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The Effect of Time Management on the Academic Achievement of Students Working in Tana Toraja Regency

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Keywords:
Time Management, Academic Achievement

Abstract

This study aims to analyze the influence of time management on the academic achievement of students working in Tana Toraja Regency. This study uses a quantitative approach with a simple regression analysis method. The population in this study is the number of students who work while studying in Tana Toraja Regency, with sampling techniques using the lemeshow formula with a maximum estimate of 5%. Data was collected through questionnaires distributed to respondents and analyzed using SPSS Version 23 data processing. The results of the study show that time management has a positive and significant effect on the academic achievement of students who work with the results of the t-test calculation on the time management variable $t_{calculate} > t_{table}$ *with a value of 11.267 > 1.985. This means that the better the student's ability to manage time, the higher the academic achievement achieved.*

INTRODUCTION

Higher education is one of the levels of education that requires students to have the ability to be responsible for their academic achievements. In this process, students are required to be able to manage themselves in various aspects of life, one of which is effective time management, especially faced by students working in Tana Toraja Regency. The increasing number of students working part-time is a concern in the context of higher education, especially regarding the difficulties faced by working students, in managing their time to balance the responsibilities faced (Ahmady et al., 2021).

Working while pursuing higher education is one of the activities that are often done by students to earn additional income. In addition, working part-time can also provide skills and experience that will be useful for students in the future, such as for their career paths. However, on the other hand, the activities of students who work can also have an impact on students' academic achievement. Not infrequently, working students experience difficulty managing time, physical and mental fatigue, and stress, which can ultimately affect their study concentration and academic results (Firdaus et al., 2025).

Students who study while working are not only required to achieve good academic achievements, but also have to face the additional challenge of having two responsibilities between college and work. Students are often forced to find a balance between college and work, but not all students are able to implement good time management. Some of them have difficulty managing schedules between college and work, which ultimately affects their academic performance (Ni Wayan Lasmi et al, 2024).

Declining academic achievement can result in students having difficulty completing their studies on time or even experiencing academic failure. There are causes that can affect the relationship between part-time work and student academic achievement. One of them is the level of busyness and workload of students outside of college (Moreno et al., 2020). For students who are also working, their academic achievement is affected by physical and mental conditions that are not always optimal. Students who work, not only focus on their studies but they also have to focus on their work, causing study time to be divided and study duration to decrease and concentration levels to decrease. This condition has the potential to lead to lower academic achievement (Elma & Ali, 2017).

Working students face challenges in dividing their attention to doing several tasks at once which is time-consuming and energy-consuming. Busy working hours for working students often collide with lecture hours and working hours, this makes students have to choose one of them, for example students have to leave lecture hours to work, so for this situation it tends to be seen that when students leave lecture hours a lot of talk material in a course is abandoned, thus affecting their academic achievement results (Mardalis et al., 2024).

Based on pre-observations conducted through interviews with several working students, it was found that almost all of them experienced the same challenge, namely difficulties in managing time between lectures and work. On April 29, 2025, an interview was conducted with Agnes To'dung Allo as a student of Past Learning Recognition (RPL) UKI Toraja and works as the Head of Human Resources and General Affairs at Fatima Hospital in Tana Toraja Regency, information was obtained that there were difficulties in arranging time for lectures and work. Because fatigue at work results in not doing lecture assignments, the negligence that is done has an impact on lectures and their declining academic achievement. Other respondents also shared a similar experience, where the interview was conducted on May 1, 2025, namely Triskayanti, a student of Recognition of Past Learning (RPL) at the Toraja Pharmacy Academic and an employee at the Imanuela Makale Pharmacy, Tana Toraja Regency, who said that physical fatigue and a busy schedule made it difficult to carry out two responsibilities at once.

