

THE RELATIONSHIP BETWEEN TIME MANAGEMENT AND LEARNRNG MOTIVATION IN STUDENTS OF CLASS XI MAN 5 CIAMIS IN THE 2025/2026 ACADEMIC YEAR

Mona Monika* & Yandi Cahya Yundani

Sekolah Tinggi Ilmu Dakwah Sirnarasa Ciamis, Indonesia

*Email: monamonika200200@gmail.com**

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Abstract

This study aims to determine the relationship between time management and learning motivation in grade XI students at MAN 5 Ciamis. This study uses a quantitative approach with a correlation method. The population in this study was 101 students, with a sampling technique using purposive sampling. Data collection was carried out using a questionnaire with a Likert scale to measure time management variables and learning motivation. The results of the study showed that students' time management and learning motivation were in the medium category. The research instrument used was qualified to be valid and reliable, with a Cronbach's Alpha value of 0.822 for time management and 0.86 for learning motivation. In addition, the research data is also distributed normally based on the normality test. The results of Pearson's product moment correlation test showed a correlation coefficient value of 0.741 with a significance of $0.000 < 0.05$. This shows that there is a positive and significant relationship between time management and learning motivation, with a strong level of relationship. Thus, the better the time management that students have, the higher their motivation to learn.

Keywords: High School Students, Time Management, Learning Motivation.

A. INTRODUCTION

Senior high school (SMA) is considered the next educational stage after graduating from junior high school (SMP). In the course of Indonesia's education system, senior high school is a stage where students are expected to become more mature. What is meant by becoming more mature is that the responsibilities borne by senior high school students begin to increase. In addition, their development must be balanced with emotional and mental development (Kuntjoro, 2020). Senior high school students are individuals who are in adolescence, a developmental stage marked by various physical, emotional, and social changes (Rahman et al., 2023). At this stage, students begin to experience increased responsibility in various aspects of life, including education. They are also faced with academic demands that are more complex than those at previous levels of education (Izzani et al., 2024).

In the learning process at school, students are not only required to understand subject matter, but are also expected to be able to manage the various activities they undertake (Gemnafle et al., 2021). This is because senior high school students generally have diverse activities, such as attending classes, completing assignments, participating in extracurricular activities, and interacting with their social environment. Therefore, students need to have the ability to organize these activities so that they can run in balance. Without good time management, students may experience difficulties in completing academic tasks as well as other activities. With the wide range of academic and non-academic demands faced by senior high school students, a skill is needed that can help organize and balance all of these activities (Salsadilla S, 2025). One important skill in this regard is time management.

According to Atkinson (1994), time management is a planned skill involving various actions to make the best possible use of time so that individual goals can be achieved. Basically, time management is a person's ability to plan, organize, and use time effectively so that various activities can be carried out in an orderly manner and achieve predetermined goals (Harahap, 2025). Through good time management, a person can determine which activities need to be done first and how to use time more efficiently. In addition, time management can also be understood as a process of controlling the use of time so that a person is able to carry out various activities in a more directed manner (Anabillah et al., 2022). Time management is not only related to allocating time, but also to a person's ability to set priorities, avoid procrastination, and maintain consistency in carrying out planned activities. Time that is not used effectively can result in delays in completing activities or tasks (Yolanda, 2018). In the context of education, time management plays a very important role for students. Students who are able to manage their time well tend to be more organized in studying, able to complete assignments on time, and still have opportunities to engage in other activities in a balanced manner (Gani et al., 2025). Conversely, students who are less able to manage their time often experience difficulty in arranging study schedules, causing tasks to pile up and generate stress. With good time management skills, students can manage their various activities in a more directed and balanced way (Azizah et al., 2026). This not only affects orderliness in learning, but also contributes to increasing students' learning motivation. Learning motivation becomes an important factor that encourages students to remain consistent, make efforts, and achieve predetermined goals (Emda A, 2018).

