

THE INFLUENCE OF TIME MANAGEMENT, PART-TIME WORK, AND CAMPUS ENVIRONMENT ON THE ACADEMIC ACHIEVEMENT OF MANAGEMENT STUDENTS AT THE FACULTY OF ECONOMICS AND BUSINESS, UNIVERSITAS MALIKUSSALEH

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Abstract

This study aims to examine and analyze the influence of Time Management, Part-time Work, and Campus Environment on the Academic Achievement of students in the Management Study Program, Faculty of Economics and Business, Universitas Malikussaleh, both partially and simultaneously. This study employed a quantitative approach with a population of active Management students from the 2022–2024 cohorts who were engaged in part-time work during their studies. The sample was determined using a purposive sampling technique, resulting in 100 respondents, with data collected through a Likert-scale questionnaire. The data analysis technique used was multiple linear regression analysis processed with SPSS software. The results show that Time Management has a positive and significant effect on Academic Achievement. Part-time Work also has a positive and significant effect on Academic Achievement and is the most dominant variable based on a Standardized Coefficients Beta value. Campus Environment also has a positive and significant effect on Academic Achievement. Simultaneously, the three independent variables significantly affect Academic Achievement. These findings indicate that part-time work does not always have a negative impact on academic achievement when students are able to manage their time effectively and optimally utilize the campus environment.

Keywords: Time Management, Part-Time Work, Campus Environment, Academic Achievement

INTRODUCTION

The Higher education plays an important role in developing competent, competitive, and adaptive human resources in response to the rapidly changing global environment. Academic achievement is one of the main indicators of students' success in the learning process and is commonly reflected through Grade Point Average (GPA). Academic achievement does not merely represent students' cognitive abilities but also reflects their ability to manage various academic and non-academic demands during their studies. Therefore, understanding the factors that contribute to students' academic achievement is important, particularly for students who have to balance academic responsibilities with employment and other activities. The increasing number of students who engage in part-time employment has become an important phenomenon in higher education. Students may choose to work while studying to fulfill financial needs, gain practical experience, develop skills, and prepare for their future careers. However, combining academic responsibilities with employment requires students to manage their time and responsibilities effectively. The condition becomes more challenging when students have to divide their attention between lectures, assignments, examinations, work schedules, and personal activities. The findings of the present study indicate that students who work part-time experience different academic outcomes. Some students experience difficulties in balancing work and academic responsibilities, whereas others are able to maintain satisfactory academic achievement through effective time management.

From the perspective of Self-Regulated Learning (SRL), academic achievement is closely associated with students' ability to regulate their learning activities. Zimmerman et al. (2002) explain that self-regulated learning involves three cyclical phases: forethought, performance, and self-reflection. The forethought phase includes goal setting and strategic planning, the performance phase involves the implementation and monitoring of learning strategies, while the self-reflection phase involves evaluating learning outcomes. Within this framework, students' ability to manage their time can be considered an important component of self-regulation because effective time allocation enables students to organize academic and non-academic activities in accordance with their learning goals. Time management is therefore an important factor in academic achievement. Britton and Tesser (1991) conceptualize time management through short-range planning, long-range planning, and time attitudes. Effective time management enables students to establish priorities, organize activities, and allocate sufficient time for academic responsibilities. Previous research has also demonstrated a positive relationship between time management and academic achievement. Inayah et al. (2023) found that time management has a positive and significant effect on the academic achievement of working students, while Kamilatunnisa et al. (2025) reported similar findings among students in the Faculty of Economics at Universitas Pasundan. These findings suggest that the ability to plan, organize, and control time may help students maintain their academic performance despite having multiple responsibilities.

Part-time work, on the other hand, may produce either positive or negative consequences for students' academic achievement. Employment can provide financial benefits, practical experience, responsibility, and opportunities to develop skills. Nevertheless, excessive work demands may reduce students' study time, increase fatigue, and interfere with concentration. Previous studies have reported inconsistent findings regarding this relationship. Huda et al. (2023) found that part-time work had a negative and significant effect on students' academic achievement, indicating that employment may interfere with academic activities. In contrast, Agustina and Mardalis (2024) found that part-time work had a positive and significant effect on academic achievement. These contradictory findings indicate that the effect of part-time work may depend on how students manage their work and academic responsibilities. In addition to individual factors, the campus environment represents an important external factor that may influence students' academic achievement. The campus environment includes physical facilities, academic resources, learning atmosphere, and social relationships with lecturers, staff, and fellow students. A supportive campus environment can provide students with comfortable learning conditions, facilitate access to academic resources, and encourage interaction and engagement in the learning process. Robyansyah et al. (2022) found that the learning environment has a positive and significant effect on students' learning achievement. Similarly, Dewi et al. (2025) reported that the campus environment has a positive and significant influence on students' academic achievement.

