

Analysis of the Effect of Time Management on Students' Academic Procrastination (Case Study: STIA Lancang Kuning Dumai)

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ABSTRACT

This study aims to analyze the influence of time management on academic procrastination among students at STIA Lancang Kuning Dumai. Using a descriptive qualitative approach, data were collected through open-ended questionnaires distributed to active students from various semesters and study programs. The findings indicate that although most students are aware of the importance of time management, its practical implementation remains inconsistent. Poor time management is closely associated with academic procrastination behaviors such as delaying the start and completion of tasks, failing to follow through on plans, and opting for non-academic distractions. Factors contributing to procrastination include lack of motivation, involvement in extracurricular activities, digital distractions, and high academic pressure. Students with structured time management practices, such as planning, prioritizing, and maintaining schedule discipline, tend to procrastinate less. The study suggests that educational institutions should provide structured training and academic counseling to improve students' time management skills and reduce procrastination, thereby enhancing academic performance sustainably.

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1. INTRODUCTION

In the world of higher education, students are required to be able to manage various aspects of their lives independently, including managing time. In Indonesia, the phenomenon of inability to manage time is still a serious problem that has an impact on students' academic productivity (Sintesa, 2022). In fact, time is a non-renewable resource, so its management must be carried out efficiently and strategically. Lack of awareness of the importance of time management not only hinders academic achievement but also reduces the overall quality of learning. Students often get caught up in routines without focused planning, which causes them to tend to postpone important tasks. This habit, called academic procrastination, is one of the main obstacles to successful studies.

In the context of higher education, institutions such as STIA Lancang Kuning Dumai have a crucial role in preparing students to become productive and responsible individuals. However, reality shows that many students still have difficulty in utilizing their time optimally. This can be observed from the many tasks that are postponed, low compliance with deadlines, and the emergence of stress and anxiety due to the piling academic burden. This behavior shows that poor time management is closely related to high levels of academic procrastination (Andari & Nugraheni, 2016). Moreover, external pressures such as involvement in organizations, part-time jobs, and busy social lives exacerbate students' inability to prioritize.

Time management is defined as a strategic process to allocate, organize, and control time so that it can be utilized effectively. According to Macan (1994), there are five main dimensions in time management, namely time usage analysis, goal setting, priority setting, planning and scheduling, and time control (Macan, 1994). In practice, students who apply these five dimensions tend to have better academic performance. Conversely, irregularity in time usage leads to procrastination behavior, which can be recognized through symptoms such as delays in starting and completing tasks, discrepancies between plans and realization, and the tendency to choose enjoyable activities rather than completing academic obligations (Solomon & Rothblum, 1984).

Academic procrastination is not just a matter of bad habits, but a complex and repetitive behavioral pattern, which is often accompanied by negative emotional reactions such as guilt, anxiety, and frustration (Ghufron, 2010). When students consciously choose to postpone completing academic assignments, they are aware of the negative consequences of the decision, but still do not take action to correct it. Ompusunggu (2022) stated that academic procrastination often occurs in final year students, especially in working on theses or final assignments. This indicates that the problem is systemic and does not recognize semester levels, but is influenced by inadequate self-management and time management skills (Ompusunggu, 2022).

The factors that cause procrastination are very diverse. On the one hand, poor time management is the main trigger. On the other hand, involvement in various non-academic activities such as campus organizations, work, and social interactions also worsen the condition (Amel et al., 2024). Students who have many responsibilities tend to experience high time pressure, so they have to make a choice between completing academic assignments or doing other activities that are considered more urgent or enjoyable. This imbalance makes students more susceptible to procrastination. Research by Dayantri & Netrawati (2023) even shows a significant negative correlation between time management and academic procrastination, which means that the better the time management, the lower the level of procrastination experienced by students (Dayantri & Netrawati, 2023).

