

**THE INFLUENCE OF MOTIVATION, TIME MANAGEMENT, SELF-EFFICACY,  
AND SOCIAL SUPPORT ON THE ACADEMIC ACHIEVEMENT OF ACTIVIST  
STUDENTS PARTICIPATING IN STUDENT ORGANIZATIONS (ORMAWA) AT  
UNIVERSITAS MUHAMMADIYAH SURAKARTA**



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**Abstract**

This study aims to analyze the influence of motivation, time management, self-efficacy, and social support on the academic achievement of activist students active in student organizations (ORMAWA) at Universitas Muhammadiyah Surakarta. Employing a quantitative descriptive approach, this research involves ORMAWA-affiliated activist students as respondents. Primary data were collected through a Likert scale questionnaire covering motivation, time management, self-efficacy, social support, and academic achievement variables. Data analysis was performed using Structural Equation Modeling (SEM) with SmartPLS software to assess validity, reliability, and the influence of independent variables on academic achievement. The findings indicate that these four variables contribute significantly, accounting for 70.3% of students' academic achievement in ORMAWA. This result underscores the importance of developing motivation, time management skills, self-efficacy, and social support to enhance students' academic success. Universities are encouraged to offer relevant programs to improve students' soft skills. This study contributes to the literature and provides opportunities for further research by adding variables and expanding the sample.

**Keywords:** Academic Achievement, Motivation, Self-Efficacy, Social Support, Time Management

## INTRODUCTION

Academic achievement is a key indicator of students' educational success and serves as a benchmark for assessing their knowledge and abilities. For activist students, those actively engaged in student organizations (ORMAWA), academic achievement is particularly significant as it not only reflects their academic potential but also serves as a foundation for future careers (Sihombing & Yugopuspito, 2023). However, balancing academic responsibilities with active participation in student organizations presents unique challenges, making this phenomenon worth exploring.

At Universitas Muhammadiyah Surakarta, a significant portion of students participate in ORMAWA, which provides opportunities for personal growth, skill development, and workforce preparation. While involvement in these organizations offers positive benefits such as experience, talent development, and soft skills enhancement, it can also negatively impact academic performance due to difficulties in managing study time, completing assignments, and attending classes. Understanding the factors that influence academic achievement among these activist students is crucial to addressing these challenges.

Academic achievement is often represented by grades, typically in the form of a Cumulative Grade Point Average (CGPA), which reflects students' academic progress each semester (Nadia & Murkhana, 2022). By understanding their academic performance, activist students can identify areas for improvement and find motivation to enhance their studies. In education, academic achievement is also an important indicator of critical thinking skills and problem-solving abilities, making it a vital measure of success (Inayah et al., 2023).

Several key factors influence academic achievement, particularly for activist students. Motivation plays a pivotal role, as it drives students to pursue their academic goals with determination and resilience. According to Santika (2020), students with high learning motivation are more likely to achieve academic success without feelings of inadequacy. Time management is another crucial factor, enabling students to balance academic and organizational commitments effectively. Wina (2022) highlights that proper time management helps students achieve their goals more efficiently by optimizing the use of available time.

Self-efficacy, or the belief in one's ability to control situations and achieve desired outcomes, also significantly impacts academic achievement. It helps students solve problems, particularly in challenging subjects like mathematics, thereby improving their performance (Sibarani & Ambarita, 2022). Additionally, social support—encouragement from family, friends, and peers—plays an essential role in sustaining students' motivation and responsibility toward their studies (Sari, 2024). Activist students with strong social support are more likely to persevere in their academic pursuits, striving to meet the expectations of those who support them.

Despite these insights, limited studies specifically address the unique experiences of activist students who participate in ORMAWA, particularly at Universitas Muhammadiyah Surakarta. Existing research often overlooks the interplay of motivation, time management, self-efficacy, and social support in shaping the academic outcomes of these students. This study aims to bridge this gap by examining the influence of these factors on the academic achievement of activist students. By understanding these dynamics, the research seeks to provide actionable recommendations for supporting activist students in balancing their educational and organizational commitments effectively.

