PENGARUH MANAJEMEN WAKTU DAN MOTIVASI BELAJAR TERHADAP PROKRASTINASI AKADEMIK PADA SANTRIWATI

SKRIPSI

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UNIVERSITAS ISLAM NEGERI

MAULANA MALIK IBRAHIM MALANG

2025

PENGARUH MANAJEMEN WAKTU DAN MOTIVASI BELAJAR TERHADAP PROKRASTINASI AKADEMIK PADA SANTRIWATI

SKRIPSI

Diajukan kepada

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Malang untuk memenuhi salah satu persyaratan dalam

Memperoleh gelar Sarjana Psikologi (S. Psi)

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PENGARUH MANAJEMEN WAKTU DAN MOTIVASI BELAJAR TERHADAP
PROKRASTINASI AKADEMIK PADA SANTRIWATI

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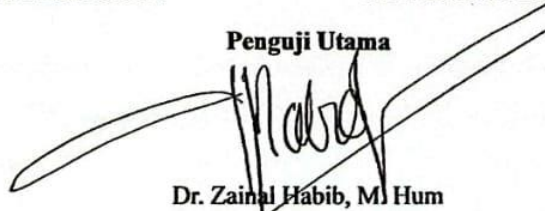Muchamad Adam Basori, MA (TESOL)   Prof. Dr. H. Rahmat Aziz, M.Si

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Malang, 1 Mei 2025

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MOTO

"Anda tidak akan pernah belajar sabra dan berani jika hanya ada kebahagian "

-Helen Keller-

"Terlambat bukan berarti gagal, cepat bukan berarti hebat. Terlambat bukan menjadi alasan untuk menyerah, setiap orang memiliki proses yang berbeda. PERCAYA PROSES itu yang paling penting karena ALLAH telah mempersiapkan hal baik dibalik kata proses yang kamu anggap rumit"

PERSEMBAHAN

Puji Syukur atas kehadirat Allah SWT. yang telah melimpahkan rahmat, taufiq, hidayah serta nikmat sehat-Nya sehingga selama prosesnya mampu menyelesaikan penelitian ini dengan lancar. Sholawat serta salam semoga senantiasa tercurahkan kepada Nabi Muhammad SAW. yang syafaatnya selalu menjadi harapan seluruh umat manusia di akhirat kelak.

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Peneliti menyadari sepenuhnya bahwa penulisan skripsi ini masih jauh dari kata sempurna. Semoga skripsi ini dapat memberikan manfaat bagi peneliti dan bagi pembaca.

Malang, 1 Mei 2025

Peneliti

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ABSTRAK

Anggareta, Alfiani, 2025. Pengaruh Manajemen Waktu dan Motivasi Belajar Terhadap Prokrastinasi Akademik Pada Santriwati. Jurusan Psikologi Fakultas Psikologi Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Muchamad Adam Basori, MA (TESOL) dan Prof. Dr. H. Rahmat Aziz, M.Si

Penelitian ini bertujuan untuk mengetahui pengaruh manajemen waktu dan motivasi belajar terhadap prokrastinasi akademik pada santriwati yang menempuh pendidikan di lingkungan pesantren, di mana tuntutan akademik dan kegiatan keagamaan berjalan secara bersamaan dan menuntut kedisiplinan serta pengelolaan waktu yang baik.

Dalam penelitian ini digunakan pendekatan kuantitatif dengan metode survei terhadap 36 responden santriwati yang dipilih menggunakan teknik accidental sampling dari total populasi sebanyak 40 santriwati, dengan instrumen penelitian berupa angket skala Likert yang mengukur tiga variabel utama, yaitu manajemen waktu, motivasi belajar, dan prokrastinasi akademik. Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan secara simultan antara manajemen waktu dan motivasi belajar terhadap prokrastinasi akademik, yang dibuktikan dengan nilai signifikansi di bawah 0,05 serta nilai R Square sebesar 0,833 yang mengindikasikan bahwa 83,3% variasi dalam prokrastinasi akademik dapat dijelaskan oleh kedua variabel bebas tersebut, sedangkan sisanya sebesar 16,7% dipengaruhi oleh faktor-faktor lain yang tidak diteliti.

Namun demikian, hasil uji lanjutan menggunakan Moderated Regression Analysis (MRA) mengungkapkan bahwa baik manajemen waktu maupun motivasi belajar secara individu tidak memiliki pengaruh signifikan, serta tidak ditemukan efek moderasi antara keduanya terhadap prokrastinasi akademik, ditandai dengan nilai signifikansi yang jauh di atas 0,05. Temuan menarik lainnya menunjukkan bahwa meskipun sebagian besar santriwati memiliki tingkat manajemen waktu dan motivasi belajar yang tinggi, mayoritas dari mereka tetap menunjukkan tingkat

prokrastinasi akademik yang tinggi pula, yang berarti bahwa adanya manajemen waktu yang tinggi tidak serta merta menurunkan tingkat prokrastinasi. Selanjutnya, hubungan negatif antara motivasi belajar dengan prokrastinasi akademik. Kesimpulan dari penelitian ini adalah bahwa manajemen waktu dan motivasi belajar secara simultan berpengaruh signifikan terhadap prokrastinasi akademik santriwati, meskipun secara parsial keduanya tidak menunjukkan pengaruh yang signifikan.

Kata Kunci: Manajemen Waktu, Motivasi Belajar, Prokrastinasi Akademik, dan Santriwati

ABSTRACT

Anggareta, Alfiani, 2025. the influence of time management and learning motivation on academic procrastination in santriwati. department of psychology faculty of psychology State Islamic Maulana Malik Ibrahim Malang.

supervisor: Muchamad Adam Basori, MA (TESOL) and Prof. Dr. H. Rahmat Aziz, M.Si

This study aims to determine the effect of time management and learning motivation on academic procrastination in female students studying in Islamic boarding schools, where academic demands and religious activities run simultaneously and require discipline and good time management.

This study used a quantitative approach with a survey method on 36 female students respondents selected using accidental sampling techniques from a total population of 40 female students, with a research instrument in the form of a Likert scale questionnaire measuring three main variables, namely time management, learning motivation, and academic procrastination. The results of data analysis showed that there was a significant simultaneous influence between time management and learning motivation on academic procrastination, as evidenced by a significance value below 0.05 and an R Square value of 0.833 indicating that 83.3% of the variation in academic procrastination can be explained by the two independent variables, while the remaining 16.7% was influenced by other factors not studied.

However, the results of further tests using Moderated Regression Analysis (MRA) revealed that both time management and learning motivation individually did not have a significant effect, and no moderating effect was found between the two on academic procrastination, marked by a significance value far above 0.05. Another interesting finding shows that although most female students have high levels of time management and learning motivation, the majority of them still show high levels of academic procrastination, which means that high time management does not necessarily reduce the level of procrastination. Furthermore, there is a

negative relationship between learning motivation and academic procrastination. The conclusion of this study is that time management and learning motivation simultaneously have a significant effect on female students' academic procrastination, although partially both do not show a significant effect.

Keywords: Time Management, Learning Motivation, Academic Procrastination, and Female Students

منخص

انجكا ريتا، ألف ياني ، ٣٢٠. تأثير إدارة الوقت ودافعية التعلم على التسويف الأكاديمي لدى الطالبات ي مجتمع أطفال الشوارع في ماالنج. قسم علم النفس كلية علم النفس جامعة الدولة الإسالمية موالنا مالك إبراهيم ماالنج. ف :نور الشوفية ,م. شرطة أبوظبي و ابريليا ميجا روسديانا

تهدف هذه الدراسة إلى معرفة أثر إدارة الوقت ودافعية التعلم على التسويف الأكاديمي لدى الطالبات الدارسات في المدارس الداخلية الإسلامية، حيث تتزامن المتطلبات الأكاديمية والأنشطة الدينية وتتطلب الانضباط وإدارة الوقت الجيدة. استخدمت هذه الدراسة المنهج الكمي من خلال أسلوب المسح على 36 طالبة تم اختيارهن باستخدام أسلوب العينة العرضية من إجمالي عدد الطالبات البالغ 40 طالبة، باستخدام أداة البحث و هي استبيان مقياس ليكرت الذي يقيس ثلاثة متغيرات رئيسية و هي إدارة الوقت، ودافعية التعلم والتسويف الأكاديمي. وتظهر نتائج تحليل البيانات أن هناك تأثيرًا كبيرًا متزامنًا بين إدارة الوقت ودافعية البالغة 0.833 مما R التعلم على التسويف الأكاديمي، كما يتضح من قيمة الدلالة أقل من 0.05 وقيمة مربع يشير إلى أن 83.3٪ من التباين في التسويف الأكاديمي يمكن تفسيره من خلال المتغيرين المستقلين، في حين أن 16.7٪ المتبقية تتأثر بعوامل أخرى لم تتم دراستها. ومع ذلك، كشفت نتائج الاختبارات الإضافية باستخدام أن إدارة الوقت أو الدافع الفردي للتعلم لم يكن لهما تأثير كبير (MRA) تحليل الانحدار المعتدل ولم يتم العثور على تأثير معتدل بينهما على التسويف الأكاديمي، وهو ما يشير إليه قيمة دلالة أعلى بكثير من 0.05. وتظهر نتيجة أخرى مثيرة للاهتمام أنه على الرغم من أن معظم الطالبات يتمتعن بمستويات عالية من إدارة الوقت والدافع للتعلم، إلا أن غالبيتهن لا يزالن يظهرن مستويات عالية من المماطلة الأكاديمية، مما يعني أن وجود إدارة عالية للوقت لا يقلل بالضرورة من مستوى المماطلة. علاوة على ذلك، هناك علاقة سلبية بين الدافعية للتعلم والتسويف الأكاديمي. وخلصت هذه الدراسة إلى أن إدارة الوقت ودافعية التعلم لهما تأثير كبير في التسويف الأكاديمي لدى الطالبات في آن واحد، على الرغم من أن كلاهما لا يظهر تأثيرًا كبيرًا جزئيًا.

الكلمات المفتاحية: إدارة الوقت، دافعية التعلم، التسويف الأكاديمي، والطالبات

CHAPTHER I

INTRODUCTION

A. **Background**

In the world of education, especially among pesantren, academic procrastination is one of the phenomena that still often occur among female santri. Academic procrastination refers to the habit of procrastinating tasks or learning obligations that should be done immediately (Hartati, 2022). This phenomenon not only has an impact on the academic achievement of santriwati, but also on character building and discipline in living pesantren life (Amrina, 2024). In the context of pesantren education, where the schedule of activities is tight and discipline is highly emphasized, academic procrastination can be a serious obstacle in achieving learning success (Faizaturrahmi, 2022).

In general, academic procrastination is a problem that is often encountered at various levels of education. Procrastination not only affects learning outcomes, but also causes stress and feelings of discomfort due to accumulated tasks. Especially for female santri, who not only undergo formal education but also religious education, procrastination can affect the balance between academic activities and religious activities (Iskandar, 2023). In this situation, santri who are unable to manage time well tend to postpone school assignments, causing the learning load to become heavier and more difficult to manage (Hartati, 2022).

Academic procrastination experienced by female santri is an increasingly complex challenge given the pesantren environment which not only demands academic success, but also the appreciation of spiritual and ethical values in everyday life (Ndruru, 2022). Procrastination is not just delaying work, but also tends to become a habit that can hinder intellectual and spiritual development. In the pesantren education system, santriwati are expected to be able to balance academic demands such as completing general

subject assignments with various worship and recitation activities which are an integral part of the pesantren curriculum (Djafar, 2023). When procrastination occurs, santriwati not only experience academic impacts in the form of decreased achievement or decreased learning quality, but also have the potential to feel severe mental stress (Firdaus, 2023). The burden of tasks that continue to pile up without being resolved creates an ongoing sense of anxiety, affecting their daily quality of life, both physically and emotionally (Ndruru, 2022).

This phenomenon is further exacerbated by the dynamics of life in pesantren that emphasize discipline and regularity in following a tight daily schedule. Santriwati are faced with a strict routine, starting from dawn to night, which is filled with various religious activities and formal learning (Pasaribu, 2020). In this context, santri who do not have good time management skills will easily get stuck in the procrastination cycle, because they feel that the time available is not enough to complete all the tasks given (Rahman, 2024). As a result, they choose to procrastinate on tasks in the hope of completing them at a later time, which will only add to their workload in the end. The inability to manage time effectively is often accompanied by feelings of guilt or failure, which in turn can reduce their motivation to study harder (Rahmatika, 2022).

Furthermore, procrastination in female santri can disrupt the balance between academic demands and spiritual obligations. In the world of pesantren, in addition to academic tasks, female students must also undergo a series of religious activities such as congregational prayer, recitation, and other religious activities (Rahmatika, 2023). Academic procrastination can make santriwati lose time that should be used for worship, because they feel pressured to complete academic tasks that have been postponed (Sa'diyah, 2023). This condition ultimately creates an internal conflict between worldly and ukhrawi demands, where santriwati feel trapped in a difficult choice

between completing academic assignments or carrying out spiritual obligations calmly and solemnly (Sulastri, 2022).

In addition, procrastination can also affect the social relationships of santriwati with their peers. When santriwati feel behind in completing school assignments, they may feel embarrassed or inferior when interacting with friends who are more disciplined (Supriani, 2024). This can create social distance that exacerbates a sense of isolation and self-confidence, which in turn exacerbates the tendency to continue to postpone tasks. This vicious circle makes it more difficult for santriwati to get out of the habit of procrastination, especially if they do not get support from the surrounding environment or do not have effective strategies to manage their time well (Zaki, 2021).

