivation, the better the academic performance that can be attained. In an integrated and fast-paced academic environment such as Universitas Negeri Jakarta, learning motivation plays a pivotal role, particularly in overcoming challenges like a rigorous curriculum and academic pressures. Research conducted by Widhita, Z.D., et al. (2023), during the pandemic, demonstrated that student learning motivation positively impacts academic performance, showing that students who are actively motivated to learn progress significantly more compared to those who lack interest in their studies.

In addition to learning motivation, time management also serves as a strong predictor of student performance. Britton, B., and Tesser, A. (1991) found that students who excelled in managing their time, particularly in completing assignments and reciprocal tasks, achieved better academic results. Similarly, a study by Dewi, W.C. (2019) revealed that students capable of effectively managing their time displayed higher academic achievement than those who struggled with time management.

Anda merasa bahwa motivasi belajar yang tinggi berkontribusi secara signifikan terhadap prestasi akademik Anda.  
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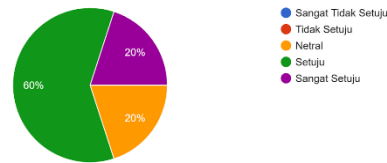


*Picture 1 - First Pre-research Results*

The first pre-research result shows that most respondents (86.6%) have a positive perception of the effect of learning motivation on their academic performance. A total of 23.3% of respondents strongly agreed, 63.3% agreed, and 13.3% were neutral. This result is in accordance with the theory of learning motivation put forward by several experts, such as (Maslow, 1943) and (McClelland, 1961). namely that learning motivation is an internal factor that affects individual learning behaviour. In addition, previous research also shows that learning motivation has a positive relationship with academic achievement (Ames, 1992; Pintrich, 2004).

However, there are 13.3% of respondents who are neutral, which means that there is still a small proportion of students who do not believe that learning motivation contributes to academic achievement.

Anda mampu mengelola waktu dengan baik antara kegiatan akademik dan non-akademik, yang mendukung pencapaian prestasi akademik Anda.  
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*Picture 2 - Second Pre-research Results*

The second pre-research result shows that 80% of respondents believe that they are able to manage their time well between academic and non-academic activities, which supports their academic achievement. The breakdown of the results showed that 20% of respondents strongly agreed, 60% agreed, and 20% were neutral. These results are in line with the time management theory proposed by Britton & Tesser (1991), which states that the ability to manage time effectively can improve academic performance. Research by Macan (1994) also shows that good time management is positively related to academic achievement, where students who have good time management skills tend to have better academic results.

Although the majority of respondents felt able to manage their time well, there were 20% of respondents who were neutral. This indicates that there is doubt or uncertainty among some students regarding their ability in time management.

Learning motivation is an internal drive that encourages individuals to engage in the learning process. Motivation theory, as proposed by Deci & Ryan (1985) in Self-Determination Theory, emphasizes intrinsic motivation in improving learning engagement and outcomes. Previous research shows that students who have high motivation to learn tend to be more active in the learning process, which in turn contributes to better academic achievement (Schunk, Pintrich, & Meece, 2008).

Effective time management is also a key factor in achieving academic performance. Research by Britton & Tesser (1991) showed that students who are able to manage time well have better academic performance. Previous research by Macan (1994) emphasized that good time management skills not only contribute to academic achievement, but also to stress reduction and improved student well-being.

The link between learning motivation and time management is an important focus in this study. Zimmerman's (2002) research shows that motivated students tend to be more disciplined in managing their study time. In other words, high learning motivation can improve students' ability in time management, which ultimately has a positive impact on academic achievement.

## **2. Literature Review**

### **2.1 Learning Motivation**

Motivation comes from the Latin, *movere*, which means drive or driving force. Many experts have provided definitions of motivation from their respective perspectives, but basically have the same meaning, namely as a driver that converts a person's energy into real action to achieve certain goals.

Huitt (2001) defines motivation as an internal condition or state defined as a need, desire, or passion that directs a person's behavior to act actively to achieve goals. Thursan Hakim (2000:26) states that motivation is the drive of the will that makes a person take an action to achieve a certain goal.

Learning motivation can be interpreted as the drive or enthusiasm that makes someone want to continue learning. In other words, this motivation functions as a driver that arouses the enthusiasm for learning (Islamuddin, 2012: 259). Meanwhile, according to Marshall, H. H. (1987), learning motivation is when students feel that these learning activities have meaning, value, and benefits that are interesting enough for them, so they are encouraged to do so.