## **REVIEW OF LITERATURE**

### **Motivation**

Motivation, as defined by Dewi (2020), originates from the Latin word *marove*, which signifies the drive to initiate action. According to the Kamus Besar Bahasa Indonesia (KBBI), motivation refers to an internal or external drive that influences an individual's behavior to achieve specific goals and obtain satisfaction. Dewi (2020) further elaborates that motivation is an internal energy that sparks emotional reactions to achieve a desired goal. Motivation can be classified into intrinsic and extrinsic types (Yelvita, 2022). Intrinsic motivation comes from within an individual's desire to understand, master, explore, and achieve their learning objectives, while extrinsic motivation is driven by external rewards such as recognition, grades, or prizes. For activist students in student organizations (ORMAWA), intrinsic motivation can drive personal growth and self-improvement, while

extrinsic motivation, such as accolades or organizational success, further supports their academic journey.

### **Time Management**

Time management is defined by Rawi et al. (2022) as the ability of an individual to organize time and carry out activities with clear objectives, both personally and professionally. Inayah et al. (2023) describes it as an individual's ability to utilize time efficiently and effectively, prioritizing tasks according to importance. Anatasya et al. (2022) state that time management involves planning time both in the short and long term. Factors influencing time management include setting clear goals, prioritizing tasks, avoiding procrastination, and managing time efficiently (Wahidaty, 2021). For activist students juggling academic and organizational responsibilities, effective time management is crucial in ensuring balanced performance in both domains.

### **Self-Efficacy**

Self-efficacy refers to an individual's belief in their ability to perform tasks and achieve goals (Rawi et al., 2022). Sihombing and Yugopuspito (2023) assert that high self-efficacy can enhance academic performance by boosting one's confidence. According to Fatimah et al. (2021), self-efficacy is the belief in one's capacity to handle various challenges. Factors contributing to self-efficacy include self-confidence, problem-solving abilities, and personal life experiences (Lianto, 2019). For activist students, self-efficacy not only enhances academic performance but also strengthens their ability to handle the dual pressures of academic and organizational commitments.

### **Social Support**

Social support is defined as feedback from others that demonstrates care, respect, and concern through effective communication (Sestiani & Muhid, 2022). Sari (2024) describes it as actions that provide encouragement to close ones, while Nadia and Murkhana (2022) state that social support can reduce stress and psychological burdens. Social support can be categorized into emotional, informational, and instrumental support. Emotional support includes care and empathy, informational support involves guidance and advice, and instrumental support pertains to tangible help like resources or time. For activist students,

social support from family, peers, and mentors helps mitigate stress and fosters a positive academic environment, enhancing their overall performance.

### **Academic Achievement**

Academic achievement is the result of assessments made by educators on a student's learning progress, reflecting their ability to demonstrate adaptive behaviors (Inayah et al., 2023). Kusuma (2023) defines it as an activity aimed at enhancing knowledge and skills. Saswati (2023) explains that academic achievement is the outcome activist students obtain after participating in learning activities, represented by grades or numerical values. Academic achievement is influenced by a combination of internal factors, like motivation and self-efficacy, and external factors, such as time management and social support.

### **Interconnection of Factors**

The interplay of motivation, time management, self-efficacy, and social support creates a dynamic framework influencing academic achievement among activist students. Motivation drives the desire for academic success, while time management ensures effective balancing of academic and organizational responsibilities. Self-efficacy impacts the confidence to tackle challenges, and social support provides encouragement and resources to sustain performance. These factors collectively enhance the academic outcomes of activist students

### **Determining Factors**

#### **Motivation**

Motivation in this study is assessed using the Academic Motivation Scale (AMS), which includes 28 items evaluated on a seven-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" (Kurniawan, 2023). The AMS captures various aspects of motivation, such as intrinsic motivation related to gaining knowledge, achieving goals, and seeking stimulation, as well as different forms of extrinsic regulation. The reliability of the motivation scale, as measured by Cronbach's alpha, is 0.854. This makes it suitable for measuring the motivational dynamics of activist students.

