



The Influence of Time Management, Self-Efficacy, and Social Support on the Academic Achievement of Part-Time Working Students (A Case Study of Undergraduate Students in DKI Jakarta)

Ruri Nurhidayah^{1*}, Fiska Kusumawati²

^{1,2}Faculty of Economic & Business, Pertamina University Jl. Teuku Nyak Arief, Simprug, Kebayoran Lama, South Jakarta 12220, Indonesia

^{1*} rurinurhidayah@gmail.com,

² fiska.kusumawati@universitaspertamina.ac.id

Abstract. This study analyzes the influence of time management, self-efficacy, and social support on the academic achievement of part-time working undergraduate students in DKI Jakarta, a population that is experiencing elevated academic performance risks, such as declining grades, delayed graduation, and work-study imbalance. A quantitative approach using a causal-comparative method was implemented. Data were collected through questionnaires using purposive sampling and the Lemeshow formula as sampling techniques. The findings indicate that time management significantly influences academic achievement, whereas self-efficacy and social support do not show significant partial effects. However, when examined simultaneously, these three variables significantly influence academic achievement, explaining 63.2% of the variance in academic achievement based on the Adjusted R-Square value, while the remaining 36.8% can be explained by other factors or variables outside this research model. This study emphasizes the importance of effective time management, a strong sense of self-efficacy, and a supportive social environment in mitigating academic performance risks and achieving optimal academic outcomes among part-time working students. Limitations include the focus on a specific region, suggesting that future research should explore additional factors influencing academic success. Overall, the insights gained can assist students in optimizing academic performance while balancing work commitments.

Keywords: Time Management; Self-Efficacy; Social Support; Academic Achievement; Part-Time Students.

1 Introduction

Human beings have increasingly complex needs, one of the most fundamental human needs is education, including higher education, which plays a crucial role in improving human capital [1] and preparing younger generations to face global challenges, such as

those brought about by the Industrial Revolution 4.0. At the same time, the phenomenon of students working part-time has been rising in Indonesia, particularly in urban areas such as DKI Jakarta, as a response to financial demands, skill development, and the pursuit of work experience [2]. In 2023, 4.62% of male and 4.25% of female residents in Jakarta were recorded as both studying and working, including university students [3], while the province's standard living cost reached IDR 1.66 million per month—the highest in Indonesia [4]. This situation places additional pressure on students, considering that the average GPA of Indonesian undergraduates in 2022 was only 3.33, below the ideal target of 3.50 [5], and as many as 69.06% of students failed to graduate on time, exceeding the standard eight-semester duration [6]. Holding dual roles as students and workers can provide benefits, such as economic independence, practical skills, and professional networking. However, it also presents challenges in managing time, coping with stress, and maintaining academic performance. Previous studies have shown that poor time management increases the risk of stress and reduces learning outcomes among students [7]. Conversely, high self-efficacy contributes to stronger learning motivation, academic goal achievement, and resilience in overcoming challenges [8]. In addition, social support has been found to play a significant role in enhancing students' psychological well-being and academic success [9] [10].

Although each of these factors has been widely examined separately, studies investigating their simultaneous influence remain limited, particularly in the context of part-time undergraduate students in urban settings such as Jakarta, where both academic competition and economic pressure are high. Therefore, this study aims to analyze the influence of time management, self-efficacy, and social support on the academic achievement of part-time undergraduate students in Jakarta. The findings are expected to provide theoretical contributions to the study of student behavior and practical insights for universities, employers, and students in designing strategies and interventions that support and enhance academic achievement amid dual role demands. The objectives of this study are as follows:

- To determine whether time management affects the academic achievement of undergraduate students in DKI Jakarta who work part-time.
- To determine whether self-efficacy affects the academic achievement of undergraduate students in DKI Jakarta who work part-time.
- To determine whether social support affects the academic achievement of undergraduate students in DKI Jakarta who work part-time.
- To determine whether time management, self-efficacy, and social support simultaneously affect the academic achievement of undergraduate students in DKI Jakarta who work part-time.