Motivation in learning activities is closely related to a person's desire to actualize himself. Therefore, motivation has a great influence on the learning process of students, especially for those who want to achieve high learning achievement.

In his research, Uno (2014) found that there are several significant indicators in motivating students' learning process. These indicators include the desire and desire to achieve success, which serves as the main driver of learning efforts. In addition, the drive and need to learn that encourages students to be actively involved in the educational process. Future hopes and aspirations also play a crucial role, as they provide clear direction and purpose for students. Rewards received during the learning process can boost students' confidence and motivation, while interesting learning activities contribute to students' engagement and interest in the material being studied. Finally, a conducive learning environment as it creates a supportive atmosphere and facilitates an effective learning process.

Meanwhile, according to Sardiman (2012), indicators of learning motivation include: perseverance in doing tasks, resilience in the face of difficulties, interest in various adult problems, preference for working independently, dislike for monotonous tasks, ability to defend opinions, consistency in beliefs, and pleasure in finding and solving problems.

## **2.2 Time Management**

Time management is the art of achieving life's main goals by eliminating unimportant activities, which often take up a lot of time (Taylor, 1990). Leman (2007: 24) explains that time management is the art of making the most of time through organized and careful planning of activities. Everyone will adjust their time management to their needs and activities.

According to Forsyth (2009), time management is a way of controlling time so that everything runs effectively, efficiently and productively. The point is how to manage time well so as to achieve maximum results. Dewi (2011) states that time management includes the process of planning, organizing, directing, and monitoring the use of time. Time is seen as one of the resources that must be managed effectively and efficiently so that tasks or work can be completed properly.

Meanwhile, Widyastuti (2004) added that time management is the ability to prioritize, schedule, and carry out individual responsibilities to achieve personal satisfaction. In this case, the preparation of the schedule must be based on priorities and the level of need.

Basically, time management is the ability to allocate time and resources wisely to achieve goals, while creating a balance between work and personal life. The focus is not just on being busy, but on achieving results. More than that, time management is also related to how one utilizes the time available. Individuals who are able to manage time well will determine the priority of various tasks, directing energy and time to the most important things first.

Covey, S. R. (1989) proposed the concept of time management, which divides tasks into four quadrants based on two main dimensions: urgency and importance. The main indicator of this matrix is the ability to identify the priority of tasks based on the categories of importance and urgency. Tasks that fall into quadrant I (important and urgent) require immediate attention, while quadrant II (important but not urgent) becomes the main focus for long-term development and crisis prevention. By prioritizing tasks in quadrant II, individuals can manage their time more effectively, reduce stress, and increase productivity, as they focus on activities that make a significant impact on goal achievement without getting caught up in the often reactive urgency. This approach encourages more strategic planning and more thoughtful decision-making in the context of time management.

Meanwhile, time management indicators according to Lakein, A. (1973) emphasize time management through a practical approach that can be directly applied in everyday life. Key indicators of this concept include systematic daily and weekly planning, which allows individuals to plan activities efficiently. In addition, prioritization using the ABC method helps in identifying the most important and urgent tasks, thus focusing energy on those with the greatest impact. It also breaks down large tasks into smaller, more manageable parts, thereby reducing the sense of overwhelm and increasing productivity. A technique known as Lakein's Question, which encourages individuals to ask about what is most important to do right now, serves as an effective reflection tool in time management-related decision-making. This approach not only increases efficiency, but also assists individuals in achieving long-term goals in a more planned and purposeful manner.

### **2.3 Academic Achievement**

Academics refers to changes in ability that occur through learning. The results of this process can be in the form of writing or speaking abilities, skills, and problem solving that can be measured and assessed through standardized tests (Davis, F., et al., 1989).

According to Dewi, D. P. (2017), academic achievement is the level of success that a person achieves after making optimal learning efforts. Meanwhile, according to (Opit, 2014), academic achievement is the result obtained from formal education, which serves as a measure of students' cognitive abilities.

Academic achievement is a criterion that assesses the success of students in their education, so it is important to know the factors that influence, predict, or even cause variations in academic achievement (Ahmed and Bruinsma, 2006).

Basically, academic achievement is the result of the learning process that shows students' abilities in certain fields, both in the form of cognitive abilities, skills, and problem solving. Academic achievement also reflects a person's level of success after trying optimally in his education, and is an important indicator in assessing learning achievement in a formal education environment.