#### **Time Management**

Time management is assessed using the Psychological Well-Being Scale (PWBS), which contains 18 items categorized into three factors: short-range planning, time attitude,

and long-range planning (Juniarti & Regina, 2021). This scale evaluates how individuals plan and manage their time effectively, addressing the unique time-related challenges faced by activist students.

### **Self-Efficacy**

Self-efficacy in this study is evaluated using the General Self-Efficacy Scale (GSES), originally developed by Born, Schwarzer, and Jerusalem (Pratiwi & Affandi, 2023). This scale comprises 10 items assessed on a four-point Likert scale and has shown strong validity, with a Cronbach's alpha reliability coefficient of 0.901. It is designed to assess individuals' self-confidence in overcoming challenges, aligning well with the context of activist students.

### **Social Support**

Social support is evaluated using a scale that measures emotional, informational, and instrumental support (Octavia & Sugiarti, 2023). This scale consists of 36 items, divided into these three types of support, reflecting various aspects like attention, care, and practical assistance in times of need. This tool is particularly relevant for assessing the role of social support in the academic lives of activist students.

### **Academic Achievement**

Academic achievement is typically measured through the cumulative GPA (Grade Point Average), which is an indicator of a student's performance across their academic journey (Kurniawan, 2023). GPA serves as a quantitative measure to assess the academic success of activist students in balancing academics and organizational involvement.

This comprehensive review provides a cohesive framework for understanding the interrelation of motivation, time management, self-efficacy, and social support in determining the academic achievement of activist students, addressing gaps in existing literature and paving the way for the current study.

## **RESEARCH METHOD**

This study adopts a quantitative descriptive approach to summarize, describe, and present data using descriptive statistics to identify patterns. This approach was selected because it aligns with the research objectives of examining relationships among variables and their impact on academic achievement. The population consists of active activist

students from Muhammadiyah University of Surakarta involved in student organizations (ORMAWA). A simple random sampling technique was used to select participants, ensuring that every individual had an equal chance of being included. Inclusion criteria required participants to be actively involved in ORMAWA activities, while those who were inactive or newly joined were excluded. Primary data were collected through a questionnaire distributed to ORMAWA participants, which was pre-tested for clarity through a pilot study with 30 students. Reliability and validity of the pre-test results were assessed using Cronbach's alpha, achieving a value above 0.7, indicating strong reliability. The finalized questionnaire was administered via Google Forms, with responses measured on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The variables in this study include motivation, time management, self-efficacy, social support, and academic achievement. Motivation is measured through indicators such as persistence, consistency, attitude, duration, and loyalty to learning, with specific questions designed to quantify each indicator. Time management is assessed using prioritization, goal setting, and scheduling as key components. Self-efficacy is evaluated based on magnitude, strength, and generalization, while social support is measured through emotional, appreciation, and instrumental support. Academic achievement is captured through the cognitive, affective, and psychomotor domains, as well as participants' cumulative Grade Point Average (GPA).

The data analysis process utilizes Structural Equation Modeling (SEM) through SmartPLS software, chosen for its ability to model complex relationships and examine both direct and indirect effects among variables. The outer model evaluation focuses on assessing validity and reliability. Convergent validity is evaluated through loading factor values exceeding 0.7, and discriminant validity is examined using cross-loading values. Reliability testing ensures consistency of research instruments, with composite reliability and Cronbach's alpha values above the threshold of 0.7 deemed acceptable. The structural model is analyzed using the coefficient of determination ( $R^2$ ) to evaluate the influence of independent variables on the dependent variable. Statistical significance is assessed using the F-test to examine the overall model and the T-test to evaluate the significance of individual variables at a 5% significance level.

Ethical considerations are prioritized throughout the research. Participants provided informed consent before completing the questionnaire, and anonymity and confidentiality of their responses were strictly maintained. To enhance the study's rigor, potential biases in sampling and data collection were considered. Limitations, such as the representativeness of the sample, were acknowledged. The sample size consisted of 250 students, determined using Slovin's formula with a margin of error of 5%. Additionally, control variables such as age, academic major, and year of study were included to account for other factors influencing academic achievement. These measures collectively ensure the validity, reliability, and ethical soundness of the research methodology.