Thus, the research questions can be formulated as follows:

- Does time management affect the academic achievement of undergraduate students in DKI Jakarta who work part-time?
- Does self-efficacy affect the academic achievement of undergraduate students in DKI Jakarta who work part-time?
- Does social support affect the academic achievement of undergraduate students in DKI Jakarta who work part-time?

- Do time management, self-efficacy, and social support simultaneously affect the academic achievement of undergraduate students in DKI Jakarta who work part-time?

2 Literature Review

This study highlights the interrelationship among Human Resource Management (HRM), time management, self-efficacy, social support, and the academic achievement of part-time working students. HRM is also closely linked to organizational behavior, which continuously influences its practices. HRM encompasses strategic systems and practices for managing human assets within an organization, including the core functions of planning, organizing, leading, and controlling [11]. Furthermore, providing employee training and development, covering both technical and non-technical skills, is a crucial element for individuals to enhance their competence, adaptability to diversity, and work-life balance [11].

Time management, based on Macan's theory found in 1994, is defined as the process of effectively organizing, planning, and allocating time to increase productivity [12]. In the context of part-time working students, this skill plays a vital role in maintaining a balance between academic and work responsibilities [13]. [14] identified four key dimensions of time management in their research: setting goals and priorities, using time management mechanics, preference for organization, and perceived control of time [14]. The findings of [12] show that time management positively and significantly influences the academic achievement of working students in Makassar City, indicating that students who effectively manage their time tend to have high academic performance [12]. Similarly, students who engage in part-time work but are able to implement effective time management strategies can still maintain good academic results [15].

The concept of self-efficacy, according to Bandura's (1997) theory, is defined as an individual's belief in their capability to handle specific situations, which can influence their motivation, perseverance, and overall achievement [8]. The theory further introduced perceived self-efficacy as an individual's conviction about their ability to organize and execute the courses of action required to attain designated goals [8]. Consequently, individuals with a high sense of self-efficacy tend to be more resilient, optimistic, and better at managing stress, thereby positively impacting their intended outcomes. As the concept developed, self-efficacy was broadened from specific contexts to General Self-Efficacy (GSE), which measures an individual's generalized belief in their ability to cope with a wide range of situations. To measure GSE, Schwarzer and Jerusalem developed the Generalized Self-Efficacy Scale (GSES), which has been validated across various cultures [16]. A study by Al-Abyadh and Abdel Azeem further affirmed a significant positive correlation between self-efficacy and student academic achievement, and adapted the GSES into four dimensions: problem-solving ability, self-control in stressful conditions, personal optimism, and belief in effort and persistence [8].

Sarafino and Smith argue that social support is a form of comfort, attention, esteem, or assistance provided by an individual or a group to someone facing a particular situation [17]. Social support is divided into two aspects: perceived social support and received social support. Taylor et al. in 2019 contend that perceived social support is a stronger predictor in the adaptation process during stressful situations than received social support and is also considered more effective in meeting an individual's need for social support, including for students confronting various academic challenges or difficulties [17]. The conceptualization of social support developed by Zimet, et al. in 1988, namely The Multidimensional Scale of Perceived Social Support (MSPSS), measures the support obtained from three general sources: family, friends, and significant others [18]. Social support can also include emotional aid, esteem, informational support, and instrumental support [19]. Furthermore, social support can strengthen self-efficacy and reduce student stress and burnout [19]. Therefore, social support from family, friends, and the social environment plays a critical role in enhancing students' well-being and academic motivation.

Academic achievement is the outcome attained by students during the learning process. It is understood as a multidimensional result encompassing cognitive, affective, and psychomotor aspects [12, 20], and is influenced by psychological, social, and economic factors [8]. Turner in 2007 developed the Motivation for Academic Achievement (MAA) scale to measure student motivation and mapped it into four dimensions: motivation for academic achievement, proactive and goal-oriented learning behavior, perseverance and academic discipline, and interest and comfort in academic activities [8]. This scale synthesizes various academic motivation theories, such as the Need for Achievement (McClelland), Expectancy-Value Theory (Atkinson), Self-Efficacy Theory (Bandura), and Mindset Theory (Dweck), which form the basis for understanding the link between motivation and academic attainment. These theories explain how motivation, self-efficacy, and mindset influence academic success. Empirical research consistently indicates that intrinsic motivation, perseverance, and comfort with learning activities significantly contribute to academic achievement.