According to Sardiman (2018), learning motivation is the overall driving force within students that generates, ensures the continuity of, and gives direction to learning activities in order to achieve goals. Learning motivation is the drive possessed by every student to increase and maintain their desire to learn; it functions not only as the energy or force that moves students to study, but also directs students' activities toward learning goals (Suci Ramdani, 2020). Learning motivation is an encouragement that arises from within a person as well as from external factors, which can generate enthusiasm for engaging in learning activities (Rahman S, 2022). This motivation functions as the force that drives a person to achieve predetermined learning goals. In addition, learning motivation can also be understood as a psychological condition that encourages someone to engage seriously in learning activities. Individuals who have high learning motivation are usually more diligent in participating in the

learning process, have a strong curiosity, and do not easily give up when facing learning difficulties. In the educational process, learning motivation plays a very important role (Anggraeni et al., 2024). This is because motivation can influence the intensity and quality of learning activities carried out by students. The higher the learning motivation possessed by students, the greater the likelihood that they will achieve optimal learning outcomes (Suharni S, 2021)

B. LITERATURE REVIEW

Time Management

The Concept of Time Management

According to Atkinson (1994), time management is a planned skill that involves various actions to make the best possible use of time so that individual goals can be achieved. Time management is the achievement of life's main goals as a result of setting aside unimportant activities that often consume a great deal of time (Riskomar, 1990). Thus, based on the various expert opinions above, it can be concluded that time management is not merely about arranging a schedule, but also includes the ability to plan, set priorities, and control the use of time effectively and efficiently.

Aspects of Time Management

According to Atkinson (1994), there are several aspects of time management that can be found in an individual, as explained below:

- **Setting Goals**
Setting goals is an important first step in time management. Students who have clear goals will find it easier to determine the direction and priorities of their learning activities. These goals may take the form of short-term or long-term targets that they want to achieve. With clear goals, students tend to be more purposeful in using their time, so that the activities they engage in become more meaningful and are not merely part of a routine. In addition, goal setting can also increase learning motivation. Students who know what they want to achieve are usually more encouraged to manage their time well so that those goals can be attained optimally.
- **Making a Schedule**
Making a schedule is a form of planning that helps students organize their time in a more structured way. With a schedule, students can divide their time between studying, assignments, rest, and other activities in a balanced manner. This is important to prevent the accumulation of tasks or the ineffective use of time. Students who are accustomed to making schedules tend to be more disciplined and able to use their time more efficiently. A schedule also functions as a guide in carrying out daily activities, so that the activities performed become more organized and well-directed.
- **Being Assertive**
Being assertive in time management means that students are able to make appropriate decisions regarding the use of their time. This attitude is reflected in a student's ability to say "no" to activities that are less important or that do not support their learning goals. In this way, students can focus more on matters that are truly a priority. In

addition, being assertive also helps students maintain commitment to the plans they have made. Students are not easily influenced by invitations or distractions from their environment that may hinder the effective use of time. With an assertive attitude, time management becomes more optimal and aligned with the goals that have been set.

Factors of Time Management

According to Atkinson (1994), time management is a planned skill that involves various actions to make the best possible use of time so that individual goals can be achieved. A person's ability to manage time does not emerge suddenly, but is influenced by various factors. These factors may come from within the individual as well as from the surrounding environment, including the following:

- **Self-discipline**
Self-discipline is one of the most important factors in time management. Individuals who have good self-discipline tend to be more capable of following the schedules they have made. In addition, they are also better able to resist various distractions that may interfere with their learning activities.
- **Motivation**
Motivation is the drive that makes a person want to achieve certain goals. Someone who has high motivation usually makes a greater effort to use their time well. In this case, motivation can encourage a person to be more responsible for the way they use their time.
- **Environment**
The surrounding environment, including family, friends, and school, can influence the way a person manages time. An environment that supports learning activities will usually help students develop more organized habits.
- **Daily habits**
Habits such as procrastinating or being disorganized in carrying out activities can hinder good time management. Therefore, it is important for students to get used to carrying out activities in a planned manner.
- **Ability to set priorities**
The ability to determine which activities should be done first also greatly affects time management. Individuals who are able to set priorities usually find it easier to complete their tasks effectively.

Learning Motivation

The Concept of Learning Motivation

According to Sardiman (2018), learning motivation is the overall driving force within students that gives rise to learning activities, ensures their continuity, and directs them toward achieving learning goals. According to Muhibbin Syah (as cited in Setiarini et al., 2024), learning motivation is the overall driving force within students that generates learning activities and ensures the continuity of those activities, so that the goals desired by the learner can be achieved. Thus, the writer concludes that learning motivation is a drive originating from within as well as outside the student that is able to mobilize, direct, and sustain learning activities so that learning objectives can be achieved optimally.