According to Azwar (2013) academic achievement can be measured through several relevant indicators. The following is an explanation of these indicators:

#### **1. Report Card Grades**

The report card is a document that reflects the value of student learning achievements at school. Through report cards, students' academic achievement can be evaluated, because the

grades are obtained from the results of the assessment carried out during the learning process.

## 2. Academic Achievement Index (IPK)

The academic achievement index is a representation of learning outcomes expressed in the form of numbers or letters. This index reflects the learning outcomes obtained by students after following the learning process, so that it can serve as a measure to assess their academic performance in college.

## 3. Graduation Rate

Graduation rates refer to the results achieved by students after completing education at a particular institution. It can be used to assess the overall academic achievement of all enrolled students.

## 4. Graduation Predicate

Graduation predicate is the status given to learners after completing education, which is determined based on the grade point average obtained. Generally, this predicate is found in higher education institutions, such as undergraduate or master's programs.

## 5. Education Journey Time

The time taken by learners to complete their studies can also be used as a measure of academic achievement. Learners who are able to complete their education in a shorter time show better achievement.

Bloom, B. S., et al (1956) categorized learning objectives into six categories. Indicators of academic achievement can be seen from student achievement in these categories, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. Meanwhile, in his model, Tinto, V. (1993) identified several indicators of academic achievement, namely academic commitment, social interaction, and involvement in learning.

### **3. Material and Method**

This study uses a quantitative approach by utilizing primary data obtained through distributing questionnaires. The main purpose of this study is to examine in depth the influence of learning motivation and time management on the academic performance of students of the Administrative Economics Study Program at Universitas Negeri Jakarta.

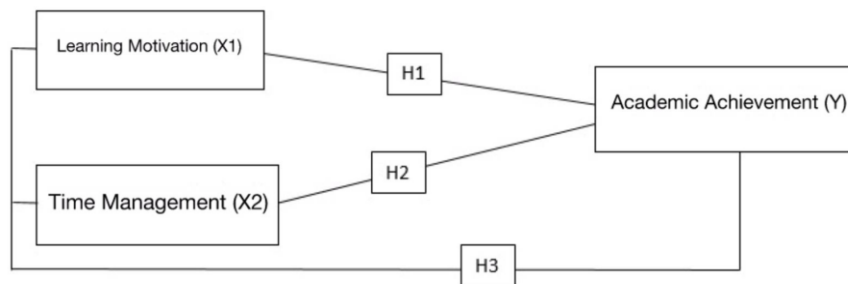
#### **3.1 Design Study**

This research was conducted at the Faculty of Economics, Administrative Economics Study Program, Universitas Negeri Jakarta, for one academic year, from September to December 2024. A quantitative approach with survey method was used to examine the effect of learning motivation and time management on academic achievement (Harmoko et al., 2022). The study population was 409 students of class 2022, with a sample of 203 respondents taken by stratified random sampling. Of these, 30 respondents have been used to test the validity and reliability of the instrument, so the other 173 respondents were analyzed further. The instrument is a 5-point Likert scale questionnaire developed based on relevant theories (Sugiyono, 2019) and distributed via Google Form.

#### **3.2 Data Analysis**

Data were analyzed using IBM SPSS version 30.0 with descriptive analysis techniques, validity tests, reliability tests, prerequisite analysis tests (normality, multicollinearity, and heteroscedasticity), and multiple regression. This analysis includes partial test (t-test),

simultaneous test (f-test), and coefficient of determination ( $R^2$ ) (Hair et al., 2006) to identify the extent to which learning motivation and time management affect students' academic performance. The research model used in this study can be explained as follows:



Picture 3 - Theoretical Framework

Based on the theoretical framework that has been outlined, the research hypothesis can be formulated as follows:

H1: There is a positive and significant influence of learning motivation (X1) on academic performance (Y).

H2: There is a positive and significant influence of time management (X2) on academic performance (Y).

H3: There is a positive and significant joint influence of learning motivation (X1) and time management (X2) on academic performance (Y).

