

The Effect of Time Management and Part-Time Work on Student Learning Activities with Learning Motivation as a Mediating Variable

Natasya Ramadhani Gladis Habsari¹, Irmawati²

¹Faculty of Economics and Business, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

²Faculty of Economics and Business, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Email address: natasyaramadhani502@gmail.com, irm254@ums.ac.id

Abstract—This study aims to examine the influence of time management and part-time employment on students' learning activities, with learning motivation serving as a mediating factor. The research involved 95 participants, who were surveyed online using Google Forms. A purposive sampling method was employed to select the respondents. The validity and reliability of the data were assessed using SmartPLS for the outer model analysis, while hypothesis testing was conducted through the inner model in SmartPLS. The findings indicate that learning motivation plays a partial mediating role in the relationship between time management, part-time work, and students' learning activities.

Keywords— Time management, part-time work, learning motivation, and student learning activities.

I. INTRODUCTION

The student world is very dynamic, so many students are less careful in managing their daily time. This is due to students' poor time management. Often problems arise not because of activities that take up too much time but because of the lack of use of time. Management plays an important role in increasing the efficiency and effectiveness of a company [1]. Time management is a limited resource, and students are increasingly forced to manage their time between acquiring knowledge and experience through academics and non-academics, such as extracurricular activities or work experience, because their time is limited. They must also learn to be flexible and say "no" to avoid distractions and delays.

More and more undergraduate students have part-time jobs. Students who balance studying and working are expected to manage their duties and responsibilities effectively, including organizing their time between academic activities on campus and work commitments. Those who engage in part-time jobs alongside their studies often exhibit distinct consumption patterns. Beyond covering their daily living expenses, they also need to allocate a portion of their earnings to meet academic-related costs [2]. Students can have part-time jobs during vacations or semesters. Because students have to balance their academic demands and work commitments. Apart from career development, compensation issues also need to be considered because it is the main impetus for someone who wants to become an employee of a company and can be a motivation or enthusiasm and work enthusiasm for employees [3]. Part-time work not only helps students meet their financial needs but also

provides a great platform for students to gain job skills and build networks.

Various types of needs are increasingly complex and increase over time. One of the crucial requirements for humans is the needs for education. A student learning activity is a series of student activities, both physical and mental, that are interrelated during the learning process so as to create optimal learning. Through an effective and efficient higher education system, the younger generation must be systematically prepared to achieve a successful life and professional career in society [4]. Education is an important part of life as it provides students with a variety of learning environments, provides them with essential skills, and creates a foundation for their future careers. As students' learning ability directly impacts their ability to complete school-related tasks, students tend to evaluate their academic performance based on their intelligence and learning motivation

Learning motivation is a multifaceted concept encompassing the drive to achieve academic objectives, intrinsic motivation, and a sense of enthusiasm [5]. Motivated students usually show greater interest in learning, persist in the face of difficulties, and are more dedicated to academics [6]. This is very important because it will be easier to work effectively and achieve the goals that have been set with clear and measurable motivation [7]. High motivation is usually seen through the ability to learn, answer questions, take risks, use mistakes as learning conclusions, and show a high desire to do something [8]. Learning engagement and learning motivation are proven to be important components that influence learning effectiveness.

II. LITERATURE REVIEW & HYPOTHESIS

A. Time Management

One of the situations faced by graduate students is time management due to the busy work tasks and other daily work [9]. According to [10], time management is a person's ability to allocate the time they have in making a plan, scheduling, and determining the priority scale according to their interests without procrastinating work in achieving predetermined goals. Good time management will produce good results, such as achieving the expected learning outcomes, and students will value time more and make the most of it. Time management significantly influences students' ability to plan and organize

academic tasks, meet deadlines, and allocate study time effectively [11]. It acts as a critical bridge between setting goals and achieving them, with motivation serving as the driving force behind educational success [12]. Conversely, poor time management often results in tardiness, lower academic performance, and diminished enthusiasm for learning [13].

A. Part-time work

Students who study while working part time can provide benefits for students, such as gaining work experience, earning extra money, and becoming independent. Students who work can develop their skills, expand their knowledge of business, and increase their self-confidence [14]. Part-time students can enhance their potential, expand their knowledge and insight, develop work skills, improve managerial abilities, and refine their attitudes and personality [15]. Part-time jobs not only help students fulfill their financial needs but also provide them with a great platform to acquire job skills and build networks.

