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The Influence of Part-Time Jobs and Time Management on the Academic Achievement of PGRI University Jombang Students

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Keywords

Part-time job, time management, academic achievement, student, higher education

Abstract

The phenomenon of students working while studying continues to increase due to economic needs, the desire to gain work experience, and the demand for financial independence. This study aims to analyze the influence of part-time jobs and time management on the academic achievement of students at PGRI University Jombang. The study uses a quantitative approach with a survey method involving 85 students who have part-time jobs. The data were analyzed using multiple linear regression with the help of SPSS. The results of the study indicate that part-time jobs and time management have a positive and significant effect on academic achievement, both partially and simultaneously, with a significance value of 0.000. The Adjusted R Square value of 0.693 shows that these two variables can explain 69.3% of the variation in academic achievement. These findings indicate that effective management of work and time can support the improvement of students' academic performance.

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Introduction

The increase in the number of students undertaking part-time jobs is a phenomenon that is becoming increasingly common in various universities. Students' involvement in work activities is driven not only by economic needs but also by the desire to gain professional experience, expand social networks, and enhance competencies required in the workforce. In the context of higher education, this phenomenon attracts attention because it has the potential to impact students' academic achievements. Students who work are required to be able to

balance academic responsibilities and work so that both can run optimally. (Ashmitha & Maheswari, 2025) explain that part-time work can provide benefits in the form of skill improvement, work experience, and student independence, but it can also pose challenges in time management that may affect academic performance. In addition, students who work tend to face more complex time management demands compared to those who do not, making time management skills an important factor in supporting academic success (Hariroh & Afandi, 2021). (Hariroh & Afandi, 2021) also emphasize that effective time management enables students to prioritize between academic and non-academic activities more efficiently, thereby supporting the achievement of optimal academic performance. Therefore, the ability to manage multiple activities effectively becomes a crucial factor that can determine a student's success in maintaining academic achievement while handling work demands.

Several studies indicate that part-time jobs can provide benefits for student development. (Laucu, 2023) states that students who work gain practical experience that can enhance independence, a sense of responsibility, and interpersonal skills. Similar findings are presented by (Kurniawan, 2024) who reveals that part-time jobs contribute to the improvement of communication skills, teamwork, as well as students' readiness to face the workforce after graduation. From another perspective, the impact of part-time work on academic achievement is determined not only by work intensity, but also by the students' ability to manage their activities. (Ali et al., 2024) explains that time management skills have a significant relationship with students' academic success. Students who are able to prioritize activities and allocate their time effectively tend to have better academic performance compared to students who are less skilled in managing their time.

The importance of time management in supporting academic success is also evidenced by (Agustina & Mardalis, 2024) who found that the ability to manage time has a positive effect on student learning productivity. Students with good time management are able to complete academic assignments on time and have lower levels of academic stress. The findings are reinforced by research Britton dan Tesser (1991) which shows that time planning and organizing skills contribute significantly to a student's academic achievement. Furthermore, (Khaniya, 2024) stated that academic achievement is the result of the interaction of various internal and external factors. Internal factors include learning motivation, self-discipline, and self-regulatory learning, while external factors include family environment, economic conditions, and activities outside of lectures. In this context, time management is one of the important aspects that allows students to maintain a balance between academic demands and non-academic activities.

Research (Macan et al., 1990) suggests that individuals who have the ability to manage time effectively tend to experience lower levels of stress and perform better at completing tasks. The results of the study are strengthened by (Trueman & Hartley, 1996) which found that students with high time management skills showed better academic achievement than students who were less skilled in managing their time. In addition, (Ajijah & Pradikto, 2025) explained that academic success is not only determined by intellectual ability, but also influenced by learning behavior and students' ability to manage daily activities. Research (Mutia

& Marna, 2025) It also shows that students who are active in various non-academic activities can still achieve good academic achievements if they are able to implement time management effectively.

Although various studies have examined the relationship between part-time work, time management, and academic achievement, most studies still focus on the influence of each variable separately. In addition, the results of research on the impact of part-time work on academic achievement still show mixed findings. Some studies report positive effects, while others show negative effects. These differences in results indicate that there are other factors that can affect the relationship between part-time work and academic achievement, one of which is students' time management skills.