Overall, previous studies consistently affirm that time management, self-efficacy, and social support are critical, interacting factors that shape the academic achievement of part-time working students. Based on the explanation above, the research hypotheses can be formulated as follows:

- H1: There is a partial effect of time management on the academic achievement of undergraduate students in DKI Jakarta who work part-time.
- H2: There is a partial effect of self-efficacy on the academic achievement of undergraduate students in DKI Jakarta who work part-time.
- H3: There is a partial effect of social support on the academic achievement of undergraduate students in DKI Jakarta who work part-time.
- H4: There is a simultaneous effect of time management, self-efficacy, and social support on the academic achievement of undergraduate students in DKI Jakarta who work part-time.

The following is a research framework in accordance with the hypothesis formulated above

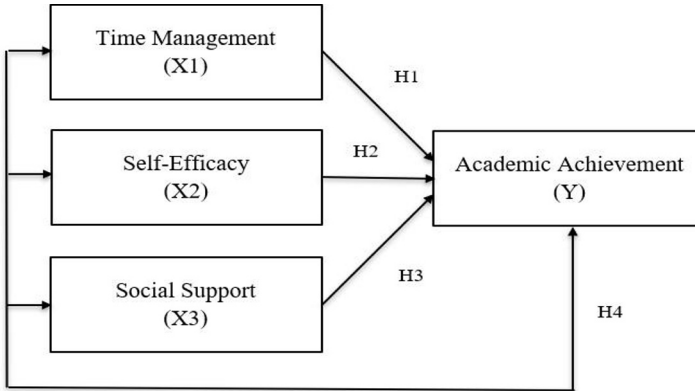


Fig. 1. Hypothesis and Research Framework (Source: Authors, 2025)

3 Research Methodology

This study employs a quantitative method to systematically test the formulated hypotheses. The primary data were obtained from respondents through questionnaires designed using a Likert Scale as the measurement tool. The data collection method in this research relies on primary data acquired through surveys using questionnaires. The collected responses were then processed using the SPSS application. A Likert Scale of 1–5 was used to measure variables with answer choices ranging from Strongly Disagree to Strongly Agree. In this study, the researcher identifies time management as the independent variable (X1), self-efficacy as the independent variable (X2), social support as the independent variable (X3), and academic achievement as the dependent variable (Y). The operational variables and dimensions used in this study are presented in Table 1.

Table 1. Operational research variables

Variable	Dimension
Time Management (Macan, 1994)	Setting Goals and Priorities Mechanics of Time Management Preference for Organization Perceived Control of Time
Self-Efficacy (Ralf Schwarzer and Matthias Jerusalem, 1995)	Problem-Solving Ability Self-Control in Stressful Conditions Personal Optimism Belief in Effort and Persistence
Social Support (Sarafino and Smith, 2014)	Family Friends Significant Others
Academic Achievement (Ashley Patricia Turner, 2007)	Motivation for Academic Achievement Behavior Proactive and Goal-Oriented Learning Perseverance and Academic Discipline Interest and Comfort in Academic Activities

The population of this study consists of active undergraduate students who are studying while working part-time jobs in DKI Jakarta. The sample was selected using purposive sampling method and Lemeshow formula to determine the required sample size. Based on the calculations, the minimum sample size needed is 96 respondents. The study utilizes primary data from distributed questionnaires and secondary data from available sources.

Validity and reliability tests were conducted to ensure the accuracy and consistency of the measurement instruments [21] [22]. Reliability was tested using the Cronbach Alpha value. Classic assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were performed to ensure a good regression model [21]. Multiple linear regression analysis was used to identify the influence of independent variables on the dependent variable [21]. Hypothesis testing was conducted both partially and simultaneously to assess the impact of independent variables on the dependent variable, with the coefficient of determination (R-Squared) test used to measure the regression model's ability to explain data variability [21].