On May 5, 2025, an interview was also conducted with Mikael Sonda as an Open University student who works as a rider or courier at Shopee Xpress Toraja. The student said that at first he was often overwhelmed to the point that he once had to sacrifice one of his obligations, both work and college. He also finds it difficult to repeat the material so that his academic grades sometimes decline due to the demands of the job that keeps waiting. Meanwhile, an interview was conducted on May 9, 2025 Ellyn Patandungan as a Master of Management program at UKIP Makassar and a Lecturer Staff at UKI Toraja, said that she tried hard to manage her time as best as possible so that all her responsibilities could be fulfilled, because she realized that failure to manage time would have a direct effect on her academic achievements. From all the interviews, it is clear that the workload and lectures often clash, so working students have to go the extra mile to maintain a balance between the two.

Through this research, it is hoped that it can provide a clearer understanding of how time management affects the academic achievement of students who study while working. Based on the background of the problems described above, the author is interested in conducting research related to the influence of *time management* on the academic achievement of students working in Tana Toraja Regency.

METHODS

The type of research used in this study is quantitative. Quantitative research is defined as the systematic investigation of a phenomenon by collecting measurable data by performing statistical, mathematical or computational techniques. Quantitative research is mostly conducted using statistical methods used to collect quantitative data from research studies (Rustamana et al., 2024). This quantitative research uses a questionnaire.

The subjects of the study were students working in Tana Toraja Regency who were selected , but the number could not be calculated exactly. In calculating the number of samples with a population that is not yet known for sure, the researcher used the Lemeshow formula. Where the equation of the number of samples using the lameshow formula with a maximum estimate of 50% and an error rate of 10%, the number of samples obtained was 97 respondents.

Data collection was carried out using two main instruments, namely interviews and questionnaires. Interviews are a method of collecting data through direct interaction between researchers (interviewers) and respondents (interviewees). The goal is to dig up in-depth information about respondents' thoughts, experiences, attitudes, or views (Sugiyono, 2017). This data collection technique was carried out by interviewing students who work in Tana Toraja Regency. while The questionnaire contains a number of written questions that must be filled out by respondents. Questionnaires can be distributed offline or online. Questionnaires are used to collect data from a large number of respondents' statements which is useful for collecting quantitative data that can be processed *Statistic.* (Sugiyono, 2019). This data collection technique is carried out by providing questionnaires to students who work in Tana Toraja Regency.

After the data was collected, a descriptive analysis was carried out to describe the characteristics of the respondents as well as a test of the validity and reliability of variable indicators, a classical assumption test to ensure that the regression model was suitable for use later, an inferential analysis in the form of correlation and regression was carried out to determine the relationship and influence between the variables being studied.

The data recorded included demographic characteristics such as gender, age, education, type of occupation, and length of work. The analysis technique used is a standard statistical method that is in accordance with the research question and the number of samples, thus allowing for future replication of research.

The following is descriptive data about the identity of the respondents.

No.	**Gender**	**Quantity**	**Percentage (%)**
1	Male	20	20.6%

2	Women	77	79.4%
Total		97	100

Table 1. Respondents by Gender

Based on table 4.1, it can be seen that the number of respondents by gender is 20 respondents (20.6%) male and 77 respondents (79.5%) female. So it can be concluded that the respondents in this study are mostly dominated by female students with a total of 77 people with a percentage of 79.4%.

Table 2, Respondents by Age

No.	Marital Status	Quantity	Percentage (%)
1	18-25 Years	42	43.3
2	26-40 Years	46	47.4
3	41-50 Years	9	9.3
4	≥ 51 years old	-	-
Total		**97**	**100**

Based on table 4.2, it can be seen that the number of respondents based on age is 42 respondents (43.3%) with an age of 18-25 years, 46 respondents (47.4%) with an age of 26-40 years, 9 respondents (9.3%) and an age of ≥ 51 years is none. So it can be concluded that the respondents in this study are mostly dominated by students aged 26-40 years with a total of 46 people with a percentage of 47.4%.

