



Time Management Ability among Student Activists in Campus Organizations: A Descriptive Study of the Student Executive Board at Universitas Sanata Dharma

Antonius Pandu Harwis Diyanggoro Harsono

Universitas Sanata Dharma, Indonesia

Corresponding Author: apandu2003@gmail.com

Submitted: 2026-08-18

Revised: 2026-10-07

Accepted: 2026-10-10

Abstract: This study aimed to describe the time management ability of Student Executive Board (BEM) activists at Sanata Dharma University, both overall and based on each aspect of time management according to Macan et al.'s (1990) theory, namely setting goals and priorities, mechanics of time management, perceived control of time, and preference for disorganization. It also aimed to identify items showing suboptimal achievement, as a basis for developing guidance and counseling services for student activists. This descriptive quantitative study involved 30 BEM activists selected through purposive sampling. Data were collected using a Time Management Ability Questionnaire; of 69 items tested, 56 were valid, with a Cronbach's Alpha of 0.731. Data were analyzed using descriptive statistics based on a norm-referenced approach. Results showed that time management ability was generally at a moderate level (76.67%). The setting goals and priorities and perceived control of time aspects showed relatively good achievement, while mechanics of time management showed the lowest achievement, mainly due to frequent unplanned organizational activities. Preference for disorganization showed the highest achievement, indicating that organizational involvement trains students to work more systematically. These findings indicate that BEM activists possess a basic time management ability that still requires development, particularly in the technical aspects of schedule management, in order to balance academic and organizational demands more effectively.

KEYWORDS: Campus Organization, Self-Management, Student Executive Board, Student Activists, Time Management

How to cite:

Harsono, A. P. H. D. Time Management Ability among Student Activists in Campus Organizations: A Descriptive Study of the Student Executive Board at Universitas Sanata Dharma. *Counseling Positivism*, 9–18. Retrieved from <https://attractivejournal.com/index.php/cp/article/view/2904>

INTRODUCTION

Time management ability is one of the most fundamental competencies in the life of university students in the modern era. At the global level, UNESCO's (2017) report Education for Sustainable Development Goals: Learning Objectives explicitly affirms that self-management ability, including time planning and regulation, is part of the core competencies of the 21st century that every learner must master in order to face an increasingly complex life and world of work. This statement builds a strong argument that time management is not merely a narrow technical skill, but a strategic competency that helps determine the quality of higher-education outcomes globally. Scientific studies over the past few decades consistently support this view. Britton and Tesser (1991), in a longitudinal study, found that time management ability was a stronger predictor of college grades than standardized academic aptitude test (SAT) scores. A meta-analysis by Aeon, Faber, and Panaccio (2021) covering 158 primary studies found that time management was moderately and positively correlated with academic achievement, work performance, and well-being, and moderately and negatively correlated with psychological distress. Claessens, van Eerde, Rutte, and Roe (2007)

likewise confirmed, through a systematic review of 32 empirical studies, that time management behavior was positively related to perceived control of time, life satisfaction, and health. Together these findings establish a robust scientific foundation that time management ability directly influences individuals' quality of life and achievement across domains. In higher education, students face simultaneous and multidimensional demands. On one hand, they must fulfil academic obligations that include class attendance, assignments, practicum work, and thesis writing. On the other hand, they are encouraged and even institutionally expected to actively participate in student activities. Macan (1994) proposed a process model of time management explaining that goal and priority setting, planning mechanisms, and a preference for order are three key components determining how effectively individuals manage their time. Covey (1994), in *First Things First*, added that effective time management is determined by an individual's ability to set priorities based on the importance and urgency of each activity; when students fail to apply this principle, they become vulnerable to reactive patterns that drain energy on urgent but not necessarily important matters, causing long-term academic goals to be neglected.