4 Result and Discussion

This study is quantitative, utilizing a questionnaire as the data collection method and SPSS for data processing. The aim of the study is to analyze the influence of time management, self-efficacy, and social support on the academic achievement of part-timer students in DKI Jakarta.

4.1 Instrument Testing

4.1.1 Validity Test

The validity test results show that all twenty-two statements for the Time Management variable, ten statements for the Self-Efficacy variable, twelve statements for the Social Support variable, and eighteen statements for the Academic Achievement variable have correlation coefficients (R-Count) greater than the R-Table value (0.1966). Thus, all statements are declared valid. This high validity indicates that these statements accurately measure the relevant aspects of each variable. The detailed results of the validity test are presented in Table 2.

Table 2. Validity test result

Variable	Statement	R-Count	R-Table	Explanation
Time Management	X1.1	0.426	0.1966	Valid
	X1.2	0.374	0.1966	Valid
	X1.3	0.606	0.1966	Valid
	X1.4	0.596	0.1966	Valid
	X1.5	0.471	0.1966	Valid
	X1.6	0.476	0.1966	Valid

Variable	Statement	R-Count	R-Table	Explanation
	X1.7	0.624	0.1966	Valid
	X1.8	0.615	0.1966	Valid
	X1.9	0.542	0.1966	Valid
	X1.10	0.641	0.1966	Valid
	X1.11	0.672	0.1966	Valid
	X1.12	0.597	0.1966	Valid
	X1.13	0.708	0.1966	Valid
	X1.14	0.623	0.1966	Valid
	X1.15	0.623	0.1966	Valid
	X1.16	0.640	0.1966	Valid
	X1.17	0.615	0.1966	Valid
	X1.18	0.698	0.1966	Valid
	X1.19	0.733	0.1966	Valid
	X1.20	0.635	0.1966	Valid
	X1.21	0.455	0.1966	Valid
	X1.22	0.678	0.1966	Valid
	X2.1	0.706	0.1966	Valid
	X2.2	0.547	0.1966	Valid
	X2.3	0.608	0.1966	Valid
	X2.4	0.714	0.1966	Valid
	X2.5	0.687	0.1966	Valid
Self-Efficacy	X2.6	0.645	0.1966	Valid
	X2.7	0.666	0.1966	Valid
	X2.8	0.621	0.1966	Valid
	X2.9	0.697	0.1966	Valid
	X2.10	0.647	0.1966	Valid
	X3.1	0.642	0.1966	Valid
	X3.2	0.582	0.1966	Valid
	X3.3	0.614	0.1966	Valid
	X3.4	0.512	0.1966	Valid
Social Support	X3.5	0.658	0.1966	Valid
	X3.6	0.624	0.1966	Valid
	X3.7	0.568	0.1966	Valid
	X3.8	0.611	0.1966	Valid
	X3.9	0.701	0.1966	Valid

Variable	Statement	R-Count	R-Table	Explanation
Academic Achievement	X3.10	0.683	0.1966	Valid
	X3.11	0.678	0.1966	Valid
	X3.12	0.688	0.1966	Valid
	Y.1	0.415	0.1966	Valid
	Y.2	0.534	0.1966	Valid
	Y.3	0.720	0.1966	Valid
	Y.4	0.634	0.1966	Valid
	Y.5	0.667	0.1966	Valid
	Y.6	0.727	0.1966	Valid
	Y.7	0.638	0.1966	Valid
	Y.8	0.563	0.1966	Valid
	Y.9	0.593	0.1966	Valid
	Y.10	0.581	0.1966	Valid
	Y.11	0.632	0.1966	Valid
	Y.12	0.664	0.1966	Valid
	Y.13	0.700	0.1966	Valid
	Y.14	0.609	0.1966	Valid
	Y.15	0.548	0.1966	Valid
Y.16	0.586	0.1966	Valid	
Y.17	0.564	0.1966	Valid	
Y.18	0.719	0.1966	Valid	

4.1.2 Reliability Test

The reliability test results show that all variables have Cronbach's Alpha values well above the 0.6 threshold, namely 0.914 for Time Management, 0.849 for Self-Efficacy, 0.861 for Social Support, and 0.901 for Academic Achievement. This indicates a high level of consistency among the statement items in measuring these variables, making the collected data stable and reliable for further analysis. The detailed results of the reliability test are presented in Table 3.

