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THE EFFECT OF SELF-LEADERSHIP EFFECTIVENESS ON ACADEMIC ACHIEVEMENT THROUGH TIME MANAGEMENT OF WORKING STUDENTS

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Abstract

This study aims to determine and analyze the effect of self-leadership on academic achievement through time management for students who also work at STIE Bina Karya. The population of this study was 198 students of the Tutorial class of the STIE Bina Karya Tebing Tinggi Management study program. The sampling method is to use the Slovin formula (α = 10%), resulting in a sample size of 67 respondents. The data collection technique is to use a questionnaire distributed to research respondents. The data processing technique used is PLS (Partial Least Square) with the help of SmartPLS software. The results showed that self-leadership has a positive and significant effect on academic achievement, self-leadership has a positive and significant effect on time management, time management has a positive and significant effect on academic achievement, time management on academic achievement, and time management can mediate the influence between self-leadership on academic achievement.

Keywords: Self-Leadership, Time Management, Academic Achievement

INTRODUCTION

Academic achievement is often considered the main measure of student success in today's world of education. Academic achievement is not only determined by intellectual ability but can also be determined by a person's ability to manage themselves. Self-leadership is one of the important skills that help individuals to direct, motivate, and manage their behavior and actions in achieving learning goals. One important aspect of self-leadership is time management, which plays a major role in determining academic success. Students who are able to lead themselves tend to have better time management skills, which ultimately have an impact on achieving optimal learning outcomes.

In an academic context, self-leadership skills are also the basis for developing effective time management, where individuals are able to prioritize, plan activities, and allocate time optimally. Effective time management allows students to set priorities, avoid procrastination, and maximize productivity. In addition, with proper prioritization and efficient time management, students can avoid postponing work and overcome distractions that can hinder productivity. In addition, with good time management, students can utilize their time productively to study, complete assignments, and participate in activities that support intellectual development. The combination of self-leadership and purposeful time management contributes directly to improved academic performance, enabling individuals to achieve learning targets in a more structured and measurable manner.

STIE Bina Karya is one of the private universities in Tebing Tinggi City. Currently, STIE Bina Karya has 4 study programs, namely Accounting, Management, Digital Business, and Master of Management. STIE Bina Karya has several class schedules, such as Morning, Afternoon, and Tutorial Classes. The afternoon class and tutorial class are dominated by students who really want to study without disturbing their working hours. The purpose of this study is to determine and analyze the effect of self-leadership on academic achievement through time management for students who also work at STIE Bina Karya. For students who work while studying, the challenges in achieving academic performance are often more complex as they have to divide their time and energy between academic and work obligations. In this context, self-leadership and time management become very important skills to have. Self-leadership allows students to self-regulate, self-motivate, and stay focused

on academic goals despite the demands of work. In addition, good time management helps students set priorities, develop effective schedules, and make the best use of their time so that they are not distracted between their responsibilities on campus and at work.

The research conducted by Hal is in accordance with (Kim, 2018), (Yulianti & Rahmawati, 2023), and (Maemunah et al., 2024) which shows that self-leadership has a positive and significant influence on academic achievement. However, according to research (Ulfah, 2023) shows that there is no relationship between self leadership and student learning outcomes. Then (E. Goldsby et al., 2020) which reveals that there is a positive relationship between time management and self-leadership practices. Strong self-leadership skills can improve time management and time management will improve self-leadership practices. (M. G. Goldsby et al., 2021). Students should be aware of their work rhythm and should learn to organize their activities according to all the factors that may affect their academic performance. (Indreica et al., 2011), so that it causes a significant and positive relationship between time planning, time management, and student academic achievement. (Nasrullah & Khan, 2015).

With the ability to manage time efficiently, students who work while studying can increase productivity, reduce stress, and achieve optimal academic performance without compromising their work or quality of life. Therefore, it is important to understand how self-leadership and time management can contribute to academic success for dual-role students.

