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TIME MANAGEMENT AND LEARNING DISCIPLINE AS DETERMINANTS OF ACADEMIC SUCCESS AMONG STUDENT ACTIVISTS

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ABSTRACT
This study aims to determine the effect of time management and learning discipline on academic achievement. This study uses a quantitative approach with a questionnaire data collection technique in a Google form with a Likert scale of 1-5. The population in this study were 743 student activists at the Faculty of Economics and Business, Universitas Negeri Jakarta, using the Taro Yamane formula with a 5% error tolerance level, resulting in a sample of 260 respondents. Data processing was carried out using the statistical application Statistical Product and Service Solutions (SPSS) version 27. The results of the study indicate that time management and learning discipline influence academic achievement partially and simultaneously. The results of this study indicate that the coefficient of determination of the influence of time management and learning discipline contributes 73% to academic achievement, while the other 27% is influenced by other factors that have not been studied.
Keywords: Learning discipline, Time management, Academic achievement

ABSTRAK
Penelitian ini bertujuan untuk mengetahui pengaruh manajemen waktu dan disiplin belajar terhadap prestasi akademik. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik pengumpulan data kuesioner dalam google form skala likert 1-5. Populasi dalam penelitian ini adalah mahasiswa aktivis organisasi di Fakultas Ekonomi dan Bisnis Universitas Negeri Jakarta sejumlah 743 dengan rumus Taro Yamane tingkat toleransi kesalahan 5% diperoleh sampel sebanyak 260 responden. Pengolahan data dilakukan dengan menggunakan aplikasi statistik Statistical Product and Service Solutions (SPSS) versi 27. Hasil penelitian menunjukkan manajemen waktu dan disiplin belajar berpengaruh terhadap prestasi akademik secara parsial dan simultan. Hasil penelitian ini menunjukan nilai koefisien determinasi pengaruh manajemen waktu dan disiplin belajar berkontribusi sebesar 73% terhadap prestasi akademik, sementara 27% lainnya dipengaruhi oleh faktor lain yang belum diteliti.
Kata kunci: Disiplin belajar, Manajemen waktu, Prestasi akademik

INTRODUCTION
Higher education is an important phase in forming superior human resources who are not only academically capable, but also have good social skills and personality. Students' academic performance is one of the primary measures of how well the higher education process is going. This achievement is not only reflected in the final score or Cumulative Achievement

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Index (GPA), but also from the extent to which students are able to actualize their cognitive, affective, and psychomotor abilities in a balanced manner.

Unfortunately, data from the Ministry of Education and Culture quoted by Hidayat (2024) shows that the academic achievement of Indonesian students is not optimal. The average GPA of undergraduate graduates is only around 3,33, with the economics field recording an average of 3,37. This shows the need for more effective learning and self-development strategies. In the context of the State University of Jakarta (UNJ), although this institution has recorded a competitive national ranking, such as ranking 33rd in the AD Scientific Index 2025 version, strengthening the academic quality of students is still an ongoing challenge.

On the other hand, student involvement in student organizations is also an important aspect of higher education. This activity supports the development of soft skills such as leadership, communication, and teamwork. However, the high intensity of organizational activities has the potential to interfere with academic achievement if it is not accompanied by good time management and learning discipline. Pre-research conducted by researchers on 30 student activists showed that most students considered time management (57%) and learning discipline (43%) as the main factors influencing their academic achievement. They also admitted that the organization's busy schedule often interferes with the rhythm of learning, so the ability to manage time and maintain discipline in learning consistently is needed.

Time management and learning discipline are essential factors influencing academic success, especially for student activists who juggle academic and organizational responsibilities. Effective time management allows students to plan, prioritize, and allocate time efficiently, reducing procrastination and supporting consistent academic performance (Haisunasya et al., 2024; Hariroh & Afandi, 2021). Learning discipline, which reflects adherence to study routines and academic regulations, enhances self-regulation and focus during learning activities (Anatasya & Sayekti, 2022). Prior studies highlight that students with strong time management and disciplined learning habits are more capable of maintaining achievement, avoiding burnout, and achieving academic success despite demanding extracurricular commitments. Based on this phenomenon, the purpose of this study is to investigate how learning discipline and time management affect student activist organizations' academic performance. By focusing on active students of organizations at the Faculty of Economics and Business, State University of Jakarta, this study is expected to provide an empirical picture of the importance of personal managerial skills and self-regulation in achieving optimal academic achievement.