Serrano, Camacho, and Tur-Viñes (2022) found that, faced with both academic and non-academic demands, students need the ability to manage time in a planned and directed manner, encompassing goal and priority setting, regulating the mechanics of time use, and controlling and organizing various required activities. For students involved in student organizations, this ability becomes even more important, since they must allocate time to meet academic demands while simultaneously carrying out organizational responsibilities. An imbalance in managing these competing demands can cause one of the roles to be carried out sub-optimally.

In Indonesia, the issue of student time management has become increasingly complex alongside rising student involvement in campus organizations. The Indonesian government, through Law No. 12 of 2012 on Higher Education (Republik Indonesia, 2012), explicitly encourages students not only to excel academically but also to actively participate in student activities covering reasoning and scholarship, interests and talents, leadership, and community service. This policy has directly contributed to increasingly intense student involvement in campus organizations, which in turn expands the complexity of time management every student must undertake. Campus organizations hold strategic value that cannot be overlooked in shaping student character and competence; students who take on leadership roles in organizations gain real experience in developing soft skills demanded by the workforce, such as communication, teamwork, and the ability to manage multiple responsibilities at once. In line with this, Kim (2022) confirmed that involvement in campus activities, including student organizations, is significantly related to the development of socially responsible leadership, reinforcing the view that student organizations are not merely a side activity but a learning arena that substantially complements formal education.

The Student Executive Board (*Badan Eksekutif Mahasiswa*, BEM) is one of the most central and influential forms of student organization within Indonesian higher-education institutions. As the highest executive body at the university or faculty level, BEM carries substantial responsibility for driving overall student life. Active BEM board members are required not only to carry out planned work programmes but also to remain responsive to the ever-developing dynamics and needs of the student community, running activities that range from coordination meetings, programme design and implementation, student-interest advocacy, to social and community-service activities all of which must run in parallel with non-negotiable academic obligations. This dual burden places time management ability as a highly crucial competency for BEM student activists. Sanata Dharma University is one of the higher-education institutions that actively develops student life through a structured and programmed organizational system; it maintains a university-level Student Executive Board (BEMU), and student-organization activities at the university are formally regulated under the *Garis-Garis Besar Haluan Kegiatan Organisasi Kemahasiswaan* (*Dewan Perwakilan Mahasiswa*, 2018), which serves as the normative reference for all student activities on campus.

Nevertheless, field realities indicate that not all BEM activists possess an equal level of time management ability. Some students are able to carry out both academic and organizational roles well, even achieving satisfying results in both, while others experience considerable difficulty managing their time, resulting in declining academic quality, increased psychological pressure, and reduced organizational contribution. Adams and Jex (1999) demonstrated that time management ability functions as an effective buffer against various dual-role stressors; without this ability, individuals are vulnerable to strain and detrimental role conflict. This variation indicates differing levels of time management ability among BEM activists that need to be mapped scientifically and comprehensively. Relevant empirical studies conducted in the Indonesian context reinforce the practical urgency of this issue: Bangun and Sayekti (2022) found that time management significantly influenced the academic achievement of student activists in a student organization at IPB University, while Marzuki, Yusuf, and Husni (2025) highlighted the challenge organizational activists face in completing academic work on time given their dual responsibilities. Nuranggraeni, Prasetyo, and Wahyudi (2024) further described how students construct meaning around organizational involvement amid academic busyness, underscoring that the experience of managing competing demands is not uniform across student activists.

Research on student time management has been conducted extensively, examining its relationship with academic achievement, stress, procrastination, well-being, and other psychological variables, and has contributed important explanations of how time management ability relates to various aspects of student life. However, research that positions time management ability itself as the primary object to be mapped descriptively specifically among students who face simultaneous academic and organizational demands still needs to be developed, particularly within the context of Sanata Dharma University. The research gap addressed by this study, therefore, is not simply the absence of prior time-management research at this university, but the need for a more specific empirical picture of time management ability among BEM activists who face academic and organizational demands at once, both overall, per item, and per aspect of time management.