REVIEW OF LITERATURE

Academic Achievement

According to (Dimyati & Mudjiono, 2006) Academic achievement is the learning outcome achieved by a person after going through a certain learning process which is expressed in the form of grades or scores from these learning activities. This achievement reflects the extent to which learning objectives have been achieved. (Bloom, 1976) argues that academic achievement is the mastery achieved by a person in cognitive, affective, and psychomotor aspects through the learning process. This mastery is assessed based on the level of success in understanding the subject matter.. (Azwar, 2013) stated that academic achievement includes cognitive, affective, and psychomotor abilities that can be measured

through instruments such as assignment assessments, exams, and involvement in the learning process. In addition, indicators such as study time and graduation predicate are also often used to assess academic achievement in higher education. From some of these opinions, it can be concluded that academic achievement is a measure of learning success that reflects mastery of intellectual aspects, attitudes, and skills through various forms of assessment and additional indicators in an educational environment.

Factors affecting academic achievement (Eryanto & Rika, 2013) are as follows:

1. Internal factors, such as physical factors (physiology) and psychological factors.
2. External factors, such as social, cultural, and physical environmental factors.

The function of academic achievement in a person varies depending on the goals to be achieved through the learning process. The function of academic achievement (Arifin, 2011) is as follows:

1. As an indicator of the quality and quantity of knowledge that students already know.
2. Can be used as a driving force in improving knowledge.
3. As feedback to improve the quality of education.
4. As an internal and external indicator for educational institutions, for example, if achievement is high, the curriculum used is relevant.
5. Can be used as an indicator of students' intelligence.

(Dahar, 2011) revealed that 5 abilities are said to be learning outcomes. The five abilities are as follows:

1. Intellectual Skills

   Intellectual skills can be said to be the activity of reasoning, thinking, and solving problems.
2. Cognitive strategy

   The cognitive strategy in question is a person's ability to organize and design ways of learning and focusing attention.
3. Attitude

   Students can be considered to have academic achievement if they have an attitude of tolerance, honesty, and diligence as an educated person should.
4. Verbal information

Verbal information can be indicated as capturing information as well as how to argue.

5. Motor skills

   Motor skills are skills that involve physical skills such as the use of learning tools and activeness during learning.

Time Management

Time management is the act and process of planning and exercising conscious control over the amount of time to be used for a particular activity, specifically to improve effectiveness, efficiency, and productivity. (Gea, 2014). According to (Singh & Jain, 2013), time management is the act or process of planning and implementing conscious monitoring of the amount of time used for specific activities, especially to increase effectiveness, efficiency, and productivity. Time management is the ability to plan, organize, and control how time is used for various activities to achieve certain goals efficiently. In the context of university students, time management is essential to manage academic responsibilities, work, and other activities in a balanced manner. With this skill, they can achieve their academic and professional goals more easily.

Time management presents the skills, tools, and abilities to do the right thing at the right time, with minimal effort and minimal resources, effectively and efficiently, through which one can achieve prioritized personal goals and values. Time management makes people important and respectable, can organize things around them, and makes one able to optimize performance. The need for time management has been increasingly recognized and considered important not only as a motivational element behind employee performance and productivity but also as the basis of all organizational performance. In the business world, time is one of the most important assets for any organization. It is important to train employees in systematic time management so that they can achieve productivity results within the specified period (Gea, 2014).

According to (Ulfiyah, 2019) Time management indicators consist of:

1. Able to set goals.
2. Able to prioritize time.
3. Able to make a schedule of activities.
4. Able to minimize distractions in learning.