In particular, academic procrastination can also be a reflection of a more fundamental problem, namely a lack of learning motivation. Female students who experience a decrease in learning motivation tend to postpone academic tasks more often because they feel there is no strong enough motivation to complete them immediately (Faizaturrahmi, 2022). Low learning motivation can be caused by various factors, such as lack of self-confidence, unclear learning goals, or even dissatisfaction with the teaching methods received (Djafar, 2023). In the context of pesantren, santriwati's learning motivation can also be influenced by their perception of the importance of formal education compared to religious education. If santri feel that formal education is not in line with their religious values, they may lose interest in taking lessons seriously, which in turn triggers academic procrastination (Supriani, 2024).

Thus, academic procrastination among female santri cannot be considered as a simple phenomenon, but must be understood as a complex and multidimensional problem. Besides being influenced by poor time management factors, procrastination is also closely related to learning motivation and social and spiritual dynamics in pesantren.

One important factor that affects the level of procrastination is time management. Good time management allows a person to organize and divide time effectively, so that various tasks and responsibilities can be completed on time (Pasaribu, 2020). In female santri, time management is very crucial considering they have to divide their attention between academic learning and worship. If time management is not implemented properly, santriwati can easily feel overwhelmed by the many tasks that must be completed, which ultimately leads to procrastination (Firdaus, 2023). Therefore, the ability to manage time well is one of the most important skills in the world of education, especially in a pesantren environment that has a busy schedule (Amrina, 2024).

Effective time management is not just a matter of dividing the hours in a day to accomplish specific tasks, but also involves the ability to identify priorities, set clear goals, and manage energy and focus (Sa'diyah, 2023). In the context of santriwati, the ability to manage time becomes increasingly important because they have to adjust to the pesantren routine which is often dense and demands high discipline (Sulastri, 2022). Female students are faced with a daily schedule that includes academic activities such as studying in class, doing assignments, and preparing for exams, as well as carrying out religious activities such as praying in congregation, reading the Al-Qur'an, attending religious studies, and attending various religious rituals that are part of pesantren (Pasaribu, 2020). If there is no good time management, the pressure to complete all these tasks can make santriwati feel overwhelmed, causing them to be more likely to postpone work in order to get a little time off (Zaki, 2021).

In addition, poor time management often results in santriwati getting caught up in ineffective multitasking habits. They may try to complete several tasks at once without adequate focus on any one task, which ultimately reduces the quality of the work and slows down its completion (Djafar, 2023). According to Zaki (2021), this multitasking is not only mentally taxing, but

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also adds to the sense of stress because every task feels half done and nothing is completed. In the demanding environment of pesantren, the inability to manage time well can lead to deep frustration, making it more difficult for santriwati to start postponed tasks, which in turn exacerbates procrastination (Hartati, 2022).

In addition, the inability to manage time effectively can also affect the emotional well-being of santriwati. They may feel rushed, anxious, or even stressed on an ongoing basis due to a pile of unresolved tasks. This condition can cause santriwati to lose motivation and feel hopeless, thus further strengthening the tendency to postpone academic and religious (Firdaus, 2023). In line with research Amrina (2024) With good time management, you can reduce this mental burden, get more free time to rest or socialize, and feel the satisfaction of completing tasks on time.

Furthermore, the importance of time management in the lives of santriwati is not only limited to academic success, but also plays a role in character building. According to Pasaribu (2020) Discipline in managing time is one of the important aspects taught in pesantren as part of moral and ethical education. By learning to manage time well, santriwati are taught to be responsible for themselves, able to balance between rights and obligations, and carry out tasks with full (Rahman, 2024). It also reflects personal integrity, where one is able to keep promises to oneself to complete tasks on time without the need to be pressured by others.

In the long run, good time management skills will have a positive impact on the lives of santriwati after they leave the pesantren. They will be better prepared to face challenges in the outside world, both in further education and professional life, where time management skills are often one of the keys to success (Supriani, 2024). Without this skill, they risk having difficulty in balancing various aspects of their lives, both personall, academically, and professionally. Thus, mastering time management is not only an important requirement in avoiding academic procrastination in

pesantren, but also an important provision for the future life of santriwati (Djafar, 2023).

Another factor that is also very influential on procrastination is learning motivation. According to Sa'diyah (2023) learning motivation is a drive from within a person to achieve academic goals. High motivation will encourage individuals to study harder and complete assignments on time. However, if learning motivation is low, then the tendency to procrastinate tasks will be greater. In female students, learning motivation can be influenced by various factors, such as family support, teachers, or even the pesantren environment itself (Sulastri, 2022). When learning motivation decreases, santriwati tend to postpone assignments more often because they feel there is no strong motivation to complete them.

Motivation to learn is one of the main keys that determine the extent to which a santri can commit to academic achievement and complete assignments on time. Strong motivation will arouse the spirit of learning, make santriwati more enthusiastic in dealing with subject matter, and encourage them not to procrastinate (Faizaturrahmi, 2022). Conversely, low motivation to learn can reduce productivity and increase the tendency to procrastinate, because without sufficient motivation, santriwati may feel that the tasks given are irrelevant or too difficult to complete (Amrina, 2024). Ultimately, this lack of motivation makes them lose the initiative to complete tasks on time, further exacerbating the backlog.

In female students, learning motivation is strongly influenced by various factors, both from within and from the external environment. One of the internal factors that play an important role is their perception of the importance of education (Zaki, 2021). Girls who understand the long-term goals and benefits of their education tend to have a stronger motivation to achieve, and thus are more committed to completing academic tasks (Rahmatika, 2023). They realize that education is not only an obligation, but also a way to achieve success in the future. However, for santri who may not

see the importance of education clearly, or who feel that academic demands conflict with their spiritual life in pesantren, the motivation to learn may decrease (Supriani, 2024). This makes them more likely to procrastinate, especially if they don't see immediate results from their efforts.

External factors also have a big influence on santriwati's learning motivation. Family support, for example, is very important in shaping the spirit of learning of a santriwati. When santri feel that their families provide moral encouragement, recognition, and full support for their academic endeavors, learning motivation will increase (Sa'diyah, 2023). Conversely, lack of support or excessive pressure from the family can make santriwati lose enthusiasm and feel burdened, so they tend to procrastinate more often (Iskandar, 2023). Teachers and the pesantren environment also play a significant role. According to Djafar (2023), teachers who reward santriwati's efforts and progress can increase their self-confidence and encourage them to keep trying. A supportive pesantren environment, where santri feel valued and encouraged to develop, will foster greater enthusiasm for learning. However, if the environment is too competitive or places too much emphasis on punishment rather than rewards, learning motivation can drop dramatically.

In addition, the importance of the role of peer groups cannot be ignored. Friends in pesantren are often a strong source of motivation, especially when santriwati can support each other in doing assignments or studying together. When santriwati are in a positive environment, where their friends motivate each other to study and complete tasks, they tend to feel more motivated and encouraged to do the same (Rahman, 2024). Conversely, if santriwati are surrounded by friends who often procrastinate or have procrastination habits, they can be influenced and also postpone work. Therefore, peer group dynamics have an important role in shaping patterns of learning motivation and procrastination habits in female santri (Firdaus, 2023).

Furthermore, spiritual and emotional factors can also affect santriwati's learning motivation. Santriwati (Islamic female students) who live in a

pesantren environment are not only required to excel academically, but are also expected to internalize religious and ethical values taught in pesantren (Pasaribu, 2020). In this case, santri who have strong spiritual motivation may feel that learning is part of worship and responsibility as a Muslimah, which can spur them to be more active in completing assignments. However, if santriwati experience emotional or spiritual conflicts, for example feeling bored or not finding meaning in their education, their learning motivation can decrease drastically, which then increases the risk of procrastination (Sa'diyah, 2023).

In conclusion, learning motivation is a crucial factor affecting the level of procrastination in santriwati. When learning motivation is high, santriwati are more likely to complete their tasks with enthusiasm and without procrastination. However, when learning motivation decreases, either due to internal factors such as perceptions about education or external factors such as family support and the pesantren environment, the tendency to procrastinate increases (Rahmatika, 2023). Therefore, it is important for all parties, including families, teachers, and pesantren managers, to create an environment that can encourage santriwati's learning motivation so that they avoid procrastination and can achieve optimal academic performance.

The phenomenon of procrastination in female santri has not been widely discussed in depth in the previous research literature. Most studies focus more on students in public schools or students in universities. This study aims to fill this void by specifically examining the santriwati population who have unique challenges in terms of time management and learning motivation. In addition, many previous studies have only looked at procrastination factors from one side only, for example in terms of time management or learning motivation separately. This study offers novelty by looking at both factors simultaneously and linking them to the context of santriwati life in pesantren.

The main reason for choosing this title is the importance of the issue of procrastination in the world of education, especially among female santri who often have a double learning load between academics and religious activities. In addition, time management and learning motivation are two aspects that are very relevant in daily life in pesantren, where discipline and order are highly emphasized values. Therefore, this research is expected to make a meaningful contribution in improving the quality of education in pesantren.

In conclusion, this study aims to examine the influence of time management and learning motivation on academic procrastination in female santri. By understanding the influence between the two variables, it can develop more effective strategies in helping santriwati overcome procrastination and achieve better academic performance.

B.   Research Questions

1. What is the level of time management in female students?
2. What is the level of motivation to study in female students?
3. What is the level of procrastination in female students?
4. How do time management and learning motivation affect academic procrastination in female students?

C.   Research Objectives

1. To apprehend of time management in students
2. Find out of learning motivation in female students
3. To understand of procrastination in female students
4. Knowing the effect of time management and motivation to learn on academic procrastination in female students

D.   Research Significance

1. Theoretical Benefits

The results of this study are expected to be able to contribute to the insights and scientific study of psychology.

2. Practical Benefits

   Practically, this research is expected to be able to contribute to readers or santriwati regarding the influence of time management and learning motivation on academic procrastination in santriwati.

CHAPTER II

REVIEWS OF THE RELATED LITERATURE

A. Time Management

1. Definition of Time Management

Decisions for time management are needed, from a few minutes to several years. Therefore, a special thing in a plan is study time management, study time management is one of the important factors for students to increase learning motivation and be able to excel (Afifa, 2023). According to Agustina (2020), study time management includes strategies and techniques to efficiently manage your time while studying. This includes planning, prioritizing, avoiding distractions, setting a consistent study schedule, and ensuring focus while studying. According to Djamarah (2021), study time management is a process of organizing, controlling, and allocating time owned by individuals for learning activities. This study time management aims to maximize the effectiveness and efficiency of the time used in the learning process (Antara, 2024).

Time management as defined by Bahruddin (2019), time management is the deliberate planning, execution, and monitoring of the amount of time spent on specific tasks, with the aim of maximizing productivity, effectiveness, and efficiency. Students can manage their study time better by prioritizing their studies with the help of study time management (Azhari, 2021). According to Djamarah (2020), study time management is the process of allocating study time according to priorities and goals that must be met in order to fulfill commitments as students. Students have a commitment to engage in learning activities. Good study habits will bring good learning outcomes for children (Badaruddin, 2019).

Based on the explanation above, it states that study time management is the ability of a student to organize his study time effectively and efficiently

both at school and on campus (Farhan, 2021). Therefore, the study on time management allows students to complete tasks according to their priorities, thereby increasing learning motivation and achieving the goal of the activity, namely high learning outcomes. Students who have strong time management skills will learn a lot (Faujiah, 2024).

2. **Aspects of Time Management**

Study time management is one of the essential skills that every student must have to achieve academic success. According to Al Magety (2020), study time management includes several key aspects, such as structured schedule planning, priority setting to focus on important tasks, and optimal utilization of free time (Ibnu, 2020). By mastering these aspects, students can manage their heavy learning load more efficiently and effectively, thereby supporting the achievement of better academic results (Istiqomah, 2023). Some aspects of time management are as follows.

a. Schedule planning: Create a clear and structured schedule to divide time between various courses, assignments, and projects.

b. Priority setting: Identifying the most important activities or tasks and prioritizing them in the schedule.

c. Leisure utilization: Utilize free time between lectures or other activities to read or understand study materials.

Study time management, as explained by Al Magety (2020), plays an important role in improving learning effectiveness. With good schedule planning, proper priority setting, and maximum utilization of free time, students can tackle academic challenges in a more organized manner. This mastery of time management helps create balance in the course of various learning activities and improves overall productivity. (Jannah, 2022).

3. **Time Management Factors**

Factors that influence time management in the context of learning include various aspects that can determine how effectively a person manages

his time to achieve academic goals (Kapti, 2022). Here are some key factors according to Lestari (2019,) that affect time management:

a. Priority

The ability to set priorities is essential in time management. Students must be able to distinguish between urgent and important tasks and activities that are less supportive of academic goals. Without clear priority setting, students may get caught up in unproductive activities and neglect important tasks.

b. Motivation

Motivation is an internal drive that affects how a person uses their time. Highly motivated students tend to be more disciplined in organizing their study schedule, whereas those who are less motivated may have difficulty in maintaining consistency in studying.

c. Self-discipline

Self-discipline is the ability to stay focused on a planned task despite distractions. Without discipline, time management can be hampered by procrastination or tempted by unimportant activities.

d. Learning environment

A cozy learning environment, e.g. a quiet space free from distractions, can help students focus on learning and maximize the time they have. Conversely, an environment full of distractions will make it difficult for students to concentrate and manage their time well.

