

# The Influence of Time Management Skills and Learning Motivation on Student Academic Procrastination

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**Keywords:**

*Time management skills, learning motivation, and academic procrastination*

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**Abstract**

This study was initiated by the importance of overcoming academic procrastination behavior that is still widely experienced by students, which has the potential to hinder optimal academic achievement. This study aimed to examine the influence of time management skills and learning motivation on academic procrastination among learners enrolled in the Faculty of Economics and Business, Padang State University. A quantitative methodology was employed in conducting this research with an associative causal design. The population of this study comprised students from the Faculty of Economics and Business at the State University of Padang. The research sample consisted of 96 participants selected using a proportional random sampling technique. To analyze the data, this study utilized multiple linear regression analysis to examine the influence of time management skills and learning motivation on academic procrastination. The coefficient of determination shows that 63.8% of variations in academic procrastination behavior can be explained by time management skills and learning motivation, the remaining variation is influenced by factors outside the scope of this study. This academic work contributes significantly to the development of educational studies by emphasizing the importance of forming time management skills and learning motivation as part of efforts to improve student learning effectiveness.

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**Abstrak**

Penelitian ini dilaksanakan berdasarkan pentingnya mengatasi perilaku prokrastinasi akademik yang masih banyak dialami oleh mahasiswa, yang berpotensi menghambat pencapaian hasil belajar secara optimal. Penelitian ini bertujuan untuk menguji pengaruh keterampilan manajemen waktu dan motivasi belajar terhadap prokrastinasi akademik pada mahasiswa Fakultas Ekonomi dan Bisnis, Universitas Negeri Padang. Metode kuantitatif digunakan dalam penelitian ini dengan desain asosiatif kausal. Populasi penelitian mencakup mahasiswa Fakultas Ekonomi dan Bisnis Universitas Negeri Padang. Sampel penelitian berjumlah 96 orang yang dipilih menggunakan teknik *proportional random sampling*. Untuk menganalisis data, penelitian ini menggunakan analisis regresi linier berganda guna menguji pengaruh keterampilan manajemen waktu dan motivasi belajar terhadap prokrastinasi akademik. Koefisien determinasi menunjukkan bahwa 63,8% variasi perilaku prokrastinasi akademik dapat dijelaskan oleh keterampilan manajemen waktu dan motivasi belajar, sedangkan sisanya dipengaruhi oleh faktor-faktor di luar penelitian ini. Karya akademik ini memberikan kontribusi signifikan bagi pengembangan studi pendidikan dengan menekankan pentingnya pembentukan keterampilan manajemen waktu dan motivasi belajar sebagai upaya meningkatkan efektivitas pembelajaran mahasiswa.

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**Kata kunci:**

Keterampilan manajemen waktu, motivasi belajar, dan prokrastinasi akademik

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## INTRODUCTION

Education is a fundamental element in the development of a nation because it functions not only as a means of transmitting knowledge but also as a place of character building, competence, and life skills. Along with the times that continue to develop rapidly, higher education is expected to produce graduates who are intellectually superior and have internal skills such as the ability to manage time, self-discipline, and strong learning motivation (Krskova et al., 2021). This is of considerable importance, as university-educated individuals contribute substantially to enhancing societal sectors such as the economy, culture, and social systems (Fati'ah & Irwan Siagian, 2024).

As formal educational institutions, universities have a great responsibility in preparing students to meet these expectations. By Government Regulation of the Republic of Indonesia Number 30 of 1999, higher education functions as a place for transferring knowledge and as a center for developing the potential of students to become independent, responsible, and able to contribute to social life (Lian, 2019). In carrying out this function, students as learning subjects are expected to develop academic independence, show discipline in completing assignments, and actively participate in educational settings and beyond the classroom (Ahmad et al., 2022).

However, the reality in the field shows that many students face challenges in managing complex academic loads. High academic loads, piling tasks, time pressure, and various distractions from the surrounding environment make it difficult for some students to maintain consistency in learning. Instead of completing tasks on time, many of them postpone tasks until close to the deadline, even experiencing delays in submitting tasks (Maghfiroh et al., 2022). This behavior is known as academic procrastination.