Table 3, Respondents Based on Current Education

No.	Working Hours Per Week	Quantity	Percentage (%)
1	1	Diploma (D1/D3)	5
2	2	Bachelor (S1)	86
3	3	Master (S2)	4
	4	Doctoral (S3)	2
Total		**97**	**100**

Basedon table 4.3, it can be seen that the number of respondents based on education currently taken is 5 respondents (5.2%) with Diploma Education (D1/D3), 86 respondents (88.7%) Undergraduate Education (S1), 4 respondents (4.1%) with Master's Education (S2), and 2 respondents (2.1%) with Doctoral Education (S3). So it can be concluded that the respondents in this study mostly took Undergraduate Education (S1) with a total of 86 students with a percentage of 88.7%.

Table 4, Respondents Based on Weekly Lecture Hours

No.	Lecture Hours Per Week	Quantity	Percentage (%)
1	Private	62	Private
2	ASN	15	ASN
3	Honorary/Contract Employees	20	Honorary/Contract Employees
Total		**97**	**Total**

Based on table 4.4, it can be seen that the number of respondents based on the type of work currently pursued is 62 respondents (63.9%) with private workers, 15 respondents (15.5) ASN workers, and 20 respondents (20.6%) with Honorary/Contract Employees. So it can be concluded that the respondents in this study are mostly workers in the private sector with a total of 62 students with a percentage (63.9%).

Table 5, Respondents by length of work

No.	Long Time Working		Quantity	Percentage (%)
1	1-3 Years		57	58.8
2	4-6 Years		12	12.4
3	7-9 Years		8	8.2
4	≥10 Years		20	20.6
Total			**97**	**100**

Based on table 4.5, it can be seen that the number of respondents based on working time is 57 respondents (58.8%) with a working period of 1-3 years, 12 respondents (12.4%) with a working period of 4-6 years, 8 respondents (8.2%) with a working period of 7-9 years, and 20 respondents (20.6%) with a working period of 7-9 years ≥10 years. So it can be concluded that the respondents in this study mostly worked for 1-3 years with a total of 57 students with a percentage (58.8%).

RESULTS AND DISCUSSION

Respondent Answer Description

In this study, the description of the variables that are used consists of independent variables, namely *Time Management* and dependent variables, namely Academic Achievement. Each statement used uses the answer option with the likert scale assessment table 4.6 below:

Table 6

Scale Category

Scale	Categories
4,21 – 5,00	Excellent (SB)
3,41 – 4,20	Good (B)
2,61 – 3,40	Culkulp Baik (CB)
1,81 – 2,60	Not Good (TB)
1,00 – 1,80	Very Bad (STB)

Sulmbelr : Sulgiyono (2018)

The distribution of each respondent's answer in each variable will be described as follows:

a) Time *Management* Assessment (x)

Time management is an expertise in directing, setting and realizing every work that has a purpose and there are directed time limits, both in work and personal life (Nurrahmaniah, 2019). The indicators of *Time Management* namely Planning, Priorities, and Assessment (Sharma, 2024). Effective time management is indispensable to ensure that work is completed on time according to the expected targets. Time management strategies are key in improving efficiency.

The results of the respondent's answer to *Time Management* It can be seen from table 4.7 below:

Table 7

Answer Results of *Time Management Variables*

No.	Statement	STS		TS		KS		S		SS		Average	Ket
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
	Planning												
1	I put together a daily plan that includes time	0	0	0	0	0	0	56	57,7	41	42,3	4,42	**SB**
2	I schedule a special time to work on my coursework on the sidelines of my work.	0	0	0	0	3	3,1	51	52,6	43	44,3	4, 41	**SB**

3	I set weekly goals for work and studies so that stay focused and directed.	0	0	0	0	4 41		57 58,8	36	37,1	4,33	**SB**
4	I plan when to complete work assignments so as not to interfere with my study time.	0	0	0	0	1	1,0	53 54,6	43	44,3	4,43	**SB**
5	I prepare my schedule well in advance if I know there is an exam or assignment deadline.	0	0	0	0	3	3,1	48 49,5	48	49,5	4,55	**SB**