5. Able to minimize interruptions

Self Leadership

Self-leadership is the ability to lead oneself by taking responsibility for personal actions, decisions, and goals. Self-leadership includes self-awareness, self-motivation, and the ability to regulate emotions and behavior to achieve set goals. According to (Manz, 1987), Self-leadership involves self-influence, where individuals proactively control their actions through cognitive and behavioral strategies. According to (Zimmerman, 2002), Self-leadership is closely related to self-regulated learning, where individuals set personal goals and plan and monitor their progress by adjusting strategies as necessary. This approach can improve performance in many areas, both academic and professional. self-leadership includes several important elements:

1. Self-awareness: Understanding one's strengths, weaknesses, values, and motivations.
2. Self-motivation: The ability to set goals and maintain the drive to achieve them despite obstacles.
3. Self-regulation: Managing thoughts, emotions, and behaviors to stay focused on goals.

There are several strategies for self-leadership. According to (Sumara, 2015) These strategies can be divided into three components or categories, namely:

1. Behavior-focused strategies

   This strategy involves personal regulation of behavior through the use of self-assessment, self-reward, and self-discipline designed to achieve desired behaviors and reduce ineffective behaviors, useful for managing goal-related behaviors that are important but for unpleasant tasks.
2. Natural reward

   Natural reward strategies are strategies that are carried out by creating natural rewards aimed at gaining an appreciation for the activities carried out.
3. Constructive thought pattern strategies

   This strategy involves the creation and process of constructive behavior. It is designed to assist in the formation of constructive mindsets and ways of positively influencing individual performance.

RESEARCH METHOD

This type of research is descriptive research with a quantitative approach. The data used in this research is quantitative data obtained from primary data in collecting data. Primary data is obtained from questionnaire (questionnaire) data collection techniques given to research respondents.

The population of this study was 198 students of the Tutorial class of the STIE Bina Karya Tebing Tinggi Management study program. The sampling method is to use the Slovin formula, with $\alpha = 10\%$, resulting in a sample size of 67 respondents. The data collection technique is to use a questionnaire distributed to research respondents.

The data processing technique used in this research is PLS (Partial Least Square) with the help of SmartPLS software. Using PLS data is done by evaluating the outer model and inner model. The outer model is an estimation model to survey the legitimacy and dependability of the model by looking at convergent validity, discriminant validity, composite reliability, and Cronbach's alpha. The inner model is a structural model that uses a process to predict the causal relationship between latent variables through the bootstrapping process, the t-statistic test parameter (Abdillah & Jogiyanto, 2015).

RESULTS AND DISCUSSION

Evaluation of the Measurement Model (Outer Model)

Evaluation of the Measurement Model (Outer Model) The first step in using SmartPLS 3.0 is to evaluate the three criteria for applying data analysis techniques. The assessment of the External Model, first of all, is assisted through the evaluation of Convergent Validity, Discriminant Validity, and Composite Reliability.

Convergent Validity Test

The convergent validity test of the measurement model with a reflective model of indicators is assessed based on the correlation between item score/component score and construct score calculated by PLS. The reflective measure is said to be high if it correlates more than 0.70 with the construct to be measured. The following results of testing the convergent validity measurement model using the loading factor can be seen in Table 1.

Table 1.
Instrument Validity Test Results Using Loading Factor

	Self-Leadership (X)	Time Management (Z)	Academic Achievement (Y)
X.1	0.856		
X.2	0.852		
X.3	0.886		
Z.1		0.856	
Z.2		0.840	
Z.3		0.827	
Z.4		0.806	
Z.5		0.755	
Y.1			0.712
Y.2			0.897
Y.3			0.899
Y.4			0.854
Y.5			0.831

Source: Research Results, 2024 (data processed)

Based on Table 1 above, it can be seen that all loading factor values have passed the 0.7 limit so it can be concluded that each indicator in this study is valid. Therefore, these indicators can be used to measure research variables.

Discriminant Validity Test

The discriminant validity test is a test to see if different development measures do not have a high relationship. The discriminant validity test uses the cross-stacking value. If the cross-loading value of the indicator on the variable is greater than that of other variables, it is said to fulfill discriminant validity. The following results of testing the discriminant validity measurement model using cross-loading can be seen in Table 2.