Academic procrastination, according to Ferrari et al. (Triyono & Khairi, 2018), is a psychological phenomenon characterized by a tendency to deliberately and repeatedly delay the completion of academic tasks even though individuals are aware that these actions will harm their performance. Empirical data show that academic procrastination is a serious problem many students face. Around 68% of students experience obstacles in completing tasks on time (Wulandari et al., 2023). This condition certainly has an impact on the emergence of anxiety, mental stress, and decreased academic achievement (Vinchen Bintang Meilany, Ica Lisnawati, M. Syafwani, 2025).

Based on initial observations of students at the Faculty of Economics and Business, Padang State University in 2025, a significant portion of respondents confessed to habitually deferring their coursework (83.3%), doing assignments close to the deadline (80%), and experiencing delays in submitting assignments (86.7%). In addition, most students admitted that they did not have good time management (80%)

and were not accustomed to prioritizing tasks (76.7%). On the other hand, only 23.3% of students remain motivated despite facing difficulties, and only 26.7% have clear academic targets to boost their enthusiasm for learning. This finding shows that academic delay in task completion might be affected by external factors like workload,

but is also closely related to internal factors, especially in the aspects of time management skills and learning motivation.

Time management skills refer to an individual's ability to manage time, set priorities, plan activities, and avoid distractions in order to complete tasks efficiently (Zebua, E. K., & Santosa, 2023). This skill also encompasses aspects such as goal setting, controlling distractions, and monitoring the progress of tasks being undertaken (Wessel et al., 2021). When students have good time management skills, they tend to be more able to avoid procrastination behavior and complete tasks more productively. Previous research has shown that time management skills have a significant negative relationship with academic procrastination; the more effective an individual's time management skills, the less their inclination to postpone tasks (Silalahi, N. B., & Saragih, 2022)

In addition, learning motivation is also an important factor that influences academic procrastination behavior. Learning motivation is an internal drive that encourages individuals to achieve their educational goals (Sulaiman, 2018). Students who have high motivation tend to show a positive learning attitude, focus on academic targets, and are able to overcome obstacles throughout the course of study. High learning motivation can also enhance students' academic adaptability and reduce procrastination tendencies (Pelikan et al., 2021).

To clarify the relationship between these variables, this study uses the Temporal Motivation Theory (TMT) framework developed by Steel and König. This theory states that procrastination occurs due to an imbalance between task value, success expectations, impulsivity, and deadline proximity (Netzer Turgeman & Pollak, 2023). Students who have low learning motivation and poor time management skills tend to be more impulsive and have difficulty responding appropriately to time pressure, thus increasing the risk of academic procrastination.

In accordance with the pressing nature of the aforementioned problems, this research aims to obtain factual data regarding the possible influence of time management skills and learning motivation on students' academic procrastination. This research analyzes the contribution of each variable, both in isolation and in combination, in suppressing the tendency to postpone tasks among college students. The present research offers valuable input to the field of educational psychology by emphasizing the significance of cultivating students' intrinsic capacity for effective time management and sustained learning motivation, thereby enhancing their academic effectiveness. The insights generated through this research could be beneficial for higher education institutions to design intervention programs that support the timely completion of studies. Such programs may include time management training, academic mentoring, and strategies to strengthen learning motivation on an ongoing basis.

## RESEARCH METHOD

This study was conducted at the Faculty of Economics and Business, Universitas Negeri Padang, as this faculty is known for its academic competitiveness and tight assignment deadlines, which often lead to academic pressure and potential

procrastination behaviors. The object of the research includes active undergraduate students from the 2022, 2023, and 2024 academic cohorts, considering that these students are currently engaged in core academic activities and coursework that require consistent time management and learning motivation. Moreover, they are more accessible for data collection and are considered to have relatively homogenous academic experiences relevant to the research focus. This research seeks to examine how students' ability to manage time and their motivation to learn affect their tendencies toward academic procrastination.

The research adopts a survey-based methodology within a quantitative correlational framework. Quantitative methods are research techniques that utilize standardized instruments to collect data from populations or samples, which are then analyzed statistically to evaluate the hypotheses that have been formulated (Sugiyono, 2017). The main material in this research was derived from responses obtained through a systematically designed questionnaire. The instrument used was a Likert-scale questionnaire developed based on theoretical indicators of the three research variables. Prior to distribution, every question item within the questionnaire underwent validity and reliability assessment.