Although previous studies have examined time management, part-time work, and campus environment in relation to academic achievement, several research gaps remain. First, previous studies have produced inconsistent findings, particularly concerning the effect of part-time work on academic achievement. Second, many previous studies have examined these factors separately or combined only two of the variables. Research that simultaneously examines time management, part-time work, and campus environment as determinants of students' academic achievement remains relatively limited. Furthermore, empirical evidence within the context of Management Study Program students at the Faculty of Economics and Business, Universitas Malikussaleh, is still limited. This research gap is particularly relevant in the context of Management students at Universitas Malikussaleh, where students have diverse academic and socio-economic backgrounds. Some students undertake part-time employment while continuing their university education, requiring them to balance work and academic responsibilities. Accordingly, examining the combined influence of time management, part-time work, and campus environment can provide a more comprehensive understanding of the factors associated with students' academic achievement. Based on the phenomenon, theoretical perspective, and research gaps described above, this study aims to examine and analyze the effect of time management, part-time work, and campus environment on the academic achievement of Management Study Program students at the Faculty of Economics and Business, Universitas Malikussaleh, both partially and simultaneously. The study is expected to contribute empirical evidence to the literature on student academic achievement and provide practical implications for students and higher education institutions in developing strategies and policies that support academic success.

LITERATURE REVIEW

Time Management

Time management refers to an individual's ability to organize and utilize time effectively and efficiently to accomplish academic and non-academic responsibilities. Britton and Tesser (1991) identify three dimensions of time management: short-range planning, long-range planning, and time attitudes. Effective time management enables students to prioritize academic activities, complete assignments on time, and balance study with other activities. In the context of Self-Regulated Learning, time management reflects students' ability to plan and regulate their learning activities.

Part Time Work

Part-time work refers to employment undertaken by students alongside their academic activities. Part-time employment can provide financial benefits, work experience, and skill development, but excessive work demands may reduce study time and cause fatigue. In this study, part-time work is measured through work intensity, job flexibility, work motivation, and work fatigue.

Campus Environment

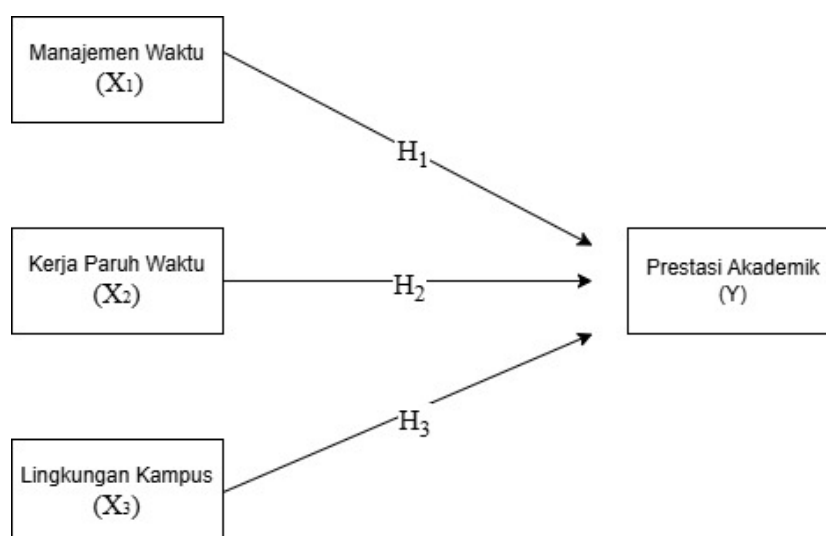
The campus environment refers to the physical, social, and academic conditions experienced by students during their studies. A supportive campus environment, adequate facilities, comfortable learning conditions, positive relationships with lecturers, and good interaction among students can encourage students to engage more effectively in academic activities. The indicators used in this study include campus facilities, learning comfort, lecturer relationships, academic staff support, and student interaction.

