

Students' Experiences of Balancing Organizational and Academic Life

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ABSTRACT

This study aims to explore the experiences of students in balancing their academic responsibilities with their active involvement in a campus organization, specifically MAPALA UMKT (*Mahasiswa Pecinta Alam Universitas Muhammadiyah Kalimantan Timur*). As student organizations offer valuable opportunities for personal growth, leadership development, and social engagement, they may also present challenges in managing time and maintaining academic motivation. This research uses a qualitative approach with a case study method to understand how students experience, navigate, and reflect on these dual roles. Data were collected through semi-structured interviews with selected MAPALA UMKT members from different cohorts, academic levels, and organizational roles. The results revealed that while organizational involvement can become a source of time pressure and academic stress, it also fosters essential skills such as time management, self-discipline, and problem-solving, which in turn contribute positively to academic motivation. Students' ability to maintain balance often depends on their level of self-regulation, social support, and commitment to both domains. This study highlights the complex yet meaningful relationship between organizational engagement and academic life, offering insights for universities, student organizations, and students themselves in building better support systems and fostering holistic student development.

Keywords: Student Experience; Academic Balance; Organizational Involvement

INTRODUCTION

Student organizations play a crucial role in developing students' potential beyond academic achievement by providing a structured environment for collaboration, leadership, and goal setting. According to (Fajriany et al., 2023) both Stoner and Robbins view an organization as a consciously coordinated entity formed by a group of individuals who interact under a leadership structure to pursue common objectives. This perspective underscores that an effective organization must consist of three key interrelated components: the presence of a collective group,

coordinated teamwork, and clearly defined goals. In the context of student life, organizations not only serve as arenas for social and leadership development but also as practical training grounds where students learn to balance responsibilities and contribute meaningfully to shared missions.

At the university level, students' involvement in organizations is not only to expand their social network, but also to equip them with a range of important skills, such as event planning, budget management, and the ability to communicate and collaborate with external parties. These communication skills then have significant benefits in improving academic performance. Students who have been used to communicate more effectively tend to interact better with lecturers, express their opinions during class discussions, and be more confident in presenting assignments or group projects (Harefa & Waruwu, 2025). Moreover, involvement in organizations also trains students to think critically and solve problems independently and collaboratively. They will be more capable of making structured arguments as well as providing clear and comprehensible explanations. These skills are very important assets in the world of higher education, especially in fields that require critical and analytical thinking skills (Harefa & Waruwu, 2025).

However, in living the dual role as a student as well as a member of an organization, time management becomes the most important aspect. For activists who balance academic and organizational responsibility, effective time management is crucial to ensure balanced performance in both areas (Septiyaningrum & Wajdi, 2025). According to Frederick Winslow Taylor, time management is a process that aims to achieve optimal results in life by eliminating activities that are less productive and tend to take up inefficient time. For students who are active in organizations, this skill becomes a determinant of the balance between academic success and participation in organizational activities.

In addition, learning motivation also has an important role in ensuring the success of students' education. Learning motivation is conceived as an internal encouragement that makes a person continue to strive to achieve academic goals, both in the form of mastering the material, improving achievement, and self-development. Students who have high learning motivation will be more consistent and enthusiastic in fulfilling academic obligations without external encouragement. Conversely, lack of motivation can have an impact on low understanding of material, lower academic performance, or even delays in completing their studies.

One of the active student organizations at Universitas Muhammadiyah Kalimantan Timur is Mahasiswa Pecinta Alam (MAPALA) UMKT or we can call it Student Nature Lover. This organization was founded in August 2019 and currently has more than 30 active members. MAPALA UMKT is known to be active in various field activities such as climbing, search and rescue training, environmental conservation, and other social activities. However, the presence of MAPALA UMKT cannot be apart from the stigma that surrounds it, which is about the perception that members of the organization tend to finish their studies later

compared to other students who do not join. This stigma does not only occur among university students in general, but also sometimes in the academic field itself ((Estiningtyas et al., 2022); (Prasetyawan & Ariati, 2020)).

This phenomenon leads to an interesting topic to investigate, namely how organizational involvement—particularly in MAPALA UMKT—affects the relationship between time management and learning motivation among its members. While some may view organizational activities as a distraction from academic responsibilities, others may experience them as an opportunity to develop discipline, improve time management, and boost academic motivation (Yulianto, 2022).