The total population consisted of 2,051 active students. Sampling was conducted using proportional random sampling to ensure representation from each cohort. Based on the sample calculation, a total of 96 individuals were chosen to take part in the research. The data gathering process was conducted through both digital and face-to-face methods to enhance respondent engagement. The obtained responses were then organized into tables and analyzed utilizing SPSS software version 25. The research variables consist of two independent variables, time management skills and learning motivation, and one dependent variable, academic procrastination.

## RESULTS AND DISCUSSION

### Result

#### Respondent Characteristics

This study surveyed 96 economics and business students from Padang State University, categorized by gender, department, and enrollment year (see Table 1)..

Table 1. Demographic Characteristics Of Respondents

	Characteristic	Percentage
Gender	Male	40%
	Female	60%
Departement	Economic education	21%
	Economic sciences	20%
	Management	41%
	Accountancy	18%
Year of enrollment	2022	33%
	2023	33%
	2024	34%

Source: Primary Data Analysis 2025

### Descriptive Analysis

The present study utilizes descriptive analysis to elucidate the data characteristic variables in the form of mean values, TCR, and data categories.

**Table 2. Overall Distribution of Research Variables**

Variables	Mean	TCR	Caterory
Academic Procrastination	2,89	59,40	Good Enough
Time Management Skills	3,17	63,60	Good Enough
Learning Motivation	3,15	63,85	Good Enough

Source: Primary Data Analysis 2025

### Classical Assumption Test

This research employed the normality test, the heteroscedasticity test, and the multicollinearity test. Based on the normality test output of data processing using SPSS version 25, a significance level of 0.0577 (> 0.05) was obtained, indicating that the residuals follow a normal distribution. Furthermore, the p-value for the time management skills construct ( $X_1$ ) was 0.150, and for the learning motivation factor ( $X_2$ ) was 0.088. Since both values exceed the 0.05 threshold, meaning the data satisfies the assumption of homoscedasticity. This shows that residual variance is homogeneous, so the assumption of homoscedasticity is fulfilled. Furthermore, results from the multicollinearity check show that the tolerance values for both time management skills ( $X_1$ ) and learning motivation ( $X_2$ ) variables are 0.338, which is greater than the limit > 0.1. Moreover, the Variance Inflation Factor (VIF) for both variables was recorded at 2.958, which is less than the maximum limit of < 10. Hence, it may be inferred that multicollinearity does not exist among the independent variables within this regression framework.

### Multiple Linear Regression Analysis

This research involves time management skills ( $X_1$ ) and learning motivation ( $X_2$ ), with academic procrastination functioning as the outcome variable ( $Y$ ).

Table 3. Multiple Regression Test Result

Model	$\beta$	Std. Error	Sig.
(Constant)	85.580	3.226	0.000
Time Management Skills	-0.481	0.089	0.000
Learning Motivation	-0.210	0.090	0.022

Source: Primary Data Analysis 2025

The analysis yields the following regression representation:

$$Y = 85.580 - 0.481 X_1 - 0.210 X_2$$

The intercept value of 85.580 indicates that if time management skills and learning motivation are at zero, the predicted student academic procrastination score is 85.580. The estimated beta value associated with the time management skills variable of -0.481 indicates that each one unit increase in time management skills will reduce

academic procrastination by 0.481 units. Similarly, the regression coefficient for learning motivation of -0.210 indicates that each one unit increase in learning motivation will reduce academic procrastination by 0.210 units.

Both variables show a significance value  $< 0.05$ , indicating that they exert a statistically meaningful influence on academic procrastination. The negative direction of the regression coefficients suggests an inverse relationship: students with stronger time management abilities and higher learning motivation tend to engage in academic procrastination less frequently.

These findings reinforce the notion that internal variables, such as the ability to manage time effectively and maintain learning motivation, play a crucial role in reducing students' tendency to delay academic responsibilities.

### F-test

To determine the simultaneous effect of time management skills and learning motivation variables on academic procrastination, an analysis was conducted using the F test. The outcomes of the ANOVA test are displayed in the table below.