#### 4. Result

##### Descriptive Analysis

Descriptive analysis aims to present data in a manner that is easily comprehensible, thereby providing clear information regarding the conditions and characteristics of the population being studied. This method is employed to describe or summarize the data collected without conducting further in-depth analysis (Arif et al., 2016). The results of this analysis indicate whether the research hypothesis can be generalized or not. If the null hypothesis ( $H_0$ ) is accepted, the findings of the study are considered generalizable.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
M1	173	2	5	4.40	.589
M2	173	3	5	4.27	.518
M3	173	3	5	4.26	.535
M4	173	3	5	4.29	.550
M5	173	3	5	4.33	.540
M6	173	3	5	4.31	.535
M7	173	3	5	4.33	.540
Valid N (listwise)	173				

Picture 4 - Descriptive Analysis of Learning Motivation (X1)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
W1	173	3	5	4.27	.538
W2	173	3	5	4.27	.527
W3	173	1	5	4.09	.855
W4	173	3	5	4.27	.518
W5	173	3	5	4.22	.548
W7	173	3	5	4.27	.518
W8	173	3	5	4.27	.518
W10	173	3	5	4.25	.544
Valid N (listwise)	173				

Picture 5 - Descriptive Analysis of Time Management (X2)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
P1	173	3	5	4.36	.549
P2	173	2	5	4.41	.590
P3	173	3	5	4.27	.518
P5	173	3	5	4.26	.535
P6	173	3	5	4.29	.550
P7	173	3	5	4.33	.540
P8	173	3	5	4.31	.535
Valid N (listwise)	173				

Picture 6 - Descriptive Analysis of Academic Achievement (Y)

### Validity and Reliability

The validity test is conducted by comparing the calculated r-value (correlated item-total correlation) with the r-table value. If the r-value is greater than the r-table value and is positive, the item or question is deemed valid. Conversely, if the r-value is less than the r-table value, the item is considered invalid. For 30 respondents, the r-table value is 0.361 at a significance level of 0.05 with a two-tailed test. In other words, the r-value (correlated item-total correlation) must exceed 0.361 to be declared valid.

The subsequent step involves conducting a reliability test, which is determined by examining the Cronbach's Alpha coefficient. The threshold for reliability is 0.70; if the Cronbach's Alpha value is less than 0.70, the data is considered unreliable. On the other hand, if the Cronbach's Alpha value is greater than 0.70, the data is deemed reliable (Sekaran & Bougie, 2016). Based on the analysis, the validity and reliability test results can be summarized as follows:

Variables	Reliability (Cronbach's Alpha)	Indicator	Corrected Item Total Correlation	Validity	Reliability
Learning Motivation	0,785	M1	0,544	Valid	Reliable
	0,785	M2	0,706	Valid	Reliable
	0,785	M3	0,639	Valid	Reliable
	0,785	M4	0,706	Valid	Reliable
	0,785	M5	0,575	Valid	Reliable
	0,785	M6	0,583	Valid	Reliable
	0,785	M7	0,479	Valid	Reliable
	0,785	M8	0,212	Invalid	Reliable
	0,854	W1	0,929	Valid	Reliable

Time Management	0,854	W2	0,713	Valid	Reliable
	0,854	W3	0,675	Valid	Reliable
	0,854	W4	0,929	Valid	Reliable
	0,854	W5	0,661	Valid	Reliable
	0,854	W6	0,277	Invalid	Reliable
	0,854	W7	0,929	Valid	Reliable
	0,854	W8	0,713	Valid	Reliable
	0,854	W9	0,277	Invalid	Reliable
	0,854	W10	0,480	Valid	Reliable
	Academic Achievement	0,790	P1	0,591	Valid
0,790		P2	0,558	Valid	Reliable
0,790		P3	0,433	Valid	Reliable
0,790		P4	0,261	Invalid	Reliable
0,790		P5	0,623	Valid	Reliable
0,790		P6	0,671	Valid	Reliable
0,790		P7	0,935	Valid	Reliable
0,790		P8	0,935	Valid	Reliable

Table 1 - Validity and Reliability Tests

## Classical Assumption Test Multicollinearity Test

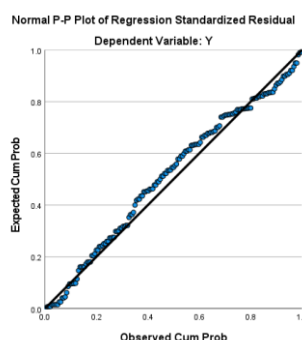
Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.531	.932		.569	.570		
	X1	.174	.032	.173	5.366	<.001	.710	1.409
	X2	.721	.028	.830	25.689	<.001	.710	1.409

a. Dependent Variable: Y

### Picture 7 - Multicollinearity Test

Based on the results of the multicollinearity test presented in Picture 7, the tolerance values obtained indicate the following: the tolerance value for the learning motivation variable (X1) is 0.710 ( $> 0.10$ ) with a VIF value of 1.409 ( $< 10$ ), and the tolerance value for the time management variable (X2) is also 0.710 ( $> 0.10$ ) with a VIF value of 1.409 ( $< 10$ ). These results suggest that the data used meet the required criteria and do not exhibit signs of multicollinearity.

