

Impact of Time Management on Students' Academic Achievement who balance Study and Work-Life

¹Fitriana Fitriana, ²Rosmala Dewi, ³Wisqa Nabilah, ⁴Sabrina M. Phonna

^{1,2,3,4}Department of Family Welfare, Faculty of Education and Teacher Training, University of Syiah Kuala, Banda Aceh 23111, Indonesia;

*Corresponding author: fitrianafkip@unsyiah.ac.id

Abstract

This study aims to examine the time-management behaviours, the obstacles they faced, and the solutions that students formulated in time management for those that juggle the work-life balance and academic performance. Additionally, this study also tries to discern the academic achievement of the Fashion and Design Program students who work and study at the same time. This study employs the qualitative descriptive approach with the total sample method. A total of 30 students of the Fashion and Design Program at the Faculty of Education and Teacher Training of Syiah Kuala University who balance work-life and study were involved. The data were collected through questionnaires with the help of the Google Form in order to determine the students' time-management behaviours. The t-test was used to find out their academic achievement. The result of this study shows that almost all students practice time-management by plan making in which all their activities are listed one by one. Some of the problems they faced were late assignment submission, abstention from the class due to illness, and some of them were late for class because of work. It seemed that the reasonable solutions they formulated were by completing the pending assignment in their spare time, evaluating the completed activities, as well as reorganizing and restructuring the ruined activities. The average score of the working students' GPA is 3.64 which were categorized under the very good section. Therefore, it can be stated that work-life does not decrease students' academic achievement.

Keywords: Time-Management, Student who Work and Study, Academic Achievement

Introduction

Time management is a skill that requires self-assessment, planning, and discipline and improvements made in daily activities in order to achieve a certain goal (Mentor, 2008). Time cannot be renewed, be replaced and is limited. Dewi et al. (2017) state that time management is important, especially for students during their learning process so they can manage their activities well.

The main objective of a student is to learn and develop their way of thinking. However, not all students direct their focus on pursuing higher education. There are those who juggle work-life while at the same time balancing their study. Working while studying is not a new phenomenon in the academic live, nowadays it is a common option. It is due to various factors, including the demands of the work-world on a better quality of the human

resources, job competition, new business opportunities for the younger generation, economic conditions and technological developments. Spending and maximizing your free time for work is a good and useful thing to do. In addition to that, students who balance their time between working and studying have the opportunity to sharpen their entrepreneurship skills, improve their soft skills by being directly involved in the work-life, increase their courage to start a business, and receive a venture capital and mentorship for support.

In this day and currently, job competition has elevated to an extreme degree, therefore the students of the Fashion and Design Program, as one of the vocational programs at the Family Welfare Department of the Faculty of Education and Teacher Training at Syiah Kuala University are required to have the ability of a higher academic achievement, professionalism, and is able to develop different types of creativities. In addition to that, full support in fashion and design is also provided for the students as well as the entrepreneurship skills which are beneficial for their future venture in entrepreneurship. In this course, students do not only focus on theoretical learning, but they are also involved in a lot of practical activities so that they can develop their skills further.

In her study, Sukmawati, A., et al (2021, p. 64) provides a glimpse of the relationship between time management and the academic achievement of the Family Welfare Department at Syiah Kuala University. It shows that there is a minor association between time-management and students' academic achievement. The result stressed that time-management is not the only factor that determines students' achievement given that there are many other factors weighing in their influences, such as the internal factors and environments. Meanwhile, Andari and Nugraheni (2016, p. 8) stated that time-management has a positive and significant effect on the students' academic achievement who took a part-time job at the Department of Management in Faculty of Economics and Business, Diponegoro University, Surabaya.

Based on those researches, this study tries to understand how the students who juggle the work-life balance and academic performance at the Fashion and Design Program of Syiah Kuala University control their time-management, the obstacles they faced, and their academic achievement.

Research Method

This study used a descriptive quantitative approach. Quantitative method is a research method that emphasizes on numerical and statistical analysis. According to Sugiyono (2017, p. 56), descriptive research is a research that was conducted to determine the value of independent variables, either one or more variables without making comparisons or connecting with other variables. The data were collected through questionnaires via the Google Form in order to understand how students who balance their studying and working manage their. The results were analyzed descriptively. A total of 30 students of the Fashion and Design Program at the Faculty of Education and Teacher Training of Syiah Kuala University year 2017, 2018 and 2019 who balance work-life and study were involved. The data were analyzed based on the percentage formula, which later on was classified under the category of the highest percentage, moderate, and the lowest in accordance to the results obtained from the questionnaire. Subsequently, the results were categorized according to the guidelines of interpretation. Meanwhile, the academic achievement of students who are working while studying were analyzed using the t-test statistics with the following formula:

$$t = \frac{\bar{x} - \mu_0}{s / \sqrt{n}} \quad (\text{Sudjana, 2005})$$

The hypothesis is as follows: The null hypothesis (H_0): $\bar{x} = 2.80$ (do not accomplish the successful stage of academic achievement for students of the Fashion and Design Program at the Faculty of Education and Teacher Training of Syiah Kuala University who balance working while studying).

