

The Relationship between Time Management and Academic Procrastination in Students of the Faculty of Nursing

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ABSTRACT

During lectures, students must manage increasing assignments, leading to delays in task completion. Academic procrastination is the intentional postponement of tasks, influenced significantly by time management. This quantitative cross-sectional study analyzes the relationship between time management and academic procrastination among 141 Nursing Faculty students at Sultan Agung Islamic University, Semarang. Using simple random sampling, data were collected via questionnaires on time management (24 statements) and procrastination (14 statements). Spearman rank correlation analysis found most respondents had moderate time management (70.2%) and procrastination levels (72.3%). A significant negative correlation was identified ($p = 0.000$, $r = -0.383$), indicating that better time management reduces academic procrastination.

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Introduction

The education system in Indonesia consists of primary education, secondary education, and higher education. Some of these stages of education certainly have different levels of difficulty and obstacles that exist. In college, it is very different from in high school. During the lecture period, students are required to be independent with more and more assignments and

courses. Therefore, students often experience difficulties in managing their time. This difficulty makes students postpone completing their tasks and responsibilities.

Procrastination comes from the Latin *pro* which means forward, and *crastinus* which means tomorrow so according to Burka and Yuen it is combined into "*postponing until the next day*" [1]. Academic procrastination is an act of postponement in completing tasks that are done intentionally, such as postponing papers and other tasks [2]. Students prioritize activities they like such as watching TikTok, YouTube, Instagram and social media and feel that they still have a lot of time, causing problems with academic procrastination [3]. Lack of understanding and inability to manage time for students can have a bad impact, namely wasted opportunities [4]. Frequent behavior of procrastinating on work causes existing tasks to be neglected and causes the time they have not to be used effectively.

The occurrence of academic procrastination in students is influenced by several indicators of academic procrastination. Ferrari mentioned some indicators of academic procrastination first, namely the delay to start working on assignments faced by students. Second, delays in completing existing tasks. This happens because individuals do more things that are not needed. Third, the time gap between the plan that has been set and the actual performance. Fourth, do other activities that you like and are more fun than doing assignments [5].

Time management is one of the factors that cause academic procrastination. Time management is one of the internal factors, namely the process of self-regulation by being able to plan, delegate, manage, and control oneself [6]. Davidson defines time management as a way for a person who is able to complete things quickly and work intelligently by taking advantage of the time that each individual has [7]. Delays in completing tasks occur due to ineffective time management, coupled with unclear when to do homework and the absence of priorities to determine which ones need to be done first [8]. With effective time management, the time that individuals have will be well utilized. As a condition for success in time management, it must meet time management indicators. Meilistika mentioned several indicators of time management, namely determining goals, setting priorities, arranging schedules, minimizing distractions, and delegating tasks [9].

The focus of the problem in this study is to find out the relationship between time management and academic procrastination in students of the Faculty of Nursing, Sultan Agung Islamic University, Semarang. The preliminary study was carried out on July 1, 2024 with the subject of students of Sultan Agung Islamic University, Semarang, Faculty of Nursing, class of 2022 using a questionnaire method on 10 students. Regarding time management, 50% of 5 students had poor time management and 50% of 5 students had good time management. Meanwhile, the level of procrastination was obtained as a result of 60% of 6 students

experiencing high academic procrastination and 40% of 4 students experiencing low academic procrastination.

From the preliminary study, it can be seen that students experience high academic procrastination and moderate time management. Therefore, the researcher is interested in studying more deeply the relationship between time management and academic procrastination. This study aims to find out and analyze whether there is a relationship between time management and academic procrastination in students of the Faculty of Nursing, Sultan Agung Islamic University, Semarang.

Material and Methods

A. Research Design

This study uses a type of quantitative research. The research design used in this study is a *cross sectional* approach. The *cross sectional* approach is a type of research design that is mainly used to determine the prevalence or number of cases in a population with a certain time point [10]. Time management as an independent variable and academic procrastination as a dependent variable. The hypothesis consists of H_0 which means there is no relationship between time management and academic procrastination and H_a which means there is a relationship between time management and academic procrastination.