Aspects of Learning Motivation

According to Sardiman (2018), the aspects of learning motivation include:

- **Perseverance in Facing Tasks**
Perseverance in facing tasks reflects the seriousness of students in completing every learning responsibility assigned to them. Students who are persevering tend not to procrastinate, are able to complete tasks on time, and continue trying even when they experience boredom. This reflects the presence of a fairly strong internal drive within the student to achieve optimal learning outcomes.
In addition, perseverance is also related to consistency in learning. Students who are persevering usually have more regular and disciplined study habits. Even when there are obstacles such as fatigue or a heavy workload, students still strive to complete their tasks well. Thus, perseverance becomes one of the important factors in supporting learning success.
- **Persistence in Facing Difficulties**
Persistence in facing difficulties describes a student's ability to remain resilient and not give up easily when encountering obstacles in the learning process. Persistent students will try to find solutions, whether by reviewing the material, looking for other sources, or asking teachers or friends. This attitude shows that the student has the willingness to understand the material more deeply.
Persistence also plays a role in shaping a never-give-up attitude. Students do not see difficulties merely as obstacles, but as challenges that need to be overcome. With persistence, students tend to be more confident and have a stronger fighting spirit in dealing with various academic demands.
- **Enjoying Working Independently**
Enjoying working independently reflects self-reliance in learning. Students who have this aspect are able to complete tasks without a high level of dependence on others. They tend to have the initiative to learn, are able to manage their time, and take responsibility for their own learning outcomes. Even so, enjoying working independently does not mean rejecting cooperation, but rather refers to the ability to remain productive on one's own. This independence is important because it can help students develop self-confidence as well as the ability to manage their learning process effectively

Factors of Learning Motivation

According to Sardiman (2018), learning motivation is the overall driving force within students that generates, sustains, and directs learning activities toward the achievement of goals. There are various factors that influence students' learning motivation, including the following:

- **Family Environment**
The family environment is the earliest and most fundamental factor influencing learning motivation. The family, especially parents, plays an important role in instilling educational values, study habits, and discipline. The support provided may take the form of attention to the child's learning activities, assistance when they experience

difficulties, and appreciation for the effort and results they achieve. In addition, a home atmosphere that is calm, comfortable, and full of emotional support helps children become more focused and enthusiastic in learning. On the other hand, if there is little attention in the family, frequent conflict, or no supervision of learning activities, this can lead to a decline in the child's learning motivation.

- **School Environment**

The school environment is the main place where students engage in formal learning. Factors that influence learning motivation at school include the way teachers teach, the relationship between teachers and students, and the condition of the school's physical environment. Teachers who are able to deliver material in an interesting, communicative, and non-monotonous way will make students more enthusiastic about participating in learning. In addition, a good relationship between teachers and students can create a sense of comfort and security, so that students do not feel pressured. School facilities such as clean classrooms, adequate learning media, and a conducive learning atmosphere also support the improvement of learning motivation. Conversely, if the school environment is less supportive, learning feels boring, or social relationships are poor, students' learning motivation may decrease.

- **Peer Support**

Peers have a considerable influence because students interact and spend a great deal of time with them. Support from friends can become a strong source of external motivation, such as encouraging one another, helping each other understand lesson materials, and working together on group assignments. A positive peer environment will encourage students to be more diligent, disciplined, and to have clear learning goals. In addition, healthy competition among friends can also increase the spirit of achievement. However, if students are in an unfavorable peer environment, for example among friends who do not care about studying or who tend to engage in negative activities, this can affect their attitudes and reduce their learning motivation.

- **The Relationship Between Time Management and Learning Motivation in Students**

Time management and learning motivation are two aspects that are closely related in the student learning process. The way students manage their time can influence the emergence of their motivation to learn. When students are able to allocate their time well, such as by setting study schedules, completing assignments gradually, and providing time for rest, learning activities become more organized and do not feel burdensome. Clear time organization helps students go through the learning process in a more directed way. Students do not feel rushed or overwhelmed because tasks can be completed according to plan. Under these conditions, students tend to feel more prepared, more confident, and more focused while studying. These feelings can encourage the emergence of motivation to continue learning and achieve better results. In addition, good time management also helps students develop disciplined study habits. With a regular schedule, students become accustomed to studying consistently, not only when there are assignments or exams. This habit makes students more responsible for their obligations as learners and better able to control themselves in

using time effectively. On the other hand, the ability to manage time also plays a role in reducing stress during the learning process. Students who have good time planning tend to be calmer when facing assignments or exams because they have prepared themselves in advance. This calmer condition allows students to study more comfortably and optimally, so that their motivation to learn is maintained. Conversely, when time management does not function well, learning activities become uncontrolled. Tasks are often postponed, study time becomes inconsistent, and students more easily feel tired or pressured. This can reduce the desire to learn because students feel that they are unable to manage themselves properly.

