

Time Management, Learning Motivation, and Self-Regulated Learning on Working College Student

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Abstract

This study was conducted to determine the effect of time management and learning motivation on self-regulated learning in working college students. The data in this study were obtained through giving questionnaires to 57 students who work at X University. Data analysis in this study used multiple linear regression techniques. The results of this study indicate that each variable has a coefficient value of 0.266 for the time management variable and 0.481 for the learning motivation coefficient value. Time management and learning motivation have a significant effect on self-regulated learning in working college students. The results showed the contribution of 42% of students who work self-regulated learning is influenced by time management and learning motivation.

Keywords: Time management; learning motivation; self-regulated learning; working college student.

1. INTRODUCTION

As a college student, in carrying out daily activities it is appropriate to refer to activities that can be useful for their personal development. It becomes a challenge for students to be able to find and develop their talents and interests in something that can be used as fun.

One of the things students can do in filling their time and developing themselves is by working. It can be realized, by working, students will gain experience, skills, and an overview of how the professional world works. However, with this work activity there is a concern that students cannot manage their time properly between study and work. In this case, time management is often the main problem for working students which can affect how students manage their available time and can be responsible for their main tasks as students. Good time management is needed so that the main task as a student, namely learning, is not neglected. Time management is an important skill for working students so that they can balance their responsibilities as a college student and as a worker.

According to Sansgiry, Bhosle & Sail (2006) time management for students is a set of important behavioral abilities to have in managing learning and college load. Time management skills for students include planning activities, prioritizing work, and following a schedule that has been made.

According to Kwan & Ko (2002) good time management behavior such as setting goals and priorities of activities can facilitate work, minimize stress, become more effective work, and be academically successful.

Students who have good time management can provide benefits for themselves, namely being able to achieve the desired goals simultaneously. College students must have skills and time management such as

scheduling daily activities, prioritizing tasks based on interests and being able to carry out all their activities in an organized manner (Puspitasari, 2013).

Apart from good time management, learning motivation for working students is also important so that students can be optimal in their learning process. When students have high learning motivation, this will affect the results of their academic achievements. This is in line with that expressed by Sardiman (2004) which explains that learning motivation is a change in energy within a person (personally) which is marked by the emergence of feelings and reactions to achieve goals.

When students have high learning motivation, they will direct themselves to do things that can improve their academic performance, carry out directed learning, and have a desire to always advance in learning.

According to Susanto (2006), a person's success in undergoing the educational process is not determined by IQ (Intelligence Quotient) alone. There are many factors that influence a person's success in undergoing his education, one of the factors that influence student success in achieving good performance is self-regulation or self-regulation ability. If students have good self-regulation, then students will be able to develop and manage plans so that the goals they expect can be achieved.

Boekaerts, Pintrich & Zeidner (2005) provide the term self-regulation in learning with the term self-regulation learning, which is a learning activity that is self-regulated, in which individuals activate their thoughts, motivation and behavior to achieve their learning goals. Students who have a good level of self-regulation will be able to maintain their performance in learning.

Zimmerman (1989) states that individuals who have self-regulation learning are individuals who are active in metacognition, motivation, and behavior in the learning process. Individuals who are able to set goals and use appropriate strategies to achieve learning goals. Learning strategies are actions that show how to obtain objective information from each strategy used to improve self-regulation of both personal functions, academic performance and the learning environment.

Bokaerts (1996) says that many researchers agree that the most basic factors of self-regulation are the desire to achieve goals, awareness of self-respect, desire to try, commitment, time management, awareness of metacognitive, efficient use of strategies. There are also factors that lead to poor self-regulation, including impulsivity, low academic goals, low self-esteem, poor control, and avoidance behavior.

Based on this description, it can be concluded that students who have good time management and high learning motivation will direct their behavior and organize themselves in order to achieve good learning goals, or can be said to have good self-regulated learning. Likewise, on the other hand, if students have poor time management and low learning motivation, then their self-regulated learning will be bad and the learning objectives cannot be achieved.

2. RESEARCH METHOD

Time management in this study was measured by a questionnaire developed by Briton & Tesser (1991), namely the Time Management Questionnaire (TSQ) which is used as a data collection tool to measure student time management behavior, which includes short-term planning, attitudes towards time and long-term planning.

Motivation to learn is measured based on indicators of the aspects of learning motivation expressed by Frandsen (in Suryabrata, 2006), namely: the nature of curiosity and wanting to investigate the wider world, the creative nature and the desire to always go forward, the desire to get sympathy from parents, teachers, and

friends, the desire to correct failures, the desire to get a sense of security when mastering lessons, and the existence of rewards or punishments as the end of learning.

Self-regulated learning is measured based on the aspects of self-regulated learning put forward by Pintrich and De Groot (1990), namely, motivational beliefs with components that go into this aspect are self-efficacy, intrinsic value, and test anxiety and self-regulated learning strategies with components that go into this aspect are cognitive strategy use and self-regulation.