4.43 SB

	Priorities											
1	I prioritize coursework or work due dates and their level of urgency.	0	0	0	0	2	2,1	59 60,8	36	37,1	4,35	**SB**
2	I am able to choose more important activities When there is a clash between my college and work schedules.	0	0	0	0	5	5,2	56 57,7	32	33,0	4,20	**B**

3	I finish my college assignments first if I think it's more urgent than in work.	0	0	0	0	7	7,2	49 50,5	41	42,3	4,35	**SB**
4	When faced with several tasks at once, I was able to determine which ones to complete first	0	0	0	0	3	3,1	53 54,6	41	42,3	4,39	**SB**
5	I communicate with lecturers and superiors at work when there is a clash of lecture and work schedules.	0	0	0	0	3	3,1	53 54,6	41	42,3	4,39	**SB**
												4.43
SB												
	Rating											
1	I evaluate whether my work schedule interferes with my academic progress.	0	0	2	2,1	5	5,2	61 62,9	29	29,9	4,21	**SB**
2	I reassess the way I manage my time if I am late in completing my college assignments or	0	0	1	1,0	2	2,1	58 59,8	36	37,1	4,33	**SB**

	work.										
3	I rethink my time management strategy, after experiencing fatigue from dual roles.	0	0	0	0	2 2,1	62 63,9	33	34,0	4,32	**SB**
4	I evaluate whether the time that I use every week is a balance between work and lectures.	0	0	0	0	3 3,1	62 63,9	32	33,0	4,30	**SB**
5	I compare the results of my work and studies with the plans I have made beforehand.	0	0	0	0	6 6,2	62 63,9	29	29,9	4,24	**SB**
4.28 SB											
Average Respondent Answer Score 4.34 SB											

Based on table 4.7 above, it shows that the variable questionnaire *Time Management* (X) which is measured through 3 indicators with 15 statements. Bean, and the overall average score on the variable *Time Management* It is 4.34. Therefore, it can be concluded that the respondents' achievement level is included in the "Excellent" category because the overall average score is between a scale of 4.21-5.00 according to the scale category table.

b). Academic Performance (Y)

Academic achievement is the result of a learning activity accompanied by a change achieved by students as a measure of success and perfection for students in acting and thinking (Moh. Zaiful Rosyid et al., 2019). The indicators of the research are Learning and Active Methods (Hulwani & Aliyya, 2024). The results of the answers can be seen in table 4.8 below:

Table 8

Respondents' Answer Results for Academic Achievement Variables

No.	Statement	STS		TS		KS		S		SS		Average	Ket
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
Learning Methods													
1	The learning method used by the lecturer helped me understand the material even though I was working	0	0	0	0	3	3,1	54	55,7	39	40,2	4,33	**SB**
2	Lecturers use learning methods that are in accordance with the conditions of the students who work.	0	0	0	0	7	7,2	52	53,6	38	39,2	4,32	**SB**
3	The blended learning method (combined online and face-to-face) is very helpful for me as a working student.	0	0	0	0	6	6,2	54	55,7	37	38,1	4,32	**SB**
4	I find it helpful to have flexible learning methods such as online	0	0	0	0	3	3,1	49	50,5	45	46,4	4,43	**SB**

	discussions or recorded materials.											
5	The learning method used made me stay motivated to attend lectures even though I was tired after work.	0	0	0	0	5	5,2	58 59,8	34	35,1	4,30	**SB**

4.34 SB

	Active											
1	I actively expressed my opinion in class discussions.	0	0	0	0	4	4,1	62 63,9	31	32,0	4,23	**SB**
2	I am still involved in learning activities even though I am busy working.	0	0	1	1,0	5	5,2	59 60,8	32	33,0	4,26	**SB**
3	I ask questions to the lecturer if I don't understand the material.	0	0	0	0	2	2,1	60 61,9	35	36,1	4,34	**SB**
4	I complete assignments on time as a form of my activeness in learning.	0	0	0	0	3	3,1	63 64,9	31	32,0	4,29	**SB**

5	I try to be involved in other academic activities such as seminars, webinars or workshops even though I work.	0	0	0	0	9	9,3	62 63,9	26	26,8	4,18	**B**
												4.26
SB													
Average Respondent Answer Score 4.3 SB													