## Heteroscedasticity Test



Picture 8 - Heteroscedasticity Test

Based on the results of the heteroscedasticity test shown in Picture 8, the points on the graph are randomly scattered and do not form any discernible pattern. These points are distributed both above and below the Y-axis at the value of 0. Therefore, it can be concluded that the data do not exhibit symptoms of heteroscedasticity.

### Normality Test

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual	
N		173	
Normal Parameters <sup>a,b</sup>	Mean	.000000	
	Std. Deviation	8.76001793	
Most Extreme Differences	Absolute	.030	
	Positive	.024	
	Negative	-.030	
Test Statistic		.030	
Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>	
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.	.975	
	99% Confidence Interval	Lower Bound	.970
		Upper Bound	.979

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1502173562.

*Picture 9 - Normality Test*

Based on the test results obtained, the significance value for the variables of learning motivation and time management on academic achievement is recorded at 0.200. This indicates that the data are normally distributed, as the significance value of 0.200 is greater than 0.05.

### Multiple Regression Analysis Test

#### Partial Regression Coefficient Test (t-test)

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.531	.932		.569	.570
	X1	.174	.032	.173	5.366	<.001
	X2	.721	.028	.830	25.689	<.001

a. Dependent Variable: Y

*Picture 10 - Partial Regression Coefficient Test (t-test)*

Based on the Coefficients table, the t-test results demonstrate the significance of the influence of independent variables on the dependent variable. The analysis of the significance values is as follows: Learning motivation (X1) has a significance value of  $<0.001 < 0.05$ , indicating a significant influence of learning motivation (X1) on academic achievement (Y). Time management (X2) also has a significance value of  $<0.001 < 0.05$ , signifying a significant influence of time management (X2) on academic achievement (Y).

Furthermore, the Beta values indicate that learning motivation (X1) has a positive influence of 0.173 on academic achievement (Y), while time management (X2) has a positive influence of 0.830 on academic achievement (Y).

## Simultaneous Regression Coefficient Test (f-test)

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1668.869	2	834.435	590.041	<.001 <sup>b</sup>
	Residual	240.414	170	1.414		
	Total	1909.283	172			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

*Picture 11 - Simultaneous Regression Coefficient Test (f-test)*

Based on the ANOVA table presented in Picture 11, the obtained significance value is  $<0.001 < 0.05$ . This indicates that there is a significant simultaneous influence of learning motivation (X1) and time management (X2) on academic achievement (Y).

## Coefficient of Determination Test (R2)

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.935 <sup>a</sup>	.874	.873	1.189

a. Predictors: (Constant), X2, X1

*Picture 12 - Coefficient of Determination Test (R2)*

Based on Picture 12, the model summary table indicates that the coefficient of determination (R Square) is 0.874. This means that learning motivation (X1) and time management (X2) collectively influence academic achievement by 87.4%, while the remaining 12.6% is influenced by other factors outside the scope of this study.

## 5. Discussion

### H1: The Influence of Learning Motivation on Academic Achievement

The analysis results indicate that learning motivation (X1) has a positive and significant influence on academic achievement (Y). With a significance value of  $<0.001 < 0.05$ , it can be concluded that there is a strong relationship between these two variables. Furthermore, the Beta value of 0.173 demonstrates that learning motivation contributes positively to academic achievement, where every one-unit increase in learning motivation results in a 0.173-unit increase in academic achievement.

The motivation indicator with the highest mean, at 4.40, is the desire and aspiration to succeed. This indicates that students possess a strong intrinsic motivation to achieve their academic goals. Conversely, the indicator with the lowest mean, at 4.26, is the drive and need to learn. Although this value is still relatively high, it suggests that there is room to enhance students' awareness of the importance of external encouragement in the learning process.