Based on this description, research on the influence of part-time jobs and time management on the academic achievement of students of Universitas PGRI Jombang is important to be carried out. This research is expected to be able to make an empirical contribution in explaining how students can maintain academic achievement in the midst of their involvement in part-time work, as well as enrich the study of time management in students who carry out dual roles as students and workers.

Method

The research method used in this study is a quantitative method with an explanatory research type (*explanatory research*) to know the influence *part-time job* and *time management* to the academic achievements of active students of PGRI Jombang University. Research methods are a scientific way to obtain valid data to obtain information that can be used in understanding phenomena and solving research problems (Munawaroh, 2021). The quantitative approach was chosen because this study focuses on measuring variables using numerical data analyzed with statistical techniques to test the hypothesis that has been formulated (Sugiyono, 2013; Rashid, 2022) The population in this study is active students of PGRI Jombang University who are undergoing work *part-time* during the lecture period. Sampling technique using *purposive sampling*, namely the technique of determining samples based on certain considerations and characteristics that are in accordance with the purpose of the research (Scott, 2013). The research data was collected through the distribution of questionnaires compiled based on variable indicators *part-time job*, *time management*, and academic achievement. Before use, the research instrument is tested for validity and reliability to ensure the accuracy and consistency of the measuring instruments used. Data analysis is carried out using the help of a program *Statistical Package for the Social Sciences* (SPSS) through descriptive analysis, validity test, reliability test, classical assumption test consisting of normality test, multicollinearity test, and heteroscedasticity test, as well as multiple linear regression analysis to determine the influence of *part-time job* and *time management* to the academic achievement of students. Hypothesis testing is carried out through a t-test, an F test,

and a coefficient of determination (*Adjusted R Square*) to obtain objective conclusions based on research data (Munawaroh, 2021; Sugiyono, 2013).

Research design

This study uses a quantitative approach with the type of explanatory research (*explanatory research*) which aims to find out the influence of *part-time job* and *time management* to the academic achievements of active students of PGRI Jombang University. The quantitative approach is used because the research focuses on measuring variables using numerical data analyzed with statistical techniques to test the research hypothesis (Munawaroh, 2021; Sugiyono, 2013) This study uses a causal design because it aims to analyze the influence of variables *part-time job* (X1) and *time management* (X2) against academic achievement (Y).

Research sample

The population in this study is active students of PGRI Jombang University who are undergoing work *part-time* during the lecture period. Sampling technique using *purposive sampling*, namely the technique of determining samples based on certain considerations and characteristics that are in accordance with the purpose of the research (Scott, 2013). The research sample is 85 respond who meet the criteria as an active student who is or has been working *part-time*. The selection of the sample was carried out because respondents were considered able to provide information relevant to the variables being studied (Amruddin et al., 2022)

Research procedure

The research procedure begins with the identification of problems and related literature studies *part-time job*, *time management*, and student academic achievement. Furthermore, the researcher compiled a research instrument based on the indicators of each variable. Data collection was carried out through the distribution of questionnaires to respondents who met the criteria of the research sample. The data that has been collected is then edited, coding, and tabulated before being further analyzed. Before testing the hypothesis, the research instrument is first tested for validity and reliability to ensure the accuracy and consistency of the measuring instrument used (Abdullah, 2015; Munawaroh, 2021)

Data analysis

Data analysis is carried out with the help of the program *Statistical Package for the Social Sciences* (SPSS). The analysis stages include descriptive analysis, validity test, reliability test, and classical assumption test consisting of normality test, multicollinearity test, and heteroscedasticity test. Next, multiple linear regression analysis was carried out to determine the influence of *part-time job* and *time management* to the academic achievement of students. Hypothesis testing is carried out through the t-test to determine the partial effect, the F-test to determine the simultaneous effect, and the determination coefficient (*Adjusted R Square*) to

determine the amount of contribution of independent variables to dependent variables (Abdullah, 2015; Munawaroh, 2021; Judging by 2013)

Results and Discussion

Results

This research was carried out on active students of PGRI Jombang University who worked part-time while studying at university. The data collection process was carried out through the distribution of questionnaires in May 2026 to 85 students who met the research criteria. Based on the results of the descriptive analysis, it is known that most of the respondents came from the class of 2024 with a total of 40 students (47.1%). Furthermore, respondents from the class of 2022 amounted to 24 students (28.2%), the class of 2025 as many as 12 students (14.1%), and the class of 2023 as many as 9 students (10.6%). The findings indicate that the majority of respondents are middle school students who have had enough experience in balancing academic activities with part-time work activities during the lecture period. The following is a diagram of the results of the Characteristics of Respondents Based on Class and Study Program