The above factors are interrelated and influence how well a person can manage their time. Overcoming barriers to time management requires self-awareness, motivation, and strong planning and discipline skills (Khoiriyah, 2021).

B. **Learning Motivation**
1. **Understanding of Learning Motivation**

Motivation comes from Latin (movere) which means to move or English (to move). Motive can be defined as the power that exists within the individual that encourages (driving force). The things that influence motives are called motivation (Lathifa, 2024). Student motivation in education is important (Latifah, 2019). Students' behavior in managing time, making decisions to start, undergo, and end something can be influenced by motivation (Lestari, 2020). This decision-making occurs because of an impetus that comes from within oneself or arises from the environment around the individual and student learning motivation shows an influence on the learning process and results (Muawanah, 2021). According to Nanang (2019), motivation to learn is a process that provides enthusiasm, direction, and persistence of individual behavior. This means that motivated behavior is a behavior that is able to manage time, especially in education, is full of energy, directed and able to last a long time (Pambudi, 2021).

In accordance with the previous statement, research motivation is a major determinant of student learning performance, according to Perdana (2022), internal variables, such as time management, and external factors, such as the surrounding environment, are two possible sources of motivation. The following factors are essential for students to be motivated to learn: knowing the beginning, middle and end of the learning process; knowing how hard students are working compared to their peers; leading learning activities; encouraging students to learn; educating others about the journey of learning and then working continuously; and being wise in planning and allocating time (Prawita, 2022).

According to Djamarah (2021), no one learns without motivation and motivation plays a strategic role in one's learning activities. In line with research Rosyidi (2024), defines learning motivation as providing internal and external support to students as they learn to change their behavior. This support usually takes the form of many signs or components (Rumhadi, 2019). Based on the explanation above, the researcher concludes that time

management is one of the internal factors of learning motivation (Sabela, 2021). Motivation can be interpreted as a driving force that gives rise to learning activities and provides direction to learning activities so that one's desired goals can be achieved (Saputri, 2022).

2. Aspects of Learning Motivation

According to Cherniss & Goleman (2020), there are four aspects of learning motivation, namely :

a. Drive to achieve something

One has a strong drive to strive to realize one's dreams and goals. One may receive this support from others or from within.

b. Time commitment and regularity

Besides time management, commitment also plays an important role in the education process. A highly committed person will be conscious enough to learn new skills, able to handle and balance multiple activities, and able to manage time well.

c. Intiative

A person who leads himself to do useful things, should think of fresh projects or ideas that will help him successfully complete his schooling.

d. Optimistic

A tenacious mindset, never giving up on our goals, and the belief that no matter what obstacles we face, we can all improve and become better people.

The aspects described above are aspects that arise from within. All of these aspects can be realized or carried out properly if packaged in good time management. That is why time management is important in learning motivation.

3. Factors of Learning Motivation

Factors affecting learning motivation relate to various internal and external aspects that influence the extent to which a student is motivated to study diligently and achieve academic goals (Saputro, 2022). Following according to Silviawati (2024), some of the main factors that influence learning motivation:

1. Personal goals and aspirations

    Students who have clear goals, such as wanting to achieve academically or achieve a certain career, tend to have higher motivation to learn. These goals provide direction and drive for students to continue learning despite challenges.

2. Interest in the material

    Interest in the subject being studied plays a major role in influencing learning motivation. Students who are interested in a particular topic will be more motivated to explore and understand the material in depth, while a lack of interest can cause students to lose motivation.

3. Environmental influences

    Family, school and peer environments can influence learning motivation. Positive support from parents, teachers and friends can encourage students to study harder. Conversely, an unsupportive environment, such as social pressure or conflict at home, can decrease motivation.

4. Emotional and psychological state

    Emotional and psychological states, such as self-confidence and anxiety, affect motivation to learn. Students who believe in their abilities tend to be more motivated to learn because they feel confident

that they can overcome challenges. Conversely, students who feel anxious or have a fear of failure may lose motivation for fear of facing failure.

5.   The role of teachers and teaching methods

Inspiring teachers who use interesting teaching methods can increase students' motivation to learn. The way teachers present material, provide support and motivate students plays a big role in fostering enthusiasm for learning. Teaching that is boring or does not engage students can make them lose interest.

These factors of learning motivation show that motivation is the result of an interaction between internal factors, such as personal interests and goals, and external factors, such as environmental support and teaching methods. Understanding and maximizing these factors can help students improve their enthusiasm and learning performance.

C.   Academic Procrastion
1. Definition of Academic Procrastination

According to Yudhistari (2023), procrastination comes from the Latin words procrastination and crastinus. Pro which means pushing forward or moving forward and crastinus which means tomorrow's decision, and when combined will be deferring or postponing until tomorrow.

According to Sulaiman (2023), procrastination is a tendency to delay starting and completing overall performance to do other activities that are not useful, so that performance is hampered, never completing tasks on time, and often being late for meetings.

Tuckman (1991), said that procrastination is a tendency to delay and even avoid a task or activity at hand that is carried out under control or consciously carried out by the individual (Raimon, 2020). According to

Watson, Procrastination is related to fear of failure, dislike of the task, resistance and resistance to control. In addition, it also has the nature of dependence and difficulty in making decisions (Zahro, 2022).

Burka dan Yuen (2000), mentioned the irrational aspects of a procrastinator. A procrastinator has the view that a task must be completed perfectly so that he feels safer not to do it immediately. Because you immediately do the task, it will produce something that is not optimal (Suryanti, 2021). In this case, procrastination is categorized as procrastination if the delay has become a habit or a persistent pattern that a person always does when facing a task and the delay is caused by irrational beliefs in viewing the task. Procrastinators are actually aware that they face important and useful tasks. However, they deliberately procrastinate repeatedly until feelings of discomfort, anxiety and guilt arise in themselves (Uno, 2020).

2. Aspects of Academic Procrastination

Surijah & Tjundjing 2007 (Hasannah 2016), stated that there are 4 aspects of academic procrastination behaviour.

a. Perceived time

It is a delay in completing a task, if delaying the completion of a task or responsibility has the effect of failing to adhere to the specified timeline.

b. Intention action gap

It is the gap between plan and performance. Individuals who perform procrastination behavior will experience a gap between desires and behaviors performed by students.

c. Emotional distress

It is a feeling of discomfort when putting off a task. Procrastination behavior must bring uncomfortable feelings. The negative consequences trigger anxiety in the procrastinator.

d. Perceived ability

It is a feeling of not being able to do the task, the feeling of inability makes students just scared and not confident without doing anything or because of their fear students will look for as many learning resources as they think are right so that it will spend a lot of time.

In conclusion, academic procrastination consists of four main aspects that are interrelated, namely delays in completing tasks (perceived time), the gap between intention and action (intention action gap), feeling anxious about delaying tasks (emotional distress), and lack of confidence in one's own abilities (perceived ability). Delays in meeting deadlines are often caused by the gap between desire and actual behavior, which in turn triggers anxiety as well as emotional discomfort. In addition, lack of confidence in completing tasks further exacerbates the cycle of procrastination, which can negatively impact academic outcomes. (Azhari, 2021).

3. Factors of Procrastination

According to Bela (2023), academic procrastination is influenced by two factors, namely factors from within the individual (internal) and (eksternal):

a. Internal Factors
   1) The physical condition of the individual, the physical condition and health conditions of the individual also affect the emergence of academic procrastination.
   2) Individual psychological conditions, the amount of individual motivation will affect academic procrastination.
b. External Factors
   1) Parenting style, mothers who have a tendency to do avoidance procrastination produce children who have a tendency to do avoidance procrastination as well.

2) Environmental conditions, procrastination often occurs in an environment that is low in supervision. The level or level of school whether the school is located in a village or city does not affect a person's procrastination behavior.

D. **Previous Research**

There are previous studies that are relevant or related to this research, as follows:

1. The first relevant research is research conducted by Khofifah Khoirul Muna (2022), entitled "The Effect of Time Management on Learning Achievement". The results showed that the time management (X) of the students of the Al-Fath Student Islamic Boarding School was classified in the good category with a cumulative Relative F of 93.15% and the learning achievement of the students of the Al-Fath Student Islamic Boarding School was also classified in the good category with 90.41% having a GPA value with the predicate "with praise".

2. The second relevant research is research conducted by Arrifa Aulia Rahmi (2019), entitled The Effect of Learning Motivation and Self-Efficacy on Santri Learning Regulation ". The collected data were analyzed by regression analysis with the social science package program (SPSS) 24.0. The results of this study include that there is no significant influence between learning motivation and self-efficacy on self-regulated learning of students at the Ihya 'Ulumuddin Islamic Boarding School in Samarinda, with the value of F count> F table (1.766 0.050.)

3. The third relevant research is research conducted by Suci Muliani (2022), entitled "The influence of self-monitoring on procrastination in memorizing the Qur'an on students at the Al-Barokah Islamic Boarding School in Malang. The results of this study indicate that self-monitoring has no influence at all on procrastination in memorizing the Qur'an in students at the Pondok. The category of students doing procrastination

and self-monitoring in memorizing the Qur'an in the study is in the medium category with a percentage of both of them amounting to 75%.

E.   Conceptual Framework

The conceptual framework describing the effect of time management and learning motivation on academic procrastination in female santri can be started with a fundamental understanding of the three main variables that arethe focus of this study, namely time management, learning motivation, and academic procrastination. The three are closely interrelated, where a person's ability to manage time and the level of motivation to learn can determine how much tendency to procrastinate academic tasks or work, which we know as academic procrastination. For more details, the conceptual framework is visualized in Figure 2.1.

Figure 2. 1 Conceptual Framework

```
┌──────────────┐
│     Time     │
│  Management  │──────┐
└──────────────┘       ╲        ┌────────────────┐
                        ╲──────▶│    Academic    │
┌──────────────┐       ╱        │ Procrastination │
│   Learning   │──────┘         └────────────────┘
│  Motivation  │
└──────────────┘
```
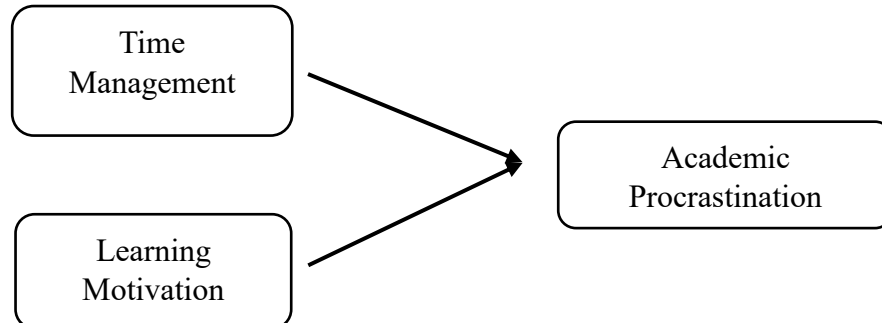
Figure 2. 2 Conceptual MRA

```
              ┌────────────────────┐
              │  Time Management    │
              └────────────────────┘
                        │
                        ▼
┌──────────────┐              ┌────────────────┐
│   Learning   │─────────────▶│    Academic    │
│  Motivation  │              │ Procrastination │
└──────────────┘              └────────────────┘
```
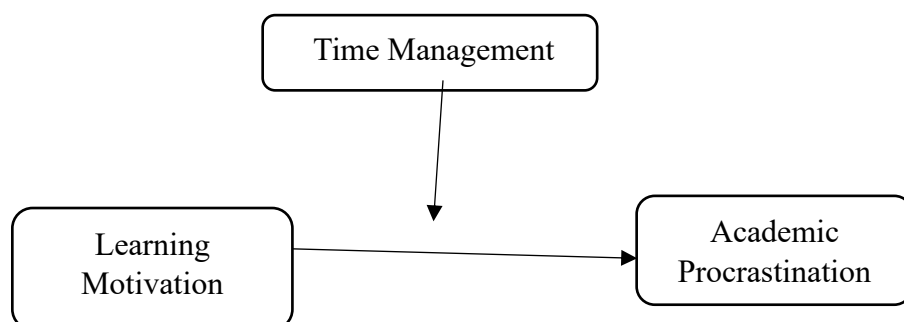
Time management is one of the important skills that affect one's success in undergoing academic and non-academic activities. For santriwati, who not only have a formal learning load at school, but also have religious responsibilities in daily activities at the pesantren, time management becomes even more crucial. Santriwati must be able to divide time between study, worship, and other activities. Learning motivation also plays an important role in reducing academic procrastination. Learning motivation is an internal or external drive that triggers a person to continue learning and achieving. This motivation can come from internal factors such as the desire to master the subject matter or get high grades, or external factors such as parental expectations, the pesantren environment, or long-term targets.

Academic procrastination itself is the behavior of delaying academic tasks that should be completed earlier. This behavior is often related to feelings of anxiety, fear of failure, or feeling overwhelmed by the many tasks that must be done. In female santri, academic procrastination can be exacerbated by environmental factors, such as the religious and social activities that must be carried out in pesantren, which often reduce the time available for learning.