LITERATURE REVIEW

Academic Achievement

Academic achievement is defined as the concrete outcome of the learning process, reflecting a student's mastery of knowledge, skills, and attitudes (Munira et al., 2024). It serves not only as a measure of learning success but also as a benchmark of competence that indicates one's readiness to enter the professional world. To further conceptualize academic achievement, Bloom’s Taxonomy (1956), as cited in Marta et al., (2025), provides a comprehensive framework by classifying learning objectives into three main domains: cognitive, affective, and psychomotor. The cognitive domain includes six hierarchical levels knowledge, comprehension, application, analysis, synthesis, and evaluation which assess the intellectual aspects of learning. The affective domain encompasses emotional and attitudinal aspects, such as receiving, responding, valuing, organizing, and characterizing. Meanwhile, the psychomotor domain involves physical and motor skills, including perception, readiness, imitation, mechanism, complex responses, adaptation, and origination. These domains collectively offer a holistic view of academic performance, encompassing not only intellectual capacity but also emotional engagement and active participation.

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This multidimensional perspective aligns with the principles of Self-Regulated Learning (SRL), which emphasizes structured, goal-oriented, and reflective learning processes (Fajarwati & Maryani, 2023). In the context of this study, academic achievement is operationalized through indicators derived from these domains, namely: (1) cognitive aspects such as understanding and applying learning materials; (2) affective aspects such as motivation and emotional responses to academic tasks; and (3) psychomotor aspects such as active participation in academic activities. These indicators serve to capture the full scope of students' academic performance, particularly among those who simultaneously engage in organizational roles.

Time Management

Time management is a crucial skill that reflects an individual's ability to plan, organize, and allocate time effectively across various activities. For students, time management is essential in balancing academic responsibilities, organizational involvement, and personal life. Effective time management enables students to meet deadlines, reduce stress, and enhance the overall quality of their learning process. According to Macan (1994), time management consists of several core dimensions: (1) goal setting and prioritizing, which involves establishing academic objectives and determining task priorities; (2) planning and scheduling, which refers to creating structured timelines for completing tasks; and (3) perceived control of time, which reflects an individual's belief in their ability to manage time efficiently and maintain regularity in daily routines.

In addition to these dimensions, several factors can influence students' time management abilities, such as the capacity to set clear priorities, manage distractions, utilize technology effectively, and maintain an awareness of time efficiency. In this study, time management is operationalized through indicators based on Macan's framework, specifically: (1) setting academic goals and task priorities; (2) preparing study schedules and activity plans; and (3) maintaining consistency and control in carrying out planned activities. These indicators aim to measure how well students, particularly those involved in both academic and organizational commitments, can manage their time to support academic success.

Learning Discipline

Learning discipline refers to an individual's awareness and ability to manage themselves in consistently following learning rules and schedules. Disciplined students tend to maintain commitment to assignments, participate actively in academic activities, and manage their study time efficiently. According to Reza (2023), learning discipline involves the development of regular and responsible study habits. Mahiza & Nurhidayati (2025), further emphasize that it includes time management between learning and other activities to stay organized, such as consistent class attendance, punctual completion of assignments, exam preparation, and strict adherence to study plans. Learning discipline, therefore, encompasses both external compliance and internal self-regulation, reflecting the individual's motivation, responsibility, and persistence in achieving academic goals.

Learning discipline consists of three core dimensions: (1) self-regulation, which refers to the ability to plan, monitor, and evaluate one's learning process independently; (2) self-direction, which reflects the initiative and independence to guide one's own learning; and (3) self-control, defined as the ability to resist distractions and maintain concentration on academic tasks. Based on Kelly (2022), the operational indicators of learning discipline include punctuality, consistency in completing academic tasks, strategic learning planning, and commitment to long-term academic goals. These indicators are used in this study to measure how students, particularly those engaged in both academic and organizational responsibilities, discipline themselves to support academic achievement.