### H2: The Influence of Time Management on Academic Achievement

The analysis results reveal that time management (X2) has a significant influence on academic achievement (Y). With a significance value of  $<0.001 < 0.05$ , it can be concluded that there is a strong relationship between time management and academic achievement. Additionally, the Beta value of 0.830 indicates that time management positively contributes to academic achievement, where each one-unit improvement in time management corresponds to an increase of 0.830 units in academic achievement.

The time management indicators with the highest mean, at 4.27, are the importance of tasks and breaking down large tasks into smaller parts. The indicator of the importance of tasks

reflects students' awareness of the relevance and urgency of assigned tasks. Students who recognize the importance of their tasks are more likely to be motivated to complete them effectively. Meanwhile, the indicator of breaking down large tasks into smaller, manageable parts suggests that students who employ this strategy find it easier to complete their assignments efficiently. On the other hand, the indicator with the lowest mean, at 4.09, is daily and weekly planning. Although this score remains relatively high, it highlights an opportunity to further enhance students' planning skills.

### **H3: The Influence of Learning Motivation and Time Management on Academic Achievement**

The analysis results indicate a significant joint effect of learning motivation (X1) and time management (X2) on academic performance (Y). With a significance value of  $<0.001 < 0.05$ , it can be concluded that the combination of these two variables significantly contributes to students' academic achievement. Additionally, the R Square value of 0.874 indicates that learning motivation and time management collectively influence academic performance by 87.4%.

The academic performance indicator with the highest mean, at 4.41, is the Grade Point Average (GPA). This high mean value reflects that students in the Economics Administration Program demonstrate strong abilities in comprehending course materials and completing academic tasks effectively. Conversely, the indicator with the lowest mean, at 4.26, is the graduation predicate. Although this value remains relatively high, it highlights the need for improvement in achieving higher graduation predicates.

## **6. Conclusion, Implication, and Recommendation**

### **Conclusion**

Based on the analysis conducted by the researcher through statistical data processing, description, and discussion, the following conclusions can be drawn:

1. There is a positive and significant influence of learning motivation (X1) on academic performance (Y).
2. There is a positive and significant influence of time management (X2) on academic performance (Y).
3. There is a positive and significant joint influence of learning motivation (X1) and time management (X2) on academic performance (Y).

### **Implication**

1. For the variable of learning motivation (X1), the indicator desire and aspiration for success achieved the highest mean. To maintain this result, the university should leverage this motivation by creating a supportive learning environment that provides opportunities for students to explore and develop their aspirations. For example, enhancing self-development programs, motivational seminars, and extracurricular or organizational activities that focus on goal achievement would be beneficial. On the other hand, the indicator drive and need for learning recorded the lowest mean. To address this, targeted interventions to enhance students' learning drive are necessary. The university could consider implementing mentoring or project-based learning programs. Additionally, introducing a reward or recognition system for academic achievements may serve as an incentive to boost learning motivation.

2. For the variable of time management (X2), the indicators importance of tasks and breaking down large tasks into smaller parts achieved the highest mean. To sustain and reinforce these results, the university should integrate time management training that emphasizes task prioritization and task breakdown techniques. Workshops or seminars on effective strategies for task management can further help students understand and apply these concepts in daily practice. Conversely, the indicator daily and weekly planning recorded the lowest mean. Therefore, it is essential to strengthen this aspect by organizing training sessions focusing on techniques for daily and weekly planning and the importance of effective scheduling. Introducing tools such as time management applications or planners could also help students systematically plan their learning activities.
3. For the variable of academic performance (Y), the indicator grade point average (GPA) achieved the highest mean. Accordingly, educational institutions should maintain and strengthen this focus by providing recognition or rewards for students who achieve high GPAs, serving as motivation to continue excelling. Additionally, academic programs emphasizing skill development and effective time management should be reinforced. On the other hand, the indicator graduation predicate showed the lowest mean. Greater attention should be given to this aspect by implementing more intensive academic guidance programs, particularly for students in their final years of study. These programs could include assistance with thesis writing, exam preparation, and stress and time management. Furthermore, creating a supportive environment where students feel comfortable seeking advice on their challenges is essential.

### **Recommendation**

It is recommended that future research considers incorporating additional variables that may influence academic performance, such as social support, psychological conditions, and involvement in extracurricular activities. Expanding the sample size and employing more diverse research methods are also suggested to enhance the generalizability of the findings. Lastly, researchers are encouraged to involve various stakeholders, such as lecturers, parents, and academic advisors, in the data collection process. Their involvement can provide valuable additional perspectives and enrich the data obtained.

### **7. References**

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