Table 4. F-test Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8511.724	2	4255.862	82.122	.000b
	Residual	4819.610	93	51.824		
	Total	13331.333	95			

Source : Primary Data Analysis 2025

The outcome of the t-test indicate a p-value of 0.000 ( $< 0,05$ ), signifying that time management skills and learning motivation collectively have a significant effect on academic procrastination among students. Thus, both independent variables jointly contribute meaningfully in accounting for the variations observed in the dependent variable.

### T-test

To assess the distinct contribution of every explanatory factor on academic procrastination, a partial t-test was carried out. The findings of this analysis are outlined below.

Table 5. T-test Result

Model		$\beta$	Std. Error	Beta	t	Sig.
1	(Constant)	85.580	3.226		26.524	0.000
	Time Management Skills	-0.481	0.089	-0.582	-5.430	0.000
	Learning Motivation	-0.210	0.090	-0.250	-2.331	0.022

Source: Primary Data Analysis 2025

The outcome of the t-test analysis indicates that the time management skills variable ( $X_1$ ) exerts a statistically significant impact on students' academic procrastination. This is evidenced by a calculated t-value of -5.430, and a p-value of 0.000 ( $< 0.05$ ). This means that good time management skills can significantly reduce students' academic procrastination levels.

Meanwhile, the learning motivation variable ( $X_2$ ) also shows a significant effect on academic procrastination, a t-value of -2.331 and a p-value of 0.022 ( $< 0.05$ ). Since the test conditions are met,  $H_0$  is rejected and  $H_1$  is accepted. Accordingly, as students' enthusiasm for learning intensifies, their likelihood of procrastinating academic work tends to decline.

### Coefficient of Determination ( $R^2$ )

The value of the determination index reflects how far predictor variables can clarify fluctuations occurring within the outcome variable. A summary of this analysis is displayed in the following table.

**Table 6. Coefficient of Determination Result**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.799 <sup>a</sup>	0.638	0.631	7.199

a. Predictors: (Constant), Learning Motivation, Time Management Skills

Source: Primary Data Analysis 2025

According to the analytical findings, the R-squared value of 0.638 suggests 63.8% of the fluctuations in students' academic procrastination behavior are accounted for by time management skills and learning motivation. Meanwhile, the remaining 36.2% is presumed to be affected by other variables not incorporated within the analytical model employed in this study.

### Discussion

#### The influence of time management skills and learning motivation on academic procrastination among students of the Faculty of Economics and Business at Padang State University.

The findings from this research suggest that time management skills and learning motivation have a meaningful impact on academic procrastination among students. Analysis results indicate an  $R^2$  value of 0.638, reflecting the model's explanatory power. This finding indicates that both factors, when considered collectively, account for 63.8% of the variance observed in students' procrastination behavior.

These results are consistent with (Wulandari et al., 2023), who found that students with strong time management and learning motivation tend to submit assignments punctually, even amidst demanding non-academic commitments. However, in contrast to Wulandari et al. who focused more on the contribution of each variable separately, this study highlights the combined effect of both, thus providing a

more integrated perspective that also strengthens temporal motivation theory (Netzer Turgeman & Pollak, 2023).

This finding strengthens the temporal motivation theory, which emphasizes the importance of perceptions of task value, expectations of success, and the ability to manage time in avoiding procrastination behavior (Netzer Turgeman & Pollak, 2023).

These results align with the findings of (Silalahi, N. B., & Saragih, 2022), who reported a negative correlation between time management skills and procrastination behavior. Conversely, the study by (Rohma et al., 2024) highlighted that students with heightened learning drive tend to postpone academic tasks less frequently. This study extends their conclusions by showing that when both skills and motivation are developed simultaneously, the reduction in procrastination is greater than the effect of each factor alone. This integrative insight has not been fully addressed in the previous literature.

Moreover, this study reinforces the view that weak time management skills and low motivation to learn can be the main triggering factors for procrastination behavior. Students who are unable to set priorities or do not have clear learning goals tend to be distracted by other less productive activities, such as entertainment or social media.

Consequently, time management skills and learning motivation function in a complementary manner in shaping students' academic discipline. It is imperative to enhance these two aspects to mitigate the adverse consequences of procrastination, which include tardy assignments, academic pressure, and diminished learning quality.