C. Student Learning Activity

The learning activities of students who work part-time can make part-time work a stepping stone to learning things that are not taught in class and as a support for classroom courses. Students who take the time to work part time while studying are able to adjust their learning activities. This will also allow students to show good behaviour while working and studying on campus. Learning activities are activities of interaction between lecturers and students in order to achieve learning objectives. Learning outcomes are produced by the interaction between various internal and external factors affecting them. One factor that plays an important role in the learning process and outcomes is motivation.

D. Learning Motivation

Motivation is the most important learning principle. It is a psychological component in the educational process that is strongly associated with academic success at university and continued education [16]. Motivation is said to be a need that encourages action towards a certain goal [17]. Low academic motivation among learners is a common challenge in educational institutions, leading to substantial academic, social, and economic losses [18]. Academic motivation influences academic activities and is considered an important factor in determining whether students will complete their school or college program. They must be sufficiently encouraged to learn and develop the skills necessary for their careers. Greater emphasis is placed on motivation to apply and manage learning abilities.

E. Framework of Thought

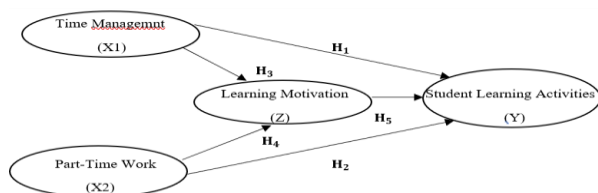


Figure 1. Framework of Thought

F. Hypothesis

- H1: Time management has a positive effect on student learning activities.
- H2: Part-time work has a positive effect on student learning activities.
- H3: Time management has a positive effect on learning motivation.
- H4: Part-time work has a positive effect on learning motivation.
- H5: Learning motivation affects student learning activities.
- H6: Learning motivation mediates the relationship between time management and learning activities.
- H7: Learning motivation mediates the relationship between part-time work and student learning activities.

III. METHODOLOGY

This research uses quantitative research techniques and survey-based methodology. The data used in this research consists of primary data, which refers to information collected directly by researchers to analyze the relationship between variables for specific research objectives. This data is obtained from respondents' answers collected through a closed questionnaire type.

The population in this study were students of Universitas Muhammadiyah Surakarta. Population is the entire element in the study, including objects and subjects with certain characteristics [19]. The sample is party of the population, which is the actual source of data in a study to represent the entire population [20]. To select a sample of respondents, this study uses a non-probability sample, which is a population selected based on the researcher's personal judgement and the fact that each sample has different opportunities. The sampling technique was carried out using the purposive sampling technique. Acceptable sample requirements for this study are; students of Universitas Muhammadiyah Surakarta, aged 18-25 years, and having studied while working part time. This study includes 19 question indicators. To determine the minimum required sample size, the number of indicators was multiplied by 5, resulting in a minimum of 95 respondents, which was the sample size used in this research.

Data collection techniques this study used questionnaires to collect data; this makes data processing and analysis easier. The questionnaire available through Google Forms was used to collect primary data. By administering questionnaires to respondents, data was collected. A Likert scale was employed as a research tool in this study. The questionnaire followed a five-point Likert scale format with the following response options: Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). This scale is commonly used to measure perceptions, attitudes, or opinions of individuals or groups concerning social events or phenomena, based on the operational definitions established by the researcher. The operational definition of variables in this study includes dependent, independent, and mediating variables. The dependent variable is student learning activity, the independent variables are time management and part-time work, and the mediating variable is learning motivation.

The data analysis method utilized is the SmartPLS program. This method is used in the investigation of predetermined populations and samples. The data analysis methods utilized are Validity Test Analysis (including Convergent Validity, Discriminant Validity), Reliability Test (including Composite Reliability, Cronbach Alpha, Multicollinearity Test), Goodness of fit Test (including R-Square Value, Q-square Value), Hypothesis Test (including Path Coefficient, Indirect Effect).