Academic Achievement

Academic achievement represents the learning outcomes achieved by students during their studies. It can be reflected through cumulative grade point average (GPA), examination results, classroom participation, and timely completion of assignments. Academic achievement is influenced by students' ability to regulate their learning as well as contextual factors such as employment and the campus environment.

Relationship Between Variables

Based on Self-Regulated Learning theory, students who are able to manage their time effectively are expected to achieve better academic outcomes. Part-time work may affect academic achievement depending on students' ability to balance work and study, while a supportive campus environment can facilitate the learning process. Previous studies cited in this research generally support the positive relationship between time management, part-time work, campus environment, and academic achievement.



Picture 1 Frame Conceptual

Hyphothesis

H1: Time management has a positive and significant effect on academic achievement.

H2: Part-time work has a positive and significant effect on academic achievement.

H3: Campus environment has a positive and significant effect on academic achievement.

METHOD

This study used a quantitative explanatory design to examine the effect of time management, part-time work, and campus environment on students' academic achievement. The research was conducted at the Management Study Program, Faculty of Economics and Business, Universitas Malikussaleh, located at Bukit Indah Campus, Blang Pulo, Muara Satu District, Lhokseumawe City, Aceh Province. The population consisted of active students of the Management Study Program from the 2022–2024 cohorts who had completed at least four semesters and had experienced or were currently engaged in part-time work. The sample consisted of 100 respondents selected using purposive sampling. The sample size was determined based on the guideline of Hair et al. (2022), which recommends 5–10 respondents for each indicator. With 16 indicators, the minimum sample was 80 respondents, and 100 respondents were selected for this study.

Primary data were collected through questionnaires distributed directly and online using Google Forms. The questionnaire used a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Time management was measured through short-range planning, long-range planning, and time attitudes; part-time work through work intensity, job flexibility, work motivation, and work fatigue; campus environment through campus facilities, learning comfort, lecturer relationships, academic staff support, and student interaction; and academic achievement through GPA, examination results, classroom participation, and timely completion of assignments. Data analysis was conducted using SPSS. The analytical process included descriptive statistics, validity and reliability testing, classical assumption tests, and multiple linear regression analysis. The regression model was formulated as $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$, where Y represents academic achievement, X_1 represents time management, X_2 represents part-time work, X_3 represents campus environment, and e represents the error term. The partial effects were tested using the t-test, while the simultaneous effect was examined using the F-test. The coefficient of determination (R^2) was used to determine the contribution of the independent variables in explaining academic achievement.

Table 1. Measurement of Research

Variable	Indicators	Scale
Time Management (X_1)	Short range planning, long range planning, time attitudes	Likert 1-5
Part Time Work (X_2)	Work Intensity, job flexibility, work motivation, work fatigue	Likert 1-5
Campus Environment (X_3)	Campus facilities, learning cimfort, lecture relationship, acaedmic staff support, student interaction	Likert 1-5
Academic Achievement (Y)	GPA,examination result, classroom participation, timely completion of assignment	Likert 1-5

Source: Processed by the author on the research instrument, 2026

RESULTS AND DISCUSSION

Responden Characteristics

The study involved 100 respondents who were students of the Management Study Program, Faculty of Economics and Business, Universitas Malikussaleh, and were engaged in part-time work. The respondents were characterized based on cohort, gender, age, latest GPA, and employment status.

THE INFLUENCE OF TIME MANAGEMENT, PART-TIME WORK, AND CAMPUS ENVIRONMENT ON THE ACADEMIC ACHIEVEMENT OF MANAGEMENT STUDENTS AT THE FACULTY OF ECONOMICS AND BUSINESS, UNIVERSITAS MALIKUSSALEH

Asmaul Husna et al

Based on Table 1, the respondents were dominated by students from the 2022 cohort, accounting for 52% of the total respondents, followed by the 2024 cohort at 27% and the 2023 cohort at 21%. In terms of gender, female respondents represented the majority of the sample (69%), while male respondents accounted for 31%. Most respondents were aged 21–22 years (52%), followed by those aged 19–20 years (27%) and 22–23 years (21%). Regarding the latest GPA, the majority of respondents had a GPA ranging from 3.51–4.00 (81%), indicating that most respondents had relatively high academic achievement. All 100 respondents were part-time workers, consistent with the predetermined criteria of the study.