Based on this background, this study aims to explore the lived experiences of MAPALA UMKT members in balancing their roles as students and as active participants in organizational activities. Specifically, the research focuses on how these students perceive and manage their time, sustain academic motivation, and navigate both the challenges and benefits of being involved in a student organization while pursuing their academic goals.

LITERATURE REVIEW

Previous Related Study

Interventions related to both student involvement in organizations, time management, as well as learning motivation have been performed in various contexts. While all previous studies utilized a quantitative approach, the findings provide a unique insight into the ongoing dynamics faced by students living academic and organizational life in parallel.

According to the research conducted by Mustaqim & Wahjoedi, 2024 explaining that the involvement of students in an organization in campus can have a positive impact on the effectiveness of the students in interacting, build a sense of confidence, and develop interpersonal relations that can support readiness in work and academic achievement. If not balanced with good time management, however, this involvement can lead to conflict.

Meanwhile, Ibrahim et al., 2022 provides an overview of the role of organizational activity, learning motivation, and self-adjustment ability in PTKIN. The findings suggest that while organizations can be a source of pressure, adaptable students demonstrate stable to increasing levels of learning motivation. Organizational learning is not, then, always an ivory tower barrier, but rather a fruitful social learning environment.

Research by Agranovich et al., 2019 highlights the significance of control of life as another key care in the context of active organizations in the student environment. Students who are well-acquainted with organizational tasks have better skills in

managing their time, prioritizing, and balancing different roles in their lives, the report states.

Although these studies have discussed various aspects related to organization, time, and motivation, there are still limitations in understanding students' personal experiences in depth. In particular, not many studies have explicitly explored how students of organizations such as MAPALA UMKT experience and address the balance between academic life and organizational activities in the context of daily life. Therefore, this research is here to fill this void by using a qualitative case study approach.

Time Management

Time management is the ability to plan, organize and allocate time effectively so that one can complete responsibilities and then achieve goals. According to Taylor, time management is the process of achieving optimal results by setting aside unproductive activities. Furthermore, Anatasya et al, (in Evita & Faris, 2025) stated if time management includes short-term and long-term planning. Other important tasks are also prioritized.

Witriana's research, (Witriana, 2020) shows that there is a significant positive correlation between time management and learning achievement. This means that students who are able to manage their time well tend to have higher academic achievement. Similarly, the results of research from (Makiah & Nusron, 2025) emphasize the importance of time management to avoid procrastinating on academic tasks, and support student learning performance in general.

In addition, research by (Putri & Cahyanti, 2024) concluded that high-achieving students who also undergo internships are able to manage their time through short-term planning strategies and have a positive attitude towards time. This suggests how time management is a crucial soft skill for academic and non-academic success.

Academic Motivation

Learning motivation is the encouragement of internal or external influences that affect students' enthusiasm in achieving academic goals. According to Ryan & Deci in (Witriana, 2020), motivation is divided into two, which are intrinsic or encouragement from within, and external, which is an encouragement from outside. Dewi (in Evita & Farid, 2025) emphasized that motivation can come from a willingness for self-development or social appreciation in general.

The results of research by (Fatoni et al., 2024) showed that learning motivation has a very significant effect on time management and procrastination of academic assignments. With high motivation, students tend to have better learning regularity and do less procrastination. This is reinforced by (Witriana, 2020) who found that

learning motivation has a significant relation with the learning outcomes of students at the secondary level.

Organizational Involvement

Involvement in student organizations provides room for development in social skills, leadership, and discipline. According to Astin's (1984) theory of student involvement, the higher the involvement in activities on campus, the more likely students are to experience personal and academic growth. Research by Harefa & Waruwu, (2025) shows that the level of student involvement in organizations has a positive impact on motivation and learning achievement. They noted that organizations help build students' self-confidence, problem solving, and expansion of social networks.

(Mas'uda et al., 2024) also found a significant relationship between organizational activity and learning motivation in students, as well as the impact of this on academic achievement. Increased organizational activity is in line with increased learning motivation, and vice versa. Research by (Fatoni et al., 2024) added that organizational involvement also has an influence on student time management. Students who are active in organizations need to be able to manage their time well so that they are not left behind academically.