IV. RESULT AND DISCUSSION

A. Description of Respondents

1. Description of Respondents

The gender distribution of respondents in this study is presented in the following table 4.1, based on the data collected from the participants:

TABLE 4.1. Description of Gender

Gender	Frequency	Percentage
Male	32	33,7%
Female	63	66,3%
Total	95	100%

Source: Primary data processed (2024)

From the table above, the gender distribution of respondents shows that 32 respondents (33.7%) are male, while 63 respondents (66.3%) are female. From this table, it shows that respondents with female gender are the most numerous and dominate in this study.

2. Age Description

Based on the data collected, the age distribution of respondents in this study is presented in Table 4.2.

TABLE 4.2. Age Description

Age	Frequency	Percentage
18-20	23	24,2%
21-25	72	75,8%
Total	95	100%

Source: Primary data processed (2024)

From the table above, the characteristics of respondents based on age show that respondents aged 18-20 years are 23 people with a percentage of 24.2%. Then the number of respondents aged 21-25 years was 72 people with a percentage of 75.8%. From this table, it shows that respondents aged 21-25 years are the most numerous and dominate in this study.

3. Description of Faculty Origin

Based on the data obtained from respondents, the origin of the faculty who are respondents in this study is described in table 4.3

TABLE 4.3. Description of Faculty Origin

Origin of Faculty	Frequency	Percentage
FEB	60	62,2%
FIK	8	8,4%
F. Engineering	11	11,6%
FKIP	7	7,4%
F. Psychology	5	5,3%
Other	4	4,2%
Total	95	100%

Source: Primary data processed (2024)

Based on the table above, the characteristics of respondents based on Fakultas origins show that FEB Fakultas respondents dominate as many as 60 people with a percentage of 63.2%. Then from FIK Falkutas there were 8 people with a percentage of 8.4%. From F. Engineering there were 11 people with a percentage of 11.6%. The FKIP faculty consists of 7 people with a percentage of 7.4%. The Psychology Faculty consists of 5 people with a percentage of 5.3%. And finally from other faculties there were 4 people with a percentage of 4.2%.

4. Description of Ever Studying and Working Part Time

Based on the sample criteria that the respondent must have, one of which is that the respondent has studied while working part time. The data obtained from the respondents who became respondents in this study are described in table 4.4

TABLE 4.4. Description of Ever Studying While Working Part Time

Ever Studied While Working Part-Time	Frequency	Percentage
Yes (Continue)	100	100%
	100	100%

Source: Primary data processed (2024)

Based on the table above, the criteria for respondents based on having studied while working part time are 100 people with a percentage of 100%.

B. PLS Program Scheme

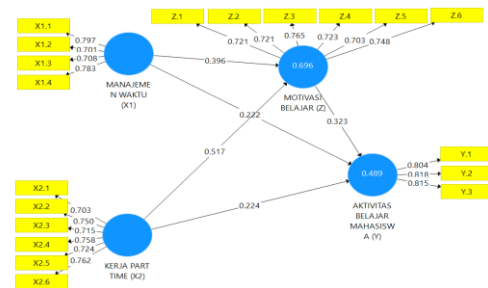


Figure 4.1. Outer Model

The outer model was evaluated using validity, reliability, and multicollinearity.

C. Outer Model Analysis

1. Convergent validity

An indicator demonstrates good convergent validity if its outer loading value is greater than 0.7. The table below presents the outer loading values for each indicator within the research variable.

TABLE 4.6. Outer Loading Value

Variable	Indicator	Outer Loading
Time Management (X1)	X1.1	0.797
	X1.2	0.701
	X1.3	0.708
	X1.4	0.783
Part-Time Work (X2)	X2.1	0.703
	X2.2	0.750
	X2.3	0.715
	X2.4	0.758
	X2.5	0.724
	X2.6	0.762
Student Learning	Y.1	0.804

Activities (Y1)		
	Y.2	0.818
	Y.3	0.815
Learning Motivation (Z1)	Z.1	0.721
	Z.2	0.721
	Z.3	0.765
	Z.4	0.723
	Z.5	0.703
	Z.6	0.748

Source: Primary data processed (2024)

Based on the table above, it is know that each indicator of the research variable has many outer loading value > 0.7. Then it is considered sufficient to meet the requirements of convergence validity with a loading value measurement scale of 0.5 to 0.6. The data above shows that there are no variable indicators that have an outer loading value below 0.5, thus all indicators are considered fasible or valid for research use and can be used for further analysis.