B. Population and Sampling

The population in this study is S1 students of the class of 2022 at the Faculty of Nursing, Sultan Agung Islamic University, Semarang, which consists of 217 populations. The research sample was taken using a *simple random sampling* technique where sampling was carried out fairly or each unit had the same chance to be selected [11]. Samples obtained using the slovin formula were obtained from 141 samples. The inclusion criteria are students who are registered as active in the Faculty of Nursing, Sultan Agung Islamic University, Semarang, class of 2022 and are willing to become respondents. Exclusion criteria for students who are on leave.

$$n = \frac{N}{1+N(e)^2} \dots\dots\dots (1)$$

$$n = \frac{217}{1+217 \times (0,05)^2} \dots\dots\dots (2)$$

$$n = \frac{217}{1+217 \times 0,0025} \dots\dots\dots (3)$$

$$n = 140,680713 \dots\dots\dots (4)$$

$$n = 141 \dots\dots\dots (5)$$

C. Research Instruments

In this study, time management as an independent variable and academic procrastination as a bound variable. This research instrument uses a time management questionnaire totaling 24 statements and an academic procrastination questionnaire consisting of 15 statements and both use a likert scale of 1-4. The instrument test was carried out on S1 students of the Faculty of Nursing, Sutan Agung Islamic University, Semarang, class of 2021, with 1/3 of the respondents from the sample, namely 47 respondents. The results of the time management validity test were declared valid because $r\text{-count} > r\text{-table}$. Meanwhile, the results of the validity test of academic procrastination there was one invalid statement, namely number 2 because of $r\text{-count} (0.153) < r\text{-table} (0.288)$. Therefore, the invalid statement will be eliminated. The results of the reliability test for students were found to be reliable because in the time management questionnaire which amounted to 24 statements, an *cronbach's alpha* value $(0.939) > 0.60$ was obtained, and in the academic procrastination questionnaire which amounted to 14 statements, an *cronbach's alpha* value $(0.890) > 0.60$ was obtained.

D. Data Collection

The researcher asked for research permission from the Faculty of Nursing, Sultan Agung Semarang Islamic University. Then in collecting the data, they used the method of distributing questionnaires online because it coincided with respondents who were practicing in hospitals for several weeks. The distribution of questionnaires online is one of the effective solutions for collecting respondent data because it can be easily disseminated and accessed by research respondents. In addition, the limited time of researchers is also the reason for choosing this online dissemination method. Respondents in the study were anonymous, only needing to write their initials name, age and gender. Before filling out the questionnaire, respondents were given instructions first and asked respondents to ensure the network so that the questionnaire was sent.

E. Data Analysis

The data that has been obtained, then statistical analysis is carried out using SPSS version 23 software to analyze univariate and bivariate. SPSS is a software developed by IBM and functions to perform data entry, manipulation and data analysis with various features [12]. The purpose of univariate analysis is to describe the properties of each variable. This univariate analysis will describe the nature and distribution of respondents, time management and academic procrastination [12]. Bivariate analysis is an analysis that aims to analyze the relationship between independent variables and bound variables [13]. Bivariate analysis was carried out using a non-parametric statistical test, namely the spearman rank test as a tool to

measure ordinal data and was effective in examining the relationship between the two variables.

Results and Discussion

A. Univariate Analysis

1. Age

The results of the data analysis showed that the average age of the respondents was 20.36 years (standard deviation ± 0.538). The youngest age range is 19 years old and the oldest age is 22 years. Residents with an age range of 19-40 are included in early adulthood where their responsibilities and roles are getting bigger [14]. Based on this information, the age of 20 years is included in the productive age at the lecture level. The biggest challenge of the productive age in carrying out their duties and responsibilities is the high academic demands including assignments, exams, and expectations for achievement. In addition, busyness outside of academics is also a challenge for productive age in managing their duties and responsibilities. From several challenges in completing their tasks and responsibilities that are getting bigger, it triggers a person to experience procrastination where a person procrastinates in completing his duties and responsibilities. The more often to procrastinate, the more an individual will make it a convenience and will be repeated [15].

One of the factors that caused the delay was poor time management. Aged 19-22 years who are classified as productive with their increasingly large tasks and responsibilities, of course, individuals experience obstacles in time management to complete their tasks [16]. Busy schedules and a lot of tasks are some of the factors for someone with poor time management. In addition, the age of 19-22 years is not only a productive age in the academic field but a person with that age still likes to do things outside of academics such as walking, healing, playing social media and others. See Table 1.

Table 1. Frequency distribution of Student Respondent Age (n=141)

Variable	Mean $\pm$ SD	Median	Min-Max
Age	20.36 $\pm$ 0.538	20.00	19-22

2. Gender

The results of data analysis showed that the highest data of respondents was with a female gender of 111 students with a percentage (78.7%), and the lowest result of male respondents was 30 students with a percentage (21.3%). See Fig. 1. Gender can affect how individuals manage their time and how they deal with the tendency to procrastinate. The majority of respondents in this study are women, which is in line with the research [17],

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stating that female students have a higher level of discipline than male students. So it can be said that women's time management is better than men's. However, in research [18], it is stated that women tend to experience procrastination because they feel less able to complete tasks well, and this is influenced by their immune factors which are more vulnerable than men. On the other hand, in a study [19], it was stated that the level of procrastination could not be predicted based on gender. See Fig. 1.