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Effective time management plays a crucial role in supporting students' academic success. Students with good time management skills tend to perform better academically despite having busy schedules. Previous studies by Anatasya & Sayekti (2022), Ainiyah et al., (2022), Eudya et al., (2021), and Safira (2022) confirm a positive and significant effect of time management on academic achievement Inayah et al., (2023)also found that students active in non-academic activities can still achieve good academic results through effective time management. Discipline in learning is essential to maintain academic consistency, especially for students involved in organizational activities. Studies by Rahmah et al., (2024), Wongaria (2023), and Abidin et al., (2024) show a significant positive relationship between learning discipline and academic performance. Mahiza & Nurhidayati (2025) highlight that both learning discipline and organizational activeness contribute to academic achievement. Leobisa & Namah (2022) found that 30,5% of learning achievement is influenced by learning discipline. To achieve optimal academic performance, students must manage their time effectively and maintain discipline in their learning routines. Masyitoh & Pradikto (2025) found a significant simultaneous influence of time management and organizational activeness on academic achievement. Similarly, Fithroti (2018), Geng & Wei (2023), and Wilson et al., (2021) provide supporting evidence, while Alyami et al. (2021) noted that specific time management behaviors like using to-do lists are associated with higher GPAs.

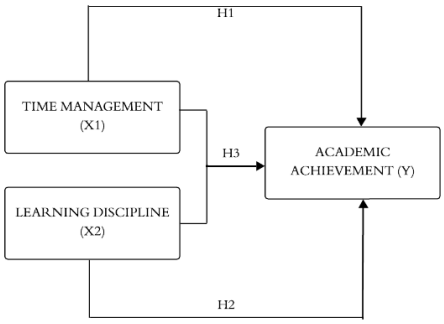

Figure 1. Conceptual Framework

METHOD

A hypothesis was created for this study in order to investigate the short-term claims about how time management and learning discipline affect the academic performance of students involved in organizations at the State University of Jakarta's Faculty of Economics and Business. There are three hypotheses, namely hypothesis 1 is that there is an influence between time management on academic achievement, the 2nd hypothesis is that there is an influence of learning discipline on academic achievement and the 3rd hypothesis is that there is an influence between time management and learning discipline on academic achievement. This study is quantitative in nature and uses primary data obtained through the use of questionnaire surveys. The population in this study came from 743 student organization activists at the Faculty of Economics and Business, State University of Jakarta. By using the non-probability sampling method with purposive sampling and calculation with the taro yamane sample formula, a sample of 260 respondents was obtained.

Indicators of learning achievement variables include dimensions in the bloom taxonomy theory according to Hariroh & Afandi (2021) which is in line with research by Lafendry (2023) and Marta et al., (2025). Among them are the cognitive dimension with indicators of knowledge, memory, understanding, application, analysis, and evaluation. The affective dimension includes acceptance, reaction and assessment indicators. As well as psychomotor dimensions with indicators of readiness, perception and complex movements.

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Based on research conducted by Maria & Afandi (2021) in line with Anatasya and Sayekti (2022) which states that the dimension of time management includes Setting Goals and Priorities with indicators such as the urgency of goals, priority time and agenda schedule. For the Mechanics of time management dimension, the indicators are schedule, agenda, and agenda record. For the Preference for Organization dimension, the indicators are a systematic schedule and focus plan, and for the Perceived Control of Time dimension, the indicators are punctuality and confidence. Based on research conducted by Rahayu and Widyawati (2020), Mahatmaharti et al., (2024) for learning discipline variables including the Self-Regulation dimension which includes time discipline, learning commitment, and learning arrangements. For the Self-Direction dimension, it includes indicators of initiative and material exploration. As for the Self-Control dimension, it includes self-control, integrity of duties and order. The research questionnaire has been tested for validity and reliability. This study focuses on students who are actively involved in student organizations, using SPSS 27, the analysis method in this study was multiple regression. Some of the tests carried out in this study include validity test, reliability test, normality test, linearity test, multicollinearity test, heteroscedasticity test, multiple regression test, T test, F test and determination coefficient test.

RESULTS AND DISCUSSION

Respondent Profile

With a sample of 260 student organizational activists at the Faculty of Economics and Business, State University of Jakarta with several categories, 87 respondents or 33% of the total sample were female and as many as 173 respondents or 67% of the total sample were male. The distribution of respondents' study programs includes: S1 Accounting (26%), S1 Management (25%), S1 Economics Education (13%), S1 Accounting Education (10%), S1 Office Administration Education (9%), S1 Business Education (7%), S1 Digital Business (5%), D4 Public Sector Accounting (2%), and D4 Digital Office Administration (2%). There were no respondents from D4 Digital Marketing and S1 Islamic Economics and Finance. And the categories of participation of respondent organizations are as follows: BEM Accounting (28%), HIMA Management (25%), BSO KSEI (21%), BEM FEB (10%), BEM E&A FEB (10%), BSO Al-Iqtishodi (2%), EC (2%), BPM FEB (1%), Comdev (1%), and Trace FEB (1%). There were no respondents from the Pandava organization.