Table 3. Reliability test result

Variable	N of Items	Cronbach's Alpha	R Product Moment	Explanation
X1	22	0.914	0.6	Reliable
X2	10	0.849	0.6	Reliable
X3	12	0.861	0.6	Reliable
Y	18	0.901	0.6	Reliable

4.2 Classical Assumption Tests

4.2.1 Normality Test

In this study, the normality test assesses whether the residual values of the research variables are normally distributed. The Kolmogorov–Smirnov method was used, yielding a significance value of 0.083, which exceeds the significance criterion of 0.05. This indicates that the data in this study are normally distributed. The result of the normality test is presented in Table 4.

Table 4. Normality test result

One-Sample Kolmogorov-Smirnov Test	
Monte Carlo Sig (2-tailed)	0.083

4.2.2 Multicollinearity Test

The multicollinearity test evaluates the regression model using the Variance Inflation Factor (VIF) and tolerance values. The criteria are met if the VIF value is less than 10 and the tolerance value is greater than 0.10. The test results show that the independent variables are free from multicollinearity and indicate no strong correlation among them. The detailed results of the multicollinearity test are presented in Table 5.

Table 5. Multicollinearity test result

Variable	Tolerance	VIF
Time Management (X1)	0.411	2.432
Self-Efficacy (X2)	0.401	2.493
Social Support (X3)	0.622	1.607

4.2.3 Heteroscedasticity Test

The heteroscedasticity test determines whether there are differences in the variance of residuals within the regression model. The test results indicate that all independent variables have significance values greater than 0.05, namely 0.096 for Time Management, 0.345 for Self-Efficacy, and 0.653 for Social Support. Therefore, the regression model is free from heteroscedasticity. The detailed results of the heteroscedasticity test are presented in Table 6.

Table 6. Heteroscedasticity test result

Variable	Significance	Explanation
Time Management (X1)	0.096	Non-Heteroscedasticity
Self-Efficacy (X2)	0.345	Non-Heteroscedasticity
Social Support (X3)	0.653	Non-Heteroscedasticity

4.3 Multiple Linear Regression Analysis

Multiple regression analysis is used to identify the influence of Time Management (X1), Self-Efficacy (X2), and Social Support (X3) on Academic Achievement (Y) with the following equation:

$$Y = 5.986 + 0.536 X_1 + 0.287 X_2 + 0.175 X_3 \quad (1)$$

Explanation:

1. The equation results show that if all independent variables, that is time management, self-efficacy, and social support are zero. Accordingly, the average value of the academic achievement is 5.986.
2. Each unit increase in Time Management variable (X1) increases the academic achievement by 0.536 units, indicating a large positive effect.
3. Each unit increase in the Self-Efficacy variable (X2) increases the academic achievement by 0.287 units, indicating a large positive effect.
4. Each unit increase in the Social Support variable (X3) increases the academic achievement by 0.175 units, indicating a large positive effect.

The detailed results of the multiple linear regression analysis are presented in Table 7.

Table 7. Multiple linear regression analysis

Variable	Unstandardized B
(Constant)	5.986
Time Management (X1)	0.536
Self-Efficacy (X2)	0.287
Social Support (X3)	0.175

4.4 Hypothesis Testing

4.4.1 Partial Test (T-Test)

This test examines the individual or partial influence of each independent variable on the dependent variable. If the significance value is less than 0.05, it indicates a partial influence between the independent and dependent variables, leading to the rejection of H0 and acceptance of H1, H2, and H3. In this study, the t-table value is 1.985, obtained from a significance level of 5% and a degree of freedom (Df) of 96. The detailed results of the partial test (t-test) are presented in Table 8.