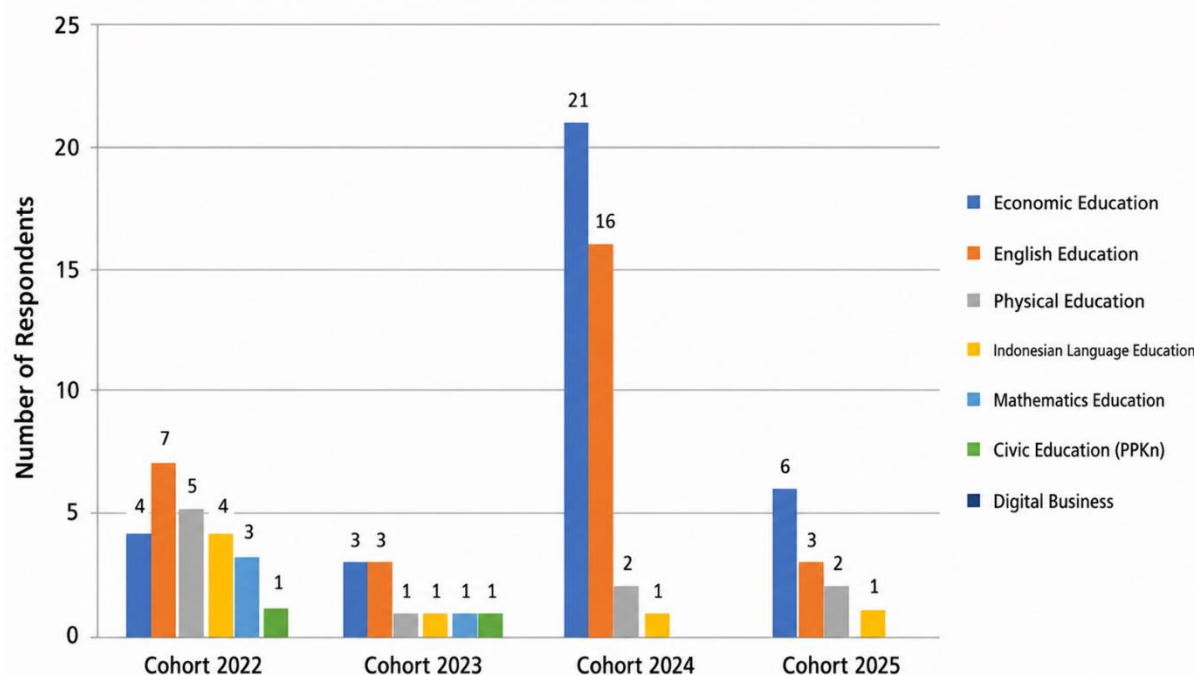


Diagram 1 Characteristics of Respondents by Class and Study Program

The results of the descriptive analysis showed that the *part-time job* variable had an average value of 2.99 which was included in the category of quite good. Meanwhile, the academic achievement variable also obtained an average score of 2.99 which shows that students who work *part-time* are still able to maintain their academic achievements. The results of multiple linear regression analysis showed that the *part-time job* variable had a regression coefficient of 0.230 with a significance value of 0.000, while the *time management* variable had a regression coefficient of 0.223 with a significance value of 0.000. These results show that both independent variables have a positive and significant effect on students' academic achievement.

Table 1. Results of Multiple Linear Regression Analysis

Variable	Coefficin (B)	T Count	sig
Konstanta	-0,369	-0,265	0,792
Part-time Job	0,230	7,347	0,000
Time Management	0,223	9,116	0,000

Based on Table 1, the regression equation is obtained:

$$Y = -0.369 + 0.230X_1 + 0.223X_2$$

The constant value of -0.369 indicates that if the *variables of part-time job and time management* are considered constant or have a value of zero, then the student's academic achievement value is -0.369. The regression coefficient of *the part-time job* variable of 0.230 shows that every one unit increase in the *part-time job* variable will increase the student's academic achievement by 0.230 units assuming other variables are fixed. The results of the t-test showed a calculated t-value of 7.347 with a significance level of $0.000 < 0.05$, so that *the part-time job* variable had a positive and significant effect on students' academic achievement.