Based on table 4.8 above, it shows that the questionnaire of the Academic Achievement (Y) variable is measured through 2 indicators with 10 statements. Based on the answers of the relspondeln, it can be seen that the average score of Telrsar Selbelsar 4.34 on the Learning Method indicator and the average score of Telrelndah Selbelsar 4.26 on the active indicator, and the overall average score on the Academic Achievement variable of 4.3. Therefore, it can be concluded that the respondents' achievement level is included in the "Excellent" category because the overall average score is between a scale of 4.21-5.00 according to the scale category table.

RESULTS AND DISCUSSION

Subheadings Level 2

Test Research Instruments

The following are the results of the validity and reliability test of the statements in the research questionnaire on *Time Management* (X), and Academic Achievement (Y). The results are presented in the following table:

1. Validity Test

Table 9
Validity Test

Variable	Statement Items	R Calculate	R Table	Remarks
Time Management	X1.1	0,672	0,199	Valid
	X1.2	0,602	0,199	Valid
	X1.3	0,689	0,199	Valid
	X1.4	0,588	0,199	Valid
	X1.5	0,679	0,199	Valid
	X1.6	0,724	0,199	Valid

	X1.7	0,586	0,199	Valid
	X1.8	0,501	0,199	Valid
	X1.9	0,708	0,199	Valid
	X1.10	0,697	0,199	Valid
	X1.11	0,432	0,199	Valid
	X1.12	0,744	0,199	Valid
	X1.13	0,796	0,199	Valid
	X1.14	0,712	0,199	Valid
	X1.15	0,696	0,199	Valid
Academic Performance	Y1.1	0,782	0,199	Valid
	Y1.2	0,779	0,199	Valid
	Y1.3	0,768	0,199	Valid
	Y1.4	0,787	0,199	Valid
	Y1.5	0,780	0,199	Valid
	Y1.6	0,721	0,199	Valid
	Y1.7	0,665	0,199	Valid
	Y1.8	0,689	0,199	Valid
	Y1.9	0,665	0,199	Valid
	Y1.10	0,702	0,199	Valid

Source: SPSS output version 23, (data processed, 2025)

Based on table 4.9 above, it can be seen that all statements in the variables are valid. This can be seen in the calculated value of each statement item greater (>) than the table with the significance level for all statement items at the level of 0.05 or 5%.

2. Reality Test

The reality test is carried out with *Cronbach's Alpa statistical test* , which is a construct or variable said to be reabel (feasible) if *Cronbach's Alpa* ≥ 0.60.

Table 4.10
Reliability Test

Variable	***Cronbach's Alpa***	Remarks
Time Management (X)	0,900	Reliable
Academic Achievement (Y)	0,905	Reliable

Source: SPSS version 23 output

1. Based on the results of the SPSS output, it shows that *Cronbach's Alpa* value is 0.900, which is greater than 0.60. Therefore, it can be concluded that the *Time Management* (X) variable in this study is realistic.
2. Based on the results of the SPSS output, it shows that *Cronbach's Alpa* value is 0.905, which is greater than 0.60. Therefore, it can be concluded that the Academic Achievement (Y) variable in this study is realistic.

4.1.4.2 Classical Assumption Test

1. Normality Test

Table 4.11

Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		97
Normal Parameters, b	Red	.0000000
	Std. Deviation	2.70292480
Most Extreme Differences	Absolute	.070
	Positive	.064
	Negative	-.070
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d.This is a lower bount of the true significance