From the explanation above, it can be concluded that time management and learning motivation have a significant influence on the level of academic procrastination in female santri. Good time management helps santriwati organize daily activities more efficiently and complete academic tasks on time, while high learning motivation provides a strong drive to continue to excel and complete tasks despite obstacles.

F. Hypothesis

Based on the description above, the hypotheses proposed in this study are:

1. H1= There is a significant influence between learning motivation on academic procrastination, which means that the higher the learning motivation, the lower the academic procrastination of female students.

2. H2= There is a significant influence between time management on the relationship between learning motivation and academic prorastination of female students.

CHAPTER III

RESEARCH METHOD

A. Type of Research

The purpose of this study was to determine whether there is an influence of time management and learning motivation on academic procrastination in female students. This study uses quantitative research methods as its research design. Using the appropriate type of research to get a clear picture of the problem and observed actions to get appropriate results.

Research that takes a quantitative approach emphasizes the analysis of numerical data (numbers) that are processed statistically. Inferential research generally uses quantitative strategies (in the context of hypothesis testing). The importance of group differences or the relationship between the variables under study will be known using quantitative methods (Azwar, 2020).

Inferential research and descriptive research are two types of research that take the form of analysis. By testing hypotheses, inferential research examines relationships between variables. As a result, the researcher's findings go beyond providing quantitative data. In this study, we can discuss the significant potential for drawing wrong conclusions in inferential research (Sugiyono, 2020). This study used a questionnaire as a research tool known as a survey. This particular survey study design was chosen because it can clearly define data parameters.

The definition given above concludes that quantitative research methods involve populations by collecting relevant information in the research target and using statistical analysis to test the hypothesis that has been proposed. The purpose of this study is to determine whether time management and learning motivation affect the academic procrastination of female students. Reviewing theories and previously published research is the first stage in this investigation to identify the root cause of the problem then

tested to determine whether the problem is accepted or rejected based on field data.

B.   Variable Identification

In quantitative research, there are two categories of variables: independent variables and dependent variables. Variables that exist or appear before the dependent variable are referred to as independent variables. The presence of this variable in quantitative research is a variable that explains the focus or subject of research. Meanwhile, the dependent variable is the variable caused by the independent variable. The existence of this variable is the emphasis or research problem (Sugiyono, 2020). The variables used in this study are time management and learning motivation as independent variables and academic prorastination as a dependent variable.

C.   Operational Definition

According to Azwar (2020), operational definition is a variable that is based on the observable characteristics of the variable. The following describes the operational definitions used in this study:

1.   Time Management

Time management in the context of this study is defined as the ability of santriwati to effectively organize, plan, and allocate their time to complete various academic and non-academic tasks in accordance with predetermined priorities and schedules. This ability includes the skills of making a daily activity schedule, setting time targets for each task, and discipline in carrying out plans that have been made to avoid procrastination. Time management indicators can be measured through the regularity of time use, the ability to determine priorities, and discipline in complying with the schedule that has been prepared.

2. Learning Motivation

Learning motivation in this study is defined as an internal or external drive that encourages santriwati to actively participate in the learning process, complete academic tasks, and achieve the desired achievement.

3. Academic Procrastination

Academic procrastination in this study is defined as the behavior of consciously and repeatedly delaying the completion of academic tasks that should have been completed earlier, despite being aware of the negative consequences of such delays.

D. Population and Sample

1. Population

Population is a group of participants used to generalize research findings in the social sciences. The population of this subject must have characteristics or qualities that distinguish it from other subject groups. The characteristics in question can include individual characteristics as well as specific characteristics of an area (Sugiyono, 2020). Due to the diverse characteristics of the subjects required as a population, a population will be more heterogeneous the less the characteristics of the population have been determined, including the population will be more homogeneous the more different the characteristics are (Azwar, 2020). The entire population of this study were 40 female students.

2. Random-Sampling Technique

A sample is a portion of the population, so it is only natural that the sample exhibits the features of the population. How similar the features of a sample are to the population will determine whether the sample can

accurately represent the population. Obtaining a sample that is representative of the population is important because the research analysis is based on the sample data and the conclusions will be applied to the community (Azwar, 2020).

An appropriate sampling technique is required, namely accidental sampling as the selection method used in this study. This unintentional sampling method is based on practicality. Samples can be selected because they are in the right circumstances, situation and time (Sugiyono, 2020). In sampling, it has been based on the provisions of the Krejcie Morgan table. According to the Krejcie Morgan table, if the research population is 40 respondents, the research sample taken is 36 respondents. So in conclusion, the sample in this study amounted to 36 respondents.

E. Data Collection

Data collection techniques can be used to collect information needed to answer the formulation of research problems. In general, data collection methods include questionnaires, focus group discussions, observation, documentation studies, and interview approaches (Sugiyono, 2020). The data collection approach used in this research is a questionnaire or questionnaire.

Questionnaire

Questionnaires are a relatively easy-to-use method of data collection instrument. Classified data is collected through the use of surveys as factual data. As a result, the reliability of the results is highly dependent on the research participants taking part in the study as respondents. However, researchers can attempt to improve this reliability by using appropriate tactics and presenting ideas in clear phrases (Azwar, 2020).

F.   Instruments

Research instruments are tools that make it easier for research to collect data and produce reliable results. The researcher followed the instructions for making the instrument, breaking down the variables into aspects, aspects into indicators, and indicators into questions. es was developed with a closed Likert scale so that the respondent's attitude towards each systematic statement on the Likert scale could be shown. This measure assumes that the intensity of each response is the same. The order in the index categories with "strongly agree", "agree", "neutral", "disagree", and "strongly disagree" (Sugiyono, 2020).

Then using the questionnaire provided, respondents were asked to provide their answers by checking one of the following boxes: strongly agree (SS), agree (S), Neutral (N), disagree (TS), or strongly disagree (STS). If the respondent provides a response or score, the alternative is to provide an answer:

Table 3.1 Likert Scale Model Rating

Favorable	Score	*Unfavorable*	Score
Strongly Disagree	1	Strongly Disagree	5
Disagree	2	Disagree	4
Neutral	3	Neutral	3
Agree	4	Agree	2
Strongly Agree	5	Strongly Agree	1

The statements below are used to measure time management. The researcher adapted the scale compiled by (Qolby, 2024). The blue print example is as follows:

Table 3.2 Time Management Blue Print

Aspect	Indicator	No Item Favorabel	No Item Unfavorabel	Amount
Schedule Planning	1. Make a record of study time	1,2,3,4,5		5
	2. Study period	6,7,8,9,10		5
Priority Setting	1. Division of study time	11,12,13		3
	2. Make a record of study time	14,15,16,17		4
Leisure Time Utilization	1. Determining study time	18,19,20,21		4
	2. Pay attention to study and rest time arrangements	22,23,24,25		4
Amount				25

The statements below are used to measure learning motivation. Researchers adapted the scale compiled by (Qolby, 2024). The blue print example is as follows:

Table 3.3 Learning Motivation Blue Print

Aspect	Indicator	No Item Favorabel	No Item Unfavorabel	Amount
Drive to achieve something	1. Desire or desire to succeed	1,2,3,4		4
	2. Encouragement or need in learning	5,6,7		3
Commitment	1. Have consistency	8,9,10,11		4
	2. Have perseverance and earnestness	12,13,14		3
Initiative	1. Future hopes or aspirations	15,16,17		3
	2. Expectations of being rewarded in learning	18,19,20		3

		No Item		Amount
	1. Have confidence in success	21,22,23		3
Optimistic	2. Positive view on self-ability	24,25		2
	Amount			25

The statements below are used to measure academic procrastination. Researchers adapted the scale compiled by (Fitriana, 2024). The blue print example is as follows:

Table 3.4 Academic Procrastination Blue Print

Aspect	Indicator	No Item		Amount
		Favorabel	*Unfavorabel*	
Perceived time	1. Deliberately delaying starting work on the task at hand	1,2,3	4	4
	2. Deliberately delaying completing the task until it is complete	5,6	7	3
Intention action gap	1. Requires more time than is generally required	8,9,10	11	4
	2. Doing things that are not needed in the completion of a task	12,13	14	3
Emotional distress	1. Feeling worried or anxious when facing an assignment deadline	15,16	17	3
	2. The emergence of excessive feelings of stress or anxiety when thinking	18,19	20	3

		about unfinished tasks			
Perceived ability	2.	Feeling less confident in the ability to complete academic assignments on time	21,22	23	3
	3.	Belief that the given task is too difficult to complete	24	25	2
		Amount			25

G. Validity and Reliability

3. Validity

The term "validity" comes from the word "validity", which refers to how accurately a test or scale performs its measurement objectives. If a measurement produces data that accurately describes the variable being measured in accordance with the purpose of the measurement, it is said to have high validity. In this context, accuracy refers to precision and prudence, and a measurement is said to have low validity if it provides results that are not in accordance with the intended use of the measurement (Sugiyono, 2020).

The construct validity test in this study used the help of the IBM SPSS (Statistical Package or Social Science) version 29.0 for Windows program with the Pearson Product Moment validity technique. Valid items will be included in the next test, while invalid items will be canceled. Explaining that an item can be said to be valid if r count > r table and the score is sig. <0.05 with the r table score in this study of 0.136 (n = 207) and a significance level of 0.05.

4. Reliability

A measurement is reliable if it provides results with a high level of reliability. The basic principle inherent in the concept of reliability is the extent to which the results of a measurement procedure can be trusted (Azwar, 2020). Although the term reliability has many other names such as consistency, dependability, trustworthiness, stability, constancy, and so on. A dependability coefficient of 1.0 cannot be obtained in practice, but can range from 0.0 to 1.0. In this study, the IBM SPSS (Statistical Package or Social Sclence) Program for Windows version 29.0 was used for the Cronbach's Alpha technique reliability test.

H. Data Analysis Technique

The information collected during this research cannot be interpreted lightly. Data analysis or data processing techniques are needed to read and analyze data in research. Based on the research variables, statistical analysis is carried out using the data obtained. One form of inferential analysis is the method used in analyzing the data of this study.

The purpose of data processing at the inference level is to make conclusions by testing theories. The two main categories of statistical hypotheses examined are about the existence of correlations between variables and about the existence of differences between each subject (Azwar, 2020). Given that this study aims to examine the relationship between time management and learning motivation which is the dependent variable with procrastination which is the independent variable, the data analysis used a simple linear regression analysis formula using inferential techniques.

I. Prerequisite Test

1. Normality Test

The purpose of the normality test is to determine whether the data distribution resembles or follows a normal distribution, or more

specifically, the data distribution is bell-shaped. Data that is considered "good" is data that has a significance <0.05. However, the data is not normally distributed if the significance number (SIG) > α (confidence level test) (Sugiyono, 2020).

2. Linearity Test

The purpose of the linearity test is to determine whether or not there is a linear influence between two variables. Linearity Test with SPSS Assistance is the linearity test used. Decision making is based on important values, especially if the sign value. <α (0.05) then there is a linear influence between variables. Conversely, if the sign value. >α (0.05) then there is no linear influence between variables

3. Hypothesis Testing

a. Simple Linear Regression Test

According to Sugiyono (2020), in analyzing using the regression test, it has the aim of forecasting or predicting the independent variable and the dependent variable. Based on the research title, the regression analysis used is simple linear regression because there is one independent variable and one dependent variable. This analysis is also based on a functional relationship or causal relationship between the independent variable and the dependent variable. The analysis in this study uses a simple liner regression test with the help of the IBM SPSS (Statistical Package or Social Science) program version 29.0 for Windows.

b. Moderation Regression Test

This study uses multipleregression with Moderated Regression Analysis (MRA) to determine the relationship between company size and zakat with profitability as a moderating variable. Moderated Regression Analysis (MRA) or interaction test is a special application of multiple linearregression where the regression equation contains an element of interaction (multiplication of two or more independent variables). This test is conducted to see the significance of the individual influence of the independent variables in the model on the dependent variable (Azwar, 2020).

One way to test regression with moderating variables is to use the interaction test. The Moderated Regression Analysis (MRA) Interaction Test is an application of multiple linearregression where the equation contains an element of interaction (multiplication of two / more independent variables). Moderated Regression Analysis uses an analytical approach that maintains sample integrity and provides a basis for controlling the influence of moderator variables.

This method is done by adding a multiplication variable between the independent variable and the moderating variable. Moderated Regression Analysis (MRA) is a special analysis of linear multiple regression where the regression equation contains an element of interaction (multiplication of two or more independent variables). In this study, the interaction that occurs is the multiplication between time management and learning motivation on the academic prorastination of santriwati. Moderation regression analysis processing is done by comparing regression equations to determine the type of moderator variable.