METHODS

Design and Sample

This research used a qualitative approach with a case study design. The qualitative approach will be used to deeply explore the experiences, understandings, and meanings that will be felt by university students who will be members of MAPALA UMKT related to organizational involvement, time management, and learning motivation. A case study will be chosen because this research will focus on one specific case, namely students who will be involved in the MAPALA UMKT organization. According to Creswell (2016), case study research aims to understand certain phenomena thoroughly and deeply through analysis of a limited subject in a real-life context.

The informants were selected using purposive sampling, based on three significant criteria: (1) MAPALA generation (organizational batch), (2) academic status (active student or alumni), and (3) their role in the organization (active member, board member, or leader). This strategy aimed at maximizing the richness and depth of the study context by including participants from diverse backgrounds and experiences—ensuring varied viewpoints for a more comprehensive analysis (Glaser, 2004; Sugiono, 2013).

Instrument and Procedure

In this research, interviewing was conducted using a data collection method known as a semi-structured interview, aimed at obtaining in-depth information about the life experiences of MAPALA UMKT students who successfully manage the balance between organizational duties and academic responsibilities. This procedure yields open but directed exploration of the attitudinal perspectives of subjects and is in line with the naturalistic tradition that emphasizes meaning-making and contextual understanding (Glaser, 2004). The interview guide was prepared by the researcher and derived from relevant previous research studies, such as (e.g., student organization activity and self-adjustment), and (Prasetyawan & Ariati, 2020) in the area of time management and learning motivation. These adaptations made the interview items aligned with the research theme, while maintaining contextual relevance to MAPALA UMKT

Once participants agreed to participate, interviews were scheduled at a time and place convenient for them, either conducted offline or through online platforms such as Zoom and Google Meet. Each interview lasted approximately 30 to 60 minutes. With participants' consent, all sessions were audio-recorded using a mobile phone or laptop. In addition to the recordings, field notes were taken to document non-verbal cues and contextual information observed during the sessions. The recorded data were then transcribed verbatim and analyzed using the thematic analysis method, as outlined by Braun & Clark (2006). This method allowed the researcher to identify recurring themes and patterns across different narratives. To ensure the credibility of findings, interpretations were brought back to participants for validation through a member-checking process, aligning with the trustworthiness principles in qualitative research (Lincoln & Guba, 1985 in Glaser, 2004).

Data Analysis Technique

The data collected will be analyzed using the interactive analysis technique of the Miles & Huberman (2014) model, which includes three stages. First, data reduction is carried out by selecting, focusing, and simplifying data that are considered relevant to the research focus. This step helps the researcher filter the essential information from raw data. Second, the process continues with data presentation, where the reduced data are organized and displayed in the form of thematic narratives to facilitate interpretation. Finally, the researcher engages in conclusion drawing, which involves identifying patterns, interpreting relationships, and formulating meaning from the interview results and supporting documentation.

RESULTS AND DISCUSSION

The study finds that MAPALA UMKT students' experiences in balancing academic and organizational life are influenced by their time management abilities, social support, and values gained from organizational involvement. Initial motivations include curiosity, personal growth, and interest in nature-based activities, supporting Astin's (1984) theory on student involvement. Most informants faced

time management challenges but developed strategies such as prioritizing or adapting intuitively, in line with (Fajriany et al., 2023) and (Septiyaningrum & Wajdi, 2025). Organizational participation had mixed impacts on academic motivation—both positive and negative—depending on how well students managed their roles. Support from peers and family strengthened resilience, echoing Lincoln and Guba (1985)) emphasis on social context. Ultimately, MAPALA serves as a meaningful space for character building, leadership, and holistic student development. Below is results of the interview:

Motivation When Joining

The informants' motivations for joining MAPALA UMKT are very diverse, but can generally be categorized into three major categories: their interest in nature, social influences or suggestions from friends, and the intention to seek experiences that are different from the usual campus activities. Some informants joined because of their interest in nature and outdoor activities. R1 stated:

"I like to do activities in the field or in nature, previously I had also participated in similar activities before college." (R1)

R2 had a similar reason, but emphasized more on escaping from the city:

"I like to go exploring, going into the forest, looking for something new. Apart from the hustle and bustle of Samarinda." (R2)

Meanwhile, some informants such as R3 felt personally challenged:

"I was provoked by a friend who said MAPALA was tough, I have a martial arts background, so I was curious, it turns out it's not like that." (R3)

There were also informants who mentioned that curiosity and the unique impression of MAPALA were the main drivers. As stated by R8:

"MAPALA is different from other UKM, out of the box. So I was curious." (R8)

In addition, there are also those who join because they want to fill their spare time or are looking for activities that are not political. R5 explained:

"I joined because I had nothing else to do, and I was looking for something fun but not political." (R5)

and R6 adds:

"I didn't have any motivation, it was just for fun, to fill my spare time, and I was interested when I saw PKKMB." (R6)

These motivations show that student involvement in organizations such as MAPALA is not only about adventure, but also identity, socialization, and self-actualization. This finding supports Astin's (1984) theory that student involvement in campus activities is an important part in the formation of meaningful learning experiences.

Time Management Challenges

Most informants revealed that managing time between academic and organizational activities was the main challenge during their involvement in MAPALA UMKT. The challenges encountered include scheduling activities that clash with classes, feeling physically and mentally tired, and sacrificing rest time. Informant R1, for example, admitted that it was difficult to manage his time because he had to balance his responsibilities between college, work, and the organization:

"I still find it difficult to divide my time... I end up dropping out of college or taking time off. I can't divide my time properly."

Similar sentiments were expressed by R6, who felt that the biggest challenge appeared when organizational and academic activities occurred at the same time:

"The challenge is when the times are conflicting. Moreover, both activities are important... maybe once in a while something has to be defeated."

R3 highlighted that challenges arose when she chose to participate in organizational activities rather than college, which had an impact on graduation:

"The main challenge is when I neglect my studies... I will graduate more slowly. That's the consequence."

Some other informants highlighted physical exhaustion as a major challenge. R2 complained of limited energy due to the tight schedule:

"The main challenge is just the limited time... maybe it's the lack of rest."

R7 also stated that lack of rest was the main effect of this dual involvement:

"The biggest challenge is more about rest, Ma'am. Sometimes the time, the sleep patterns are not sufficient."

Meanwhile, R5 showed a more relaxed and flexible approach, stating that she simply adjusted her priorities based on her current situation:

"We just have to choose whether we want to study first or do the organization first. If we want to do the activity first, then we skip the lecture."

The findings show that each individual has different perceptions and responses to time management challenges. Some choose to compromise, while others experience pressure to postpone their studies. This challenge is not only related to objective time constraints, but also priority management and personal readiness to face the consequences of their choices.

Strategies for Overcoming Time Management Challenges

Although managing time between lectures and organizations is a major challenge, most informants developed their own strategies in adjusting the rhythm of their

activities. These strategies range from prioritizing, completing assignments early, to sacrificing rest time.

R8, for an example, explained her approach by completing her academic responsibilities first before getting involved in the organization:

"I use a strategy where I finish my responsibilities on campus first, and then complete my responsibilities in the organization."

A similar approach was conveyed by R2 who dealt with time by completing assignments before the weekend, considering that MAPALA activities often take place from Friday to Sunday:

"When I have an assignment, I immediately do it, no need to wait for the weekend."

Some informants such as R1 and R4 chose a priority-based strategy. R1 said:

"I focus more and subdivide which ones are more priority, for example, studying and working."

R4 uses a time-sharing ratio system:

"I divide my priorities depending on my priorities. 60% college, 20% work, 20% organization."

Meanwhile, R5 emphasized the importance of sacrifice, especially when it comes to time for sleep:

"For example, if it's full of activities from morning to evening, and then there is still an assignment, it should be done at that night too. Even if I sleep at dawn, because college is number one, organization is number two."

However, not all informants had explicit strategies. R6 and R3, for example, prefer to "just do it":

"If you can do it, do it, if you can't do it, try to do it." (R6)

"I am more into which one is more fun, if college is fun then I go to college, if not then I will go to MAPALA." (R3)

This strategy shows that time management in the context of dual roles as students and organizational activists is not always technical or structured. Instead, an intuitive, flexible and contextual approach is often key in successfully dividing responsibilities between the two worlds.