Given this gap, a descriptive design was considered relevant because this study first seeks to answer a fundamental question regarding the actual condition of BEM activists' time management ability, prior to testing related factors or developing specific interventions. This study therefore uses a descriptive quantitative approach without formulating a difference or correlational hypothesis to systematically and empirically map the condition of time management ability among Student Executive Board activists at Sanata Dharma University, and thereby to provide a foundation for developing responsive guidance and counseling services for student activists in campus organizations.

METHODS

Design

This study used a descriptive quantitative, cross-sectional design. Quantitative research is grounded in positivist philosophy and relies on research instruments and statistical data analysis to examine a defined population or sample, while descriptive research aims to provide a systematic, factual, and accurate picture of the characteristics of the object under study (Nazir, 2014; Sugiyono, 2019). This design was chosen because the study aimed to obtain a picture of the time management ability of Student Executive Board (BEM) activists at Sanata Dharma University, measured through the four aspects proposed by Macan, Shahani, Dipboye, and Phillips (1990): setting goals and priorities, mechanics of time management, perceived control of time, and preference for disorganization. Data were analyzed using descriptive statistics without any variable manipulation or hypothesis testing of differences or relationships.

Participants

Participants were 30 active board members of the university-level Student Executive Board (BEMU) at Sanata Dharma University for the 2025/2026 period, recruited through purposive sampling based on the following inclusion criteria: (1) currently enrolled as an active Sanata Dharma University student; (2) actively involved in BEMU activities; (3) actively serving as a campus-level student activist; and (4) holding an official position within BEMU during the 2025/2026 period. Purposive sampling was chosen because organizational experience a determining characteristic for this study cannot be assumed to be evenly distributed across all BEM members, so a criteria-based selection process was required to ensure that the data collected genuinely reflected the time management experience of sufficiently established organizational activists. The demographic characteristics of the participants are presented in Table 1.

Table 1. Demographic Characteristics of Participants (N = 30)

Variable	Category	n	%
Sex	Male	5	16.67
	Female	25	83.33
Position	Chairperson	1	3.33
	Secretary	1	3.33
	Treasurer	1	3.33
	Division Head	6	20.00
	Member	21	70.00
Study Program	Accounting	5	16.67
	Guidance and Counseling	4	13.33
	Informatics	4	13.33
	Management	3	10.00
	Pharmacy	3	10.00
	Other programs (6 programs)	8	26.67

Table 1 shows that participants were predominantly female (83.33%) and came from 12 different study programmes, with Accounting contributing the largest proportion (16.67%). The majority of participants (70.00%) served as division members rather than core board officers, indicating that the findings largely reflect the time management experience of general organizational members rather than only top leadership. Prior to data collection, all participants were informed about the purpose of the study, the voluntary nature of participation, and confidentiality procedures, and electronic informed consent was obtained. The study received approval from the relevant research ethics procedure at the researcher's institution.

Instruments

Time management ability was measured using a Time Management Ability Questionnaire developed by the researcher based on Macan et al.'s (1990) time management theory, covering four aspects: setting goals and priorities, mechanics of time management, perceived control of time, and preference for disorganization. The instrument used a closed-ended, four-point Likert format (Strongly Agree, Agree, Disagree, Strongly Disagree) with both favorable and unfavorable items,

comprising 69 items in total. Content validity was assessed through expert judgment by the thesis supervisor, followed by empirical validity testing using the try-out-terpakai technique, in which data from the same 30 respondents were used both for item testing and as the definitive research data. Item validity was determined using the Pearson product-moment correlation between item score and total score; items with $r > 0.30$ were considered valid (Sugiyono, as cited in Sani, 2010). Of the 69 items tested, 56 items (81.2%) were declared valid and used in the final analysis. Reliability was assessed using Cronbach's Alpha, a method well suited to Likert-type instruments with a relatively large number of items (Nunnally & Bernstein, 1994). As shown in Table 2, the 56-item scale produced a Cronbach's Alpha of 0.731, indicating good reliability (Ghozali, 2018) and confirming the instrument's suitability for data collection.