## RESULTS AND DISCUSSION

This study examines the impact of motivation, time management, self-efficacy, and social support on the academic performance of activist students at Universitas Muhammadiyah Surakarta, using data from 200 respondents through an online questionnaire.

### Description of Study Programs

The description of the study programs is provided in the table below:

**Table 1.**  
**Study Program Description**

<b>Study Programs</b>	<b>Frequency</b>	<b>Presentation</b>
Management	96	48%
Accounting	49	24.5%
Development Economics	21	10.5%
Legal Science	16	8%
Communication Science	11	5.5%
Psychology	4	2%
Islamic Religious Education	1	0,5%
Primary School Teacher Education	1	0,5%
Nursing	1	0,5%
Total	200	100%

Source: Primary Analysis Data, 2024

The majority of respondents came from the Faculty of Economics and Business, with 96 Management activist students (48%), 49 Accounting activist students (24.5%), and 21 Development Economics activist students (10.5%). Other respondents included 16 Law

activist students (8%) from the Faculty of Law, 11 Communication Studies activist students (5.5%) from the Faculty of Communication and Informatics, and 4 Psychology activist students (0.2%) from the Faculty of Psychology. Additionally, 1 respondent (0.5%) each came from the Islamic Education and Elementary School Teacher Education programs under the Faculty of Teacher Training and Education, as well as the Nursing program from the Faculty of Health Sciences. It can be concluded that Management activist students from the Faculty of Economics and Business represented the largest group of respondents.

### Description of Organizations

The description of the organizations is presented in the table below :

**Table 2.**  
**Organization Description**

<b>Organization</b>	<b>Frequency</b>	<b>Presentation</b>
Wamsinomi (Music Forum for Economic Students)	91	45.5%
HeMa Management (Management Student Association)	24	12%
IMM (Muhammadiyah Student Association)	18	9%
DPM FH (Faculty of Law Student Representative Council)	13	6.5%
BEM FEB (FEB Student Executive Board)	9	4.5%
<b>Organization</b>	<b>Frequency</b>	<b>Presentation</b>
Himatif (Informatics Student Association)	9	4.5%
Lepma (Student Development Institute)	9	4.5%
Himatansi (Accounting Student Association)	6	3%
Metala (Nature Lovers of Economics Students)	5	2.5%
Dpm Psychology (Psychology Student Representative Council)	3	1.5%
Rapma (Campus Community Radio)	2	1%
Teater Ngirit (FEB UMS Theater Organization)	2	1 %
Kopma (Student Cooperative)	2	1 %
LPM Balance (Quality Assurance Institute)	1	0.5 %
Teater Lugu (Psychology Theater Organization)	1	0.5 %
Novum (Faculty of Law Sports Organization)	1	0.5 %
Uppm FIK (Faculty of Health Sciences Community Research and Development Unit)	1	0.5 %
KMF (Faculty Mentoring Coordinator)	1	0.5 %
Berisic (Faculty of Teacher Training and Education Music Organization)	1	0.5 %
Fosei (Islamic Economics Silaturahmi Forum)	1	0.5 %
<b>Total</b>	<b>200</b>	<b>100%</b>

Source: Primary Analysis Data, 2024

Based on the table, most respondents were members of Wamsinomi FEB, totaling 91 activist students (45.5%). This was followed by 24 activist students (12%) from HeMa

Management and 18 activist students (9%) from IMM. Respondents from DPM FH totaled 13 activist students (6.5%). Other organizations, including BEM FEB, Himatif, and Lepma, each had 9 respondents (4.5%). Himatansi had 6 respondents (3%), and Metala had 5 respondents (2.5%). Organizations with smaller representation included DPM Psychology (3 respondents, 1.5%), Rapma, Teater Ngirit, and Kopma (each 2 respondents, 1%). Lastly, organizations such as LPM Balance, Teater Lugu, Novum, UPPM FIK, KMF, Berisic, and Fosei had 1 respondent each (0.5%). This distribution highlights the broad participation of activist students in various ORMAWA, with the highest concentration in Wamsinomi FEB.