Table 2.
Instrument Validity Test Results Using Cross-Loading

	Self-Leadership (X)	Time Management (Z)	Academic Achievement (Y)
X.1	0.856	0.743	0.684
X.2	0.852	0.700	0.608
X.3	0.886	0.759	0.704

Z.1	0.707	0.856	0.603
Z.2	0.694	0.840	0.624
Z.3	0.646	0.827	0.691
Z.4	0.747	0.806	0.620
Z.5	0.675	0.755	0.610
Y.1	0.672	0.571	0.712
Y.2	0.773	0.767	0.897
Y.3	0.613	0.683	0.899
Y.4	0.541	0.569	0.854
Y.5	0.605	0.613	0.831

Source: Research Results, 2024 (data processed)

Based on Table 2, it is known that all cross-loading values of each intended indicator have a higher correlation with each variable than with other variables. It can be concluded that the above indicators are valid as a whole.

Composite Reliability

An instrument can be considered reliable by looking at its value Average Variance Extracted more than 0.5, Cronbach Alpha more than 0.6, and Composite Reliability more than 0.7. The following are the results of estimating dependability through Average Variance Extracted (AVE), Cronbach Alpha, and Composite Reliability quality which can be seen in the following table:

Table 3.
Values Construct Reliability and Validity

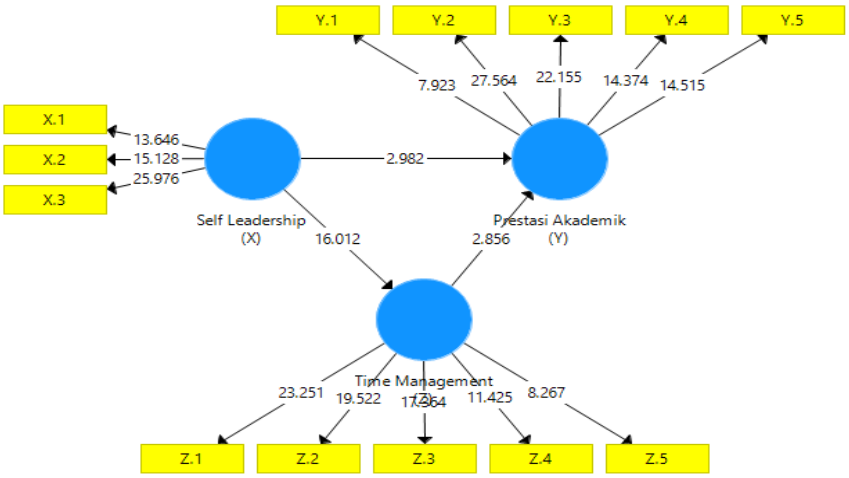
	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Academic Achievement (Y)	0.895	0.905	0.923	0.708
Self-leadership (X)	0.831	0.834	0.899	0.748
Time Management (Z)	0.876	0.876	0.910	0.669

Source: Research Results, 2024 (data processed)

Table 3 shows that latent variables can be accurately measured by all indicators, as recommended criteria.

Structural Model Evaluation (Inner Model)

The results of the structural model displayed by Smart PLS 3.0 in this study are as follows:



Source: Research Results, 2024 (data processed)

Figure 1
Structural Model (Inner Model)

Assessing the model with PLS starts by looking at the R-square for each dependent latent variable. The results of the r2 calculation in this study are as follows:

Table 4.
Correlation Value (r^2)

Variable	r^2
Academic Achievement (Y)	0.643
Time Management (Z)	0.721

Source: Research Results, 2024 (data processed)

Based on the results of the calculation using bootstrapping in Table 4 above, it is known that the r2 value of the Time Management variable (Z) is 0.721, which means that time management is influenced by self-leadership by 72.1% while the remaining 27.9% is the contribution of other variables not discussed in this study. Then, the r2 result of the Academic Achievement variable (Y) is 0.643, which means that academic achievement is influenced by self-leadership and time management by 64.3% while the remaining 35.7% is the contribution of other variables not discussed in this study.