CHAPTER IV

RESULTS AND DISCUSSION

A. **Research Results**

1. **Reliability Test**

a. **Time Management Reliability Test**

Tabel 4. 1 Time Management Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,957	25

The reliability of the test or instrument is indicated by a Cronbach's Alpha value of 0.957, which is indicative of a satisfactory level of consistency between items. Therefore, it can be concluded that the results obtained from this test are reliable in measuring the intended construct or variable. A Cronbach's Alpha value greater than 0.7 is typically regarded as adequate for research or evaluation purposes (Azwar, 2020). The findings of this study indicate that the value of 0.957 signifies that the instrument meets high reliability standards. It can be concluded that the instrument consistently measures the desired variable or construct effectively.

b. **Learning Motivation Realiability Test**

Tabel 4. 2 Learning Motivation Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,976	25

The instrument demonstrated a Cronbach's Alpha value of 0.976, indicating a satisfactory degree of consistency between items. In summary, the results obtained from this test can be relied upon to measure the intended construct or variable. A Cronbach's Alpha value greater than 0.7 is typically regarded as adequate for research or evaluation purposes (Azwar, 2020). The findings of this study indicate that the value of 0.976 demonstrates that the instrument meets high reliability standards. It can be concluded that the instrument consistently measures the desired variable or construct effectively.

c. Academic Procrastination Reliability Test

Tabel 4. 3 Academic Procrastination Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,937	25

The reliability of the test or instrument was determined by calculating the Cronbach's Alpha value, which yielded a result of 0.937, indicating a satisfactory degree of consistency between items. Therefore, it can be concluded that the results obtained from this test are reliable in measuring the intended construct or variable. A Cronbach's Alpha value greater than 0.7 is typically regarded as adequate for research or evaluation purposes (Azwar, 2020). The findings of this study indicate that the value of 0.937 demonstrates that the instrument meets high reliability standards. It can be concluded that the instrument consistently measures the desired variable or construct with adequate precision.

2. Validity Test

a. Time Management Validity Test

Tabel 4. 4 Time Management Validity Test

		SelfManagement	Remark
mw1	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,001	
	N	36	
mw2	Pearson Correlation	,695**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw3	Pearson Correlation	,740**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw4	Pearson Correlation	,758**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw5	Pearson Correlation	,783**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw6	Pearson Correlation	,366**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw7	Pearson Correlation	,357**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw8	Pearson Correlation	,744**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw9	Pearson Correlation	,648**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw10	Pearson Correlation	,734**	Valid
	Sig. (2-tailed)	,000	
	N	36	

mw11	Pearson Correlation	,618**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw12	Pearson Correlation	,718**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw13	Pearson Correlation	,849**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw14	Pearson Correlation	,886**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw15	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw16	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw17	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw18	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw19	Pearson Correlation	,825**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw20	Pearson Correlation	,831**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw21	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,000	
	N	36	

		SelfManagement	Remark
mw22	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw23	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw24	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw25	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	

In accordance with the established criteria, the Sig. (2-tailed) value of less than 0.05 is indicative of adequate item validity (Azwar, 2020). Referring to Table 4.4, it is evident that all 25 items have been deemed valid, as their Sig. (2-tailed) values are less than 0.05. The conclusion drawn from this analysis is that all items in the measurement scale are valid and contribute positively to the study. The findings of this study provide confidence in the significant relationship between the items and the construct measured by the scale, thus ensuring the reliability of the data for the intended measurement purpose. The findings provide substantial evidence in support of the construct validity of the measurement scale.

b. Learning Motivation Validity Test

Tabel 4. 5 Learning Motivation Validity Test

		SelfManagement	Remark
mb1	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,001	
	N	36	

mb2	Pearson Correlation	,695**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb3	Pearson Correlation	,740**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb4	Pearson Correlation	,758**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb5	Pearson Correlation	,783**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb6	Pearson Correlation	,366**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb7	Pearson Correlation	,357**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb8	Pearson Correlation	,744**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb9	Pearson Correlation	,648**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb10	Pearson Correlation	,734**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb11	Pearson Correlation	,618**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb12	Pearson Correlation	,718**	Valid
	Sig. (2-tailed)	,000	
	N	36	

mb13	Pearson Correlation	,849**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb14	Pearson Correlation	,886**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb15	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb16	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb17	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb18	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb19	Pearson Correlation	,825**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb20	Pearson Correlation	,831**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb21	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb22	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb23	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	

		SelfManagement	Remark
mb24	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb25	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	

According to the established criteria, a Sig. (2-tailed) value of less than 0.05 is indicative of adequate item validity (Azwar, 2020). As demonstrated in Table 4.5, all 25 items have been deemed valid, as their Sig. (2-tailed) values are less than 0.05. The conclusion drawn from this analysis is that all items in the measurement scale are valid and contribute positively to the study. These results provide confidence that the items are significantly related to the construct measured by the scale and can be relied upon for data collection for the intended measurement purpose. These results provide substantial support for the construct validity of the measurement scale.

c. Academic Procrastination Validity Test

Tabel 4. 6 Academic Procrastination Validity Test

		SelfManagement	Remark
pa1	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,001	
	N	36	
pa2	Pearson Correlation	,695**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa3	Pearson Correlation	,740**	Valid
	Sig. (2-tailed)	,000	
	N	36	

pa4	Pearson Correlation	,758**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa5	Pearson Correlation	,783**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa6	Pearson Correlation	,366**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa7	Pearson Correlation	,357**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa8	Pearson Correlation	,744**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa9	Pearson Correlation	,648**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa10	Pearson Correlation	,734**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa11	Pearson Correlation	,618**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa12	Pearson Correlation	,718**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa13	Pearson Correlation	,849**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa14	Pearson Correlation	,886**	Valid
	Sig. (2-tailed)	,000	
	N	36	

pa15	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa16	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa17	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa18	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa19	Pearson Correlation	,825**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa20	Pearson Correlation	,831**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa21	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa22	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa23	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa24	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa25	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	

According to the established criteria, a Sig. (2-tailed) value of less than 0.05 is indicative of adequate item validity (Azwar, 2020). As demonstrated in Table 4.6, all 25 items are deemed valid, as their values are less than 0.05. The validity and contribution of the items in this measurement scale to the research are evident. These results provide confidence that the items are significantly related to the construct measured by the scale and can be relied upon for data collection for the intended measurement purpose. These results provide substantial support for the construct validity of the measurement scale.

3. Normality Test

Tabel 4. 7 Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Time Management	,214	36	,235	,727	36	,061
Learning Motivation	,282	36	,135	,726	36	,092
Procrastination Academic	,238	36	,325	,706	36	,101
a. Lilliefors Significance Correction						

Tests of Normality

As demonstrated in Table 4.7, the findings of the normality test in this study suggest that the impact of time management and learning motivation on academic procrastination is characterised by Shapiro-Wilk coefficients of 0.061, 0.092, and 0.101, respectively. This indicates that if the data possesses a significance level greater than 0.05, then the data in this study can be considered to be normally distributed (Azwar, 2020). In this study, the Shapiro-Wilk coefficient was employed due to the sample size being less than 50 respondents.

4. Linearity Test

Tabel 4. 8 Linearity Test

			Sig.
Procrastination Academic * Time Management	Between Groups	(Combined)	,873
		Linearity	,000
		Deviation from Linearity	,842
	Within Groups		
	Total		

As demonstrated in Table 4.8, the outcomes of the linearity assessment indicate that the deviation from linearity value is 0.842, which exceeds the 0.05 threshold. This finding suggests that there is no deviation from linearity, thereby indicating a linear relationship between time management and learning motivation on academic procrastination.

5. **Descriptive Analysis Test**

A descriptive data analysis was conducted for the purpose of identifying groups of respondents from the data obtained. The objective of this test is to identify respondents who exhibit high, medium, and low levels of each variable. In order to ascertain the categorization of time management, learning motivation, and academic procrastination, the mean, standard deviation, i max, and i min are required (Azwar, 2020). Following the analysis of the data using SPSS, the following results were obtained.

Tabel 4. 9 Descriptive Analysis Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Time Management	36	61,00	124,00	112,0833	14,55310
Learning Motivation	36	61,00	124,00	111,3056	14,50875
Procrastination Academic	36	61,00	124,00	111,3056	14,50875
Valid N (listwise)	36				

A subsequent analysis of the data, which included 36 respondents, revealed that the minimum and maximum values for the variables of time management, learning motivation, and academic procrastination were in the same range, namely between 61 and 124. The mean score for Time Management is 112.08, with a standard deviation of 14.55. Similarly, Learning Motivation and Academic Procrastination have a mean of 111.31 and a standard deviation of 14.51. This finding suggests that, on average, the respondents exhibit relatively high levels of time management, learning motivation, and academic procrastination, with minimal variation across individuals. Subsequent to determining the mean and standard deviation, the data was categorized according to the established criteria.

Tabel 4. 10 Categorization

No	Category	Score
1	High	X>(M+1SD)
2	Medium	(M-1SD) $\leq$ X $\leq$ (M+1SD)
3	Low	X<(M-1SD)

The score categories are divided into three based on the mean and standard deviation (SD). The High category encompasses values that exceed one standard deviation above the mean (X>M+1SD), signifying a level significantly above the average. The Medium category encompasses values that fall within the range of one standard deviation below to one standard deviation above the mean (M−1SD$\leq$X$\leq$M+1SD), signifying average or typical conditions within the population. Conversely, the Low category encompasses values that are less than one standard deviation below the mean (X<M−1SD), indicating a level that is lower than that of the majority of respondents. This division facilitates comprehension of data distribution and the identification of groups characterized by unique attributes (Azwar, 2020).

Tabel 4. 11 Time Management Category

Category	Criteria	Frequence	Percentage
High	X > 116	23	64%
Medium	108 < X < 116	5	14%
Low	X < 108	8	22%
Total		36	100%

As illustrated in Table 4.11, the majority of respondents, specifically 23 individuals (64%), demonstrated effective time management skills. Meanwhile, 5 respondents (14%) are in the moderate category, and the remaining 8 respondents (22%) are in the low category. This suggests that the majority of respondents have demonstrated effective time management skills, although a small percentage of respondents require further development in this area.

Tabel 4. 12 Time Management Category

Category	Criteria	Frequence	Percentage
High	X > 105	27	75%
Medium	97 < X < 105	5	14%
Low	X < 97	4	11%
Total		36	100%

As indicated by the findings presented in Table 4.12, the majority of respondents, specifically 27 individuals (75%), exhibited high levels of learning motivation. A total of five respondents (14%) were classified as moderate, and only four respondents (11%) were classified as low. The findings suggest that the majority of respondents exhibit a strong motivation to learn, although a small number of respondents require further motivation enhancement.

Tabel 4. 13 Academic Procrastination Category

Category	Criteria	Freguence	Percentage
High	X > 105	27	75%
Medium	97 < X < 105	5	14%
Low	X < 97	4	11%
Total		36	36

Based on Table 4.13, it can be seen that most respondents, namely 27 people (75%), fall into the high academic procrastination category. Five respondents (14%) are in the moderate category, and only 4 respondents (11%) are classified as low in academic procrastination. This indicates that the majority of respondents still tend to procrastinate on academic tasks, which can have negative impacts on their academic achievements if not addressed promptly.

6. Multiple Linear Regression Test

Tabel 4. 14 Multiple Linear Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,289ᵃ	,833	,028	14,30644

a. Predictors: (Constant), Learning Motivation, Time Management

Coefficientsᵃ						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	142,071	27,729		5,124	,000
	Time Management	,011	,167	,011	,065	,000
	Learning Motivation	-,287	,167	-,287	-1,716	,000

a. Dependent Variable: Academic Procrastination

The results in the table above indicate that the significance value (Sig.) is less than 0.05, suggesting that there is a significant effect of time management and learning motivation on academic procrastination. The null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that there is an effect between time management and learning motivation on academic procrastination among female students.

The regression model constant coefficient, which is equivalent to a constant number, yielded a value of 142.071. This indicates that in the absence of effective time management (X1) and intrinsic learning motivation (X2), the consistent value of academic procrastination (Y) is estimated to be 142.071. Additionally, the regression coefficient for the Time Management variable is 0.011. Consequently, for every 1% increase in Time Management, there will be an increase of 0.011. Conversely, the regression coefficient for learning motivation is -0.287, indicating that for every 1% increase in learning motivation, there will be a decrease of -0.287. It is noteworthy that the time management score exhibits a positive regression value, while learning motivation demonstrates a negative regression value. The regression equation can be expressed as $Y=142.071+0.011X_1-0,287X_2$. These findings indicate a positive correlation between time management and academic procrastination, as well as a negative correlation between learning motivation and academic procrastination. It can be posited that a positive correlation exists between the time management skills of female students and their tendency to engage in academic procrastination. Conversely, the academic procrastination of female students tends to be lower when they possess high learning motivation.

In addition, the *R Square* of 0.833 indicates that approximately 83.3% of the variation in academic procrastination can be attributed to time management and learning motivation, while the remaining 16.7% may be influenced by unobserved factors. This table offers a comprehensive overview of the factors influencing academic procrastination, with a particular focus on the dynamics between time management and learning motivation. The table's findings serve as a foundational basis for the development of effective strategies to address academic procrastination among female students.

7. **Moderated Regression Analysis (MRA) Test**

Tabel 4. 15 Moderated Regression Analysis (MRA) Test Results

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	213,642	390,281		,547	,588
Time Management	-,601	3,334	-,603	-,180	,858
Learning Motivation	-,902	3,350	-,902	-,269	,789
XM	,005	,029	,828	,184	,855
a. Dependent Variable: Academic Procrastination					

Pursuant to the findings of Moderated Regression Analysis (MRA) in Table 4.15, it has been determined that the variables of Time Management and Learning Motivation each possess a significance value of 0.858 and 0.789, respectively. These values are each greater than 0.05, indicating that neither variable exerts a significant influence on Academic Procrastination. Furthermore, the interaction between Time Management and Learning Motivation (XM) demonstrates a significance value of 0.855, suggesting that there is no substantial moderating effect. Consequently, the findings indicate that Time Management and Learning Motivation do not have a significant direct or interactive effect on Academic Procrastination in this study.