Furthermore, the *time management* variable has a regression coefficient of 0.223 which shows that every one unit increase in time management ability will increase the student's academic achievement by 0.223 units assuming other variables are fixed. The results of the t-test showed a calculated t-value of 9.116 with a significance level of $0.000 < 0.05$, so that *the time management* variable had a positive and significant effect on the academic achievement of students. Thus, the two independent variables in this study have a positive influence on the academic achievement of active students of PGRI Jombang University.

Discussion

The results of the study show that *part-time job* has a positive and significant effect on the academic achievement of students of PGRI Jombang University. These findings show that students who work *part-time* Still able to maintain and even improve their academic performance if they are able to balance work and lecture responsibilities. The results of this study are in line with the research (Mardelina & Muhson, 2017) which states that work activities can provide benefits in the form of increased independence, responsibility, work experience, and the ability to manage various activities undertaken by students. Similar findings were also found by (Ellyawati et al. 2021) which explains that the work *part-time* It does not always have a negative impact on student learning activities, but can have a positive impact if it is done proportionately and does not interfere with academic obligations. In contrast to some previous studies that have highlighted the negative impact of student work on academic achievement, this study found that *part-time job* In fact, it can make a positive contribution to students' academic achievement if supported by good time management skills.

In addition, the results of the study show that *time management* have a positive and significant effect on student academic achievement. These findings indicate that students' ability to manage schedules, prioritize activities, avoid procrastination, and make effective use of time can improve academic success. The results of this study are in line with the research (Hariroh & Afandi, 2021) which states that time management behavior has a contribution to the

achievement of students' academic achievements. These findings are also supported by (Ellyawati et al. 2021) which found that students with good time management skills tend to have higher academic achievement than students who are less able to manage their time. Thus, time management skills are an important factor in helping students carry out various academic and non-academic activities in a balanced manner.

The results of the study also show that *part-time job* and *time management* simultaneously has a positive and significant effect on students' academic achievement. These findings show that the academic success of working students is not only influenced by the work activities they undertake, but also by their ability to manage their time effectively. The results of this study are in line with (Ajijahet al., 2025) who find that the work *part-time* and time management together contribute to the achievement of students' academic achievements. The study explained that students who are able to balance work demands with academic obligations tend to have better learning performance than students who are less able to manage their time. Nevertheless, this study provides more specific findings as it tests the effect of *part-time job* and *time management* simultaneously in active students of Universitas PGRI Jombang who are undergoing work *part-time*, thus providing empirical evidence on the contexts and characteristics of different respondents.

The novelty of this research lies in testing the influence of *part-time jobs* and *time management* simultaneously on the academic achievement of active students of Universitas PGRI Jombang. Previous studies have generally examined the effect of *part-time jobs* or *time management* separately on students' academic achievement. Meanwhile, this study shows that time management skills play an important role in allowing students to continue to achieve good academic achievement despite having *part-time* jobs. Thus, this study provides empirical evidence that the combination of work experience and the ability to manage time effectively can be a supporting factor for students' academic success.

Conclusion

This study aims to analyze the influence of *part-time jobs* and *time management* on the academic achievement of active students of Universitas PGRI Jombang. The results of the study show that *part-time jobs* have a positive and significant effect on students' academic achievement. This shows that students who work *part-time* are still able to maintain their academic achievements through the balanced management of academic and work responsibilities. In addition, *time management* also has a positive and significant effect on students' academic achievement, which indicates that the ability to manage time, determine priorities, and utilize time effectively is an important factor in supporting academic success.

Simultaneously, *part-time jobs* and *time management* have a positive and significant effect on the academic achievement of active students of PGRI Jombang University. This finding confirms that work activities are not an obstacle to achieving academic achievement if students have good time management skills. Therefore, *time management skills* are the main supporting factor that helps part-time working students maintain a balance between academic demands and work so that academic achievement remains optimal.

Authorship Contribution Statement

Rega Arista: Generate research ideas and conceptualization, compile research designs, collect data, process and analyze data, compile research results, and write article manuscripts.
Munawaroh: Provide conceptual and methodological direction, supervise research, provide input on research results and discussions, and review and edit article manuscripts.

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