C. RESEARCH METHODOLOGY

The research method used was quantitative research with a correlational approach. Quantitative research is defined as research that emphasizes the analysis of numerical data processed using statistical methods (Sudaryana & Agusiady, 2022). The quantitative approach was chosen because this study aimed to determine whether there is a relationship between time management and student learning motivation. The data obtained were in the form of numbers, which were then analyzed using statistical techniques to reach objective conclusions.

This research was conducted at MAN 5 Ciamis, located in Maparah Village, Panjalu District, Ciamis Regency. The researcher used purposive sampling as the sampling method. The population of this study was 101 11th-grade students at MAN 5 Ciamis.

This study consisted of two variables: time management as the independent variable (X) and learning motivation as the dependent variable (Y). Both variables were measured using a questionnaire with a Likert scale consisting of four response options: strongly agree, agree, disagree, and strongly disagree. This scale was used to measure the level of student response tendencies to the statements given.

D. RESULT AND DISCUSSION

Table 1. Descriptive statistics

Variable	Xmin	Xmax	Mean	SD
Time Management	86	124	107,376	7,974775
Learning Motivation	86	133	105,2574	9,402822

Source: Data Processed by Researchers, 2026

Based on Table 1, the time management variable has a minimum value of 86 and a maximum of 124, with an average of 107.376 and a standard deviation of 7.974775. Meanwhile, learning motivation has a minimum value of 86 and a maximum of 133, with an average of 105.2574 and a standard deviation of 9.402822.

Table 2. Frequency Distribution of Variable 1 (Time Management)

Interval	Absolute Frequency	Relative Frequency
86 – 91	5	5%
92 – 97	18	18%

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98 – 103	24	24%
104 – 109	23	23%
110 – 115	19	19%
116 – 121	9	9%
122 – 127	1	1%
128 - 133	2	2%
Amount	101	100%

Source: Data Processed by Researchers, 2026

Based on Table 2, it can be seen that the largest number of students is in the 98–103 interval, namely 24 people (24%). In the 104–109 interval, there are 23 people (23%), while in the 110–115 interval, there are 19 people (19%). In other intervals, the number of respondents tends to be smaller, even in the 122–127 interval there is only 1 person (1%). This indicates that most students have time management scores in the middle range. In general, these data indicate that students' time management levels are in the moderate category with quite varied distribution among respondents.

Table 3. Frequency Distribution of Variable 2 (learning motivation)

Interval	Absolute Frequency	Relative Frequency
86 – 90	3	3%
91 – 95	3	3%
96 – 100	12	12%
101 – 105	22	22%
106 – 110	26	26%
111 – 115	18	18%
116 – 120	12	12%
121 - 125	5	5%
Amount	101	100%

Source: Data Processed by Researchers, 2026

Based on Table 3, it can be seen that the largest number of students is in the 106–110 interval, namely 26 people (26%). In the 101–105 interval, there are 22 people (22%), and in the 111–115 interval, there are 18 people (18%). Meanwhile, the smallest number is in the 86–90 and 91–95 intervals, each with 3 people (3%). From these data, it can be seen that student learning motivation tends to be in the middle range. In general, this indicates that the level of student learning motivation is in the moderate category with quite diverse variations among respondents.

Table 4. Validity Test

Variable	Number of Items	Criteria	Results
Time Management	36	R count>0.195	Valid
Learning Motivation	36	R count>0.195	Valid

Source: Data Processed by Researchers, 2026

Based on Table 4, the validity test results indicate that all items in the time management and learning motivation variables are valid. Each variable consists of 36 items, with a

calculated r value greater than the table r (0.195). Thus, all statements in the research instrument are suitable for measuring both variables.