The alternative hypothesis (H_1): $\bar{x} > 2.80$ (the successful phase of students' academic achievement of the Fashion and Design Program at the Faculty of Education and Teacher Training of Syiah Kuala University who balance working while studying is achieved).

The hypothesis testing is carried with the one-party to the right with significant level $\alpha = 0:05$, with the testing criteria as follows: the null hypothesis is accepted (H_0) if $t_{\text{count}} \leq t_{\text{table}}$, and the H_1 hypothesis is accepted if $t_{\text{count}} > t_{\text{table}}$.

Results and Discussion

The result of this study is based on the time-management questionnaires that were distributed to 30 respondents. In general, they have a goal for each activity as well as the needs to achieve the goal (83.33%). This is very much in line with the opinion of Nurrahmaniah (2019) who stated that when an individual is able to manage their time well, then the person will be able to develop and organize the plans that have been set hence the desired goals will be achieved. Before carrying out their activities, almost all respondents knew the purpose of each activity and most of the respondents (73.33%) were able to limit the time. Andari and Nugraheni (2016, p. 2) argue that "the skills of an individual time setting, task completion, schedule planning as well as effective and efficient time management will bestow benefits for oneself". Almost all of the students (80%) who are working plan and map out each of their activities, whether daily activities, weekly activities or monthly activities. In carrying out these activities, nearly all of the respondents execute their activities in accordance with the main priority and are able to manage their time in a variety of everyday activities.

The results show that each activity that carry out by students who are working while studying has been done with many considerations on which activity they should prioritize so that the majority of them (80%) were able to manage the time as best as possible. Based on the answers, most of the respondents (80%) were able to limit their time and reorganize each activity that did not run smoothly. Rusyadi (2012, p. 7) suggests that "students who have good time management will not delay their work because they set priority in every task they do and are able to balance the time that had been scheduled". Furthermore, the problem that faced by the majority of the students (73.33%) who are working while studying can be distinguished by predicting the obstacle of the scheduled activities, both from the internal or external conditions. According to Fauziah (2015, p. 23), the ability of each individual is different, this happens due to factors that exist within an individual (internal) and that of the outside factors of the individual (external) that can affect one's achievement. The obstacles that were experienced by some of the respondents in carrying out their academic activities might be due to the internal conditions such as exhaustion and fatigue. Sukma, N. at all (2020) explains that "class attendance is important and should they be feeling under the weather they still choose to attend lectures so that obstacles that can hinder task

completion or abstention in terms of health are minimal". This opinion is supported by Slameto, as cited in Juliasari and Kusmanto (2016), he said that one of the factors that influence learning is the internal factors that come from within such as physical factors (health, disability), psychological factors (attention, interest, talent, readiness, maturity) and fatigue. Another factor that may suddenly occur so that lectures are being disturbed is the external factors, such as work delays and so forth. This statement is in accordance with what was stated by Handaanti (2016) that there are other factors that affect time-management, namely the distance and time that students need to travel from work place to the classroom, causing lectures delay. Another problem faced by a small number of respondents was late assignment submission and delaying task completion. There are some respondents who feel that the time for studying and working is not balanced, so that there are those who are unable to divide their time properly.

In this study, most of the students had already implemented an excellent self-discipline in managing the time of each activity, but there were still a small number of students who occasionally missed their lectures. Rusyadi (2012) agrees on this opinion saying that "students must be able to use their time well and be able to plan, organize and control their time in order to achieve the expected results". According to Andari and Nugraheni (2016, p. 2), working students have less time to complete their assignments or study which in turn cast a negative impact on them. However, this problem can be overcome with good skill of time-management.

Nurrahmaniah (2019) further explains that "by implementing an effective time-management, the learning process will be more focused and students will get used to the idea of discipline as well as spending their time on positive things". Students who are working cannot put aside their responsibilities on academic activities due to time constraints and divided responsibilities (Andari & Nugraheni, 2016, p. 2). To prevent all these drawbacks, various solutions were carried out by students in order to manage their time as best they can. The results show that the majority of the students (66.67%) spent more time in completing the essential assignment as well as evaluating the time it took for said assignment. In time management, most respondents spent their time on useful activities and prioritized academic activities over other activities. According to Fauziah (2015, p. 23), students who are able to manage their time well will be able to improve their academic achievement and be able to complete the tasks well.

In this study, the students work in different types of jobs. Those that work in their favorite fields of expertise will be able to increase their skills, so it may assist them during lectures and the process of learning as well as increasing their academic achievement. Nurrahmaniah (2019, p. 165) agrees with the statement saying that every student is expected to choose a major that suits their interests and talents so that they can learn comfortably which in turn brings out a good impact for them. Sukma (2020, p. 60) explains that interests and views of life affect academic achievement as well as decisions in completing the assignments during the study period.

Furthermore, the quantitative data, in the form GPA, were analyzed with the help of the statistical t-test. The formula:

$$t = \frac{\bar{x} - \mu_0}{s / \sqrt{n}}$$

The results are: $\bar{x} = 3,64$, $s = 10,45$, $n = 30$ and $\mu_0 = 2,80$. In which:

$$t = \frac{3,64 - 2,80}{10,45 / \sqrt{30}}$$

$$t = \frac{0,84}{10,45 / 5,47}$$

$$t = \frac{0,84}{1,9}$$

$$t = 0,44$$

Thus, the value of $t_{\text{count}} = 0.44$.