B. Discussion

1. Time Management Level Among Islamic Boarding School Females

Time management is an important skill that every individual must possess, especially female students who juggle two roles simultaneously—as students and as part of a boarding school community with a rigorous daily routine. The ability to manage time effectively significantly impacts learning effectiveness, mental health, and the achievement of both personal and academic goals. Therefore, it is important to assess the current level of time management skills among female boarding school students to serve as a foundation for designing a more targeted skill development program (Agustina, 2020).

Female students who demonstrate high proficiency in time management exhibit remarkable competencies in planning, prioritising, and optimising their time utilisation. These individuals characteristically adhere to structured daily schedules, comprehend task deadlines, and demonstrate an aptitude for balancing academic, religious, and personal commitments. This is indicative of their commitment to discipline and their profound awareness of the significance of time as a non-renewable resource (Agustina, 2020).

Research conducted by Amrina (2024) indicates that students who possess effective time management skills tend to exhibit superior academic performance and reduced stress levels. This assertion is corroborated by a study conducted by Antara (2024), which found that female students who exhibited adept time management skills were able to successfully engage in boarding school activities without experiencing excessive mental fatigue.

Female students, in the time management category, generally have an awareness of the importance of time management; however, their implementation is not yet consistent. While individuals may possess preexisting daily plans, their execution is frequently impeded by internal factors, such as lethargy, and external factors, including environmental disturbances. The group in question continues to require guidance with regard to consistency, prioritization, and the management of disturbances that impede the execution of their time plans (Azhari, 2021).

Research by Bela (2023) states that students with moderate time management skills are in a transitional zone, which, if guided appropriately, can be improved to a high category. This is in line with the findings in a study by Budian (2022), which shows that continuous time management training can improve learning effectiveness in students with moderate academic achievement.

Female students who are characterized by a deficiency in time management typically exhibit an absence of daily planning, frequently encounter delays in task completion, and often engage in procrastination. Individuals with this condition may experience difficulty differentiating between matters of importance and

urgency, and they may be susceptible to distractions that are not conducive to productivity (Badaruddin, 2018). This condition has the potential to exert a deleterious effect on academic performance and life balance in Islamic boarding schools.

Research by Sari and Djafar (2023) indicates that students with poor time management skills tend to demonstrate a decline in learning motivation and frequently experience anxiety when approaching deadlines. In the pesantren environment, a study by Perdana (2022) demonstrates that female students who struggle with time management are more frequently disciplined for tardiness or disorder in their activity schedules.

To enhance time management skills across all categories, a variety of approaches can be employed. Female students who are placed in the low category are required to participate in intensive training. This training consists of workshops focused on time management, daily schedule monitoring, and personal guidance. In the medium category, the implementation of advanced training and the reinforcement of internal motivation are imperative. Concurrently, for the high category, challenges or advanced programs should be provided to maintain the members' proficiencies. One strategy to achieve this objective is to have the members act as mentors for their peers (Djamarah, 2020).

Research by Pasaribu (2020) indicates that time management training can enhance discipline and learning effectiveness in students. In Islamic boarding schools, the mentoring approach implemented by Pambudi (2021) has successfully assisted female students in managing their time more effectively by providing real-life examples from successful peers.

As indicated by the preceding discourse, it can be posited that the majority of female students exhibit a high degree of time management proficiency, suggesting a commendable capacity for acclimatization to the demands of the boarding school milieu. However, a proportion of individuals continue to exhibit moderate or low levels of engagement, necessitating additional intervention and

guidance. A comprehensive understanding of the nuances inherent in each category, coupled with the strategic cultivation of these competencies through training programs and mentorship, has been demonstrated to be an efficacious approach to enhancing overall time management skills. Consequently, female students have the opportunity to achieve a more harmonious equilibrium between their academic and spiritual pursuits.

2. Level of Learning Motivation Among Female Islamic Boarding School Students

The motivation to learn is a critical factor in determining academic success, particularly for female students who must balance religious and academic commitments. Motivation is defined as an internal driver that influences how a person sets goals, persists in the learning process, and overcomes various obstacles. Therefore, it is imperative to understand the level of learning motivation of female students in order to formulate effective and targeted learning strategies (Faizaturrahmi, 2022).

Female students who are highly motivated to learn exhibit strong enthusiasm and passion for participating in the learning process. The students have clearly defined objectives, a strong desire to learn, and actively seek information and complete school assignments to the best of their ability. This high motivation is frequently evidenced by active participation in class, perseverance in independent study, and a robust internal drive to achieve academic success (Farhan, 2021).

A study by Faujiah (2024) found that students with high learning motivation were better able to maintain academic achievement, even amid complex learning pressures. Research by Firdaus (2023) in Islamic boarding schools reached a similar conclusion, finding that female students with high motivation tended to be more mentally prepared to face exams and more willing to participate in additional learning activities outside of class hours.

Female students who exhibit moderate motivation occupy a median position, characterized by a motivation to learn that is neither particularly strong nor weak. Participation in learning is often driven by a sense of obligation rather than personal motivation. In some cases, there is demonstrated interest; however, attention is often fragmentary, and motivation is predominantly influenced by extrinsic factors, such as grades or disciplinary measures. The group exhibits latent potential for development, contingent upon the provision of conducive stimuli (Fitriana, 2024).

Hartati's (2022) research indicates that students exhibiting moderate levels of motivation frequently demonstrate variability in their learning enthusiasm, contingent on factors such as the instructor's methodology, the prevailing atmosphere in the classroom, or external pressures within their immediate environment. In the context of Islamic boarding schools, a study by Ibnu (2020) mentions that female students with moderate motivation can be guided to become more productive through emotional approaches and modelling from peers.

Female students who exhibit low motivation to learn demonstrate a dearth of interest, initiative, and enthusiasm in learning activities. These subjects often exhibit characteristics such as passivity, an absence of clearly defined learning objectives, and a perception of the learning process as a mandatory obligation. The phenomenon of diminished motivation can be attributed to a multitude of factors, including but not limited to psychological pressure, an environment that offers insufficient support, or a lack of awareness regarding the significance of education for future prospects (Iskandar, 2023).

Research by Jannah (2022) indicates that students with low learning motivation tend to exhibit a decline in academic performance and often experience feelings of uncertainty when confronted with school assignments. In a subsequent study, Kapti (2022) examined the challenges faced by female students who exhibited a lack of motivation to learn. The study found that these students encountered difficulties in maintaining consistent learning patterns due to the absence of role models and inadequate social support.

In order to enhance learning motivation across all categories, a variety of strategies must be employed. Female students who demonstrate low motivation require emotional support, individualized approaches, and motivational guidance. For individuals occupying the moderate category, the enhancement of internal factors, such as the allocation of responsibility and the provision of rewards that foster self-confidence, is imperative. Conversely, for individuals who already possess a high degree of motivation, the introduction of novel challenges and the subsequent attainment of rewards can serve as effective mechanisms to sustain and augment their enthusiasm for learning (Istiqomah, 2023).

Research by Sari and Lestari (2019) indicates that the provision of non-material rewards, such as praise, recognition, and responsibility, within the classroom environment is associated with heightened student motivation to learn. In the pesantren environment, Nanang (2019) demonstrates that spiritual approaches, such as integrating learning with religious values, can enhance female students' intrinsic motivation to persist in their learning and attain their goals.

According to the aforementioned description, it can be deduced that the majority of female students exhibit a high level of motivation to learn, thereby reflecting a clear spirit and purpose in their pursuit of knowledge. However, a subset of students in the moderate and low categories still necessitates specialized attention. When provided with the appropriate methodology and adequate assistance, all female students have the potential to enhance their motivation to learn. This is of paramount importance in order to establish a conducive boarding school environment that supports the achievement of maximum education.

3. Level of Procrastination Among Female Islamic Boarding School Students

Academic procrastination, defined as the tendency to postpone schoolwork, constitutes a pervasive challenge in the educational landscape, manifesting among female boarding school students. This practice has the potential to impact not only

an individual's academic performance but also to induce stress, anxiety, and a diminution in the motivation to engage in learning activities. Female boarding school students who lead lives with a busy schedule at the boarding school are highly likely to experience time pressure, which, if not managed properly, can trigger procrastination behavior. Therefore, it is imperative to understand the level of academic procrastination among female boarding school students in order to determine appropriate preventive measures (Khoiriyah, 2021).

Female students who are classified as high academic procrastinators often delay tasks until the deadline is imminent, experience a lack of motivation to initiate work, and are unable to manage their academic priorities. Individuals frequently encounter feelings of anxiety when approaching deadlines, yet they often encounter challenges in modifying this behavior. This proclivity for procrastination can impede the realization of academic and spiritual objectives within the Pesantren environment, particularly if it remains unaddressed or unrecognized during the initial stages (Lathifa, 2024).

A study by Latifah (2019) posits that students who exhibit high levels of procrastination tend to experience mental fatigue more rapidly and undergo a decline in academic performance. In the context of Islamic boarding schools, research by Muliani (2022) indicates that students who frequently procrastinate tend to exhibit deficient time management skills and an absence of intrinsic motivation, which culminates in delays in the completion of academic and religious obligations.

Female students who exhibit moderate procrastination tend to postpone tasks in specific circumstances, such as when the task is perceived as challenging or unengaging. While they generally possess the capacity to complete tasks in a timely manner, they frequently succumb to distractions such as boredom or a lack of concentration. It is imperative to acknowledge the potential for enhancement in this group, given the conducive environmental support and engaging learning strategies that have been implemented (Muawanah, 2021).

Muna's (2022) research yielded findings indicating that students exhibiting moderate levels of procrastination frequently encounter internal conflicts, characterized by a discordance between their inclination towards self-discipline and their habitual tendency to procrastinate. In a subsequent study, Nduru (2022) examined the impact of structured study schedules and peer reinforcement on female students who exhibited moderate procrastination tendencies. The findings indicated that these interventions led to an enhancement in students' sense of responsibility.

Female students who exhibit low levels of procrastination demonstrate effective study habits, complete assignments in a timely manner, and exhibit a strong sense of academic responsibility. They are known to demonstrate a high level of discipline, effective time management skills, and the capacity to self-motivate, completing work promptly without requiring external deadlines. These characteristics should be emulated and serve as inspiration for their peers (Fitriana, 2024).

A study by Afifa (2023) found that students who exhibited low levels of procrastination demonstrated more stable academic performance and exhibited reduced stress levels in the context of exams and major assignments. A parallel study by Amrina (2024) found that female students who do not typically procrastinate also reported higher levels of learning satisfaction, attributed to increased calmness and confidence.

To overcome academic procrastination, a range of approaches is necessary, depending on the category. For individuals with a proclivity for procrastination, it is imperative to implement strategies that promote effective time management, facilitate self-regulation techniques, and offer counseling guidance. For individuals occupying the moderate category, the implementation of strategies such as enhancing motivation to learn, utilizing reminder systems, and engaging in group work has been demonstrated to be effective. Concurrently, individuals in the low category have the opportunity to assume the role of peer mentors, providing

guidance and support to their peers, while concurrently sustaining their positive behaviors (Badaruddin, 2018).

Azhari's (2021) research indicates that interventions such as time management training and goal setting can effectively reduce procrastination levels among students. In the pesantren environment, Budiman's (2022) study demonstrates the efficacy of mentoring and regular discipline coaching in assisting female students in the reduction of procrastination.

The results of the analysis indicate that the majority of female students continue to demonstrate a high level of academic procrastination, a factor that has the potential to impede their academic success. However, a residual proportion of respondents are still categorised as moderate or low risk, indicating potential for enhancement. It is evident that a comprehensive understanding of the significance of each category, in conjunction with the implementation of appropriate, research-based strategies, can serve as a catalyst for the reduction of procrastination behaviour. This, in turn, can contribute to the cultivation of a more disciplined and productive learning culture among female students.

4. The Influence of Time Management and Learning Motivation on Academic Procrastination Among Female Islamic Boarding School Students

The present study explores the influence of time management and learning motivation on academic procrastination among female Islamic boarding school students. This psychological and behavioral aspect is of particular importance in the context of education, particularly within the unique environment of Islamic boarding schools, which are distinguished by their demanding daily activities, stringent time management, and a combination of formal and religious education. (Azhari, 2021). The findings of the regression analysis in this study indicated that the significance value (Sig.) was less than 0.05, suggesting a statistically significant influence of time management and learning motivation on academic procrastination among female students. This finding confirms that the two independent variables, namely time management and learning motivation, contribute to explaining the

variation in the level of procrastination experienced by female students. The regression coefficients obtained lend further credence to this conclusion. Specifically, time management exhibited a positive coefficient of 0.011, while learning motivation demonstrated a negative coefficient of -0.287.

Thus, it can be interpreted that the higher the time management skills of female students, the higher their academic procrastination tends to be. Conversely, the higher the learning motivation of female students, the lower their academic procrastination tends to be (Afifa, 2023). This is a salient finding given that the results demonstrate the ineffectiveness of female students' time management skills in reducing procrastination, which may be attributable to inadequate planning or self-control in implementing these skills. In contrast, research conducted by Bela (2023) demonstrates that effective time management, when coupled with clear learning strategies and a supportive environment, can contribute to the reduction of academic procrastination (Djamarah, 2020). This shows that the quality of time management is more important than simply the quantity of time allocated to studying.

