

Learning Quality, Time Management and Social Support on Student Academic Achievement

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ABSTRACT

This study aims to determine the effect of learning quality, time management and social support on the academic achievement of postgraduate students of UIN Maulana Malik Ibrahim Malang. The method used in analysing research data is descriptive quantitative with a sample of 80 students. The sampling technique used is Non Probability Sampling technique. The results showed the Wald test results with a significance value of learning quality of 0.000 and social support of 0.021 smaller than the value of the error rate of 0.05. While time management with a significance value of 0.348 is greater than the error rate value of 0.05, meaning that time management has no correlation and has no significant effect on student academic achievement. The odds ratio value of learning quality (X1) is 18.283, this indicates that learning quality has an influence of 18.283 times greater on student academic achievement. Then the Odds ratio value of social support (X3) is 3.061, this shows that the effect of social support on student academic achievement is 3.061 times greater than if there is no social support. Meanwhile, variable (X2), namely time management, has no influence on student academic achievement. This is caused by students who do not have self-management skills or the ability to manage time. The implications of learning quality can be seen from students' understanding of the material presented, honing the courage to express opinions, increasing confidence in answering or asking questions and mental readiness and competence. The implication of social support is to reduce student stress and psychological pressure that can affect their academic performance.

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1. INTRODUCTION

Research related to the academic achievement of postgraduate students at UIN Maulana Malik Ibrahim shows some key issues that need attention. Motivation to learn is an important factor affecting students' academic performance, with high internal motivation tending to have better performance, while external motivation such as financial support and encouragement from family also play an important role. The quality of teaching and curriculum are also determinants of academic success, where interactive teaching methods and curriculum relevant to industry needs improve student achievement. In addition, academic facilities and resources, such as libraries, laboratories and internet access, are highly influential. Students who have better access to these facilities tend to achieve higher academic performance, while limited facilities are often a major obstacle. Academic load and time management skills also affect students' academic performance. Those who are able to manage their time well and are not burdened by an excessive amount of tasks tend to have better performance, as excessive task load often causes stress and lowers performance. Social and emotional support from family, friends, and lecturers also play a significant role. Students who receive sufficient social support tend to have better emotional well-being and higher academic achievement. In addition, the campus environment and institutional policies also affect academic performance. Policies that support a balance between academic and personal life, as well as a conducive campus environment, are crucial in improving academic performance. Field facts support these findings, students who are actively involved in academic and non-academic activities show high motivation to learn. Student evaluations revealed that lecturers who used interactive teaching methods were more effective.

In the realm of education, student success is reflected through academic achievement. Ironically, the higher the demand for academic achievement, but the learning power of students is still limited. This phenomenon results in student success rates that do not meet the expectations of the campus, parents, and even the students themselves. Education has an important role in shaping students' learning attitudes and orientations, teaching positive attitudes, knowledge, and developing effective learning skills (Y. L. O. Siahaan & Meilani, 2019). The success of student education is also closely related to their achievement motivation. Motivation acts as a driving force that allows a person to achieve their goals (Dwi et al., 2022; Harahap et al., 2023). Individuals who have high achievement motivation will continue to strive to achieve their goals despite facing obstacles and difficulties. However, in reality, student achievement motivation often fluctuates, sometimes experiencing a decline and at other times experiencing an increase (Damanik, 2020). The quality of quality education can provide great demands and expectations on an educational institution that will be developed (A. Siahaan et al., 2023). In an educational institution, it is necessary to have sustainable performance in improving student academic achievement (Rabiah, 2019). Meanwhile, student achievement motivation should always experience continuous development, so that it can accelerate the achievement of the desired goals.

Good learning quality can increase student motivation in achieving academic achievement. According to Mustaqim (2020), good learning quality has a major influence on student motivation in achieving academic achievement in educational institutions, academic achievement being an assessment of the improvement of learning activities. Good learning quality is defined as the intensity of the systematic and synergistic relationship between educators and students in achieving academic achievement (Umaroh et al., 2022). According to Noortsani (2019), quality learning is learning that is able to put the position of a teacher so that he is able to play his role according to standard needs in improving student achievement. In reality, there are still many educational institutions that have not improved the quality of learning in achieving academic achievement. According to Fentika (2018), one of the factors that most determines the success of learning is the quality of its educators, this is what we often encounter low academic achievement due to the quality of teaching provided by educators is still fairly weak or inadequate so that academic achievement in an educational institution decreases. Thus, to improve the quality of learning and achieve better academic achievement, educational institutions need to pay more attention to the factors that encourage students to achieve academic achievement. In his research (Sidabutar et al., 2020) entitled "The Effect of Learning Motivation on Academic

Achievement" concluded that there is a significant influence between learning motivation on academic achievement with a contribution of 10.1% influence. So, motivation is defined as a driver or motor that releases energy and leads to the goal to be achieved.