Table 2. Reliability of the Time Management Ability Scale

Instrument	Cronbach's Alpha	N of items
Time Management Ability Scale	0.731	56

Procedure

Data collection was carried out in three stages: instrument preparation (January–February 2026), questionnaire distribution (March–May 2026), and data processing and analysis (May 2026). The questionnaire was distributed online through Google Forms to BEMU activists meeting the eligibility criteria, with a 14-day response window and periodic reminders to encourage participation. Participants were informed of the study's purpose and their right to withdraw at any time, and confidentiality was maintained by not collecting any personally identifying information. Completed responses were downloaded and screened for completeness prior to analysis.

Data Analysis

Data were analyzed using IBM SPSS Statistics. Descriptive statistics (mean, minimum, maximum, and standard deviation) were computed to describe the overall distribution of time management ability scores. Categorization of total scores and item scores into high, moderate, and low levels followed a norm-referenced approach based on the empirical mean (M) and standard deviation (SD) of the study data (Azwar, 2012): scores at or above $M + 1SD$ were categorized as high, scores between $M - 1SD$ and $M + 1SD$ as moderate, and scores below $M - 1SD$ as low. Achievement per aspect of time management was calculated as the percentage of the mean actual score relative to the ideal maximum score for that aspect ($\text{mean score} \div \text{ideal maximum score} \times 100\%$).

RESULTS AND DISCUSSION

Results

Descriptive analysis of the 30 respondents showed that total time management ability scores ranged from 128 to 221 (possible range 56–224), with a mean of 164.27 and a standard deviation of 17.95. This mean places the general tendency of respondents' scores at a moderate level, while the standard deviation being smaller than the mean indicates a relatively homogeneous score distribution, meaning that differences in time management ability among respondents were not substantial. Using the norm-referenced categorization described above, respondents' total scores were classified as shown in Table 3.

Table 3. Categorization of Time Management Ability (N = 30)

Category	n	%
High ($X > 182.22$)	2	6.67
Moderate ($146.32 \leq X \leq 182.22$)	23	76.67
Low ($X < 146.32$)	5	16.67

Table 3 shows that the majority of BEM activists (76.67%) fell into the moderate category, while 6.67% fell into the high category and 16.67% into the low category. This pattern indicates that BEM activists at Sanata Dharma University generally possess a basic ability to manage time, although this ability has not yet reached a uniformly high level across respondents.

At the item level, the mean score across all 56 valid items was 2.93 (SD = 0.35). Using the same norm-referenced criterion applied to items, 12 items (21.43%) were categorized as high achievement, 31 items (55.36%) as moderate, and 13 items (23.21%) as showing suboptimal (low) achievement most of these related to handling schedule conflicts, using time-management aids, and coping with sudden organizational demands. This item-level pattern is consistent with the overall categorization result, in which the moderate category predominates. Achievement per aspect of time management is presented in Table 4.

Table 4. Achievement of Time Management Ability by Aspect

Aspect	Mean score	Ideal maximum	Achievement (%)	Category
Setting Goals and Priorities	20.20	28	72.14	Moderate
Mechanics of Time Management	25.60	36	71.11	Low
Perceived Control of Time	40.50	56	72.32	Moderate
Preference for Disorganization	77.97	104	74.97	High

As shown in Table 4, all four aspects fell within a relatively narrow achievement range of 71.11%–74.97%. Preference for disorganization showed the highest achievement (74.97%), followed by perceived control of time (72.32%) and setting goals and priorities (72.14%), while mechanics of time management showed the lowest achievement (71.11%) among the four aspects.