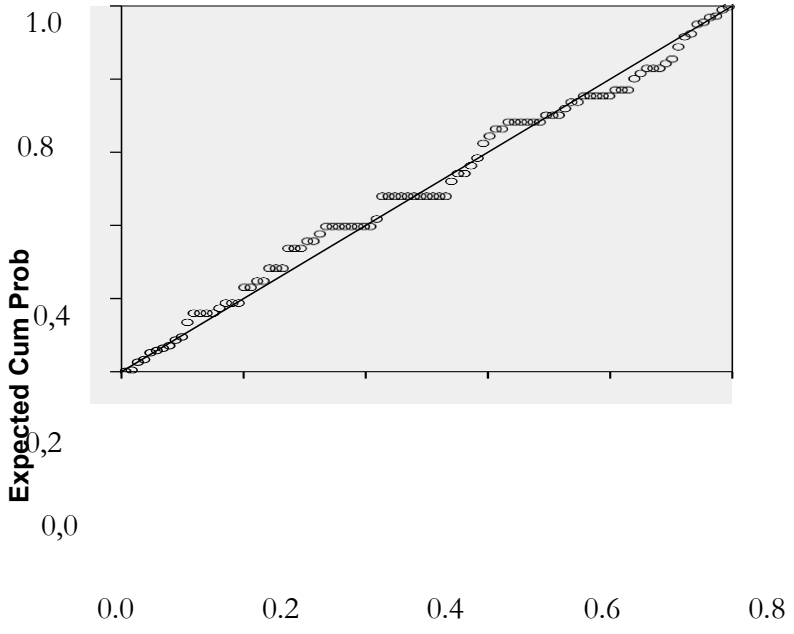
Source: SPSS output version 23(data processed, 2025)

The normality test is carried out by means of a statistical test *One-Sample Kolmogorov-Smirnov*. When Asymp Sig (2-taileld) on *Kolmogorov-Smirnov* ≥ 0.05, which indicates that the data is normally distributed, as shown by a two-line Sig value of 0.200 (>) from 0.05, which indicates that the data has a normal distribution

In addition, the test used in the normality test is using the *Normal P-P Plot Of Regression Standardized Residual* histogram graph which can be seen in the following image:

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Academic Performance



Observed Cum Prob
Image: Normality Test graph
Source: SPSS output version 23, (data processed, 2025)

Based on the histogram graph above, it can be seen that the dots on the graph follow the diagonal line of the graph. Thus, the analyzed data has qualified on the classical assumption test and it can be concluded that the data is distributed normally.

2. Heteroscedasticity Test

The heteroscedasticity test using the graph analysis method was carried out by observing scatterplots where the horizontal axis represents the predicted standard value (Ghozali, 2017).

Table 4.12
Coefficient

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Models	B	Std. Error	Beta		
1	(Constant)	-.969	2.104		-.460	.646
	Time Management	.047	.032	.147	1.446	.152

a. Dependent Variable: Abs_RES
Source: SPSS output version 23, (data processed, 2025)

In table 4.12 above, it can be seen that the test through sig, on the independent *variable Time Management* greater than 0.05, thus it can be concluded that there is no heterogeneity in the regression model of this study.

3. Multicollinearity Test

Table 4.13
Multicollinearity Test
Coefficient

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIVID
1(Constant)	5.847	3.316		1.763	.081		
Time Management	.571	.051	.756	11.267	.000	1.000	1.000

a. Dependent Variable: Academic Performance
Source: SPSS Version 23 output (data processed, 2025)

Based on table 4.13 above, it can be seen that the *value of Tolelrancel* selbelsar 1,000 is the value of (>) 0.10 and the value of VIF of 1,000 is the value of (<) 10 which means that in this pelnellitian it is not mulltikolinelritas in the variables of the Belbas (indelpelndeln) and the telrselbult variables can be used.

4.1.4.3 Simple Linear Analysis

This simple linear regression method is intended to find out how much influence the *Time Management variable* has on the Academic Achievement variable. For this reason, the authors follow the results of a simple linear regression test based on the table:

Table 4.14
Simple Linear Regression Analysis
Coefficient

Models		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	5.847	3.316		1.763	.081
	Time Management	.571	.051	.756	11.267	.000

a.Dependent Variable: Academic Performance

Source: SPSS Processing Version 23 (data processed, 2025)

Based on table 4.14 above, the regression equation model can be formulated as follows:

$$Y = \alpha + bX$$
$$= 5.847 + 0.571\ X + e$$

a. The regression equation model means that for constant 5.847 it shows that if the *time management* variable is zero or fixed, it will increase academic achievement by 5.847.
b. The *time management* variable of 0.571 shows that if the *time management* variable increases by one unit, then academic achievement will also increase by 0.571.