This phenomenon is also seen from the results of an open questionnaire distributed in this study to students of STIA Lancang Kuning Dumai. The majority of respondents admitted that they had or often postponed assignments, especially when the workload increased or when they felt unmotivated. Several respondents stated that activities such as playing with cellphones, sleeping, and relaxing were

an escape from academic responsibilities. Although many of them realized that the habit of procrastination had a negative impact, only a few were able to overcome it effectively. This shows a gap between awareness of the importance of time management and the implementation of adequate strategies to manage time in a disciplined manner.

In practice, there are still students who do not have a clear study schedule, do not set short-term or long-term academic goals, and are reluctant to make a priority list. In fact, according to Kusnul Ika Sandra & M. As'ad Djalali (2023), good time management is not only about dividing time, but how to use time to achieve optimal productivity. Students who can set priorities, reject distractions, and are disciplined in following the schedule will be better able to balance academic and non-academic activities. This is very important considering that students are the main agents in the higher education process who are required to be independent and responsible for the success of their studies (Sandra & Djalali, 2023).

This condition further clarifies that academic procrastination is not only an individual problem, but also a systemic challenge that needs attention from educational institutions. In this case, STIA Lancang Kuning Dumai as a higher education institution needs to provide real interventions, such as time management skills training, learning motivation workshops, and academic counseling services that can help students recognize negative behavior patterns and replace them with more productive habits (Darmawan et al., 2023). With these concrete steps, institutions can play an active role in creating a healthier academic environment and support optimal student achievement.

Furthermore, the qualitative approach through the distribution of open-ended questionnaires in this study aims to explore students' subjective experiences in managing time and dealing with academic procrastination. The results of the analysis show a consistent pattern between poor time management and high levels of task procrastination. Conversely, students who manage their time well tend to show stable academic performance and rarely procrastinate. This confirms that interventions based on time management skills are very important to be implemented early on in college.

Based on the description above and observations of student behavior at STIA Lancang Kuning Dumai, the author is interested in further researching how time management affects students' academic procrastination. This research is not only academically relevant, but also has practical implications in efforts to improve the quality of student learning. Therefore, the title of this study is "Analysis of the Influence of Time Management on Students' Academic Procrastination (Case Study: STIA Lancang Kuning Dumai)."

2. METHOD

This study uses a *descriptive qualitative* approach with the aim of understanding in depth how students manage their time and how academic procrastination tendencies emerge in everyday college life. The qualitative approach was chosen because it is able to reveal students' subjective perceptions, experiences, and views, which cannot be explained statistically but need to be analyzed through narratives and meanings expressed directly by the research subjects (Moleong, 2017).

The subjects in this study were *active students of STIA Lancang Kuning Dumai* from semester 1 to semester 8, who came from various study programs. The selection of subjects was carried out using the *purposive sampling* technique, namely the selection of respondents based on certain criteria that are relevant to the focus of the study. The criteria set include students who are currently undergoing active lectures, have experience in working on academic assignments, and are willing to fill out the questionnaire voluntarily. This technique is considered appropriate for obtaining representative and in-depth data from students who are truly experiencing problems related to time management and academic procrastination (Arikunto, 2010).

The research was conducted in the STIA Lancang Kuning Dumai environment, located at Jalan Gunung Merapi Number 1, South Dumai, Dumai City, Riau Province. The selection of this location was motivated by the complexity of the academic and social dynamics of students on campus. Students at STIA not only attend lectures, but are also active in organizational activities, some of them even work part-time. This condition creates the right environment to explore how time management is carried out and to what extent it contributes to procrastination behavior (Andari & Nugraheni, 2016) .

The main instrument used in this study was an open-ended questionnaire, which was compiled in digital format using Google Form. This questionnaire was designed to provide the widest possible space for students to express their experiences, without being limited by answer choices. This is in line with Creswell's opinion (2014), which states that open instruments in a qualitative approach allow for deeper exploration of meaning from the perspective of the research subject. The questionnaire was sent online to reach a wider range of respondents and provide flexibility in filling in time (Creswell, 2014) .