Apart from looking at the outer loading value, convergent validity can also be assessed by ensuring that the AVE (Avarage Variance Extracted) value is > 0.5. so that it can be said to be valid in convergent validity. Here are the AVE values of each of the variables in this study:

TABLE 4.7. Avarage Variance Extracted Value

Variable	AVE (Average Variance Ektracted)	Description
Time Managemnt	0.560	Valid
Part-Time Work	0.541	Valid
Student Learning Activities	0.660	Valid
Learning Motivation	0.533	Valid

Source: Primary Analysis Data, 2024

Based on the table above, each variable in this study demonstrates an Average Variance Extracted (AVE) value greater than 0.5. Specifically, the AVE values are as follows: time management (0.560), part-time work (0.541), student learning activity (0.660), and learning motivation (0.533). These results indicate that all variables in this study meet the criteria for discriminant validity.

2. Discriminant Validity

The discriminant validity test relies on the cross-loading values. An indicator is considered to meet the criteria for discriminant validity if its loading value on its respective construct is higher than its cross-loading values on other constructs. The table below presents the cross-loading values for each indicator:

TABLE 4.8. Cross Loading

Indicator	Time Management (X1)	Part-Time Work (X2)	Student Learning Activities (Y1)	Learning Motivation (Z1)
X1.1	0.797	0.517	0.539	0.546
X1.2	0.701	0.529	0.424	0.553
X1.3	0.708	0.463	0.410	0.508
X1.4	0.783	0.488	0.449	0.607
X2.1	0.478	0.703	0.450	0.687
X2.2	0.507	0.750	0.540	0.595
X2.3	0.453	0.715	0.408	0.486
X2.4	0.547	0.758	0.483	0.538
X2.5	0.415	0.724	0.446	0.534

X2.6	0.419	0.762	0.409	0.573
Y.1	0.515	0.496	0.804	0.523
Y.2	0.516	0.523	0.818	0.571
Y.3	0.455	0.501	0.815	0.518
Z.1	0.661	0.628	0.540	0.721
Z.2	0.499	0.558	0.519	0.721
Z.3	0.528	0.602	0.503	0.765
Z.4	0.536	0.570	0.451	0.723
Z.5	0.470	0.518	0.376	0.703
Z.6	0.525	0.526	0.488	0.748

Source: Primary data processed (2024)

For the research variables, each indicator has the highest cross-loading value for other variables, as shown by the data presentation shown in the table above. Based on the results, it can be concluded that the indicators used in this study exhibit good discriminant validity, effectively contributing to the construction of their respective variables.

3. Reliability Test

The reliability test shows the ability of the measurement tool to use the accuracy, accuracy, and consistency of the questionnaire indicators. Reliability testing in this study employs composite reliability and Cronbach's alpha.

Composite reliability evaluates the consistency of indicators in measuring a variable. A variable is deemed to meet the criteria for composite reliability if its value exceeds 0.7. The composite reliability values for each variable in this study are as follows:

TABLE 4.9. Composite Reliability

Variable	Composite Reliability
Time Management (X1)	0.836
Part-Time Work (X2)	0.876
Student Learning Activities (Y)	0.854
Learning Motivation (Z)	0.873

Source: Primary data processed (2024)

The table above demonstrates that all research variables have composite reliability values exceeding 0.7. For the value of time management of 0.839, part-time work of 0.876, student learning activity of 0.854, and learning motivation of 0.873. Each variable has achieved composite reliability values above the acceptable threshold (typically 0.70 or higher), indicating a high level of internal consistency. Therefore, it can be concluded that all variables exhibit a high degree of reliability in the measurement model.

4. Cronbachs Alpha

The second reliability test conducted in this study is Cronbach's alpha. This statistical technique measures internal consistency to assess the reliability of instruments used in psychometric evaluations or other data collection methods. A construct is considered reliable if its Cronbach's alpha value exceeds the commonly accepted threshold of 0.60. The table below presents the Cronbach's alpha values calculated for this study.

TABLE 4.10. Cronbachs Alpha

Variable	Cronbach Alpha
Time Management (X1)	0.737
Part-Time Work (X2)	0.831
Student Learning Activities (Y)	0.743
Learning Motivation (Z)	0.825

Source: Primary data processed (2024)

Based on the table above, it shows that the Cronbach alpha value of each variable in this study is above > 0.6, which indicates that the construct as a whole can be considered reliable.