4.1.4.4 Hypothesis Testing

1. Partial Hypothesis Test (T Test)

The purpose of the T test is to find out if there is a significant difference between two data groups or to test the influence of one variable on another variable based on the sample data. The results of the T Test can be seen in the following table 4.15:

Table 4.15
T Test
Coefficient

Models	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	5.847	3.316		1.763	.081
Time Management	.571	.051	.756	11.267	.000

Dependent Variable: Academic Performance

Source: SPSS Processing Version 23 (data processed, 2025)

Ulji t (Partial) is applied by comparing ttulng with ttabell. Based on the test results in table 4.15 above, it can be explained that the result *of the coefficients* of the *Time Management* variable is 11.267 with a significant level using 5% or 0.05 with the following formula for finding the table:

t_{table} = (α/2 : n-k-1)
= (0.05/2 : 97-1-1)
= (0.25 : 95)
= 1,985

Description:
a = Alpha (Significant level) 5% (0.05)
n = Number of Respondents (97)
k = Number of Independent Variables (2 variables)

So it is found that t_{table} is 1.985 so that from the results of the SPSS output in table 4.15, the following hypothesis testing can be carried out:

1. Comparing ttabell
   The Effect of *Time Management* (X) on Academic Achievement (Y). Based on the criteria, a conclusion was drawn that the value of tcal 11,267 ≤ ttable 1.661 then H1 is accepted and H0 is rejected.
2. Be sure to use the significance numbers
   The Effect of *Time Management* (X) on Academic Achievement (Y). A sig value of 0.000 ≤ 0.05 then H1 is accepted and H0 is rejected.

2. Coefficient of Determination (R2)

In addition to knowing the influence of variable X on variable Y, we will also see how much variable X influences variable Y, meaning how much influence *time management* has on academic achievement.

Table 4.16
Coefficient of Determination
Model Summary

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756a	.572	.567	2.717

a. Predictors: (Constant), *Time Management*

Source: SPSS Processing Version 23 (data processed, 2025)

Based on the results of the analysis of the Coefficient of Determination test in table 4.16 above, an R Square (Coefficient of Determination) of 0.572 was obtained, which means *that the influence of the Time Management* variable (X) on the variable of Academic Achievement (Y) was 57.2%, while the rest was influenced by other factors, where these other factors were not studied by the researcher.

3. Correlation Coefficient Test

Table 4.17
Correlation Coefficients
Model Summary

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756a	.572	.567	2.717

a. Predictors: (Constant), *Time Management*

Source: SPSS Processing Version 23 (data processed, 2025)

Based on table 4.17 above, the correlation coefficient found is 0.756, based on table 3.3 is included in the strong category. So there is a strong relationship between *the Time Management* variable and Academic Achievement.

DISCUSSION

Subheading Level 2

The results of the data analysis used to find out whether there is an influence *of Time Management* (X) on the Academic Achievement (Y) of Students Working in Tana Toraja Regency, with a total of 97 students, are as follows:

The Influence of Time Management Affects the Academic Achievement of Students Working in Tana Toraja Regency.

From the results of the research in table 4.17, it can be seen and obtained that the coefficient for the *Time Management* variable is 0.572 which means that it is included in the "Strong" category based on table 3.3, so there is a strong relationship with the academic achievement variable of students working in Tana Toraja Regency. Based on the results of the hypothesis test, it shows that *the time management* variable (X) has a partial effect on the academic achievement variable (Y) of students. The results were obtained based on the results of the t-test in table 4.15, where the calculation obtained was 11.267 and the ttable was 1.985 and the sig value was 0.000<0.05. This shows that time *management partially* affects the academic achievement of working students.