The population taken in this study were 64 students majoring in Psychology and Information Engineering who worked at X University, while the sample taken in this study were 57 students who occupied the fourth semester to the eighth semester.

The analysis technique used in this study is multiple linear regression analysis which is operated through the SPSS version 20.0 program. The reason for using multiple linear regression analysis techniques is because this technique is a statistical technique that allows to determine the effect of independent variables on the dependent variable (Ferdinand, 2014).

3. RESULT AND DISCUSSION

Before performing multiple linear regression analysis, first a classic assumption test is carried out which consists of a normality test and a multicollinearity test. Then after the regression analysis, then the hypothesis testing is carried out with the F test and the coefficient of determination.

The normality test in this study used the Kolmogorov Smirnov test. In the Kolmogorov Smirnov normality test, it is stated that it meets the normality assumption if the significance probability value is >0.05 . The Kolmogorov Smirnov normality test results obtained a value for the time management variable of 0.066; learning motivation variable is 0.76, and self-regulated learning variable is 0.94, where the value is greater than 0.05, so it can be concluded that the data is normally distributed.

The multicollinearity test aims to test whether the regression model found has any correlation between the independent variables (Ghozali, 2006). The multicollinearity test can be seen with the tolerance value and its opposite, namely the Variance Inflation Factor (VIF). By taking tolerance >0.10 or VIF <10 , it can be concluded that a regression model is not multicollinearity. The test results show that the VIF value of all the independent variables has a value less than 10, where the time management variable and the learning motivation variable both show the number 1.420. While the tolerance value of all variables is more than 0.10, which indicates the number 0.704. This shows that the research variables do not show multicollinearity symptoms in the regression model.

Regression analysis is used to determine the effect of the independent variable on the dependent variable (Ferdinand, 2014). Where to look for the effect of time management and learning motivation on self-regulated learning in working students is the purpose of this study.

Model	Coefficients				Sig.
	Unstandardized Coefficients		Standardized Coefficients	t	
	B	Std. Error			
1 (Constant)	12.905	3.383	Beta	3.815	.000
Time management	.192	.087	.266	2.194	.033
Learning motivation	.364	.092	.481	3.972	.000

Based on the regression results in the table above, the regression equation can be formulated in the form

of standard coefficients as follows: $Y = 0,266 X_1 + 0,481 X_2$

From the equation above, it can be concluded that the time management variable has a positive effect on self-regulated learning with a coefficient value of 0.266. While the learning motivation variable also has a positive effect on self-regulated learning with a coefficient value of 0.481.

The F test is a significant test of the equation used to determine how much influence the independent variables collectively on the dependent variable (Ghazali, 2006). The F statistical test was carried out by looking at the ANOVA table, with the decision making criteria being F table < F count and significance < 0.05.

ANOVA					
Model	Sum of Squares	dr	Mean Square	F	Sig.
1 Regression	347.629	2	173.814	21.349	.000
Residual	439.635	54	8.141		
Total	787.263	56			

a. Dependent Variabel: Self-Regulated Learning

b. Predictors: (Constant), learning motivation, time management

Based on the F test in the table above, it is obtained that the F count is 21.349, this shows that the time management variable and learning motivation have a significant effect on self-regulated learning of working students.

The coefficient of determination is used to measure the ability of the independent variable to explain the dependent variable (Ghozali, 2006).

Model	R	R.Square	Adjusted R Square	Std Error the Estimate
1	.665	.442	.421	2.853

a. Predictors : (Constant), learning motivation, time management

Based on the results of the table above, the Adjusted R Square value is 0.421, which means that 42% of working students self-regulated learning is influenced by time management and learning motivation.

4. CONCLUSION AND LIMMITATION

The result of the analysis show that the time management variable has a positive and significant effect on self-regulated learning in working college students. This is based on hypothesis testing in this study which shows the regression coefficient (beta) value of 0.266 with a significance of 0.00, which means that the overall level of time management of students is good. Thus, it is hoped that students will be able to maintain and improve this good time management.

In addition, the results of the analysis on the learning motivation variable also showed a positive and significant effect on self-regulated learning in working college students. This is based on hypothesis testing in this study which shows the regression coefficient (beta) value of 0.481 with a significance of 0.00. Thus, students need to maintain and increase their learning motivation.

The busyness of dividing the time between working and studying in working college students is proven not to affect their self-regulated learning, students can share their time equally well, and in this studies it is proven that the higher the time management and student learning motivation, the higher the self-regulated

learning they have. In addition, from the results of this study, it is known that a more significant influence on the level of self-regulated learning is learning motivation with a significance value of 0.000, while time management is 0.033.

In the implementation of this study there are some limitations, namely matching the schedule of students on campus with the schedule of the researchers when distributing questionnaires, so that some questionnaires cannot be given to the respondents directly. Thus, for some questionnaires the researcher did not interact directly with the respondent, where the researcher could not explain directly the questions on the questionnaire. In addition, in future research, the questionnaire tool can be more equipped and better measuring instruments are made with a larger number of respondents so that the results of the research can be more diverse and valid.

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