Time management analysis helps students develop the skills they have in supporting their professionalism and academic success. According to Istikomah and Setiawan (2023), students who are able to manage their time well tend to be more productive in completing academic tasks and are able to develop the skills needed to support their academic achievement. Because time management involves planning, organizing, mobilizing and supervising so that the use of time becomes efficient and academic. In addition, time management is part of self-management which is an important aspect in developing personal and professional skills that aim to improve academic achievement (Marlina, 2023; NURWIJAYA, 2019). In this case, time management has a very positive and significant effect on student academic achievement. Students who have good time management skills tend to have better academic performance as well (Anatasya & Sayekti, 2022). The problem that occurs is that educational institutions have not been able to implement time management in supporting student academic success. According to Dianty Nur Inayah et al (2023) time management in some students is often found several obstacles where students sometimes sacrifice college time to fulfill their responsibilities at work. This also affects the student's academic achievement.

Research on learning quality, time management, and social support on student academic achievement is very important and provides significant benefits for campus development and education quality improvement. This research can improve the quality of learning by identifying the most effective teaching methods that are relevant to students' needs, so that universities can train lecturers and develop better curricula. Optimizing time management is also an important benefit, as the research can identify the obstacles students face in managing their time and academic load, allowing universities to design strategies that help students become more efficient. Improved social support is also an important outcome of this study, as support from family, friends and lecturers was shown to improve students' emotional well-being and academic performance. The results of this study can be used to develop better guidance and counseling programs, as well as encourage the formation of supportive learning communities. In addition, this research also enables universities to develop more effective institutional policies, which support the balance between students' academic and personal lives, thus improving their satisfaction and academic achievement. Improved student academic performance, resulting from this research, will have a positive impact on study program accreditation, university rankings, and the attractiveness of the university to potential new students. Overall, this research is not only beneficial to campus development, but also to students' well-being and academic success, by creating a more effective, supportive and conducive learning environment for achieving high academic performance.

The positive impact of social support on student learning achievement can encourage educational institutions to provide a supportive environment in supporting academic achievement. In an effort to achieve their goals, educational institutions must motivate students to increase their interest in learning, feel happy when learning, and have a strong desire to develop (Mayang Sari, 2024). Encouragement or motivation is needed as an illustration of the role or influence caused by other people who matter (family, friends, and teachers) (Wahidah et al., 2023). According to Gottlieb in (Ishomudin, 2023) explains that social support is verbal and non-verbal information, advice and assistance provided by people who are familiar with the perpetrator in their social environment or just in the form of presence in things that provide emotional or behavioral benefits to the recipient. The social support received can make a learner feel comfortable, cared for, loved, confident, and competent (Jeremia & Kusmiyanti, 2022). This is supported by the results of research conducted by Jeremia and Kumiyanti (2022) which shows that social support has an influence on the learning achievement of cadets, obtained from the Thitung value or p value $(3.258) > (1.992)$, it is concluded that H_0 is rejected and H_a is accepted, which means that the higher the level of social support (X) on learning motivation (Y), the higher the learning achievement achieved by cadets or is positive. Conditions that occur are the lack of utilization

of social support by students in supporting academic achievement. In fact, there are still many parents of students who do not realize the importance of their support for their children in learning (Budiati & Muhadi, 2022). Many students are less appreciated when they produce something or excel when learning (Mayang Sari, 2024).

Furthermore, the researcher found the core of the previous research above to highlight the positive impact of social support on student learning achievement, which encourages educational institutions to create a supportive environment in supporting academic achievement. Social support, which includes information, advice, assistance, and presence from close people such as family, friends, and teachers, plays an important role in motivating students to increase their interest in learning, feel happy while studying, and have a strong desire to improve. Previous research shows that social support positively influences students' emotional well-being and confidence levels, which in turn contribute to better academic performance. However, in reality, there is still a lack of utilization of social support by students in supporting academic achievement, mainly due to parents' lack of awareness of their role in supporting their children in learning, as well as a lack of appreciation for the achievements achieved by students. Therefore, it is important for educational institutions and parents to provide adequate social support so that students can feel comfortable, valued, and motivated to achieve optimal academic performance. Meanwhile, the current study was conducted to understand the relationship between three main factors, namely learning quality, time management, and social support, with students' academic achievement. The focus is to explore the extent to which the quality of learning students receive, their ability to manage their time, and the level of social support they receive from their environment can affect their academic achievement. By understanding the relationship between these variables, this study aims to provide deeper insights into the factors that contribute to students' academic achievement. This can assist educational institutions in developing more effective strategies and policies to improve students' learning experience and academic achievement.