Data collection was conducted over a period of time by distributing questionnaire links to students through commonly used communication platforms, such as WhatsApp and class groups. Each respondent answered based on personal experiences regarding how they plan, organize, and use their time, as well as how they respond to academic tasks, including the tendency to procrastinate. The responses collected were then compiled and sorted for further analysis.

The analysis technique used in this study is content analysis which consists of three main stages according to Miles and Huberman (1994), namely data reduction, data presentation, and drawing conclusions. In the data reduction stage, researchers select and simplify raw data from open-ended questionnaires, retaining only the relevant parts. Furthermore, the data is arranged into thematic categories based on the respondent's answer patterns. In the final stage, researchers verify the classified data to draw valid and reliable conclusions (Miles & Huberman, 1994) .

In this analysis process, the researcher systematically identified the dimensions of time management as proposed by Macan (1994), namely time analysis, goals, priorities, scheduling, and control. Meanwhile, the dimensions of academic procrastination were analyzed based on indicators from Solomon and Rothblum (1984), which include delays in starting tasks, delays in completing tasks, discrepancies between plans and realizations, and involvement in irrelevant activities (Macan, 1994; Solomon & Rothblum, 1984) .

Through this design and procedure, the study is expected to provide a complete picture of the relationship between time management skills and students' academic procrastination behavior. In addition, the findings of this study are also expected to provide strategic input for higher education institutions in designing interventions to improve time management skills among students.

3. FINDINGS AND DISCUSSION

A. Respondent Overview

This study involved active students from STIA Lancang Kuning Dumai who came from various semesters and study programs, especially from the State Administration and Business Administration study programs. The majority of respondents were female, and came from the fourth semester to the final semester. The diversity of academic backgrounds and semester levels provides a fairly comprehensive picture of how students at various levels respond to academic challenges and how they manage their time and deal with academic procrastination tendencies. The students who became respondents have had experience in facing various academic demands, ranging from individual assignments, group work, presentations, to involvement in activities outside of lectures such as student organizations or part-time jobs. This reflects the reality of today's student life who are not only focused

on the academic world, but also have to divide their time and energy for other activities. The diversity of experiences strengthens the validity of the data because it can describe real conditions in time management and the habit of procrastinating that may arise due to the burden and pressure faced.

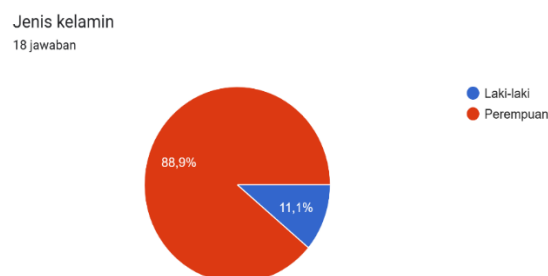


Figure 1. Gender of Respondents 2025

In this study, the distribution of questionnaires was carried out online using a digital platform that allows respondents to fill in more flexibly. This technique was chosen so that students could answer reflectively and not in a hurry, so that the data produced was more in-depth and in accordance with the qualitative approach. This type of data collection technique is in line with Creswell's (2014) guidelines which emphasize that open-ended questionnaires are effective in qualitative research to capture respondents' subjective perceptions and experiences broadly and richly in meaning (Creswell, 2014).

The diversity of respondents in terms of gender, semester, and their involvement in non-academic activities strengthens the findings that time management and academic procrastination are phenomena that are not limited to a certain level of study. This confirms that time management problems and the habit of procrastinating can be experienced by all students, depending on the internal and external factors they face.