### **Description of Active Activist Students at Muhammadiyah University of Surakarta**

The description of active activist students at Muhammadiyah University of Surakarta is provided in the table below:

**Table 3.**  
**Description of Active Activist Students of Muhammadiyah University of Surakarta**

<b>Students</b>	<b>Frequency</b>	<b>Presentation</b>
Active	200	100%
Non-Active	0	0%
Total	200	100%

Source: Primary Data Analysis, 2024

Based on the table above, the characteristics of the respondents based on student activity status show that all respondents, totaling 200 people or 100%, are active in student organization activities (ORMAWA). There are no respondents who are non-active, indicating that the percentage of non-active activist students is 0%. This shows that all respondents involved in this survey are actively participating in organizational activities.

### **Measurement Model Evaluation (Outer Model)**

In Structural Equation Modeling (SEM), the outer model is evaluated to ensure the research indicators are both valid and reliable. This assessment includes two main aspects: convergent validity and discriminant validity. Convergent validity is confirmed by checking indicator loading factors, which should exceed 0.7, and ensuring the average variance extracted (AVE) surpasses 0.5. Discriminant validity verifies that each construct is distinct from others, assessed through cross-loadings or the Fornell-Larcker criterion. Reliability is measured using composite reliability (CR) and Cronbach's Alpha, with values above 0.7

indicating strong reliability. Evaluating the outer model is crucial to confirm that the indicators accurately represent the constructs before proceeding to structural model analysis.

**Convergent Validity**

An indicator demonstrates good convergent validity when its outer loading value exceeds 0.7. The table below displays the outer loading values for each indicator associated with the research variables:

**Table 4.**  
**Outer Loading**

<b>Variables</b>	<b>Indicator</b>	<b>Outer Loading</b>	<b>Information (Valid &gt; 0.7)</b>
Motivation (X1)	X1.1	0,784	Valid
	X1.2	0,775	
	X1.3	0,756	
	X1.4	0,728	
	X1.5	0,823	
Time Management (X2)	X2.1	0,717	Valid
	X2.2	0,765	
	X2.3	0,725	
	X2.4	0,812	
	X2.5	0,743	
Self-Efficacy (X3)	X3.1	0,774	Valid
	X3.2	0,818	
	X3.3	0,806	
	X3.4	0,748	
	X3.5	0,813	
Social Support (X4)	X4.1	0,749	Valid
	X4.2	0,767	
	X4.3	0,799	
	X4.4	0,804	
	X4.5	0,828	
Academic Achievement (Y)	Y1	0,824	Valid
	Y2	0,817	
	Y3	0,797	
	Y4	0,796	
	Y5	0,763	

Source: Primary Analysis Data, 2024

Based on the table above, it is evident that each indicator for the variables shows an outer loading value >0,7. This indicates that all indicators for the variables Motivation (X1), Time Management (X2), Self-Efficacy (X3), Social Support (X4), and Academic Achievement (Y) have loading factor values above 0,7, confirming that each indicator is valid in measuring its respective construct. The highest loading factor values for each

variable are also highlighted, such as the Motivation variable with a value of 0,823 on indicator X1.5, and the Academic Achievement variable with a value of 0,824 on indicator Y1. Thus, all indicators meet the criteria for convergent validity.

**Discriminant Validity**

**Table 5.**  
**Output Average Variant Extracted (AVE)**

<b>Construct Reliability and Validity</b>	<b>Average Variant Extracted (AVE)</b>	<b>Information</b>
Motivation (X1)	0,599	Valid
Time Management (X2)	0,567	Valid
Self-Efficacy (X3)	0,628	Valid
Social Support (X4)	0,624	Valid
Academic Achievement (Y)	0,640	Valid

Source: Primary Analysis Data, 2024

The table above shows that the Average Variance Extracted (AVE) > 0,5 for each variable, indicates good convergent validity. This means the indicators for each variable effectively represent the construct.