Furthermore, high learning motivation has been demonstrated to serve as a protective factor against academic procrastination. In this context, intrinsic motivation—defined as an internal drive to achieve and a high level of curiosity—plays an important role in shaping the learning discipline of female students. These findings are consistent with the research conducted by Iskandar (2023), which found that academic motivation has a significant negative impact on academic procrastination. When students possess a strong motivation to achieve academic success, they tend to exhibit increased focus, diligence, and consistency in completing their tasks, while also avoiding procrastination behaviors (Farhan, 2021). In the context of the busy and demanding lives of female Islamic boarding school students, motivation to learn is a key determinant of success in managing study time independently and efficiently (Agustina, 2020). Furthermore, the capacity to learn from motivation is indicative of the extent to which female students are able to establish learning objectives, manage academic stress, and

maintain commitment to academic achievement despite facing various challenges (Muawanah, 2021).

Moreover, the R Square value of 0.833 suggests that approximately 83.3% of the variation in academic procrastination can be attributed to the variables of time management and learning motivation. This finding suggests that both variables exert a substantial and significant influence on the pattern of academic procrastination among female students. The residual 16.7% of the variance is likely attributable to other factors, including academic anxiety, social pressure, workload, learning style, or the learning environment at the boarding school. This finding is corroborated by research conducted by Nanang (2019), who also found that internal factors such as self-management and learning motivation significantly contribute to students' procrastination behavior. However, external factors such as social support, teaching methods, and the availability of learning facilities also influence students' propensity to procrastinate (Faujiah, 2024). Consequently, a comprehensive understanding of the factors that contribute to procrastination is imperative for the development of effective interventions, such as time management training and motivation enhancement programs in Islamic boarding schools (Jannah, 2022).

In summary, the findings of this study offer significant insights into the strategies employed by female Islamic boarding school students to manage academic demands within the context of their demanding daily schedules and multiple role obligations. The discovery that effective time management does not necessarily guarantee optimal productivity underscores the notion that certain time management strategies may be more effective when complemented by learning motivation and effective self-regulation skills. Consequently, effective strategies to address academic procrastination among female religious boarding school students must encompass a multifaceted approach, addressing cognitive, affective, and behavioral dimensions comprehensively. This approach should prioritize a holistic integration of these dimensions, rather than emphasizing the provision of technical time management training as the sole solution. Educational institutions, particularly boarding schools, are advised to develop counseling and guidance programs that

not only emphasize time management skills but also encourage increased learning motivation through personalized and contextual approaches. Consequently, female students are not only endowed with technical skills in time management but also possess a strong desire to learn, thereby enabling them to overcome procrastination and achieve optimal academic performance.

CHAPHTER V

CONSLUSION AND SUGGESTION

A. Conclusion

Based on the presentation of the research results, the following results were obtained:

1. The majority of female students' time management levels in this study indicate that approximately 56.7% of female students are in the high category, reflecting their ability to manage schedules, prioritize tasks, and carry out academic and religious activities in a structured and disciplined manner.

2. The majority of female students, 61.7%, are in the high learning motivation category, indicating that most of them have a strong internal drive to achieve academic success, even though they have to divide their focus between religious activities and general studies in the Pesantren environment. This elevated level of motivation is manifest in their unwavering enthusiasm for learning, proactive engagement in the learning process, and tenacious commitment to completing academic tasks.

3. The majority of female students, constituting 60% of the sample, exhibit high levels of academic procrastination, suggesting a tendency to postpone school assignments, particularly in instances of imminent deadlines. This tendency may be indicative of challenges in time management, a paucity of intrinsic motivation, and the potential for psychological distress arising from the demanding activities characteristic of the pesantren milieu. This elevated level of procrastination engenders a multitude of potential hazards, including but not limited to: diminished academic performance, elevated stress levels, and the disruption of the equilibrium between academic and spiritual obligations.

4. The findings of the study suggest that time management and learning motivation have a substantial impact on academic procrastination among female boarding school students, with a significance value of less than 0.05 and an R Square of 0.833. This indicates that 83.3% of the observed variation in procrastination can be attributed to these two variables. A noteworthy finding is the observed positive correlation between high time management and increased procrastination. This suggests that female students may be experiencing challenges in implementing effective time management strategies or maintaining discipline in their use of time management techniques. Conversely, an elevated level of learning motivation has been shown to have a significant negative effect on procrastination, suggesting that as learning motivation increases, procrastination decreases. These findings underscore the importance of combining technical time management skills with strong intrinsic motivation, and suggest that boarding schools should not only focus on technical time management training, but also strengthen female students' learning motivation through personalized and contextual guidance programs to help them overcome their tendency to procrastinate and achieve optimal academic performance.

B. Suggestion

Based on the findings of this study, several suggestions can be proposed as follows:

1. It is recommended that female students develop a heightened sense of self-awareness in the effective management of their time by creating realistic study schedules and demonstrating discipline in their implementation. Furthermore, it is imperative for female students to cultivate intrinsic motivation to learn. This can be achieved by establishing clear academic objectives, recognizing the value of the learning process, and identifying enjoyable methods of learning to

prevent procrastination. Regular self-regulation exercises and reflection on learning habits have also been demonstrated to facilitate the long-term success of female students in overcoming academic procrastination.

2. Pesantren institutions are expected to provide more comprehensive support in developing time management skills and learning motivation of santriwati through counseling guidance programs, soft skills training, and personal academic assistance. Furthermore, the creation of a conducive and structured learning environment is imperative. This environment should include a balanced schedule that incorporates academic activities, worship, and rest. This approach is necessary to ensure that santriwati do not experience excessive pressure, which can lead to procrastination.

3. To further refine the study, it is recommended that future research involve additional variables, such as academic stress, social support, or learning strategies employed by female students. This would contribute to a more comprehensive understanding of the factors that influence academic procrastination. A qualitative research study can also be conducted to explore the subjective experiences of female students regarding time management and learning motivation in the context of pesantren life.

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LAMPIRAN

Lampiran 1 Instrumen Penelitian

Saya merupakan mahasiswa Fakultas Psikologi yang saat ini sedang melakukan peneltiian untuk tugas akhir kuliah (skripsi) mengenai **PENGARUH MANAJEMEN WAKTU DAN MOTIVASI BELAJAR TERHADAP PROKRASTINASI AKADEMIK PADA SANTRIWATI**. Pada kesempatan ini, saya mengharapkan bantuan teman-teman untuk mengisi kuesioner ini.

Adapun kriteria yang harus dipenuhi untuk mengisi kuesioner diantaranya yaitu:

a. Santriwati Aktif

b. Rentang Usia 18-24 Tahun

jika telah memenuhi kriteria di atas silahkan untuk mengisi data di bawah ini.

Mohon untuk mengisi data diri dengan sebenar-benarnya dan menjawab pertanyaan dengan seksama. Jawablah pertantanyaan salah satu yang sesuai dengan diri anda dengan keterangan jawaban, SS=Sangat Setuju, S=Setuju, N=Netral, TS=Tidak Setuju, STS=Sangat Tidak setuju ini tidak bersifat benar. Dalam hal ini tidak ada jawaban benar dan salah, yang mana data ini akan digunakan nantinya untuk keperluan akademik dan kerahasiaan jawaban terjamin.

Terimakasih, Wassalamu'alaikum Wr. Wb.

MANAJEMEN WAKTU (X1)					
No	**Pertanyaan**	**SS**	**S**	**N**	**TS**	**STS**
1	Saya selalu mencatat waktu belajar saya setiap hari.					
2	Saya membuat jadwal belajar untuk minggu ini.					

3	Saya mencatat jam belajar dengan teratur setiap hari.					
4	Saya menggunakan aplikasi atau alat bantu untuk mencatat jadwal belajar.					
5	Saya memastikan jadwal belajar saya sudah terencana dengan baik.					
6	Saya mengatur berapa lama waktu yang saya alokasikan untuk belajar setiap hari.					
7	Saya sudah menentukan jangka waktu belajar yang cukup untuk setiap mata pelajaran.					
8	Saya selalu konsisten dengan waktu yang telah saya tentukan untuk belajar.					
9	Saya membuat target waktu belajar untuk menyelesaikan tugas.					
10	Saya belajar dengan jangka waktu yang cukup untuk memahami materi.					
11	Saya membagi waktu belajar dengan kegiatan lainnya secara seimbang.					
12	Saya memprioritaskan tugas yang harus segera diselesaikan dalam jadwal belajar saya.					

13	Saya selalu menempatkan waktu belajar sebagai prioritas utama.					
14	Saya membuat catatan khusus tentang waktu yang saya gunakan untuk belajar.					
15	Saya mencatat kapan saya memulai dan menyelesaikan belajar setiap hari.					
16	Saya memastikan bahwa catatan waktu belajar saya digunakan untuk evaluasi.					
17	Saya menulis di catatan kapan saya merasa produktif dalam belajar.					
18	Saya menggunakan waktu luang untuk belajar hal-hal yang penting.					
19	Saya menentukan waktu luang saya untuk belajar materi yang sulit.					
20	Saya memanfaatkan waktu istirahat dengan baik untuk belajar.					
21	Saya selalu merencanakan belajar di waktu luang yang ada.					
22	Saya menyesuaikan waktu belajar dengan istirahat agar tidak kelelahan.					

23	Saya memberi jeda waktu istirahat dalam jadwal belajar saya.					
24	Saya selalu memperhatikan keseimbangan antara belajar dan istirahat.					
25	Saya mengatur kapan harus belajar dan kapan harus beristirahat dengan baik.					

MOTIVASI BELAJAR (X2)						
No	**Pertanyaan**	**SS**	**S**	**N**	**TS**	**STS**
1	Saya selalu berusaha untuk mendapatkan nilai terbaik dalam setiap mata pelajaran.					
2	Saya memiliki tekad yang kuat untuk sukses dalam pendidikan saya.					
3	Saya merasa termotivasi untuk mencapai prestasi akademik yang lebih tinggi.					
4	Saya selalu berusaha melakukan yang terbaik dalam setiap tugas yang diberikan.					
5	Saya merasa belajar adalah kebutuhan penting bagi masa depan saya.					
6	Saya merasa terdorong untuk belajar demi meningkatkan pengetahuan saya.					

7	Saya belajar karena saya menyadari pentingnya pengetahuan untuk mencapai tujuan hidup saya.					
8	Saya selalu berusaha konsisten dalam menyelesaikan tugas-tugas akademik.					
9	Saya tidak pernah menyerah dalam menyelesaikan tugas meskipun sulit.					
10	Saya tetap konsisten dalam mengikuti jadwal belajar yang saya buat.					
11	Saya menjaga komitmen untuk belajar meskipun banyak gangguan.					
12	Saya selalu tekun dalam belajar meskipun materi sulit dipahami.					
13	Saya belajar dengan sungguh-sungguh untuk mencapai hasil yang maksimal.					
14	Saya tidak mudah menyerah ketika menghadapi kesulitan dalam belajar.					
15	Saya belajar untuk mewujudkan cita-cita saya di masa depan.					

16	Saya memiliki harapan besar bahwa pendidikan akan membuka peluang bagi masa depan saya.					
17	Saya merasa bahwa keberhasilan belajar saat ini akan membawa saya pada masa depan yang lebih baik.					
18	Saya termotivasi untuk belajar demi mendapatkan penghargaan dari orang tua atau guru.					
19	Saya berharap usaha saya dalam belajar akan diakui oleh lingkungan sekitar saya.					
20	Saya merasa bangga ketika hasil belajar saya mendapatkan apresiasi dari orang lain.					
21	Saya yakin bahwa saya mampu mencapai tujuan akademik yang saya tetapkan.					
22	Saya percaya bahwa usaha keras saya dalam belajar akan membuahkan hasil.					
23	Saya selalu optimis bahwa saya akan berhasil dalam studi saya.					
24	Saya merasa mampu mengatasi setiap tantangan yang muncul dalam belajar.					

25	Saya memiliki pandangan positif terhadap kemampuan saya untuk memahami materi pelajaran.					
PROKRASTINASI AKADEMIK (Y)						
1	Saya sering menunda untuk memulai tugas meskipun sudah mengetahui tenggat waktunya.					
2	Saya biasanya baru mulai mengerjakan tugas ketika sudah dekat dengan tenggat waktu.					
3	Saya suka menunda-nunda pekerjaan sampai benar-benar harus diselesaikan.					
4	Saya merasa mudah untuk segera memulai pekerjaan setelah tugas diberikan.					
5	Saya sering menunda untuk menyelesaikan tugas meskipun hampir selesai.					
6	Saya meninggalkan tugas yang sudah saya mulai dan menundanya untuk waktu lain.					
7	Saya sering melanjutkan tugas yang sedang dikerjakan dan tidak menundanya hingga dekat tenggat waktu.					

8	Saya sering membutuhkan lebih banyak waktu untuk menyelesaikan tugas daripada yang direncanakan.					
9	Saya cenderung melambat dalam bekerja karena tidak bisa langsung fokus pada tugas.					
10	Saya sering merasa waktu yang saya gunakan untuk mengerjakan tugas tidak efisien.					
11	Saya tidak memerlukan lebih banyak waktu dari yang biasanya diperlukan orang lain untuk menyelesaikan tugas yang sama.					
12	Saya sering melakukan hal lain seperti bermain media sosial saat harusnya mengerjakan tugas.					
13	Saya cenderung terganggu oleh aktivitas yang tidak berhubungan dengan tugas saat sedang mengerjakannya.					
14	Saya tidak mengalihkan perhatian saya ke hal-hal yang penting saat menghadapi tugas besar.					
15	Saya sering merasa cemas ketika mendekati tenggat waktu tugas.					