Academic Achievement

The indicators with the highest percentage in Table 1 were found in the psychomotor dimension, particularly the Complex Movement Indicators (PA23 and PA24), with an average score of 1133 and a total score of 2266, or equivalent to 9%, according to the results of the calculation of the percentage of scores. This indicates that the physical abilities or intricate activities executed by students during the learning process are the most significant elements. The highest indicator individually is found in the item PA24 ("Complex Movement"), with a score of 1140. Meanwhile, the indicator with the lowest percentage is in the affective dimension, precisely in the Reaction indicator (PA15 and PA16), with an average score of only 844,5 and a total score of 1689 or 7%. The item with the lowest score was PA16, which was 599, which indicates that students' emotional or affective reactions in the learning process are the weakest aspects compared to other indicators.

Table 1. Average Score Calculation of Academic Achievement Variable Indicators

Dimension	Indicator	Question Item	Score	Total Score	Total Item	Mean	%
Cognitive	Knowledge	PA1	1123	2052	2	1026	8%
		PA2	929				
	Memory	PA3	1041	2052	2	1026	8%

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Dimension	Indicator	Question Item	Score	Total Score	Total Item	Mean	%
Affective	Understanding	PA4	1011	2121	2	1060,5	9%
		PA5	1016				
		PA6	1105				
	Application	PA7	1051	2120	2	1060	9%
		PA8	1069				
	Analysis	PA9	1071	2168	2	1084	9%
		PA10	1097				
	Evaluation	PA11	1128	2082	2	1041	8%
		PA12	954				
	Reception	PA13	1133	2082	2	1041	8%
		PA14	949				
	Reaction	PA15	1090	1689	2	844,5	7%
		PA16	599				
	Valuation	PA17	621	1760	2	880	7%
		PA18	1139				
Psychomotor	Readiness	PA19	1123	2162	2	1081	9%
		PA20	1039				
	Perception	PA21	1115	2243	2	1121,5	9%
		PA22	1128				
	Complex movements	PA23	1126	2266	2	1133	9%
		PA24	1140				
Sum			**24797**	**24797**	**24**	**12398,5**	**100%**

Time Management

According to the computed average score for each indication in Table 2, the highest score is found in the Setting Goals and Priorities dimension, especially in the Goal Urgency indicator which obtained an average score (mean) of 1103 with a percentage of 14% of the total score. The statement with the highest score in this indicator is MW1 with a score of 1140, which indicates that students tend to have a high awareness of urgency in setting goals. On the other hand, the indicator with the lowest score was found in the Preference for Organization dimension, precisely in the Systematic Schedule indicator, which only obtained a mean of 875 or 11%, with question item MW11 getting the lowest score of 680. This shows that some respondents still have challenges in implementing the daily schedule systematics consistently. In general, the total score of the time management variable was 19,213, and the average overall score of the 19 items analyzed was 8032,2.

Table 2. Average Time Management Variable Indicator Score Calculation

Dimension	Indicator	Question Item	Score	Total Score	Total Item	Mean	%
Setting Goals and Prio-rities	Urgency of Purpose	MW1	1140	3309	3	1103	14%
		MW2	1046				
		MW3	1123				
	Priority Time	MW4	1121	3039	3	1013	13%
		MW5	836				
		MW6	1082				
Me-chanics of time mana-gement	Agenda Schedule	MW7	1060	1818	2	909	11%
		MW8	758				
	Notebook	MW9	1057	2154	2	1077	13%
		MW10	1097				
Preferen-ce for Organiza-tion	Systematic Schedule	MW11	680	1750	2	875	11%
		MW12	1070				
	Plan Focus	MW13	858	1937	2	968,5	12%
		MW14	1079				
Perceived Control of Time	Timeliness	MW15	1118	3098	3	1032,7	13%
		MW16	978				
		MW17	1002				
	Confidence	MW18	1117	2108	2	1054	13%
		MW19	991				
Sum			**19213**	**19213**	**19**	**8032,2**	**100%**