5. Multicollinearity Test

The multicollinearity test assesses the degree of correlation between independent variables in a regression model. This test evaluates two key metrics: the tolerance value and the variance inflation factor (VIF). Multicollinearity is indicated if the tolerance value is less than or equal to 0.1 or if the VIF value exceeds 10. Below are the VIF values calculated in this study.:

TABLE 4.11. Collinearity Statistic (VIF)

	Learning Motivation	Student Learning Activites
Time Management (X1)	1.800	
Part-Time (X2)	1.800	
Learning Motivation (Z)		3.288
Student Learning Activities (Y)		

Source: Primary data processed (2024)

From the table above, the results of the Collinearity Statistics (VIF) indicate that each variable meets the criteria for no multicollinearity, as the tolerance values are greater than 0.1, and the VIF values are less than 5. This confirms that multicollinearity is not a concern in this study.

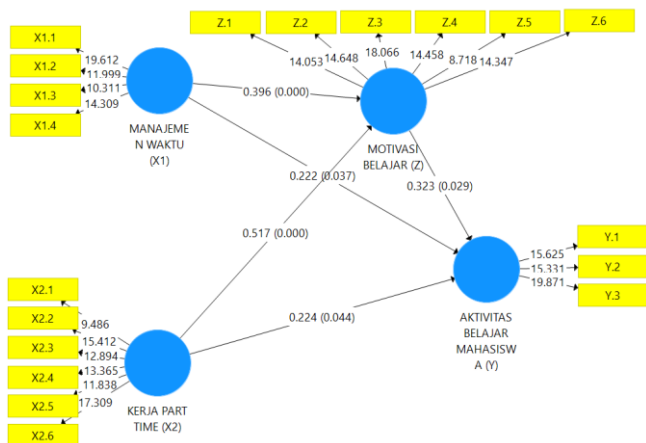


Figure 4.2. Inner Model

The inner model evaluates the relationships between latent variables within the structural model. The testing of the inner model is conducted using three key analyses, namely measuring the R² (R-square) value, Godness of Fit (Gof), and the path coefficient.

D. Inner Model Analysis

1. Goodness of fit test

Structural model evaluation demonstrates how manifest and latent variables interact within a complex model, encompassing main predictors, mediators, and outcome variables. This model goodness test consists of two tests, namely R-Square (R)² and Q-Square (Q²).

The R² value measures the proportion of variance in endogenous variables explained by exogenous variables, indicating the model's explanatory power. 0.75 or higher:

Strong explanatory power, 0.50: Moderate explanatory power, 0.25: Weak explanatory power, A higher R² value signifies a greater determination level of the exogenous variables on the endogenous variable. The Q² value assesses the model's predictive relevance for endogenous variables. This value is calculated using blindfolding techniques and evaluates how well the observed data can be reconstructed by the model. A Q² value greater than 0 indicates that the model has predictive relevance. Below are the values of the coefficient of determination (R²) calculated in this study.

TABLE 4.12. R-Square Value

	R.Square	R-Square Adjusted
Learning Motivation (Z)	0.696	0.689
Studen Learning Activities (Y)	0.489	0.472

Source: Primary data processed (2024)

Based on the table above, R-Square is used to see the influence of time management variables and part-time work on learning motivation, namely with a value of 0.696 or 69.6%; this relationship is a strong relationship, R-Square is also used to see the influence of time management variables and part-time work on student learning activities, namely with a value of 0.489 or 48.9%; this relationship is a strong relationship.

The Q² test evaluates the predictive relevance of a structural model. This is assessed by analyzing how well the model predicts observed values based on its parameters. The interpretation of Q² values is straightforward: Q² > 0: The model has predictive relevance and Q² ≤ 0: The model lacks predictive relevance. The Q² value is derived using a blindfolding procedure, commonly applied in Partial Least Squares Structural Equation Modeling (PLS-SEM). This test complements the R² value by providing insight into the model's predictive capability beyond its explanatory power:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - R^2_1) \times (1 - R^2_2)] \\
 &= 1 - [(1 - 0,696) \times (1 - 0,489)] \\
 &= 1 - (0,304 \times 0,511) \\
 &= 1 - 0,155344 \\
 &= 0,844656
 \end{aligned}$$

Basedoon the results of othis study, the Q-Square value is 0.844656. This indicates that 84.47% of the variance in the research data can be explained by the model, while the remaining 15.53% is attributable to factors outside the scope of this research model. Since the Q² value is significantly greater than 0, it confirms that the model has predictive relevance and demonstrates a good goodness of fit.