Table 2 Respondent Characteristics

Characteristics	Category	Frequency	Percentage
Cohort	2022	52	52,0%
	2023	21	21,0%
	2024	27	27,0%
Gender	Male	31	31,0%
	Female	69	69,0%
Age	19-20 Years	27	27,0%
	21-22 Yaers	52	52,0%
	22-23 Years	21	21,0%
Latest GPA	< 2.75	1	1,0%
	2.75-3.00	5	5,0%
	3.01-3.50	13	13,0%
	3.51-4.00	81	81,0%
Employment Status	Part Time Worker	100	100.0%

Source: Primary Data Processed Using SPSS, 2026

Descriptive Statistics of Research Variables

Descriptive analysis was used to provide an overview of respondents' responses to the research variables. Time Management (X1) obtained a mean score of 24.53, indicating that respondents had a good level of time management in organizing academic and other activities. Part-Time Work (X2) obtained a mean score of 33.12, indicating that respondents who worked part-time were generally able to carry out their work activities while continuing their academic activities. Campus Environment (X3) obtained a mean score of 39.97, indicating that respondents perceived the campus environment positively in terms of facilities, academic atmosphere, and social interaction. Meanwhile, Academic Achievement (Y) obtained a mean score of 34.08, indicating that the academic achievement of Management Study Program students was generally categorized as good. Overall, the mean scores of all research variables tended to approach their respective maximum values, indicating positive responses from the respondents.

Table 3. Descriptive Statistics of Research Variables

Variabel	N	Min	Max	Mean	Std. Dev.
Manajemen Waktu (X ₁)	100	12	30	24,53	3,815
Kerja Paruh Waktu (X ₂)	100	17	40	33,12	4,751
Lingkungan Kampus (X ₃)	100	20	50	39,97	6,469
Prestasi Akademik (Y)	100	20	40	34,08	4,722

Source: SPSS Output Processed by the autor, 2026

Validity and Reability Test

Based on the validity test results, all statement items for Time Management, Part-Time Work, Campus Environment, and Academic Achievement obtained r-count values greater than the r-table value of 0.197. Therefore, all statement items were declared valid and suitable for use as research instruments.

The reliability test results also showed that the Cronbach's Alpha values for all variables were above 0.80, namely 0.835 for Time Management, 0.848 for Part-Time Work, 0.903 for Campus Environment, and 0.879 for

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Asmaul Husna et al

Academic Achievement. These results indicate that all research instruments were reliable and had good internal consistency, making them suitable for further analysis.

Table 4. Validity and Reability Summary

Variable	Item Validity Test	Cronbach's Alpha	Conclusion
Time Management (X1)	6	0.835	Valid and Realible
Part time work (X2)	8	0.848	Valid and Realible
Campus Environment (X3)	10	0.903	Valid and Realible
Academic Achievement (Y)	9	0.879	Valid and Realible

Source: SPSS Output Processed by the autor, 2026

Classical Assumption Test

Based on Table 4, the normality test shows a Kolmogorov-Smirnov significance value of 0.200, which is greater than 0.05, indicating that the residuals are normally distributed. The multicollinearity test shows that the VIF values for Time Management (X1), Part-Time Work (X2), and Campus Environment (X3) are 2.077, 2.172, and 2.290, respectively. Since all VIF values are below 10, the regression model is free from multicollinearity. Furthermore, the heteroscedasticity test shows significance values of 0.839, 0.658, and 0.070, respectively, which are greater than 0.05. Thus, the regression model does not indicate a heteroscedasticity problem.

Table 5. Classical Assumption Test

Test	Result	Interpretation
Normality	Kolmogrov-Smirnov Sig. = 0.200	Normaly distributed residuals
Multicollinierity	VIF X1 = 2.077; X2 = 2.172; X3 = 2.290	No serious multicollinierity
Heteroscedsticity	Sig. X1 = 0.839; X2= 0.658; x3 = 0.070	No heteroscedsticity problem

Source: SPSS Output Processed by the autor, 2026

Multiple Linear Regression Result

Multiple linear regression results show that the constant value was 4.998. The Time Management coefficient was 0.418, the Part-Time Work coefficient was 0.362, and the Campus Environment coefficient was 0.171. Therefore, the regression equation can be written as follows: $Y = 4.998 + 0.418X_1 + 0.362X_2 + 0.171X_3 + e$. Each coefficient is positive, indicating that improvements in time management, part-time work, and campus environment are associated with higher academic achievement, assuming other variables remain constant. Among the independent variables, Part-Time Work had the largest standardized beta value of 0.364, followed by Time Management with 0.338 and Campus Environment with 0.234. This indicates that Part-Time Work was the most dominant predictor of academic achievement in this model.