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Learning Discipline

Based on the results of the descriptive analysis Table 3, the indicator with the highest average value is found in the Self-Direction dimension, precisely in the Material Exploration indicator with a mean value of 1139 or equivalent to 14% of the total score. The statement with the highest score in this indicator was DB10, which obtained a score of 1148, indicating that students tend to be active in exploring material independently as a form of learning discipline. Meanwhile, the indicator with the lowest average score was in the Self-Regulation dimension, especially in the Commitment to Learning indicator, with a mean value of 877,5 or 11%. The lowest statement item on this variable was DB4 with a score of 621, which reflects that some students are still inconsistent in maintaining their commitment to the learning process. Overall, the total score on the learning discipline variable was 17,270, and the overall average score of the 19 items analyzed was 8168,2.

Table 3. Average Calculate Time Management Variable Indicator Score

Dimension	Indicator	Question Item	Shoes	Total Score	Total Item	Mean	%
Self-Regulation	Time Discipline	DB1	1065	2133	2	1066,5	13%
		DB2	1068				
	Learning Commitment	DB3	1134	1755	2	877,5	11%
		DB4	621				
	Learning Settings	DB5	1140	2135	2	1067,5	13%
		DB6	995				
Self-Direction	Initiatives	DB7	1129	1980	2	990	12%
		DB8	851				
	Explore Material	DB9	1130	2278	2	1139	14%
		DB10	1148				
Self Control	Self-Control	DB11	1060	2801	3	933,67	11%
		DB12	663				
		DB13	1078				
	Integrity of Duty	DB14	1137	2044	2	1022	13%
		DB15	907				
	Orderly	DB16	1140	2144			
		DB17	1004		2	1072	13%
	Sum		17270	17270	19	8168,2	100%

Reliability Test

The purpose of the reliability test is to measure the consistency of respondents' answers to the questionnaire. An instrument is considered reliable if the Cronbach's Alpha value is greater than 0.6, and unreliable if it is less than 0.6 (Ramadhan et al., 2024). It can be seen from table 4 that all variables—academic achievement (Y), time management (X1), and learning discipline (X2)—have Cronbach's Alpha values greater than 0,6 indicating that the instruments used are reliable.

Table 4. Reliabilities Results

Variable	Cronbach Alpha	Information
Academic Achievement	0,849	Reliable
Time Management	0,739	Reliable
Learning Discipline	0,705	Reliable

Normality Test

To make sure the distribution of the gathered data is normal, normality tests are performed. The significance value of Asympt is displayed in Table 5, which is the outcome of the normalcy test computation using Kolmogorov-Smirnov. The value is more than 0,05, as indicated by the sig. (2 tailed) of 0,200. Therefore, it can be said that the residual data has a normal distribution.

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Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		260
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,90899794
Most Extreme Differences	Absolute	,047
	Positive	,047
	Negative	-,032
Test Statistic		,047
Asymp. Sig. (2-tailed)[c]		,200[d]

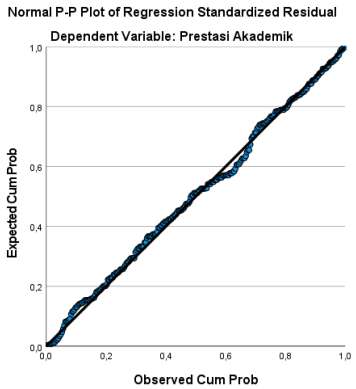

Figure 2. P-plot of Normality Test

Linearity Test

The linearity test is performed to find out whether independent and dependent variables have a linear relationship. The results of this test calculation, which are displayed in Table 6, demonstrate that there is a significant linear relationship between the variables of academic achievement and time management. The standard deviation value is 0,060 > 0,050, and the significance value in the line of time management linearity is < 0.05. The significance value on the linearity line of the learning discipline which < from 0,05 and the result of the standard deviation value is 0,128 > 0,050 indicates that there is a significant linear relationship between the variables of Learning Discipline and Learning Achievement.

Table 6. Results of the Linearity Test

Variable	Linearity	Hours of deviation
Time Management	< 0.001	0,60
Learning Discipline	< 0.001	0,128

Multicollinearity Test

Based on the findings of the SPSS multicollinearity test in Table 7, each of the variables had a VIF value of 2,243 and a tolerance value of 0,446. The regression model in this study is free of multicollinearity symptoms since the overall tolerance value > 0,10 and VIF < 10.