The research on Quality of Learning, Time Management, and Social Support to Student Academic Achievement is to analyze the relationship between three independent variables, namely quality of learning, time management, and social support, with the dependent variable, namely student academic achievement. This study aims to understand the extent to which the quality of learning students receive, their ability to manage their time, and the level of social support they receive can affect their academic achievement. Through this analysis, it is expected to identify the most influential factors in improving students' academic achievement, so that the results can contribute to the development of more effective educational policies and practices in the campus environment.

2. METHOD

The method used in this research is descriptive quantitative. The research location is on the postgraduate campus of UIN Maulana Malik Ibrahim Malang. The population in this study were master students of UIN Maulana Malik Ibrahim odd semester in 2023. The sample in the study was 80 active students. The sampling technique used is the Non Probability Sampling technique. This technique does not provide equal opportunities for each member of the population to be selected as a sample (Firmansyah & Dede, 2022).

The preparation of instruments or data collection tools is adjusted to the variables that have been determined previously as the main reference for researchers in compiling questionnaires. Operational variables in this study include:

1. Independent Variables. This study consists of 3 independent variables, namely: 1) Learning Quality. With indicators in the form of: Enthusiasm in receiving lessons, concentration in learning, cooperation in groups, activeness in asking questions, accuracy of answers, activeness in answering questions, ability to provide explanations and make conclusions. 2) Time Management. With indicators: Setting goals and priorities, scheduling planning, being aggressive, avoiding procrastination and minimizing wasted time. 3) Social Support. With indicators including:

Expression of empathy, encouragement of individual ideas, provision of material assistance and provision of advice.

2. **Dependent Variable.** There is 1 dependent variable, namely Student Academic Achievement. Indicators of these variables include the Cognitive Domain in the form of understanding and application, Affective in the form of appreciation and characteristics, and Psychomotor in the form of skills and expression skills.

The assessment uses a Likert scale reference of 1-5 to measure respondents' answers. Then the results of the questionnaire will be calculated and analyzed using Ordinal Logistic Regression (RLO) analysis with the help of the SPSS (Statistical Product and Service Solutions) application. Ordinal Logistic Regression is one of the statistical methods used to analyze response (dependent) variables that have an ordinal scale consisting of two or more categories, while the predictor (independent) variables used are categorical or quantitative data (Inna et al., 2023). The interpretation of the measured variable indicators is obtained with an error rate of 95% or equivalent to 0,05.

3. FINDINGS AND DISCUSSION

1. Data Analysis

Observation and data collection in this study were carried out using the quantitative technique of Ordinal Logistic Regression (RLO) analysis. The results obtained are based on data from a questionnaire distributed to 80 respondents from postgraduate students of UIN Maulana Malik Ibrahim odd semester in 2023. The type of questionnaire used for data collection is a questionnaire that uses five answer options or a Liket scale of 1-5.

2. Data Distribution of Respondents' Answers

Table 1. Respondent Distribution

Case Processing Summary			
		N	Marginal Percentage
Prestasi Akademik	2	2	2.5%
	3	20	25.0%
	4	43	53.8%
	5	15	18.8%
Valid		80	100.0%
Missing		0	
Total		80	

Table 1 provides an overview of the information on the distribution of answers from 80 respondents, all of which are valid with 2nd category (Disagree) as many as 2 respondents, 3rd category (Neutral / Ordinary) as many as 20 respondents, 4th category (Agree) as many as 43 respondents, and 5th category (Strongly Agree) as many as 15 respondents. After 80 respondents are declared valid, the next step is to test the suitability of the ordinal logistic linear regression model to be used in data analysis as shown in the following table.

3. Model Fits

Table 2. Model Fits

Goodness-of-Fit			
	Chi-Square	df	Sig.
Pearson	83.452	54	.006
Deviance	46.786	54	.746
Link function: Logit.			

Table 2 shows that the ordinal logistic regression model is suitable for use as a tool in data analysis with a deviance significance value greater than the 5% or 0.05 error rate. Furthermore, to check the effect of each variable, the following table is used.

4. Value of the Coefficient of Determination

Table 3. Value of the Coefficient of Determination

Pseudo R-Square	
Cox and Snell	.648
Nagelkerke	.732
McFadden	.481
Link function: Logit.	