The coefficient of determination shows an R value of 0.828, R Square of 0.686, and Adjusted R Square of 0.676. The Adjusted R Square indicates that 67.6% of the variation in Academic Achievement can be explained by Time Management, Part-Time Work, and Campus Environment, while the remaining 32.4% is explained by other factors outside the research model. Furthermore, the F-count of 69.909 with a significance value of 0.000 (< 0.05) indicates that Time Management, Part-Time Work, and Campus Environment simultaneously have a significant effect on Academic Achievement.

Table 6. Multiple Linear Regression Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,998	2,034		2,457	,016
	Manajemen Waktu	,418	,102	,338	4,096	,000
	Kerja Paruh Waktu	,362	,084	,364	4,323	,000
	Lingkungan Kampus	,171	,063	,234	2,709	,008

a. Dependent Variable: Prestasi Akademik

Source: SPSS Output Processed by the autor, 2026

Model Fit and Simultaneous Test

Table 7. Model Fit and Simultaneous Test

Statistics	Value	Interpretation
R	0.828	Strong relationsh
R Square	0.686	68.6% of variance explained
Adjusted R Square	0.676	67.6% of variance explained after adjusment
F-count	69.909	Model is Significant
Significance	0.000	P < 0.05

Source: SPSS Output Processed by the autor, 2026

Effect of Time Management on Academic Achievement

The partial test results show that Time Management has a positive and significant effect on Academic Achievement, with a t-count of 4.096 and a significance value of 0.000. Since the significance value is lower than 0.05, H1 is accepted. This indicates that students who are able to manage their time effectively tend to achieve better academic performance. Effective time management enables students to arrange study schedules, complete assignments on time, and balance academic activities with part-time work.

This finding is consistent with Inayah et al. (2023), who found that time management has a positive and significant effect on students' academic achievement. The implication is that students who work part-time need to prioritize academic activities and manage their schedules effectively so that work responsibilities do not interfere with their learning activities.

Effect of Part-Time Work on Academic Achievement

The partial test results show that Part-Time Work has a positive and significant effect on Academic Achievement, with a t-count of 4.323 and a significance value of 0.000. Since the significance value is lower than 0.05, H2 is accepted. This finding indicates that part-time work does not necessarily reduce students' academic achievement. When managed properly, working part-time can provide students with experience, responsibility, independence, and the ability to manage their daily activities.

This result is consistent with Agustina and Mardalis (2024), who found that part-time work, learning motivation, and time management significantly affect students' academic achievement. The implication is that students should maintain a balance between work and academic responsibilities. Part-time employment can provide positive experiences as long as working hours and academic obligations are managed appropriately.

Effect of Campus Environment on Academic Achievemen

The partial test results show that Campus Environment has a positive and significant effect on Academic Achievement, with a t-count of 2.709 and a significance value of 0.008. Since the significance value is lower than 0.05, H3 is accepted. This indicates that a supportive campus environment can encourage students to achieve better academic performance. A comfortable learning environment, adequate facilities, and positive academic interactions can support students in understanding course materials and completing academic activities effectively.

This finding is consistent with Munira et al. (2024), who found that the learning environment has a positive effect on students' academic achievement. The implication is that universities need to maintain a supportive academic environment by providing adequate learning facilities and encouraging positive interactions between students and lecturers.

CONCLUSION

This study concludes that Time Management, Part-Time Work, and Campus Environment have a positive and significant effect on Academic Achievement, both partially and simultaneously. Time Management contributes to students' ability to organize study activities, complete academic tasks, and balance academic responsibilities with part-time employment. Part-Time Work also has a positive and significant effect, indicating that employment activities can provide valuable experiences and develop students' responsibility and independence when properly managed. Meanwhile, a supportive Campus Environment contributes to better academic achievement by providing a comfortable learning atmosphere and adequate academic support.

Simultaneously, the three variables significantly affect Academic Achievement, with an Adjusted R Square of 0.676, meaning that 67.6% of the variation in students' Academic Achievement can be explained by Time Management, Part-Time Work, and Campus Environment. The remaining 32.4% is influenced by other factors outside the research model. Among the three variables, Part-Time Work is the most dominant variable, with a standardized Beta value of 0.364. These findings suggest that students who work part-time can still achieve good academic performance when they are able to manage their time effectively and utilize a supportive campus environment.

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