Table 7. Multicollinearity Test Results

Coefficients[a]							
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
	B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
(Constant)	18,502	2,946		6,281	,000		
Time Management	,638	,055	,560	11,593	,000	,446	2,243
Learning Discipline	,454	,062	,353	7,308	,000	,446	2,243
a. Dependent Variable: Academic Achievement							

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Heteroscedasticity Test

Heteroscedasticity tests are used to identify variant inconsistencies. Regressions that do not show symptoms of heteroscedasticity are considered good. According to the computation findings shown in Table 8, the learning discipline variable has a significance value of 0,161 and the time management variable has a value of 0,430, which means that each variable significance value is > 0,05. The analysis shows no evidence of heteroscedasticity in the data.

Table 8. Heteroscedasticity Test Results

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	1,265	,325		3,898	,000
Time Management	,014	,017	,292	,790	,430
Learning Discipline	-,028	,020	-,520	-1,407	,161
a. Dependent Variable: ABS_RES					

Multiple Regression Analysis Test

Multiple linear regression analysis is used to see the simultaneous influence of two or more independent variables on a single dependent variable, as well as determine the direction of the relationship formed, both positive and negative. Based on the results of the analysis in Table 9, the regression equation is obtained as follows:

$$\mathbf{Y = 18{,}502 + 0.638X_1 + 0.454X_2}$$

The regression equation Y = 18,502 + 0,638X_1 + 0,454X_2 indicates that time management (X_1) and learning discipline (X_2) positively influence academic achievement (Y). The constant value of 18,502 suggests that if both X_1 and X_2 are zero, the predicted academic achievement score would be 18,502, although this scenario is not empirically realistic in practice. The coefficient of X_1 (0,638) implies that for every one-unit increase in time management, academic achievement increases by 0,638 units, assuming other variables remain constant. Similarly, the coefficient of X_2 (0,454) means that each additional unit of learning discipline contributes to a 0.454 increase in academic achievement. These results indicate that both variables positively contribute to improving the academic performance of student activists involved in campus organizations.

Table 9. Multiple Regression Tests

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	18,502	2,946		6,281	,000
Time Management	,638	,055	,560	11,593	,000
Learning Discipline	,454	,062	,353	7,308	,000
a. Dependent Variable: Academic Achievement					

T Test (Partial Test)

The t-test serves as an internal analytical method to assess the strength of the relationship between the independent and dependent variables. As presented in Table 10, the time management variable yields a t-value of 11,593 with a significance level 0,000, while the learning discipline variable shows a t-value of 7,308 with a significance level 0,000. Since both are larger than the t table (1.9693) and significantly below 0,05, it can be concluded that both time management and learning discipline have a significantly positive effect on academic achievement. This means that the better the time management and learning discipline that students have, the higher the academic achievement achieved.

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Table 10. T Test Results

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	18,502	2,946		6,281	,000
Time Management	,638	,055	,560	11,593	,000
Learning Discipline	,454	,062	,353	7,308	,000
a. Dependent Variable: Academic Achievement					

F Test (Simultaneous Test)

To find out whether the dependent variable is significantly influenced by the independent variable is to use the F-test. The results of the f-test calculation in Table 11 show that the f-value is calculated as 35,199 > 3,030. In addition, the significance result of this f-test is 0,000 < 0,005 which means that the learning achievement variable is significantly increased due to time management and learning discipline together or simultaneously.

Table 11. F Test Results

ANOVA[a]					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Regression	170,967	2	85,484	35,199	,000[b]
Residual	624,145	257	2,429		
Total	795,112	259			
a. Dependent Variable: Academic Achievement					
b. Predictors: (Constant), Learning Discipline, Time Management					

Coefficient Determination Test

The purpose of this examination is to determine how much influence independent variables have on dependent variables**.** Based on the *Ajusted R Square* (R^2) value in Table 12 for the result of the determination coefficient, a value of 0,733 is produced. This means that the variables of time management (X1) and learning discipline (X2) contribute 73% in influencing academic achievement (Y). The other 27% were influenced by other factors that were not included in the study.