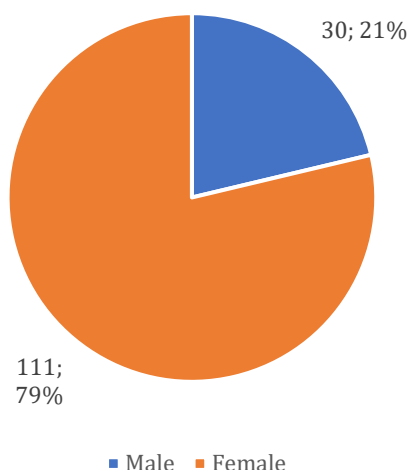


Fig. 1. Frequency distribution of Student Respondent Gender (n=141)

3. Time Management

The results of the data analysis were obtained for nursing student time management, namely in the good category of 16 respondents with a percentage (11.3%), the medium category of 99 respondents with a percentage (70.2%) and the bad category of 26 respondents with a percentage (18.4%). In the indicator, good time management is by determining both long-term and short-term goals and determining priorities. By determining goal planning and priorities, the time management is also more effective and efficient. In line with research [6], states that effective time management acts as a driver and motivator for individuals in completing tasks, so that individuals can work on their tasks with more enthusiasm and not easily feel bored. Meanwhile, poor time management in indicators is influenced by activities that interfere with existing planning and priorities. This indicates that there are many activities that interfere with the planning process and cause time to be wasted on things that are not a priority. This is in line with research [20], which states that individuals with poor time management are actually not because they avoid or do not care about the tasks that must be completed. However, they tend to distract their minds and attention, thus procrastinating on work and ultimately failing to complete tasks on time. See Fig. 2.

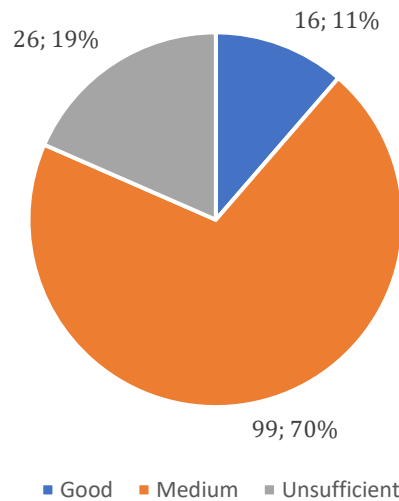


Fig. 2. Distribution of Student Time Management (n=141)

4. Academic Procrastination

The results of the data analysis were obtained from the academic procrastination of nursing students, namely in the high category of 31 respondents with a percentage (22%), in the medium category of 102 respondents with a percentage (72.3%) and in the low category of 8 respondents with a percentage (5.7%). According to Hayat [21], one in three students shows a tendency to do academic procrastination. This academic procrastination is very ineffective because it involves time management that is not optimal and the habit of procrastinating in doing assignments. This is in line with research [22], which states that procrastination behavior is considered inefficient due to the use of less than optimal time and the tendency to delay starting work when faced with a task. See Fig. 3.

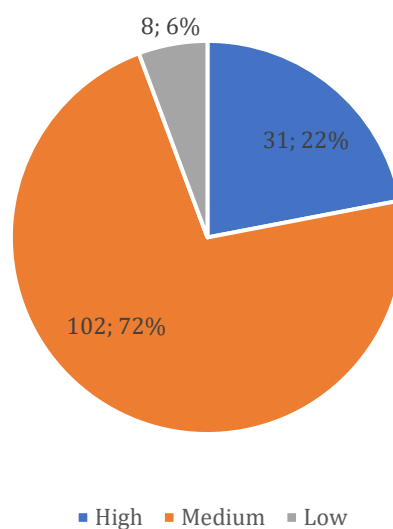


Fig. 3. Distribution of Academic Procrastination (n=141)

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B. Bivariate Analysis

The results of data processing were obtained that the relationship between Time Management and Academic Procrastination in Students at the Faculty of Nursing, Sultan Agung Islamic University, Semarang. The result of a *p-value* or *sig (2 tailed)* of 0.000 was obtained and the value was <0.05 so that H_0 was rejected and H_a was accepted. Therefore, it is stated that there is a relationship between Time Management and Academic Procrastination. The correlation coefficient obtained is -0.383, so it is said that the relationship is close. Looking at the direction of the relationship based on the results of the negative correlation coefficient (-), the direction of the relationship between the two variables is opposite, thus if time management increases, academic procrastination will decrease.