**Table 6.**  
**Composite Reliability**

<b>Construct Reliability and Validity</b>	<b>Average Variant Extracted (AVE)</b>	<b>Information</b>
Motivation (X1)	0,833	Reliable
Time Management (X2)	0,812	Reliable
Self-Efficacy (X3)	0,855	Reliable
Social Support (X4)	0,858	Reliable
Academic Achievement (X5)	0,860	Reliable

Source: Primary Analysis Data, 2024

The Composite Reliability (CR) values for all variables exceed 0,7, indicating high reliability. Motivation (X1) has a CR of 0,833, Time Management (X2) 0,812, Self-Efficacy (X3) 0,855, Social Support (X4) 0,858, and Academic Achievement (X5) 0,860.

**Table 7.**  
**Cronbach's Alpha**

<b>Construct Reliability and Validity</b>	<b>Cronbach's Alpha</b>	<b>Information</b>
Motivation (X1)	0,832	Reliable
Time Management (X2)	0,809	Reliable
Self-Efficacy (X3)	0,852	Reliable
Social Support (X4)	0,850	Reliable
Academic Achievement (X5)	0,859	Reliable

Source: Primary Analysis Data, 2024

Based on the results above, Cronbach's Alpha values for all variables are above 0,7, indicating good reliability. Motivation (X1) has a Cronbach's Alpha of 0,832, Time Management (X2) 0,809, Self-Efficacy (X3) 0,852, Social Support (X4) 0,850, and Academic Achievement (X5) 0,859.

**Multicollinearity**

**Table 8.**  
**Collinearity Statistics (VIF)**

Variable	Academic Achievement
Motivation (X1)	1,759
Time Management (X2)	1,842
Self-Efficacy (X3)	1,748
Social Support (X4)	1,585
Academic Achievement	

Source: Primary Analysis Data, 2024

Based on the results of the multicollinearity test using the VIF values, all variables in the model, namely Motivation, Time Management, Self-Efficacy, and Social Support, have VIF values below 5. This means there is no multicollinearity issue or overly strong correlation between these variables. This indicates that the variables are independent of each other, and the model can be trusted for further analysis without any detrimental influence between variables.

**Inner Model Evaluation**

The inner model is used to predict the causal relationships between latent variables and describes how variables interact and influence each other. The inner model evaluation involves three analyses: measuring the R<sup>2</sup> (R-Square) value, goodness of fit (GOF), and path coefficients.

**Goodness of Fit Test**

**Table 9.**  
**R Square**

R squares	R Square	R square Adjusted
Academic Achievement	0,0703	0,697

Source: Primary Analysis Data, 2024

From the data presented in the table above, it can be seen that the influence of Motivation, Time Management, Self-Efficacy, and Social Support on Academic Achievement is 0,703 or 70,3%.

Next, the Q-square calculation is as follows:

$$\begin{aligned}
 Q\text{-Square} &= Q^2 = 1 - (1 - R^2)^2 \\
 &= R^2 = 0,0703 \\
 &= 1 - R = 1 - 0,703 = 0,297 \\
 &= (0,297)^2 = 0,088209 \\
 Q^2 &= 1 - 0,088209 = 0,911791
 \end{aligned}$$

Thus, the calculated Q-square value is 0,912. This indicates that the model has a predictive ability of 91,2%, with the remaining 8,8% influenced by other factors not explained in the model.

**Path Coefficient Test**

The path coefficient test is performed using bootstrapping to evaluate the t-statistic or p-value, with original sample values generated during the process. A p-value less than 0.05 indicates a significant direct effect between variables, whereas a p-value greater than 0.05 suggests no direct effect. In this study, a significance level of 5% is used, corresponding to a t-statistic threshold of 1.96. If the t-statistic exceeds 1.96, it signifies a significant effect.