Hypothesis Testing

Based on the results of the outer model, all hypotheses tested have met the requirements, so they can be used as an analysis model in this study. Hypothesis testing in this study uses an alpha of 5%, which means that if the t-statistic value ≥ 1.960 or the

probability value ≤ level of significance (α = 5%). The limit of 0.05 means that the chance of deviation is only 5% and the remaining 95% is indicated to accept the hypothesis.

Hypothesis testing in this study is divided into two parts, namely direct effect testing and indirect effect testing (mediation). Direct effect testing will use bootstrapping on SmartPLS 3.0 software, while indirect effect testing will use t-statistics on indirect effects.

Direct Effect Testing

Table 5 shows the results of direct hypothesis testing with bootstrapping in Smart PLS 3.0 software.

Table 5.
Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (|O/STDEV|)	P Values
X → Y	0.419	0.415	0.140	2.982	0.003
X → Z	0.849	0.844	0.053	16.012	0.000
Z → Y	0.415	0.417	0.145	2.856	0.004

Source: Research Results, 2024 (data processed)

Based on Table 5, the test results of each hypothesis are as follows:

Hypothesis 1

H1: Self-leadership has a positive and significant effect on academic achievement.

Based on the test results contained in Table 5, it can be seen that the t-statistic value of the relationship between extracurricular activities and academic achievement is 2.982 with a sig. of 0.003. The test results show that the t-statistic ≥ 1.96 and the sig value. ≤ level of significance (α = 5%). This indicates that there is a significant influence between self-leadership on academic achievement. **Thus, hypothesis 1 is accepted.**

Hypothesis 2

H2: Self-leadership has a positive and significant effect on time management.

Based on the test results contained in Table 5, it can be seen that the t-statistic value of the relationship between self-leadership and time management is 16.012 with a sig. of 0.000. The test results show that the t-statistic ≥ 1.96 and the sig. ≤ level of significance (α = 5%). This indicates that there is a significant influence between self-leadership on time management. **Thus hypothesis 2 is accepted.**

Hypothesis 3

H3: Time management has a positive and significant effect on academic achievement.

Based on the test results contained in Table 5, it can be seen that the t-statistic value of the relationship between time management and academic achievement is 2.856 with a sig. of 0.004 The test results show that the t-statistic ≥ 1.96 and the sig value. ≤ level of significance (α = 5%). This indicates that there is a significant influence between time management on academic achievement. **Thus hypothesis 3 is accepted.**

Testing the Indirect Effect

The indirect effect can be declared significant if both direct effects that form it are significant. Table 6 shows the results of direct hypothesis testing by bootstrapping on Smart PLS 3.0 software.

Table 6.
Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (|O/STDEV|)	P Values
X → Z → Y	0.352	0.356	0.136	2.586	0.010

Source: Research Results, 2024 (data processed)

Hypothesis 4

H4: Self-leadership has a positive and significant effect on academic achievement through time management.

Based on the test results contained in Table 5, it can be seen that the t-statistic value of the relationship between extracurricular activities and academic achievement through time management is 2.586 with a sig. of 0.010. The test results show that the t-statistic ≥ 1.96 and the sig value. ≤ level of significance (α = 5%). This shows that there is a significant influence between extracurricular activities on academic achievement through time management. **Thus hypothesis 4 is accepted.**

The Effect of Self-Leadership on Academic Achievement

Based on the results of hypothesis testing, it is known that self-leadership has a positive and significant influence on academic achievement, which shows that self-leadership has a very important role in influencing the academic achievement of students who study while working. This is in accordance with (Kim, 2018), (Yulianti & Rahmawati,

2023), and (Maemunah et al., 2024) which state that self-leadership has a positive and significant influence on academic achievement. However, according to research (Ulfah, 2023) shows that there is no relationship between self-leadership and student learning outcomes.