Table 5. Reliability Test

Variable	Cronbach's Alpha	Information
Time Management	0,822	Reliable
Learning Motivation	0,86	Reliable

Source: Data Processed by Researchers, 2026

Table 5 shows that the Cronbach's Alpha value for the time management variable is 0.822 and the learning motivation variable is 0.86. Both values are above 0.7, indicating that the research instrument is reliable.

Table 6. Normality Test

Variable	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Time Management	,054	101	,200
Learning Motivation	,065	101	,200

Source: Data Processed by Researchers, 2026

The normality test in this study used the Kolmogorov-Smirnov test because the sample size was more than 50 respondents. Based on the test results, a significance value of more than 0.05 was obtained, indicating that the data were normally distributed.

Table 7. Pearson product moment correlation test

		Time Management	Motivation to learn
Time Management	Pearson Correlation	1	,741**
	Significant (2-tailed)		,000
	N	101	101
Learning Motivation	Pearson Correlation	,741**	1
	Significant (2-tailed)	,000	
	N	101	101

**Correlation is significant at the 0.01 level (2-tailed).

Source: Data Processed by Researchers, 2026

Based on the results of the Pearson Product Moment correlation test shown in Table 7, the correlation coefficient between time management and learning motivation was 0.741, with a significance value of $0.000 < 0.05$. This indicates that H_0 is rejected and H_1 is accepted, meaning that there is a significant relationship between the two variables. A correlation coefficient of 0.741 falls into the strong category, which means that there is a strong positive

relationship between time management and learning motivation. Thus, it can be concluded that the better the students' time management, the higher their learning motivation.

Based on the results of the data analysis, it can be seen that students' time management and learning motivation are at a fairly good level. The mean values of both variables indicate that most students are already able to manage their time and possess a sufficient level of learning motivation, although there are still variations among individuals. From the frequency distribution, most students fall within the middle score range for both the time management and learning motivation variables. This shows that students' ability to manage time and their level of learning motivation are neither too low nor uniformly high across all students.

The validity test results showed that all statement items for both variables could be used, and the reliability test also indicated that the instruments were consistent. In addition, the data obtained were normally distributed, so further analysis could be carried out appropriately.

In the correlation test, a value of 0.741 was obtained with a significance level of 0.000. This indicates that there is a strong relationship between time management and learning motivation. In other words, the better students are at managing their time, the higher their learning motivation tends to be. Overall, the findings of this study show that time management plays an important role in supporting students' learning motivation. With good time management, students can be more directed in their learning, so the motivation they possess can also develop more optimally.

In line with this, the study conducted by Rangkuti (2023) showed that there is a positive and significant relationship between time management and students' learning motivation. The results of the Product Moment correlation analysis obtained a correlation coefficient value of 0.470 with a significance value of < 0.05 , which means that the two variables have a fairly strong relationship. In addition, the coefficient of determination of 22.1% indicates that time management contributes to students' learning motivation, where the better the students' time management, the higher their learning motivation.

Furthermore, the study conducted by Munawwaroh et al. (2022) showed that there is a significant relationship between time management and learning motivation and students' academic procrastination. This is evidenced by a correlation value of 0.732 with a significance of $0.000 < 0.05$ and an F-count value greater than the F-table ($73.283 > 3.07$), so the research hypothesis was accepted. Simultaneously, time management and learning motivation contributed 53.6% to academic procrastination.

Then, the study conducted by Setiarini et al. (2024) showed that there is a positive and significant relationship between learning motivation and time management and students' academic achievement. The results of the Product Moment correlation test showed an r-value for learning motivation of 0.854, time management of 0.789, and academic achievement of 0.671, with a significance of $0.000 < 0.05$, so the hypothesis was accepted. This indicates that the three variables have a strong relationship, in which the higher the students' learning motivation and time management ability, the better their academic achievement.

E. CONCLUSION

The conclusion of this study shows that time management has a positive and significant relationship with student learning motivation, meaning that the better a student's ability to manage their time, the higher their learning motivation. Based on these findings, students are expected to be able to manage their time better, for example by creating a study schedule and determining activity priorities, so that learning motivation increases and learning outcomes can be achieved optimally. Schools are also expected to provide support through programs oriented towards developing time management and learning motivation, such as seminars, training, and character-building activities. Furthermore, for future researchers, it is recommended to examine other factors that influence learning motivation, such as family environment, peers, or social media use, and use a more diverse research method to achieve more comprehensive research results.

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