Table 8. T-Test result

Variable	T-count	T-table	Sig.
Time Management (X1)	6.435	1.985	0.000
Self-Efficacy (X2)	1.527	1.985	0.130
Social Support (X3)	1.483	1.985	0.141

The table shows a t-calculated value for X1 of $6.435 \geq 1.985$ and a significance value of $0.000 < 0.05$, showing a very significant influence, thus accepting H1. Conversely, the t-calculated value for X2 is $1.527 \leq 1.985$ and a significance value of $0.130 > 0.05$, indicating no significant influence, thus rejecting H2. Furthermore, the t-calculated value for X3 is $1.483 \leq 1.985$ and a significance value of $0.141 > 0.05$, indicating no significant influence, thus rejecting H3.

4.4.2 Simultaneous Test (F-Test)

This test aims to assess the simultaneous influence of the independent variables on the dependent variable. If the significance value is less than 0.05 and the f-calculated value is greater than the f-table value, it indicates that all independent variables simultaneously have a significant influence on the dependent variable, leading to the rejection of H0 and acceptance of H4. The test results show a significance value of 0.000, which is lower than 0.05, and an f-calculated value of 57.693, which is higher than the f-table value of 2.70. These results indicate that Time Management, Self-Efficacy, and Social Support simultaneously have a significant influence on Academic Achievement. The detailed results of the simultaneous test (f-test) are presented in Table 9.

Table 9. F-Test result

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5754.693	3	1918.231	57.693	.000 ^b
Residual	3191.897	96	33.249		
Total	8946.590	99			

4.4.3 Coefficient of Determination Test (R2)

This test determines the extent to which the independent variables (X) explain the dependent variable (Y). If the coefficient of determination approaches 0, the influence of the independent variables on the dependent variable is considered small, whereas a value approaching 1 indicates a stronger influence. The test results show an Adjusted R-Square value of 0.632, indicating that approximately 63.2% of the variation in Academic Achievement can be explained by the independent variables in this study, namely Time Management, Self-Efficacy, and Social Support. Meanwhile, the remaining 36.8% is explained by other variables not included in this study. The detailed results of the coefficient of determination test are presented in Table 10.

Table 10. Coefficient of determination test result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.802	0.643	0.632	5.766

5 Discussion

5.1 Influence of Time Management on Academic Achievement

The hypothesis testing results show that the time management variable has a significant positive effect on academic achievement among part-time undergraduate students in Jakarta. This is shown by the partial or T-Test results, as indicated by the T-Count value of 6.435, which exceeds the T-Table value of 1.985, with a significance value of $0.000 < 0.05$. Therefore, hypothesis H1 is accepted. This finding suggests that students who can manage their time effectively are more capable of balancing academic responsibilities with work demands, leading to better academic performance.

This result aligns with the research of [28], who found a significant positive correlation between time management skills and the academic achievement of part-time students [23]. Similar results were reported by [15] who emphasized that students who implement effective time allocation strategies can sustain their academic success despite their work obligations [15]. [12] also confirmed that time management has a significant positive impact on students' academic achievement in Makassar [12]. These consistent findings reinforce that the ability to organize study and work schedules is essential for maintaining academic quality while working part-time.

5.2 Influence of Self-Efficacy on Academic Achievement

The partial test results indicate that the self-efficacy variable has no significant partial effect on academic achievement, as indicated by the T-Count value of 1.527, which is lower than the T-Table value of 1.985, and a significance value of $0.130 > 0.05$. Thus, hypothesis H2 is rejected. This result implies that although self-efficacy is an important psychological construct, it does not necessarily translate into measurable academic success for part-time students.

This finding is consistent with the study by Wahyuni and Dahlia (2020), which found no significant relationship between academic self-efficacy and academic achievement among high school students in Banda Aceh [24]. [25] also reported a weak negative correlation between self-efficacy and GPA ($r = -0.116$) [25]. [11] further argued that self-efficacy contributes to motivational and goal-setting processes but has a limited direct influence on cognitive performance outcomes [25]. In the context of this study, students' confidence in their academic abilities may not be sufficient to overcome challenges related to workload, study habits, or environmental distractions, suggesting that external factors could play a more dominant role.