Table 3 provides information on the suitability of the model used in the analysis of the coefficient of determination. The results show that the most suitable is the Nagelkerke model with a Pseudo R-Square value of learning quality, time management and social support has influenced and has a correlation with student academic achievement by 73.2% and 26.8% is influenced by other variables not used in this study.

5. The Wald Test

The next step is to conduct a wald test as shown in the following table :

Table 4. The Wald Test

Parameter Estimates								
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Thres hold	[Y = 2]	10.515	2.219	22.443	1	.000	6.164	14.865
	[Y = 3]	15.696	2.592	36.661	1	.000	10.615	20.777
	[Y = 4]	20.793	3.127	44.208	1	.000	14.664	26.923
Locati on	X1	2.906	.553	27.649	1	.000	1.823	3.989
	X2	.497	.529	.881	1	.348	-.541	1.535

X3	1.119	.483	5.367	1	.021	.172	2.066
Link function: Logit.							

In table 4, the parameter estimation test with the Wald test resulted in a logistic regression equation:

$$\begin{aligned}\text{Logit}(Y_2) &= 10.515 + 2,906X_1 + 0,497X_2 + 1,119X_3 \\ \text{Logit}(Y_3) &= 15.696 + 2,906X_1 + 0,497X_2 + 1,119X_3 \\ \text{Logit}(Y_4) &= 20.793 + 2,906X_1 + 0,497X_2 + 1,119X_3\end{aligned}$$

In the Wald test, the results of the significance level of variable X1, variable X2 and variable X3 show that: The quality of learning has a significant effect of 0.000 less than Alpha. Likewise, social support also has a significant effect of 0.021 less than the value of the error rate of 0.05, so this states that the quality of learning and social support has a correlation and a significant effect on the academic achievement of odd semester postgraduate students in 2023 UIN Maulana Malik Ibrahim. Meanwhile, time management with a significance value of 0.348 is greater than the error rate value of 0.05, meaning that time management has no correlation and has no significant effect on student academic achievement.

To determine the level of academic achievement in this study, the next step is to calculate the Odds ratio value of learning quality and social support. Based on the Wald test results, the Odds ratio value of learning quality (X1): $\Psi=e^{2.906}=18.283$, this shows that the quality of learning gives 18.283 times greater influence on student academic achievement. Then the Odds ratio value of social support (X3) $\Psi=e^{1.119}=3.061$, which shows that the effect of social support on student academic achievement is 3.061 times greater than if there is no social support.

Meanwhile, variable X2 in this study, which is time management, has no effect on student academic achievement. The reason that makes time management insignificant in this study can be caused by students who do not have self-management skills or self-management skills. As stated by Marlina (2023) that Self-management is a person's skill in setting priorities for their tasks, managing time well, being able to manage emotions and the ability to face challenges that hinder their tasks.

In the results of research by Pertiwi (2020), it is suggested that procrastinator behavior is also a factor in causing irregular student time management, which if continuously carried out will have a negative impact on students. Procrastination is the tendency to delay doing a task, delaying doing it until the last minute and lack of self-awareness of the task (Ananta et al., 2021; Kartika & Azhar, 2024). In addition, other obstacles can come from the influence of gadgets or other electronic devices that can affect students' focus on completing lecture affairs. Current technological developments certainly have a good impact on improving academic quality, with gadgets or other electronic devices can also help in completing academic tasks. However, there is a negative impact of these electronic devices if users are not wise in their utilization. As in the research of Layli et al (2021) which suggests that uncontrolled use of gadgets causes addiction and it will cause users to be unable to manage their time properly, so that the tasks they are responsible for are neglected. Another factor that affects time management also comes from the influence of the friendship environment which can reduce time discipline (Maulida & Syahrani, 2022), which can also be one of the reasons why time management is not significant.

According to Rokhani and Marlianungrum (2021) the quality of learning can be a benchmark for the success rate of a learning process. Because quality is the quality or standard of good and bad things. A quality learning is certainly not formed just like that, there must be factors that influence the good and bad of learning. According to Heldiono et al. (2020) in their research suggested that in addition to the quality of educators in an educational institution, the quality of learning also supports students' academic achievement. One important factor that will greatly affect the quality of learning is the quality of the educators themselves, as those who are fully responsible for the teaching and learning process in the classroom. Currently, there have been many efforts made by every educational institution to form quality teachers, one of which is by including teachers in various workshops and training (Fitria et al.,

2019; Sulastris et al., 2020). In addition, quality learning is also supported by structured learning planning. In learning it is important for teachers to prepare a Learning Implementation Plan (RPP), RPP as a guide for teachers so that the implementation of learning is directed, consistent and has definite goals (Ahmadi & Hadi, 2023). In preparing lesson plans, teachers need to pay attention to the needs and characteristics of students, learning objectives, methods to be used, how the teacher's strategy is so that the material can be understood by students, and the implementation of assessments to measure the level of learning success (Sholeh, 2023). Every educational institution needs to pay attention to the resources available at school in order to improve the quality of education (Chotimah & Nisa, 2019; Mubarak, 2021; Solehan, 2022).

