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Analysis of Student Self-Management in Completing Studies on Time in the Family Welfare Education Study Program

Rizky Fadillah*, Yani Achdiani, Lia Shafira Arlianty

Universitas Pendidikan Indonesia, Bandung, Indonesia
*Correspondence: E-mail: rzkyfdllh69@upi.edu

A B S T R A C T

This research was motivated by the low rate of on-time graduation of students in the Family Welfare Education Study Program (PKK) UPI. The purpose of this study is to analyze the self-management of students who are preparing a thesis as part of an effort to complete their studies on time. Five main dimensions were analyzed: time management, self-regulation, self-motivation, stress management, and decision making. The method used was descriptive quantitative through distributing questionnaires to 45 final year students of class 2020. The results showed that self-motivation was the most dominant aspect in supporting study completion, followed by decision-making and time management. This study provides important implications for educational institutions in developing self-management training programs for students in order to increase the rate of on-time graduation.

A R T I C L E I N F O

1. INTRODUCTION

The timeliness of graduation in higher education is an indicator of the quality of education and the readiness of alumni to enter the workforce. According to data from the Ministry of Education, Culture and Research (2024), the average length of study in Indonesia reaches 9.2 semesters, far above the ideal target of eight semesters. In UPI's Family Welfare Education (PKK) Study Program, only 65% of students can graduate on time, raising questions about the determinants of their academic success. Self-management-the ability to regulate behavior, emotions, and personal resources-encompasses five dimensions: time management, self-regulation, intrinsic motivation, stress management, and decision making (Yilmaz, 2024). Ardini (2017) in his self-regulated learning theory emphasizes the importance of planning, monitoring, and self-evaluation to achieve academic goals. Goleman (1996) added that emotional intelligence facilitates stress control and maintains motivation even under pressure.

Several quantitative studies show a significant correlation between time management and academic achievement (Phillips et al., 2021), as well as the role of intrinsic motivation in students' resilience to study obstacles (Deci & Ryan, 2012). However, research integrating quantitative dimensions and qualitative interviews in the context of PKK UPI is still rare. Therefore, this study aims to:

(i) Describe the proportion and level of influence of each dimension of self-management on completing studies on time (quantitative analysis).
(ii) Exploring students' concrete practices and strategies in managing themselves to graduate on time (qualitative analysis).
(iii) Formulate recommendations for self-management training programs that are relevant for new students.

2. METHODS

This study uses a descriptive quantitative approach with a survey method. The population in this study were final year students of the PKK Study Program class of 2020 who were preparing a thesis. The sampling technique used purposive sampling with a total of 45 respondents. The data collection instrument was a closed questionnaire based on a 4-point Likert scale developed based on indicators from each dimension of self-management (Putri et al., 2024).

The validity and reliability of the instrument were tested first through expert judgment by three expert lecturers in the fields of education and educational psychology. The collected data were analyzed using quantitative descriptive analysis techniques, namely calculating the percentage frequency of each respondent's answer. Data interpretation criteria used the classification developed by Purwanto (2020) in Putri *et al. (*2024), namely: very influential (81-100%), influential (61-80%), moderately influential (41-60%), and less influential (0-40%).

3. RESULTS AND DISCUSSION

Based on the results of the questionnaire data analysis, it was found that of the five dimensions measured: Self-motivation has the highest average score of 92.8% and is in the highly influential category. Respondents felt that the internal drive to graduate on time was the main motivating factor (Rizki *et al.*, 2024; Devanti & Dewi, 2020).

(i) Decision making scored 87.3%, which is also in the highly influential category. Students who are able to make decisions quickly and accurately are better able to complete their studies.
(ii) Time management scored 86%, which shows that managing daily time effectively greatly supports the smooth writing of the thesis.
(iii) Self-regulation scored 83.1%, indicating that self-control in making schedules and adhering to study plans contributed positively.
(iv) Stress management scored 80.6%, although the lowest, it was still in the highly influential category. This shows that the ability to manage academic pressure is an important factor but still needs to be improved.

The results of this study indicate that all dimensions of self-management play an important role in supporting students' study completion. This finding is in line with the theory of self-regulated learning proposed by Zimmerman (2018), which states that students who are able to regulate themselves in the learning process tend to have better academic achievement (Ulfarisma & Noer, 2019).

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Self-motivation as the dominant factor shows that students with a strong desire to graduate will try hard to complete academic tasks. This is also supported by Deci & Ryan (2012) theory in Self-Determination Theory which states that intrinsic motivation plays an important role in achieving goals.

Proper decision-making helps students in choosing thesis topics, determining supervisors, and making effective learning strategies (Karyantini & Rochmawati, 2021). Good time management provides space for students to complete tasks without delay, in accordance with the principles of time management.

Meanwhile, stress management skills are also very important so that students do not experience burnout in the thesis writing process. Therefore, it is important for study programs to provide academic counseling services and soft skills training so that students are able to improve their self-management capacity (Karyaningsih & Sari, 2019).

4. CONCLUSION

The conclusions that can be presented from the results of a study entitled "Analysis of Student Self-Management in Completing Studies on Time in the Family Welfare Education Study Program" are: Self-management plays an important role in completing studies on time. Self-motivation is the dominant dimension that needs to be strengthened since the beginning of the lecture. Educational institutions should integrate self-management training in the curriculum or academic counseling guidance services.

AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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