Students in this situation must be able to manage two major responsibilities at once: academic demands and work obligations. Self-leadership, which includes the ability to motivate oneself, set goals, and manage time effectively, is key in ensuring that both can work well without compromising one another. With good self-leadership, students can identify priorities, overcome laziness or procrastination, and maintain focus on their long-term goals, both in studies and careers. The ability to manage oneself also allows students to devise more efficient study strategies, choose the right time to study and work and optimize their energy in doing academic tasks despite time constraints.

The Effect of Self-Leadership on Time Management

The results of hypothesis testing show that self-leadership has a positive and significant effect on time management, which means that the better a person is at leading himself, the better he will be able to manage his time. This is in accordance with the opinion of (E. Goldsby et al., 2020) which states that there is a positive relationship between time management and self-leadership practices. In addition, (M. G. Goldsby et al., 2021) also revealed that strong self-leadership skills enhance time management and time management enhances the application of self-leadership. College students who face two major demands, namely academic and work tasks, must have the ability to manage time very efficiently to be successful in both. With strong self-leadership, students can set realistic schedules, avoid procrastination, and remain consistent in completing their academic and work tasks. They are also better able to identify free time that can be used for studying or resting, thus avoiding burnout and increasing effectiveness.

Personal leadership or personal leadership (self-leadership) is the ability to lead oneself to achieve goals. The ideal concept of personal leadership or self-leadership is to have complete self-awareness. Intact self-awareness will be the driving force for him in behavior that leads to improving the quality of self to be able to become a role model for other students. Therefore, someone who has high personal leadership will have 6 aspects of self-awareness,

namely spiritual awareness, awareness of self-potential, awareness of behavior, awareness of time management, social awareness, and awareness of moral values and the environment. (Maryati, 2017).

The Effect of Time Management on Academic Achievement

The results of hypothesis testing show that there is a positive and significant influence between time management and academic achievement. This is in accordance with research from (Indreica et al., 2011), (Cyril, 2015), (Hariroh & Afandi, 2021), (Kurniati et al., 2023), (and Maemunah et al., 2024) which states that time management affects academic achievement. Time management is important for every student, especially for working students. They must be aware of their work rhythm and must learn to organize their activities according to all the factors that can affect their academic performance (Indreica et al., 2011). In addition (Nasrullah & Khan, 2015) argues that there is a significant and positive relationship between time planning, time management, and student academic achievement.

Students who are able to manage their time well tend to be more productive, can avoid procrastination, and feel less stressed, as they already have a clear plan on how to complete their tasks. In addition, effective time management helps students to make the most of their limited free time, allowing them to stay focused on academic goals despite the pressures of work. Thus, structured time management not only improves efficiency but also contributes to the improvement of study quality and academic performance, as students can maintain consistency in studying without sacrificing work quality or personal well-being.

The Effect of Self-Leadership on Academic Achievement Through Time Management

Based on hypothesis testing, it can be seen that time management can mediate the influence of self-leadership on academic achievement. Self-leadership has a significant influence on the academic performance of students who study while working, especially through their ability in time management. Effective time management, which results from self-leadership, allows students to plan schedules, allocate time for studying, complete assignments, and remain consistent in attending lectures. The ability to manage their time well also helps them reduce stress due to the concurrent demands of work and study, thus improving focus and productivity. With good time management, students can optimally utilize their time for academic activities, which in turn has an impact on achieving higher

academic performance. Students who utilize self-leadership to improve their time management skills will be better able to cope with the pressures of dual roles. Thus, time management not only supports the implementation of self-leadership but also directly contributes to academic success through efficient time utilization. This confirms that the relationship between self-leadership and academic achievement becomes stronger when students have good time management skills.

CONCLUSION

Based on the research results, it can be concluded that:

1. Self-leadership has a positive and significant effect on academic achievement.
2. Self-leadership has a positive and significant effect on time management.
3. Time management has a positive and significant effect on academic achievement.
4. Time Management can mediate the influence between self-leadership and academic achievement.

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