In addition, learning quality and social support can also affect academic achievement. According to Jeremia and Kusmiyanti (2022) social support is any form of support that comes from a person's social environment, ranging from emotional, physical assistance, information, instrumental assistance and so on. Then according to Cohen and Wills (1985) students sometimes experience stress with activities carried out on campus which may affect their academics, the existence of social support is a solution in dealing with this emotional pressure (Nadia & Murkhana, 2022). The most important social support certainly comes from parents or family, not only that support from peers, classmates or friends from their home environment can also affect a person's emotional pressure. Social support from family, especially parents, will improve the psychological well-being of students which will also affect their academic performance (Sani et al., 2020). Research Amseke et al (2021) found that social support from parents can maintain student achievement motivation. Continuous support will encourage students to continue to increase their motivation and academic achievement. Then in research Hartati et al (2022) suggests that social support from peers will build and increase one's self-confidence, especially for students who are far from family. In addition, support from peers can also reduce procrastination in student academics. Other support also comes from the university environment. Research Eva et al (2024) suggests that support from universities is provided by the provision of guidance and counseling services by counselor lecturers. This guidance and counseling is a forum for students who have obstacles in completing their assignments, or to improve academic achievement and career development. In addition, the good relationship between lecturers and students can also build motivation in students.

And the results obtained in this study prove that the quality of learning and social support has a significant effect on student academic achievement. The quality of learning and social support are external factors that support student academic achievement. The implications of the quality of learning on student academics can be seen from the output produced in the form of graduates from a university. With quality learning, it will have an impact on student understanding of the material presented, besides that it can hone the courage to express opinions, increase confidence in answering or asking questions and readiness in terms of mental and competence in facing the world of work later. Because academic achievement is not only measured by grades, but how the knowledge gained can be implemented in the outside world and can benefit the wider community. The implications of social support for students can be seen from student academic achievement, for that social support also has a big influence in this regard. Students who are entering the quarter life crisis phase and are fighting for their future certainly have various fears and concerns. For this reason, support from the surrounding environment will be very influential in maintaining academic achievement in preparation for the world of work that he will face. Because humans are social creatures who will continue to need other parties in life.

4. CONCLUSION

There is a significant correlation and influence between the quality of learning and social support on the academic achievement of odd semester graduate students in 2023 UIN Maulana Malik Ibrahim with a significance value of learning quality of 0.000 and social support of 0.021 smaller than the error rate value of 0.05. While time management with a significance value of 0.348 is greater than the error

rate value of 0.05, meaning that time management has no correlation and no significant effect on student academic achievement. While time management with a significance value of 0.348 is greater than the error rate value of 0.05, meaning that time management has no correlation and has no significant effect on student academic achievement. The Odds ratio value of learning quality (X1) from the wald test shows the result $\Psi=e^{2.906}=18.283.$, meaning that learning quality gives 18.283 times greater influence on student academic achievement. Then the Odds ratio value of social support (X3) is $\Psi=e^{1.119}=3.061$, which indicates that the effect of social support on student academic achievement is 3.061 times greater than if there is no social support. Meanwhile, the X2 variable in this study, which is time management, does not have an influence on student academic achievement.

Factors that become the reason for insignificant time management can be caused by students who do not have self-management skills, students who are not yet skilled in self-management, then procrastination behavior that cannot be avoided, the influence of gadgets or other electronic devices can also affect student focus in completing lecture affairs, as well as the influence of a friendship environment that can reduce time discipline. The implication of learning quality on academic achievement is on students' understanding of the material presented, besides that it can hone the courage to express opinions, increase confidence in answering or asking questions and readiness in terms of mental and competence in facing the world of work later. Then the implication of social support is to reduce stress and psychological pressure experienced by students which can affect their academic performance. From the results of this study, it is hoped that it can be a reference for the world of education to improve its quality, besides that it does not only pay attention to aspects of learning but other aspects that support it also get attention.

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