The hypothesis is as follows:

The null hypothesis (H_0): $\bar{x} = 2.80$ (do not accomplish the successful stage of academic achievement for the Fashion and Design Program students at the Faculty of Education and Teacher Training of Syiah Kuala University who balance working while studying).

The alternative hypothesis (H_1): $\bar{x} > 2.80$ (the successful phase of students' academic achievement of the Fashion and Design Program at the Faculty of Education and Teacher Training of Syiah Kuala University who balance working while studying is achieved).

Based on the calculations, the $t_{\text{count}} = 0.44$, while the significant level of $\alpha = 0.05$ and the degrees of freedom $df = n - 1 = 30 - 1 = 29$ obtained the $t_{\text{table}} = -1.699$. Because the test based on the left side test, the $t_{\text{count}} > -t_{\text{table}}$ or $0.44 > -1.699$. It shows that the H_1 hypothesis is accepted and the H_0 hypothesis is rejected. It can be concluded that the academic achievement of students who balance working while at the same time studying at the Fashion and Design Program of the Education and Teacher Training Faculty at Syiah Kuala University is successfully achieved.

Based on the results of the hypothesis testing, it can be concluded that the academic achievement of students who balance working while at the same time studying at the Fashion and Design Program of the Education and Teacher Training Faculty at Syiah Kuala University is successfully achieved. In other words, a successful academic achievement of students who juggle work-life balance can be achieved even though a lot of their time was divided for work. The main reason for their success can be attributed to excellent time-management. Andari and Nugraheni (2016, p. 8) all agree on this statement. In their opinion, part-time jobs should not hinder students in achieving good academic achievement. Contrary to popular believed, they can even gain new work experience and improve their soft skills. Furthermore, their excellent academic achievement can be maintained as long as they are able to manage their time well. According to Rusyadi (2012, p. 9), low academic achievement is caused by poor learning management and lack of respect for time-management. Muliyani (2017, p. 117) argues that "the better the student manages their time, the better their academic achievement will be. In contrast, the lesser the quality of their time-management, the worse their achievement will be".

Furthermore, students' achievement is categorized into excellent, good, enough, bad, and very bad category. The average value of the students' academic achievement is 3.64. When it was compared to the value that was mentioned in the academic regulation of Syiah Kuala University, the average value of the Fashion and Design Program students fall under the category of excellent. Handayanti (2016) states that "if the students' who are working while studying reduced their time-management effort, then the lower the index of their achievements will be". In conclusion, students' academic achievement does not decrease even though they divide their time between working and studying. Sukmawati (2019, p. 65) explains that time-management is not the only factor that determine students' academic achievement since there are other factors that may contribute and influence the achievement, namely the internal factors such as the psychological, physical and fatigue, as well as the external factors such as family, school, and environment. Furthermore, the students' good achievement can also be attributed to their excellent time management. The respondents agree that those who balance their study time and work schedule divide and manage their time accordingly, understand the clear purpose of each activity, prioritize the activity, and map out all the plans, hence it goes smoothly.

In addition to that, another positive impacts of well verse time-management include: additional income, learn to live independently, expressing your hobby, new experiences, new knowledge outside the lectures, developing your skills, new knowledge about the different types of works, being responsible and professional , improve your confidence, able to manage your time well between school and work, possess a strong mindset, not selfish and shy, as well as the desire and the courage to change for a better individual and a better academic achievement as well as non- academic achievement (Mardelina & Muhson, 2017). Furthermore, Sukma, A. at all (2020, p. 2) states that students who cannot complete their assignments on time will have an impact on their academic achievements. Students who are studying while working have a desire to learn and acquire a high academic achievement (Andari & Nugraheni, p. 2016). From the explanation above, it can be concluded that it is important that students are able to manage their time in order to achieve the desired goal as well as a good academic achievement.

Conclusion

Based on the study that has been explained above, it can be concluded that time-management is utilized with a meticulous plan mapping on every activity, almost all of the respondents (80%) mapped out their plans by listing each of their activities which were carried out in accordance to the allocated time. Only a minority of them (6.67%) lack in both activity planning and time allocation management. The obstacles that faced by a small number of the respondents in time-management were late assignment submission (46.67%), being late for lectures due to work (3.33%) and class abstention due to being unwell (10%). The solutions that were formulated by the student was to complete the delayed assignments in their free time (73.33%), to evaluate every activity (66.67%) and to reorganize activities that do not follow the time table (73, 33%). The average GPA score of the students who are working while studying at the Fashion and Design Program of the Education and Teacher Training Faculty at Syiah Kuala University is 3.64. In other words, the score is fall under the category of excellent and their academic achievement does not decrease, but there are things that affect the study period. It is hoped that students are able to apply and utilize an optimal time-management. Furthermore, it is hoped they were able to prioritize their interests on learning first rather than on working. Thus, they will be able to complete their study in time.

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