Discussion

This study was designed to describe time management ability among campus-organization activists in this case, Student Executive Board (BEM) activists at Sanata Dharma University. A descriptive quantitative approach was chosen because the aim was to capture the actual condition of respondents' time management ability based on empirical field data, consistent with Creswell's (2016) view that descriptive research aims to portray the characteristics of a phenomenon systematically without manipulating variables. The finding that the majority of respondents (76.67%) fell into the moderate category, with relatively few in the high (6.67%) or low (16.67%) categories, indicates that campus-organization activists generally possess a basic time management ability that

has not yet become uniformly high across the group. This predominance of the moderate category can partly be explained by the nature of the norm-referenced approach itself, in which category boundaries are built from the empirical mean and standard deviation of the sample rather than from the instrument's ideal score; the relatively small standard deviation also suggests that respondents shared a broadly similar context the dual role of academic student and organizational activist that demands discipline in allocating time between coursework and institutional responsibility.

Referring to the theoretical framework proposed by Macan et al. (1990), time management is defined as an individual's ability to set goals, determine priorities, organize activity schedules, control the use of time, and maintain regularity in daily activities, reflected in four main aspects. The setting goals and priorities aspect showed achievement approaching the higher end of the moderate range, reflecting that BEM activists generally possess an adequate ability to define goals and determine the priority scale of their activities understandable given that activists must run two major roles simultaneously and therefore need to prioritize clearly to avoid prolonged role conflict. Even so, findings indicate this ability is not yet fully optimal, since some students still struggle to maintain consistency in carrying out set priorities, particularly when confronted with unpredictable organizational dynamics.

The mechanics of time management aspect showed the lowest achievement among the four aspects, though this still reflects a basic ability to apply practical time-management techniques such as drafting schedules, creating to-do lists, setting completion targets, and using reminder tools. Within the dense and complex activity load typical of BEM activists, technical time-management skill is a vital component; some students showed awareness of its importance by using digital calendars, task-management applications, activity notes, or reminder alarms. This ability is closely tied to self-discipline and self-regulation capacity, consistent with prior findings that individuals with strong self-regulation are more responsible toward tasks and better able to control their time use (Bangun & Sayekti, 2022). Nevertheless, results indicate that some students still find it difficult to maintain consistency in following planned schedules, largely because of the high frequency of sudden, unplanned organizational activities, which frequently shift academic schedules and make consistent execution difficult (Marzuki et al., 2025).

The perceived control of time aspect indicated that BEM activists at Sanata Dharma University hold a fairly good sense of control over their time an important dimension because it reflects individuals' confidence in their ability to manage daily life effectively. Students with strong perceived time control tend to show greater confidence in completing tasks, remain calmer under academic pressure, and make more appropriate decisions about time allocation, consistent with their capacity to adaptively adjust schedules when facing sudden changes or agendas. This is in line with Häfner and Stock (2010), who showed that structured time-management training can strengthen perceived control of time at work, with clear practical implications for developing training programmes for campus-organization activists. Even so, this study also found that students' sense of time control is not yet fully optimal, particularly when confronted with an accumulation of simultaneous academic and organizational workloads.

The preference for disorganization aspect showed the highest achievement among the four, indicating that BEM activists have a fairly strong tendency to maintain order in their activities and avoid disorganized behavior. This tendency can be understood in the context of organizational involvement itself, through which students are indirectly trained to work in a structured and planned manner via coordination mechanisms, task division, and organizational agenda-setting consistent with the broader literature on organizational involvement as a formative experience for students (Kim, 2022; Nuranggraeni et al., 2024). Individuals who successfully avoid disorganized behavior tend to concentrate more easily, show greater discipline, and feel more confident completing tasks, whereas unchecked disorganization can cause significant negative effects both academically, through

delayed task completion and declining achievement, and organizationally, through hindered programme implementation and weaker coordination among members.

Taken together, these findings align with prior research affirming the importance of time management ability in the lives of campus-organization activists. Britton and Tesser (1991) found that students with good time management tend to achieve higher academic performance, a finding relevant to activists who are expected to remain academically successful despite organizational busyness. Adams and Jex (1999) demonstrated that time management ability buffers the strain associated with dual-role demands, which is directly relevant to BEM activists managing academic and organizational roles simultaneously. Häfner and Stock (2010) further showed that time management ability can be effectively developed through structured training interventions, offering important practical implications for student-development programmes. These findings collectively strengthen the relevance of the time-management model used in this study within the context of campus-organization activism, and demonstrate that time management ability is closely linked to self-regulation, stress-management capacity, and adaptability to complex and competing demands.