5.3 Influence of Social Support on Academic Achievement

The t-test results show that the social support variable does not significantly affect academic achievement, with the T-Count value of $1.483 < 1.985$ and a significance value of $0.141 > 0.05$. Therefore, hypothesis H3 is rejected. This indicates that students' perceived social support from peers, family, or lecturers does not directly improve their academic performance.

This finding is supported by the research of [26], which revealed that social support had no significant partial effect on learning achievement, although it did influence students' emotional well-being [26]. Similarly, [27] stated that perceived social support functions more as emotional or psychological aid rather than as a direct factor in enhancing academic outcomes [27]. The absence of a significant effect in this study may be attributed to the specific characteristics of part-time students, who face limited social interactions and spend less time engaging in academic communities, thereby reducing the tangible benefits of social support on academic performance.

5.4. Influence of Time Management, Self-Efficacy, and Social Support on Academic Achievement

The simultaneous test results indicate that time management, self-efficacy, and social support together have a significant effect on academic achievement, as shown by the F-Count value of 57.693, which exceeds the F-Table value of 2.70, with a significance value of $0.000 < 0.05$. Therefore, hypothesis H4 is accepted and H0 is rejected. Furthermore, the Adjusted R² value is 0.632, meaning that the three independent variables can explain 63.2% of the variation in academic achievement, while the remaining 36.8% is influenced by other factors not included in this study.

These findings demonstrate that although self-efficacy and social support do not show significant individual effects, their combined interaction with time management significantly enhances academic achievement. This supports the notion that academic performance among part-time students is multidimensional, influenced by behavioral, psychological, and social aspects simultaneously. Students who manage their time effectively, maintain moderate confidence in their academic abilities, and receive adequate social support are more likely to sustain strong academic results. Conversely, poor time management, low self-efficacy, and inadequate support may contribute to declining academic performance. This conclusion is in line with [11], who emphasized that academic achievement results from the combined influence of cognitive, motivational, and social factors rather than a single variable [25]. Therefore, educational institutions should consider interventions that integrate time management training, mentoring programs, and social support systems to foster better academic outcomes among working students.

6 Conclusion and Recommendation

6.1 Conclusion

Based on the research results, time management has a significant and positive effect on academic achievement of part-time undergraduate students in DKI Jakarta, confirming previous findings by [28], [15], and [12]. This indicates that students who allocate their time effectively are more capable of balancing academic demands and work responsibilities, which leads to higher academic performance.

In contrast, self-efficacy does not have a significant effect on academic achievement, even though it received a relatively high average score from respondents. This result is

consistent with the studies of [24] and [25], which found that confidence alone does not always result in improved academic outcomes. Similarly, social support also shows no significant partial influence on academic achievement, aligning with findings by [26] and [27], who stated that social support tends to contribute more to emotional well-being rather than directly enhancing academic performance.

However, when time management, self-efficacy, and social support are examined simultaneously, they show a significant influence on academic achievement and are able to explain 63.2% of its variation. This finding supports the argument of [11] that academic achievement is shaped by a combination of behavioral, psychological, and social factors rather than a single variable. Overall, this study demonstrates that time management is the dominant factor contributing to the academic achievement of part-time students, while self-efficacy and social support do not significantly contribute when tested individually. Nonetheless, the combination of these three variables provides a meaningful explanation of academic performance, although 36.8% of the outcome is still influenced by other factors that require further investigation.

6.2. Recommendation

Based on the research findings, several practical suggestions can be proposed. Since time management is proven to significantly influence academic achievement, while self-efficacy and social support do not show significant individual effects, it is recommended that universities provide time management training, academic planning workshops, or mentoring programs specifically for part-time students. These initiatives may help students organize their study schedules more effectively while balancing work responsibilities. Furthermore, for educational institutions and employers, collaboration is encouraged to offer flexible academic schedules or work arrangements, particularly during examination periods, to support students in maintaining academic performance.

From an academic perspective, this study shows that time management, self-efficacy, and social support collectively explain 63.2% of the variation in academic achievement, while the remaining 36.8% is influenced by other factors not examined. Therefore, future researchers are encouraged to include additional variables, such as work-study conflict or students' work readiness, to obtain a more comprehensive understanding of part-time students' academic outcomes.

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