This study is in line with research [1], which states that there is a meaningful relationship between time management and academic procrastination with the results of negative correlation coefficients and strong relationship closeness. In research [8], on time management and academic procrastination, it was found that the average student experienced poor time management and high academic procrastination. One of the factors that causes academic procrastination is time management [23]. From some of these findings, it can be concluded that time management affects the occurrence of academic procrastination in students (Table 2).

Table 2. Spearman Rank Test on the Relationship between Time Management and Academic Procrastination in Students (n=141)

Research Variable	N	P-Value	R
Time Management Academic Procrastination	141	0.000	-0.383

The results of cross-tabulation showed that 16 respondents with good time management experienced high academic procrastination, 7 people experienced moderate academic procrastination and 7 people experienced low academic procrastination. Respondents with medium time management were 99 with details of 17 people experiencing high academic procrastination, 81 people experiencing moderate academic procrastination and 1 person experiencing low academic procrastination. Meanwhile, respondents with poor time management were 26 with details of 12 people experiencing high academic procrastination, 14 people experiencing moderate academic procrastination.

The majority of students experienced moderate time management and some students experienced low time management (Table 3). This is due to the ineffectiveness of students in setting goals and inefficient in managing their time for things that need to be prioritized. In addition, the majority of students experience moderate academic procrastination because students tend to procrastinate in completing their tasks and responsibilities. Most students

prefer to study or complete their assignments when the deadline is approaching. The results of data tabulation were obtained by 2 out of 18 students with good time management but experienced high academic procrastination. This can happen because it is influenced by other factors besides time management such as lack of motivation, physical fatigue, lack of self-control and other factors.

Table 3. Cross-tabulation of the Relationship between Time Management and Academic Procrastination in Students (n=141)

		Crosstabulation Time Management* Academic Procrastination							
		Time Management				Academic Procrastination			
		High		Medium		Low		Total	
		n	%	N	%	n	%	N	%
Time Management	Good	2	1.4%	7	5.0%	7	5.0%	16	11.3%
	Medium	17	12.1%	81	57.4%	1	0.7%	99	70.2%
	Unsufficient	12	8.5%	14	9.9%	0	0%	26	18.4%
Total		31	5.7%	102	72.3%	8	5.7%	141	100%

To prevent academic procrastination, students must manage their time well. Time management can be improved by determining which goals and priorities should be prioritized. As much as possible, students must prepare their activity plans and schedules well. In carrying out a task and responsibility, of course there are several disturbances that occur, therefore students must try to minimize disturbances and delegate their duties when experiencing obstacles. In addition to these strategies, students can also apply a time management matrix. The Time Management Matrix is a four-quadrant diagram designed as a decision-making and strategy tool to set priorities [24]. According to the Eisenhower Matrix, all activities we do in life can be categorized based on their level of urgency and importance. Students can categorize their activities into precarious, priority, impromptu, wasted time. The essence of time management based on the four quadrants is prioritization, effective use of time for planned activities, and ensuring all tasks are completed on time.

There are several factors besides time management that cause high academic procrastination such as lack of motivation, academic workload, lack of self-control and other factors. The limitation of this study is that it only examines the relationship between time management and academic procrastination without looking at the relationship between academic procrastination and other factors. In addition, the majority of respondents (78.7%) were women, thus limiting the generalization of findings to a wider student population. Reliance on questionnaires on their own can lead to response bias because students may exaggerate or underestimate time management skills and procrastination behaviors. This study uses a *cross sectional* approach so that the data collection is less effective because it is only carried out at one time and cannot observe changes in respondents' behavior from time

to time. This research is only limited to students of the Faculty of Nursing, Sultan Agung Islamic University, Semarang, so it is possible that it can be applied to students in faculties, universities and other countries.

Conclusion

The findings of this study confirm that there is a meaningful relationship between Time Management and Academic Procrastination in Students of the Faculty of Nursing, Sultan Agung Islamic University, Semarang. Strategies to improve time management so that academic delays do not occur are carried out by determining goals and priorities, arranging schedules well, minimizing distractions and delegating tasks when experiencing obstacles. In addition, it can also intervene in the time management matrix. For the next researcher, it can further analyze the factors related to academic procrastination. In addition, the use of a longitudinal approach with repeated data collection and the same subject will add more in-depth results by looking at changes in respondent behavior over time.

Conflict of Interest

The authors declare that there is no conflict of interest.

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