### **The influence of time management skills on academic procrastination among students of the Faculty of Economics and Business at Padang State University.**

The analysis using multiple linear regression reveals a statistically significant inverse association between students' ability to manage their time and their academic procrastination behavior. Observed findings show a -0.481 coefficient with  $p = 0.000$ , signifying that as students improve their time management capabilities, their likelihood of delaying academic assignments decreases.

This finding supports (Jalaluddin & Almanshur, 2025), as well as (Niken & Machali, 2021; Regitha, 2023), all of whom reported a negative correlation between time management and procrastination. However, while previous studies have generally discussed this relationship as limited to the timeliness of task completion, the results of this study expand the discussion by showing that effective time management also contributes indirectly to increasing learning motivation, which in turn further lowers the risk of procrastination. This dual pathway has not been revealed in previous research.

Thus, this study not only supports previous evidence but also enriches understanding by asserting that time management training for college students would be more optimal if integrated with intrinsic motivation enhancement programs. This approach is believed to result in more lasting reductions in procrastination.

### **The influence of learning motivation on academic procrastination among students of the Faculty of Economics and Business at Padang State University**

The findings of this research reveal that learning motivation has a significantly inverse correlation with academic procrastination among students. From the model estimation, the coefficient obtained is -0.210, accompanied by a significance level of 0.022 ( $<0.05$ ). Indicating that higher motivation levels are associated with a reduced tendency to delay academic tasks. This supports (Indrawati & Pedhu, 2022), who found that highly motivated students tend to develop effective learning strategies and complete tasks independently and on time, and aligns with (Annisa Apriliani et. al., 2024), who highlighted the role of motivation in preventing procrastination, especially in online learning contexts.

Similar findings were reported by (Tisocco & Liporace, 2025), who stated that intrinsic motivation is significantly negatively related to academic procrastination. In addition, (Serli Tamara & Dewanto, 2024) found that self-efficacy strengthens the effect of motivation on procrastination, which means students with high self-confidence tend to be more disciplined and avoid procrastination. This study expands upon these findings by providing evidence that the effect of learning motivation on procrastination remains significant even without directly measuring self-efficacy, indicating that intrinsic motivation has its own strength without necessarily relying on mediating factors.

These results align with Self-Determination Theory (Ryan, R. M., & Deci, 2017), which posits that learning motivation fosters active and sustained engagement in academic activities, reducing procrastination through internal drive. This is consistent with (Arsyad et al., 2025), who emphasize that intrinsic motivation enhances students' sense of responsibility and timeliness in completing tasks. By cultivating intrinsic motivators such as curiosity, personal aspirations, and a strong sense of achievement, students can improve their ability to prioritize and complete assignments promptly, thereby effectively mitigating procrastination.

### **CONCLUSION**

This study concludes that both time management skills and learning motivation significantly influence academic procrastination among students of the Faculty of Economics and Business at Padang State University. A key finding that emerged through the research process is that time management skills exert a stronger impact ( $\beta = -0.481$ ,  $<0.05$ ) than learning motivation ( $\beta = -0.210$ ,  $<0.05$ ) in reducing procrastination behavior, with the model explaining 63.8% of the variance in procrastination ( $R^2 = 0.638$ ). This highlights that time management is not merely a technical ability but is closely associated with students' academic self-regulation.

The study also supports the Temporal Motivation Theory (TMT), which emphasizes the role of time-related variables in shaping motivational and procrastination tendencies. It contributes to the academic field by offering empirical evidence within the context of Indonesian higher education, reinforcing the importance

of integrating time regulation strategies and motivational enhancement to minimize academic procrastination. These findings suggest that universities should implement structured interventions, such as self-regulated learning training, time management workshops using digital planning tools, and academic mentoring programs tailored to the needs of Indonesian students, to strengthen students' planning capacities and intrinsic motivation in promoting academic discipline.

However, this study is limited by its relatively small sample size and the fact that it was conducted within a single faculty at one university. Therefore, the generalizability of the findings should be approached with caution. Future research is encouraged to include more diverse populations and explore other psychological or environmental factors to construct a more comprehensive model of academic procrastination behavior.

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