**Table 10.**  
**Path Coefficient**

Direct Effect	H	Original Sample	t-statistics	P-values	Information
Motivation => Academic Achievement	H1	0,259	4,150	0,000	Positive Significant
Time Management => Academic Achievement	H2	0,241	4,114	0,000	Positive Significant
Self-Efficacy => Academic Achievement	H3	0,255	4,702	0,000	Positive Significant
Social Support => Academic Achievement	H4	0,286	4,779	0,000	Positive Significant

Source: Primary Analysis Data, 2024

Based on the results of the path coefficients, the following can be interpreted:

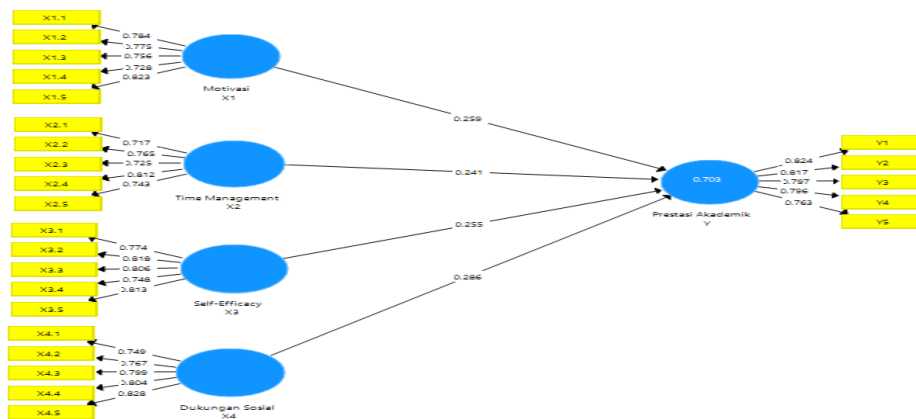
**Motivation (H1):** Motivation has a positive and significant impact on academic achievement. The path coefficient is 0.259, indicating a moderate effect. The p-value of 0.000 is below the 0.05 threshold, and the t-statistic of 4.150 exceeds the critical value of 1.96, confirming its statistical significance.

**Time Management (H2):** Time management also significantly influences academic achievement, with a path coefficient of 0.241. Similar to motivation, the p-value of 0.000

and t-statistic of 4.114 meet the significance criteria, further confirming the importance of time management in academic success.

**Self-Efficacy (H3):** Self-efficacy has a positive and significant effect on academic achievement, with a path coefficient of 0.255. The p-value of 0.000 and t-statistic of 4.702 shows that this relationship is statistically significant.

**Social Support (H4):** Social support exhibits the strongest positive effect on academic achievement, with a path coefficient of 0.286. Its statistical significance is confirmed by a p-value of 0.000 and a t-statistic of 4.779, demonstrating that social support plays a crucial role in academic performance.



**Figure 1.**  
**Inner Model**

### The Effect of Motivation on Academic Achievement

Motivation is defined as the interaction between external and internal factors that influence the direction and intensity of a person's actions and behaviors (Dewi, 2020). In an academic context, motivation plays a crucial role in encouraging activist students to work hard in their studies. High motivation keeps them enthusiastic about learning, tackling challenging tasks, and maintaining consistency in attending classes. Motivated activist students tend to be more persistent and less likely to give up when facing academic difficulties. Motivation can stem from internal factors, such as the desire to understand course material, or external factors, such as the wish to make family proud. With sufficient motivation, activist students are more likely to allocate time for studying, have a positive attitude toward learning, and remain committed to achieving good academic performance. The results of this study show that motivation significantly affects academic achievement,

with a t-statistic of 4,150 and a p-value of 0,000, which supports the acceptance of H1. The study indicates that the higher the motivation of activist students to achieve, the better their academic performance will be, with a path coefficient of 0,259, meaning motivation can improve the academic achievement of activist students by 25,9%. Strong motivation drives activist students to focus more on their academic goals and find effective ways to succeed, both in class and through participation in student organizations. This finding aligns with motivation theory, which suggests that motivated individuals tend to set clear goals and strive to achieve them, positively impacting their academic results.