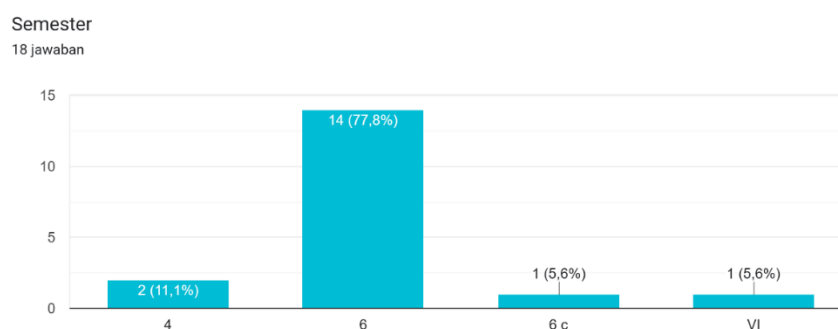


Figure 2. List of 2025 Questionnaire Respondents

A. Student Time Management Patterns

Based on the results of the analyzed questionnaire, it can be concluded that the time management patterns of students at STIA Lancang Kuning Dumai are quite diverse. Several respondents indicated that they had realized the importance of time planning by making daily or weekly schedules. This indicates an effort to manage time through cognitive strategies designed to increase effectiveness and efficiency in completing tasks. Strategies such as these reflect the time management practices described

by Macan (1994), which include goal setting, prioritization, planning and scheduling, and control over time use (Macan, 1994) .

However, not all students consistently implement these strategies. Several respondents stated that they are still often distracted by non-academic activities such as organizations, part-time jobs, or recreational activities. For example, one respondent said, "I sometimes make a schedule, but I am often distracted by joining organizations or other activities." This shows that although there is an understanding of the importance of time management, its implementation is still influenced by external factors and limited self-control. Interestingly, some students also stated that they feel more productive when working on assignments close to the deadline. This shows a pattern of time management that is reactive rather than proactive. In this context, students have not fully integrated time planning into their regular academic routines. As mentioned in previous research by Britton and Tesser (1991), students who do not have a habit of time planning tend to show higher levels of procrastination and lower academic achievement (Britton & Tesser, 1991) .

Table 1. Time Management

No.	Evaluation Aspects	Main Category	Number of Respondents
1	How to Manage Time	Create a schedule	11
		Determining priorities	3
		Adjust to class schedule	1
		Other	3
2	The Habit of Making a Schedule	Yes	15
		No	3
3	Constraints in Managing Time	Postpone work	7
		Busy / lots of activities	5
		No obstacles	4
		Other	2
4	The Importance of Time Management	Very important	17
		Important	1
5	Experience Successfully Managing Time	Positive impact	15
		Other	3
6	Task Delay	Once	16
		Never	2
7	Frequently Delayed Conditions	When busy	9
		Tasks piling up	5
		Other	4
		Other activities	7
8	Activities While Delaying	Rest / entertainment	6
		Other	5
		Regret / worry	14
		Just normal	4
10	Time Management Reduces Procrastination	Yes	18
		No	0

Source: 2025 Respondent Questionnaire Data

Thus, students' time management patterns still show inconsistencies between awareness and real practice. Therefore, structured time management skills training can be a solution to strengthen positive practices and reduce obstacles that interfere with the effectiveness of students' study time.

4. CONCLUSION

This study shows that time management has a significant effect on the level of academic procrastination of students at STIA Lancang Kuning Dumai. Most students are aware of the importance of time management, but its implementation is still inconsistent, especially amidst the demands of non-academic activities such as organizations and part-time jobs. Qualitative data from open-ended questionnaires indicate that students who have the habit of making schedules, setting priorities, and controlling their time usage well tend to have lower levels of procrastination. Conversely, students who are weak in time management tend to delay completing assignments, feel anxious and guilty afterwards, and experience high academic pressure. Factors such as lack of motivation, digital distractions, and heavy activity loads also contribute to the emergence of procrastination. This finding is in line with previous theories which state that the effectiveness of time management is inversely proportional to the tendency to delay assignments. Thus, this study confirms that strengthening time management skills through structured training, counseling services, and institutional support is a strategic step that needs to be taken to minimize academic procrastination and improve student learning performance sustainably.

Institutions need to provide time management training and academic counseling services to help students reduce procrastination. In addition, students are expected to be more disciplined in arranging study schedules and managing priorities independently to support optimal academic achievement.

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