2. Hypothesis Test

1) Path Coefficient Test

Hypothesis testing in this study uses the path coefficient values to analyze both direct effects and specific indirect effects (mediation). The testing process utilizes the bootstrapping method in SmartPLS 3.0 software, which provides key metrics, including: T-statistics or p-values (critical ratio), p-value < 0.05: Indicates a significant direct influence between variables, p-value > 0.05: Indicates no significant direct influence between variables. Significance value, A T-statistic > 1.96 confirms a statistically significant influence. Original sample value, Reflects the strength and direction of the relationship

between variables. These metrics allow for a comprehensive analysis of the hypothesized relationships within the research model. Below is the path coefficient value of the test results.

TABLE 4.13. Path Coefisien (Direct Effect)

	Hypothesis	Original sample	t-Statistics	P Values
Time Management (X1) -> Student Learning Activities (Y)	H1	0.222	2.087	0.037
Part-Time (X2) -> Student Learning Activities (Y)	H2	0.224	2.020	0.044
Time Management (X1) -> Learning Motivation (Z)	H3	0.396	4.714	0.000
Part-Time (X2) -. Learning Motivation (Z)	H4	0.517	6.694	0.000
Learning Motivation -> Studen Learning Activities (Y)	H5	0.323	2.193	0.029

Source: Primary data processed (2024)

Based on the table above, the interpretation is as follows:

The first hypothesis examines whether time management has a positive and significant effect on student learning activities. The table above shows a t-statistic value of 2.087, with an effect size of 0.222 and a p-value of 0.037. Since the t-statistic value > 1.96 and the p-value < 0.05, it can be concluded that the first hypothesis is accepted.

- The second hypothesis investigates whether part-time work positively and significantly affects student learning activities. The table indicates a t-statistic value of 2.020, an effect size of 0.224, and a p-value of 0.044. With a t-statistic value > 1.96 and a p-value < 0.05, it can be concluded that the second hypothesis is accepted.
- The fourth hypothesis evaluates whether part-time work has a positive and significant effect on learning motivation. The table reveals a t-statistic value of 6.694, an effect size of 0.517, and a p-value of 0.000. As the t-statistic value > 1.96 and the p-value < 0.05, the fourth hypothesis is considered accepted.
- The fourth hypothesis tests whether part-time work has a positive and significant effect on learning motivation. The table above shows a t-statistic value of 6.694 with an effect size of 0.517 and a p-value of 0.000. With a t-statistic value > 1.96 and a p-value < 0.05, it can be concluded that the fourth hypothesis is accepted.
- The fifth hypothesis examines whether learning motivation has a positive and significant effect on student learning activities. The table shows a t-statistic value of 2.193, an effect size of 0.323, and a p-value of 0.029. With a t-statistic value > 1.96 and a p-value < 0.05, it can be concluded that the fifth hypothesis is accepted.

2) Indirect Effect Test

The next step involves testing the indirect effects, which are determined by analyzing the results of the specific indirect effect. If the p-value is < 0.05, it indicates significance. This

means that the mediator variable successfully mediates the relationship between an exogenous variable and an endogenous variable, implying that the effect is indirect. Conversely, if the p-value is > 0.05, it indicates non-significance, suggesting that the mediator variable does not mediate the relationship between the exogenous and endogenous variables, and the effect is direct. The specific values of the indirect model are presented below.

TABLE 4.14. Indirect Effect Test

Indirect Effect	Original Sample	t-Statistics	P Value
Time Management (X1) -> Learning Motivation (Z) -> Student Learning Activities (Y)	0.128	1.981	0.048
Part-Time Work (X2) -> Learning Motivation (Z) -> Student Learning Activities (Y)	0.167	1.965	0.050

Source: Primary data processed (2024)

Based on the table above, the results show that:

- The sixth hypothesis examines whether learning motivation mediates the relationship between time management and student learning activities. Based on the table, the t-statistic value is 1.981 (greater than 1.96) with a p-value of 0.048 (less than 0.05). Therefore, it can be concluded that learning motivation partially mediates the effect of time management on student learning activities.
- The seventh hypothesis investigates whether learning motivation mediates the relationship between part-time work and student learning activities. According to the table, the t-statistic value is 1.965 (greater than 1.96) with a p-value of 0.050 (equal to the threshold of 0.05). Hence, it can be concluded that learning motivation partially mediates the effect of part-time work on student learning activities.