### **The Effect of Time Management on Academic Achievement**

Time management is the ability to plan and organize time effectively to achieve specific goals. In an academic context, time management enables activist students to balance their study time with involvement in student organizations. Effective time management plays a significant role in the academic performance of activist students. Those who manage their time well can allocate sufficient time for both studying and participating in organizational activities, ensuring that neither interferes with the other. The ability to prioritize and create a well-structured schedule helps activist students meet academic deadlines, reduce stress, and avoid procrastination, which is often a source of learning difficulties. With effective time management, activist students can study in a more organized and planned way, ultimately contributing to better academic performance. This is supported by the findings of this study, which show a t-statistic of 4,114 and a p-value of 0,000, confirming that H2 is accepted. The study indicates that activist students who effectively manage their time tend to have better academic achievements, as shown by a path coefficient of 0,241, meaning that time management can improve the academic performance of activist students by 24,1%. With good time management, activist students can plan optimal study time, meet deadlines, and reduce the stress often caused by heavy academic workloads.

### **The Effect of Self-Efficacy on Academic Achievement**

Self-efficacy is an individual's belief in their ability to succeed in a particular task, influencing their work effort, perseverance, and mindset (Akademik, 2023). For activist students, self-efficacy plays a crucial role in how they approach academic challenges. Activist students with high self-efficacy are more likely to believe that they can overcome

difficult academic tasks, which motivates them to put in more effort and face challenges with optimism. This belief makes them feel more prepared for exams or major assignments, and they are more likely to persist when facing academic difficulties. Strong self-efficacy helps activist students stay focused on their academic goals, even when busy with organizational activities. The results of this study show that self-efficacy significantly impacts academic achievement, with a t-statistic of 4,702 and a p-value of 0,000, confirming the acceptance of H3. The study indicates that activist students with high self-confidence are more likely to achieve good academic performance and face academic challenges with greater confidence and resilience, with a path coefficient of 0,255, meaning self-efficacy can improve the academic performance of activist students by 25,5%. Self-efficacy can be improved through positive experiences, such as participation in student organizations, making it important for activist students to engage in activities that boost their self-efficacy to enhance academic achievement.

### **The Effect of Social Support on Academic Achievement**

Social support is the assistance, care, and encouragement an individual receives from close relationships such as friends, family, and partners. In the context of academic achievement, social support plays a vital role by providing emotional encouragement that helps activist students feel valued and supported, which is crucial in overcoming academic and emotional pressures. For example, activist students who receive support from family or friends are more likely to feel motivated to achieve good academic results as a form of responsibility and pride. Additionally, practical support, such as help with assignments or advice from close ones, helps activist students feel less alone when facing academic challenges. The results of this study show that social support has a positive and significant effect on academic achievement, with a t-statistic of 4,779 and a p-value of 0,000, supporting the acceptance of H4. The path coefficient of 0,286 indicates that increased social support can improve the academic performance of activist students involved in student organizations by 28,6%.

## CONCLUSION

The conclusion of this study shows that motivation, time management, self-efficacy, and social support have a significant impact on the academic achievement of students actively involved in student organizations (ORMAWA). Students with high intrinsic and extrinsic motivation are more active in learning and achieving academic goals. Good time management skills help them complete tasks on time and attend classes regularly, which positively affects their GPA. High self-efficacy boosts students' confidence in facing academic challenges, while social support from family, friends, and the campus environment helps reduce stress and increases motivation to achieve better academic results. For future research, it is recommended to expand the study subjects, use data triangulation methods, and add new variables that may influence academic achievement, such as stress levels and technological support.

This study has several limitations. First, it focuses solely on students actively involved in student organizations (ORMAWA) from specific institutions, which may not fully represent the experiences of activist students across various universities or academic programs with different characteristics. Additionally, most of the data were collected through self-reported questionnaires, which can introduce subjective bias, as respondents may provide answers they believe are more desirable or expected by the researcher. The study also lacks a long-term perspective, as it was conducted within a limited time frame and did not assess the enduring effects of factors such as motivation, time management, self-efficacy, and social support on academic performance. Furthermore, the research only explored four variables, excluding other potential influences on academic success, such as stress, adaptability, or learning environment, which were not incorporated into the analysis.

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