Impact of Organizational Engagement on Academic Motivation and Support Factors

Involvement in organizations such as MAPALA UMKT has a complex influence on student learning motivation. For some informants, organizational involvement is actually a trigger for enthusiasm for learning, while for others, it can challenge academic consistency if not balanced with proper time management. In addition,

the presence of support - both from friends and family - is essential in maintaining motivation and balance between the academic and organizational worlds.

Informant R6 explained that his activities in MAPALA encouraged her to be more active in thinking critically and asking questions in class:

“My enthusiasm for learning has increased since I am in MAPALA, here I get experiences that make me critical, curious, and try new things.” (R6)

R4 also felt that the organizational environment supported his academic preparation habits:

“The influence is positive because MAPALA is very supportive of its members' academics.” (R4)

However, challenges remain. Informant R3 admitted that the imbalance in time management made his academic motivation decline:

“Honestly, sometimes the motivation to study really dropped because I was too active in MAPALA activities.” (R3)

Academic motivation is also driven by a sense of personal responsibility and external pressures such as family. R5, for example, said:

“Studying is number one. Because of pressure from parents too. So I have to be responsible.” (R5)

In a wider context, research shows that involvement in student organizations can increase intrinsic motivation through the process of self-actualization, self-confidence, and a sense of belonging and responsibility. On the other hand, involvement in organizations also helps students form social competencies such as teamwork, communication, and conflict management. The support factor from peers, lecturers, or campus parties is an important support so that students remain enthusiastic in their studies even though they are busy with organizations. This support creates a sense of security and high self-confidence which is very important in the learning process. Therefore, it can be concluded that the influence of organizations on learning motivation is strongly influenced by how students manage their time and the extent to which they get social support from the surrounding environment.

Reflecting on Values and Experiences from Organizational Involvement

Students' experience in MAPALA UMKT not only shapes their mindset and technical skills but also instills meaningful life values. Many informants stated that involvement in the organization has helped them understand social responsibility, work ethics, and the importance of integrity in academic and personal life.

Informant R4 explicitly stated that he learned lessons about the meaning of life that were not found in the classroom:

"A lot. There are life values, how the meaning of life, which I got in the organization and in the lecture."

R5 mentioned various skills she gained during her time as an administrator, such as leadership, administration, public speaking, and building relationships:

"From MAPALA, the experience itself is activities, administration, leadership, public speaking, then networking."

Similar experiences were expressed by R6 and R8, who felt that involvement in MAPALA had increased their curiosity, critical thinking, and enthusiasm to try and learn new things:

"Here I get experiences that make me critical, curious, and trying." (R6)

"The new things make me more curious... more enthusiastic." (R8)

Theoretically, student organizational experience does contribute to the formation of ethics, social responsibility, and personal integrity, which have an impact on academic achievement and readiness to face the workforce. In organizations, students also develop self-confidence, adaptability, and cooperation skills. Support from friends, family, and lecturers also reinforce these positive effects. R1 stated that he was strongly supported by his surroundings:

"Friends from MAPALA are very supportive and encourage us to study better... and my family is also supportive."

However, not all received full support. R5, for example, revealed that support came more from relatives than from lecturers or friends:

"My lecturers don't support me... my friends don't care... my relatives that I love, they definitely support me a lot."

Overall, the reflections that emerged from the informants showed that involvement in MAPALA UMKT became an informal learning space that was no less important than the lecture hall. Values such as perseverance, solidarity, responsibility, and the ability to balance life become invaluable provisions.

CONCLUSIONS

This study aims to understand the experiences of students in MAPALA UMKT in balancing organizational and academic life. Using a qualitative case study approach, it was found that organizational involvement has various impacts depending on everyone's ability to manage time, social support received, and how they interpret the experience. Most of the informants admitted that dividing time between organizations and classes was a major challenge. However, they also developed adaptive strategies such as prioritizing, completing tasks early, and maintaining flexibility. In many cases, involvement in organizations actually

increases motivation to study because organizational experiences encourage responsibility, discipline, and strengthening personal values.

Support from peers, family and the surrounding environment has proven to be an important factor in maintaining academic enthusiasm. In addition, the reflection of values gained from organizational involvement enriches students' learning experience, especially in the aspects of leadership, conflict management, and social responsibility. Overall, involvement in the MAPALA UMKT organization proved to be not just an additional activity, but an important part of students' identity formation that has a direct and indirect impact on their learning motivation and personal development.

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