E. Discussion

Based on the analysis above, some inter-pretations can be explained as follows:

- The Effect of Time Management on Student Learning Activities

Time management is the ability of a student to manage time in a planned manner so that learning outcomes can be achieved effectively and efficiently [21]. The problems faced in the world of education at this time in terms of the student self-management process, namely the process of achieving learning outcomes [22]. Learning activities are to obtain, improve, or expand one's knowledge and skills through various activities. The statistical results show that time management has a significant positive effect on student learning activities. Students agree and strongly agree that managing time well and the targets that have been set can be effective, especially during lectures. This can be seen from the t-statistic test results of 2.087 and a p-value of 0.037. This means that time management can manage and manage time effectively, such as undergoing lectures and organizational actively, such as undergoing lectures and organizational activities in a balanced

manner, completing assignments on time, and improving earning achievement. These results prove the first hypothesis, which states that time management has a significant positive effect on student learning activities, is proven correct. This is in accordance with the statement of [23] that time is a significant self-regulatory process in which students actively manage when and for how long to engage in activities deemed necessary to achieve their academic goals.

2. The effect of part-time work on student learning activities

[22] states, "Part-time jobs are often done by students because of a more flexible schedule than full-time work." What is meant by "studying while working" is an activity or action carried out outside the main task, but almost the same as the main task itself. So that if students' interest in learning is high, it is certain that their learning activities will also be high [24]. Learning activity is the learning process of changing activities, such as observing, listening, responding, speaking, receiving, and feeling, as learning activities. The statistical results show that part-time work has a significant positive effect on student learning activities. Part-time work includes additional activities outside the main learning task work includes management time to compete learning, such as observing, listening, and responding before continuing to work. This activity provides benefits in the form of professional experience while practicing practical skills. This can be seen from the t-statistic test result of 2.020 and a p-value of 0.044. This proves the second hypothesis, which states that part-time work has a significant positive effect on student learning activities is proven correct. The results of the research by [25] show that partially this study also found that student work has a significant effect on learning activities.

3. The effect of time management on learning motivation

Time management is the process of conscious planning and implementation of time spent to increase productivity, efficiency, and effectiveness in performing certain tasks and planning organized and mature activities to make the best use of time. Motivation to learn is an encouragement from within oneself to try to achieve goals [26]. There will be no goals and organized behaviour without motivation in a person. Motivated students can create their own activities and initiatives. The statistical results show that time management has a significant positive effect on learning motivation. Learning motivation is the main key, because this internal drive helps students organize goals, initiatives, and perseverance in earning activities. With high motivation, students are able to utilize time optimally and achieve maximum learning activities. This can be seen from the t-statistic test results of 4.714 and a p-value of 0.000. This means that good time management can create the results of perseverance in carrying out learning activities. These results prove the third hypothesis, which states that time management has a significant effect on learning motivation, is proven correct. These results are in line with research conducted by [27] explaining that there is a simultaneous significant influence between time management and learning motivation on student academics.

4. The effect of part-time work on learning motivation

Work is an activity that involves the active involvement of individuals in creating something new and acceptable to society

[28]. Studying while working is when someone continues their studies while working part-time at an institution or organization. Learning motivation is a condition that exists in an individual where there is an urge to do something in order to achieve a goal [29]. Thus motivation is an impetus that can lead to certain behaviours that are directed towards achieving a certain goal [30]. The statistical results show that part-time work has a significant positive effect on learning motivation. Work serves to meet physical, psychological, and social needs, and then motivation can encourage internal drives that encourage individuals to achieve goals that direct behaviour toward achieving a particular goal. This can be seen from the t-statistic test results of 6.694 and a p-value of 0.000. This means that good part-time work can increase independence and self-confidence by having their own income. Students become more independent and feel more confident; this encourages them to be more enthusiastic about learning because they feel the benefits of financial responsibility and independence. These results prove the fourth hypothesis, which states that part-time work has a significant positive effect on learning motivation, is proven correct. In [31] has shown that "both extrinsic and intrinsic work motivation can affect the performance improvement of an employee."