These findings carry clear implications for guidance and counseling services at Sanata Dharma University. Counselors need to understand that campus-organization activists face structurally different pressures from the general student population, requiring contextual and responsive service approaches. This may include information services on effective time-management strategies focused on realistic and flexible scheduling techniques, given that the least optimal aspect mechanics of time management is closely tied to the high frequency of sudden, unplanned organizational agendas. Group guidance can serve as a forum for sharing experiences and adaptive strategies for coping with activity pressure and schedule conflicts between academic and organizational demands, drawing on the therapeutic value of peer sharing among activists in similar situations. Individual counseling can be offered specifically for students facing serious, personal difficulties in time management, helping them explore underlying causes whether psychological, such as chronic procrastination and low self-regulation, or situational, such as conflict between academic and organizational demands. Intensive workshop-format training can focus on systematic scheduling techniques, urgency importance prioritization methods, strategies for overcoming task delay, and the use of digital tools to support productivity and schedule management. At the institutional level, student organizations also need to cultivate a culture of discipline and order through clear task division, more systematic activity scheduling, clear deadlines for every work programme, and periodic evaluation of time-management effectiveness across the entire management team an important collective effort, given that most respondents in this study served as division members whose time management is also shaped by the organization's overall governance system.

This study has several limitations that should be acknowledged. The sample was drawn from campus-organization activists at a single institution, so generalization to other higher-education contexts particularly those with different institutional characteristics, organizational cultures, or academic workloads should be made cautiously. The relatively small sample size ($N = 30$), although drawn from diverse study programmes and organizational positions, may limit the depth of statistical analysis, particularly in detecting finer differences among sub-groups. Furthermore, as a descriptive study, this research was not designed to test causal relationships between respondent characteristics (such as organizational position or study programme) and time management ability, so the specific factors explaining why mechanics of time management tends to be lower than other aspects cannot be statistically tested or definitively explained within the scope of this design. Finally, the instrument relied on self-report data, which is methodologically susceptible to social desirability bias and to respondents' limited ability to objectively judge their own daily time-management behavior, potentially producing a gap between reported and actual practice. Despite these limitations, this study provides a meaningful empirical foundation for developing guidance and counseling services

for campus-organization activists and opens avenues for further research addressing these limitations.

CONCLUSION

This study found that the time management ability of Student Executive Board (BEM) activists at Sanata Dharma University is generally at a moderate level, indicating that activists possess a basic capacity to manage time without yet having reached an optimal level overall. Of the four aspects examined, setting goals and priorities and perceived control of time showed relatively good achievement, reflecting that activists are generally able to set goals, determine priorities, and believe in their own capacity to control how they use time. Mechanics of time management showed the lowest achievement among the four aspects, indicating that the technical, practical, and consistent application of time-management strategies remains activists' main area of weakness, largely because of the high frequency of sudden organizational activities. Preference for disorganization showed the highest achievement, suggesting that organizational involvement itself trains students to work in a more structured and orderly manner rather than undermining their capacity for order.

These findings indicate that time management ability among campus-organization activists is dynamic and can be strengthened through well-targeted intervention, particularly on the mechanics of time management. Involvement in student organizations does not necessarily harm academic performance when balanced with sound time-management ability and effective self-management strategies; consequently, developing time management ability should become a priority within student development programmes in higher education. This affirms that organizational experience offers genuine formative value for cultivating organized habits among students, and underscores the importance of guidance and counseling services through information services, group guidance, individual counseling, and skills training in supporting campus-organization activists to manage academic and organizational demands in a balanced and sustainable way.

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