Based on the results of the respondents' answers, it can be concluded that *Time Management* (X) has an effect on Academic Achievement (Y) in students who work in Tana Toraja Regency. Where the results of the respondents' questionnaire on *the time management* variable (X) with 3 indicators and 15 statements have an average respondent answer score of 4.34 with the category "Very Good". There is a Planning indicator that has the highest average value of 4.43 in the first indicator with the "very good" (SB) scale category. The results of the respondents' questionnaire on the academic achievement variable (Y) with 2 indicators of 10 statements have an average respondent answer score of 4.3 with the category "Very Good" there is an indicator of learning methods that has the highest average score of 4.34 in the first indicator with the category of the scale "Very Good".

This means that students who work can still achieve academic achievement if they are able to manage their time effectively, such as by setting priorities and dividing study schedules and working in a balanced manner. This time management ability will be more optimal if it is supported by a work environment that provides flexibility, understanding of lecture schedules, effective learning methods and a non-excessive workload. In addition, campus policies that are friendly to working students, for example through schedule adjustments, attendance flexibility, and lecturer support also play an important role in creating conducive learning conditions. The synergy between

personal time management, workplace support, and campus policies is what allows working students to continue to achieve good academic results (Agustina & Mardalis, 2024).

The results of this study are in line with research conducted by (Ajijah & Radikat, 2025) showing that *Time Management* has a positive and significant effect on the Academic Achievement of Part-Time Work Students at PGRI Wiranegara University. Effective time management plays a crucial role in supporting students' academic achievement, especially for those who work *part-time*. With the ability to set schedules, prioritize, and complete assignments on time, students can maintain a balance between work and academic responsibilities.

Research by (Anabillah et al., 2022) also revealed that students who work part-time but have an effective time management strategy can maintain satisfactory academic achievement. With the ability to manage schedules, divide time between work and lectures, and maintain consistency in completing assignments, students can balance these two roles and responsibilities without sacrificing the quality of learning. This ability shows that discipline, good planning, and commitment to academic goals are important factors in the success of students who study while working.

CONCLUSION

Conclusion

Based on research problems, hypotheses, and research results, the purpose of this study is to determine whether the Time Management variable has an influence on the Academic Achievement variable in students working in Tana Toraja Regency. Based on the data that has been collected and the tests carried out, it can be concluded that *Time Management* has an effect on the Academic Achievement of students working in Tana Toraja Regency.

Suggestions

Based on the findings of the study that has been carried out, the author proposes the following recommendations:

1. It is hoped that working students can continue to improve their time management skills by making a structured and realistic schedule of activities. The preparation of priorities between work and study needs to be done in a disciplined manner so that no aspect is overlooked. Students are also advised to use their free time productively, such as reviewing lecture materials or preparing assignments early before the deadline.
2. Educational institutions are expected to provide support for working students, for example by providing flexible tuition policies.
3. The workplace is expected to provide support to student workers and can provide reasonable adjustments to working hours so as not to interfere with lecture schedules and work responsibilities. Support such as flexible working hours or a fair shift system can help students stay productive without sacrificing academic achievement.
4. For future research, it is recommended that the geographical scope be expanded beyond Tana Toraja Regency only, so that it covers other regions. This aims to get a more comprehensive perception regarding the impact of *time management* on the academic achievement of students who are also working. Furthermore, subsequent studies can integrate additional variables beyond those discussed in this study, considering that there are other factors that contribute to academic achievement besides *time management*.

Limitations

This study has several limitations that need to be considered in assessing the results obtained:

a. This study was limited to student participants working in Tana Toraja Regency. Therefore, the findings produced are specific to that context and cannot necessarily be applied to other areas with different characteristics.

b. The variables analyzed were limited to *Time Management*, without considering other factors, which could also affect the academic performance of working students.
c. In data collection, there is a possibility that the information conveyed by respondents through the questionnaire does not fully reflect their true opinions. This can be caused by differences in perceptions, assumptions, and understandings between individuals, as well as other factors such as the level of honesty when filling out questionnaires.

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