5. The effect of learning motivation on student earning activities

According to [32], learning motivation is an intrinsic drive and mental capacity that has a positive impact on students' education. One of the things that can encourage students to carry out learning activities is motivation, which is needed to achieve the success of the learning process, including good learning achievement. The existence of strong motivation in learning activities is very important because someone who does not have it will not be able to carry out learning activities properly and achieve academic goals. The statistical results show that learning motivation has a significant positive effect on student learning activities. With strong motivation, students can learn optimally and achieve academic goals. In addition, learning success is also determined by good time management that supports proper task completion. This can be seen from the t-statistic test results of 2.193 and a p-value of 0.029. This means that a very strong learning motivation in learning activities is very important because someone who does not have it will not be able to do learning activities well and achieve academic goals. These results prove the fifth hypothesis, which states that learning motivation has a significant effect on student learning activities, is proven correct. Research conducted [31] in a personal effect of learning motivation on learning readiness.

6. The effect of time management on student learning activities mediated by learning motivation

Motivation is a drive to achieve predetermined goals, where, with this drive, it is hoped that someone can achieve goals and develop success [33]. Learning motivation greatly affects student learning activities. Time management can affect student learning activities. Time management is the behaviour of managing time as much as possible through planning, organizing, controlling time, and setting priorities according to organized interests and desires. Time management is a significant self-regulatory process in which students actively

manage when and for how long to engage in activities deemed necessary to achieve their academic goals [23]. The statistical results show that learning motivation mediates the effect of time management on student learning activities. Time management plays an important role in managing time through planning, organizing, and prioritizing. Time management helps students organise when and how long they engage in activities to achieve their academic goals. This can be seen from the t-statistic test results of 1.981 and a p-value of 0.048. These results prove the sixth hypothesis, which states that learning motivation mediates the effect of time management on student learning activities, is proven correct. [34] this study found that time management, with learning motivation acting as a mediator in the relationship.

7. The effect of part-time work on student learning activities mediated by learning motivation

Learning motivation can be mediated by part-time work experience and students learning activities. Motivation to earn is a condition that exists in an individual where there is an urge to do something in order to achieve a goal [29]. So that college motivation is a person's desire to have good results in academic appeals by being determined, enjoying the learning process, prioritising education, and being committed to completing tasks [35]. Students can feel more motivated to study if they see a direct connection between their studies and the work they do. Part-time work can help them build good time management skills, Which in turn can improve their study efficiency. The statistical results show that learning motivation mediates the effect of part-time work on students' earning activities. Students feel more motivated if there is a connection between their studies and their work. Part-time work helps develop time management skills that can improve their study efficiency. This can be seen from the t-statistic test result of 1.965 and a p-value of 0.050. These results prove the seventh hypothesis, which states that learning motivation mediates the effect of part-time work on student learning activities, is proven correct. [36] explained that learning motivation acts as an important mediator that helps students working part-time to maintain their academic performance.

V. CONCLUSIONS AND SUGGESTION

A. Conclusion

Judging from the results of the analysis that has been done, this research can be concluded as follows:

1. Time management has a significant positive effect on student learning activities.
2. Part-time work has a significant positive effect on student learning activities, so the second hypothesis is supported.
3. Time management has a significant positive effect on learning motivation, so the third hypothesis is supported.
4. Part-time work has a significant positive effect on learning motivation, so the fourth hypothesis is supported.
5. Learning motivation has a significant effect on student learning activities, so the fifth hypothesis is supported.
6. Time management has a significant positive effect on student learning activities mediated by learning motivation, so the sixth hypothesis is supported.

7. Part-time work has a significant positive effect on student learning activities mediated by learning motivation, so that seventh hypothesis is supported.

B. Suggestion

The suggestions for further research based on this study are as follows:

1. For further research, it is best to use or add other variables that have not been used in this study that can be studied significantly to influence student learning activities.
2. For further research, it is better to involve students from outside the Universitas of Muhammadiyah Surakarta as respondents with a larger number of samples by examining a wider object so that the data obtained is more varied and accurate.

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