16	Saya merasa khawatir tentang apakah saya bisa menyelesaikan tugas tepat waktu.					
17	Saya tidak merasa tertekan ketika menghadapi tenggat waktu yang semakin dekat.					
18	Saya merasa sangat stres ketika memikirkan tugas yang belum saya mulai.					
19	Saya sering merasa cemas berlebihan ketika tugas belum selesai dikerjakan.					
20	Saya tidak merasa gelisah jika menyadari ada tugas yang belum terselesaikan.					
21	Saya sering merasa kurang yakin bahwa saya bisa menyelesaikan tugas sesuai tenggat waktu.					
22	Saya merasa tidak mampu menyelesaikan tugas tepat waktu jika tugas tersebut sulit.					
23	Saya cukup kompeten untuk mengerjakan tugas akademik dengan baik.					
24	Saya merasa tugas yang diberikan terlalu sulit untuk saya selesaikan tepat waktu.					

25	Saya tidak merasa pesimis bahwa saya dapat menyelesaikan tugas yang rumit atau berat.					

Lampiran 2 Data Penelitian

1. **Data Penelitian Manajemen Waktu**

mw1	mw2	mw3	mw4	mw5	mw6	mw7	mw8	mw9	mw10	mw11	mw12	mw13	mw14	mw15	mw16	mw17	mw18	mw19	mw20	mw21	mw22	mw23	mw24	mw25
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2. Data Penelitian Motivasi Belajar

mb1	mb2	mb3	mb4	mb5	mb6	mb7	mb8	mb9	mb10	mb11	mb12	mb13	mb14	mb15	mb16	mb17	mb18	mb19	mb20	mb21	mb22	mb23	mb24	mb25
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5	5	5	5	5	5	5	5	3	4	4	5	5	5	5	5	5	5	4	4	4	4	4	4	5
5	4	5	4	4	4	4	4	4	5	5	5	5	3	5	4	4	4	4	4	5	5	5	5	5
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5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	5	4	4	5	5	5	5	5	5
4	4	5	5	5	5	5	5	5	5	4	4	5	5	5	5	4	4	4	4	4	4	4	4	4

3. Data Penelitian Prokrastinasi Akademik

pa 1	pa 2	pa 3	pa 4	pa 5	pa 6	pa 7	pa 8	pa 9	pa 10	pa 11	pa 12	pa 13	pa 14	pa 15	pa 16	pa 17	pa 18	pa 19	pa 20	pa 21	pa 22	pa 23	pa 24	pa 25
4	2	1	2	2	1	1	3	5	4	1	2	3	2	1	1	1	4	5	3	3	4	5	2	1
4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4
4	4	2	4	5	5	2	4	4	4	4	4	5	3	3	4	5	5	5	4	4	4	4	5	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	4	5	4	3	3	3	3	1
3	5	5	3	5	3	4	5	3	4	4	5	4	4	4	4	3	4	4	4	4	3	4	4	3

4	5	3	4	4	4	4	5	4	4	4	5	4	4	5	5	5	4	4	5	5	4	3	4	3
3	4	3	3	5	5	5	5	4	3	5	5	5	5	5	5	5	5	5	5	1	3	5	1	4
5	5	5	4	4	5	5	4	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	3	5	5	5	5	5	5	5	5	5	5	4	4	3	5	4	5	5	5	5	5	5	5	4
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5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	4	5	5	5	5	4	3	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	4	5	5	5	5	5	5	5	5
5	4	4	5	5	4	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5
5	5	4	5	4	5	5	5	4	4	5	5	4	4	5	5	4	4	5	5	5	5	5	5	4
5	5	5	4	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5
5	4	5	5	5	4	5	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	4	5	5	4	5	5	5	5	5	5	5	4	5	4	4	5	5	5	5	5	5	5	5	5
5	5	5	4	4	4	4	5	5	5	5	4	4	5	5	4	4	4	5	5	5	5	5	5	5
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3	2	3	2	4	3	4	3	3	4	2	2	3	3	3	2	3	4	2	3	3	3	3	5	3
4	5	5	4	4	4	4	4	4	5	5	5	3	3	4	4	5	4	4	4	5	4	5	4	5
5	5	5	5	5	5	5	4	5	5	5	5	5	4	4	4	5	4	5	5	5	5	5	5	5
5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5
4	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	5	5	5	5	5
5	5	5	5	4	5	4	4	3	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
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4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	5	4	4	4	4	5
5	5	5	5	3	4	4	5	5	5	5	5	5	5	4	4	4	4	4	4	5	5	5	5	5
5	4	4	4	4	5	5	5	5	3	5	4	4	4	4	4	5	5	5	5	5	5	4	5	4
5	4	5	3	4	5	4	5	5	5	5	4	5	5	5	5	3	5	4	5	4	5	4	5	4
5	5	5	5	5	5	4	5	5	5	5	5	4	5	4	4	5	5	5	5	5	5	5	5	5
4	5	5	5	5	5	4	4	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5

Lampiran 3 Uji Reliabilitas dan Validitas

1. **Uji Relianilitas**

   a. **Skala Manajemen Waktu**

   Reliability Statistics

Cronbach's Alpha	N of Items
,957	25

   b. **Skala Motivasi Belajar**

   Reliability Statistics

Cronbach's Alpha	N of Items
,976	25

   c. **Skala Prokrastinasi Akademik**

   Reliability Statistics

Cronbach's Alpha	N of Items
,937	25

2. **Uji Validitas**

   a. **Skala Manajemen Waktu**

		SelfManagement	Keterangan
mw1	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,001	
	N	36	

mw2	Pearson Correlation	,695**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw3	Pearson Correlation	,740**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw4	Pearson Correlation	,758**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw5	Pearson Correlation	,783**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw6	Pearson Correlation	,366**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw7	Pearson Correlation	,357**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw8	Pearson Correlation	,744**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw9	Pearson Correlation	,648**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw10	Pearson Correlation	,734**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw11	Pearson Correlation	,618**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw12	Pearson Correlation	,718**	Valid
	Sig. (2-tailed)	,000	
	N	36	

mw13	Pearson Correlation	,849**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw14	Pearson Correlation	,886**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw15	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw16	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw17	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw18	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw19	Pearson Correlation	,825**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw20	Pearson Correlation	,831**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw21	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw22	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw23	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	

			Keterangan
mw24	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mw25	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	

b. Skala Motivasi Belajar

		SelfManagement	Keterangan
mb1	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,001	
	N	36	
mb2	Pearson Correlation	,695**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb3	Pearson Correlation	,740**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb4	Pearson Correlation	,758**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb5	Pearson Correlation	,783**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb6	Pearson Correlation	,366**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb7	Pearson Correlation	,357**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb8	Pearson Correlation	,744**	Valid
	Sig. (2-tailed)	,000	

	N	36	
mb9	Pearson Correlation	,648**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb10	Pearson Correlation	,734**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb11	Pearson Correlation	,618**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb12	Pearson Correlation	,718**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb13	Pearson Correlation	,849**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb14	Pearson Correlation	,886**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb15	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb16	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb17	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb18	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	
mb19	Pearson Correlation	,825**	Valid
	Sig. (2-tailed)	,000	
	N	36	

		Pearson Correlation	,831**	Valid
mb20		Sig. (2-tailed)	,000	
		N	36	
mb21		Pearson Correlation	,528**	Valid
		Sig. (2-tailed)	,000	
		N	36	
mb22		Pearson Correlation	,736**	Valid
		Sig. (2-tailed)	,000	
		N	36	
mb23		Pearson Correlation	,780**	Valid
		Sig. (2-tailed)	,000	
		N	36	
mb24		Pearson Correlation	,841**	Valid
		Sig. (2-tailed)	,000	
		N	36	
mb25		Pearson Correlation	,755**	Valid
		Sig. (2-tailed)	,000	
		N	36	

c. **Skala Prokrastinasi Akademik**

		SelfManagement	Keterangan
pa1	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,001	
	N	36	
pa2	Pearson Correlation	,695**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa3	Pearson Correlation	,740**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa4	Pearson Correlation	,758**	Valid
	Sig. (2-tailed)	,000	

	N	36	
pa5	Pearson Correlation	,783**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa6	Pearson Correlation	,366**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa7	Pearson Correlation	,357**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa8	Pearson Correlation	,744**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa9	Pearson Correlation	,648**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa10	Pearson Correlation	,734**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa11	Pearson Correlation	,618**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa12	Pearson Correlation	,718**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa13	Pearson Correlation	,849**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa14	Pearson Correlation	,886**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa15	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	

pa16	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa17	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa18	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa19	Pearson Correlation	,825**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa20	Pearson Correlation	,831**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa21	Pearson Correlation	,528**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa22	Pearson Correlation	,736**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa23	Pearson Correlation	,780**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa24	Pearson Correlation	,841**	Valid
	Sig. (2-tailed)	,000	
	N	36	
pa25	Pearson Correlation	,755**	Valid
	Sig. (2-tailed)	,000	
	N	36	

Lampiran 4 Uji Normalitas

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ManajemenWaktu	,214	36	,235	,727	36	,061
MotivasiBelajar	,282	36	,135	,726	36	,092
ProkrastinasiAkademik	,238	36	,325	,706	36	,101

a. Lilliefors Significance Correction

Lampiran 5 Uji Linieritas

			Sig.
ProkrastinasiAkademik * MotivasiBelajar	Between Groups	(Combined)	,984
		Linearity	,189
		Deviation from Linearity	,996
	Within Groups		
	Total		

Lampiran 6 Uji Analisis Deskriptif

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ManajemenWaktu	36	61,00	124,00	112,0833	4,55311
MotivasiBelajar	36	61,00	124,00	101,3056	4,50876
ProkrastinasiAkademik	36	61,00	124,00	101,3056	4,50876
Valid N (listwise)	36				

ManajemenWaktu

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61,00	1	2,8	2,8	2,8
	74,00	1	2,8	2,8	5,6
	76,00	1	2,8	2,8	8,3
	98,00	1	2,8	2,8	11,1
	99,00	1	2,8	2,8	13,9
	101,00	1	2,8	2,8	16,7
	103,00	1	2,8	2,8	19,4
	107,00	1	2,8	2,8	22,2
	111,00	1	2,8	2,8	25,0
	112,00	3	8,3	8,3	33,3
	115,00	1	2,8	2,8	36,1
	116,00	3	8,3	8,3	44,4
	117,00	1	2,8	2,8	47,2
	119,00	5	13,9	13,9	61,1
	120,00	6	16,7	16,7	77,8
	121,00	4	11,1	11,1	88,9
	122,00	3	8,3	8,3	97,2
	124,00	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

MotivasiBelajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61,00	1	2,8	2,8	2,8
	74,00	1	2,8	2,8	5,6
	76,00	1	2,8	2,8	8,3
	98,00	1	2,8	2,8	11,1
	99,00	1	2,8	2,8	13,9
	101,00	1	2,8	2,8	16,7
	103,00	1	2,8	2,8	19,4
	105,00	1	2,8	2,8	22,2
	106,00	1	2,8	2,8	25,0
	107,00	1	2,8	2,8	27,8
	111,00	1	2,8	2,8	30,6
	112,00	3	8,3	8,3	38,9
	115,00	1	2,8	2,8	41,7
	116,00	3	8,3	8,3	50,0
	117,00	1	2,8	2,8	52,8
	119,00	4	11,1	11,1	63,9
	120,00	5	13,9	13,9	77,8
	121,00	4	11,1	11,1	88,9
	122,00	3	8,3	8,3	97,2
	124,00	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

ProkrastinasiAkademik

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61,00	1	2,8	2,8	2,8
	74,00	1	2,8	2,8	5,6
	76,00	1	2,8	2,8	8,3
	98,00	1	2,8	2,8	11,1
	99,00	1	2,8	2,8	13,9
	101,00	1	2,8	2,8	16,7
	103,00	1	2,8	2,8	19,4
	105,00	1	2,8	2,8	22,2
	106,00	1	2,8	2,8	25,0
	107,00	1	2,8	2,8	27,8
	111,00	1	2,8	2,8	30,6
	112,00	3	8,3	8,3	38,9
	115,00	1	2,8	2,8	41,7
	116,00	3	8,3	8,3	50,0
	117,00	1	2,8	2,8	52,8
	119,00	4	11,1	11,1	63,9
	120,00	5	13,9	13,9	77,8
	121,00	4	11,1	11,1	88,9
	122,00	3	8,3	8,3	97,2
	124,00	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

Lampiran 7 Uji Hipotesis

1. **Uji Regresi Linier berganda**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,289ᵃ	,833	,028	14,30644

a. Predictors: (Constant), MotivasiBelajar, ManajemenWaktu

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	142,071	27,729		5,124	,000
	ManajemenWaktu	,011	,167	,011	,065	,000
	MotivasiBelajar	-,287	,167	-,287	-1,716	,000

a. Dependent Variable: ProkrastinasiAkademik

2. **Uji MRA**

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	213,642	390,281		,547	,588
	ManajemenWaktu	-,601	3,334	-,603	-,180	,858
	MotivasiBelajar	-,902	3,350	-,902	-,269	,789
	XM	,005	,029	,828	,184	,855

a. Dependent Variable: ProkrastinasiAkademik