Table 12. Determination Coefficient Test Results

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	,856[a]	,733	,730	4,928
a. Predictors: (Constant), Learning Discipline, Time Management				

Discussion

The results of this study show that time management has a significant positive influence on academic achievement with a significance value of 0,000 and a t-value of 11,593 for time management, which value is greater than the t-table value of 1,9693. This can be interpreted that the first hypothesis (H1) in this study is accepted. These results support previous research by Anatasya & Sayekti (2022) which stated that being an activist in FEM student organizations and implementing effective time management during the learning process can help them achieve better academic results. Research by Eudya et al., (2021) Time management has a positive effect on academic performance and the most influential factor on academic performance is time management.

The results also reveal that learning discipline has a positive and significant effect on academic performance, as indicated by a t-value of 7,308, which is greater than the critical t-table value of 1,9693, and a significance level of p 0,000. So that the second hypothesis (H2) is accepted in line with the research of Rahmah et al., (2024) and Abidin et al., (2024) which shows significant positive research results. Based on the results of the f-test, it can also be

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found that time management and learning discipline have a significant positive effect on academic achievement of a significant value 0,000 < 0,050 and an f-calculation value of 35,199 > F table 3,030. This means that the third hypothesis that time management and learning discipline have an effect on academic achievement is accepted. This finding shows that good time management and learning discipline will have a positive and significant effect, in line with research by Masyitoh & Pradikto (2025), Alyami et al., (2021) and Geng & Wei (2023).

These findings align with the self-regulated learning (SRL) theory, which posits that students who can manage their time and discipline themselves are more capable of directing their learning behavior toward academic success. According to Zimmerman (1989), SRL includes the ability to plan, monitor, and evaluate one's learning, which reflects both time management and learning discipline dimensions in this study. These results reinforce the notion that non-cognitive factors such as behavioral regulation and personal responsibility play a crucial role in shaping students' academic outcomes. Both time management and learning discipline are not only about allocating study hours but also about maintaining consistency, setting priorities, and reducing procrastination skills that are increasingly vital in higher education environments where autonomy and multitasking are common.

In practical terms, these findings suggest that universities and educators should incorporate time management and discipline training as part of student development programs. Workshops, mentoring, and academic coaching that emphasize planning, goal-setting, and self-monitoring could contribute to improving student performance, especially for those involved in extracurricular or organizational commitments. Furthermore, the high t-values and F-values observed in this study demonstrate that the contribution of these two variables is not marginal but substantial, providing strong empirical support for interventions focused on self-management skills. This also highlights the need for personalized academic guidance and digital interventions that can support students in developing sustainable habits. Future research may consider exploring how digital tools, such as time tracking apps or self-regulated learning platforms, can further enhance these skills in diverse student populations.

CONCLUSION AND RECOMMENDATION

This study presents empirical findings that confirm the positive and significant influence of time management and learning discipline on the academic achievement of student activist organizations. The results of the analysis show that students' ability to manage time effectively and carry out learning discipline consistently has a direct impact on more optimal academic achievement. This study offers several practical implications, particularly for educational institutions in supporting student activists' academic success. First, the findings suggest the need for structured programs such as time management training and goal-setting workshops, as students demonstrated strong awareness in prioritizing academic and organizational goals. Second, institutions are encouraged to enhance access to digital learning platforms and integrate them into the curriculum, as students actively seek out independent learning resources. Third, the results indicate that students are capable of managing both academic and organizational roles effectively through collaborative tasks. Thus, institutions should promote project-based learning and team-based assignments to foster academic engagement alongside leadership development. These initiatives can help students build essential non-cognitive skills that contribute to holistic academic achievement.

Although the results of this study make important contributions theoretically and practically, there are some limitations that deserve attention. First, the regression model shows that time management and learning discipline only explain 73% of the variation in academic achievement, so there is still 27% influence from other factors that have not been studied. Second, this research is limited to student organization activists at the Faculty of Economics and Business, State University of Jakarta, so the results cannot necessarily be generalized to

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other faculties, study programs, or institutions with different academic characteristics. These limitations need to be considered because they can affect the scope of interpretation and the external validity of the research findings. In line with the limitations that have been mentioned, there are several recommendations that can be used as a reference for future research development. First, researchers are further advised to include additional variables such as learning motivation, social support, academic stress, learning style, and management of the balance between organization and academics. This approach will enrich the theoretical model and improve the accuracy of predictions on students' academic achievement. Second, the scope of research needs to be expanded to include students from various faculties and universities with diverse backgrounds and levels of organizational activity, so that the research results can be generalized more broadly and contextually.

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