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LEARNING TIME MANAGEMENT AND SELF-REGULATED LEARNING AS PREDICTORS OF STUDENTS' ACADEMIC CONSISTENCY IN THE 21ST CENTURY DIGITAL EDUCATION ERA

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ABSTRAK

Transformasi pendidikan digital abad ke-21 menuntut mahasiswa untuk memiliki kemampuan adaptasi tinggi di tengah banyaknya distraksi teknologi yang dapat mengganggu stabilitas akademik. Oleh karena itu, kemampuan manajemen waktu dan *Self-Regulated Learning* (SRL) menjadi instrumen vital untuk menjaga keterlibatan akademik yang berkelanjutan. Penelitian ini bertujuan untuk menganalisis hubungan dan daya prediksi manajemen waktu belajar serta SRL terhadap konsistensi akademik mahasiswa di era pendidikan digital. Menggunakan pendekatan kuantitatif dengan metode *Structural Equation Modelling* (SEM), data dikumpulkan dari 250 mahasiswa STIAB Jinarakkhita Lampung melalui teknik *proportional stratified random sampling*. Hasil analisis menunjukkan bahwa manajemen waktu belajar dan SRL secara signifikan menjadi prediktor konsistensi akademik. Secara spesifik, SRL teridentifikasi sebagai faktor yang paling dominan mempengaruhi konsistensi, sementara manajemen waktu yang efektif berperan sebagai fondasi krusial yang memperkuat kemampuan regulasi diri mahasiswa. Temuan ini menegaskan bahwa konsistensi akademik tidak hanya bergantung pada motivasi internal, tetapi juga pada keterampilan teknis dalam mengelola sumber daya waktu. Disimpulkan bahwa institusi pendidikan perlu mengintegrasikan pelatihan manajemen waktu dan strategi SRL ke dalam kurikulum untuk mencetak mahasiswa yang resilien dan adaptif terhadap tantangan era digital.
Kata Kunci : *Konsistensi Akademik, Manajemen Waktu, Self-Regulated Learning (SRL)*

ABSTRACT

The 21st-century digital educational transformation demands that students possess high levels of adaptability amidst numerous technological distractions that can disrupt academic stability. Therefore, time management and Self-Regulated Learning (SRL) skills are vital instruments for maintaining sustained academic engagement. This study aims to analyze the relationship and predictive power of study time management and SRL on students' academic consistency in the digital education era. Using a quantitative approach with the Structural Equation Modeling (SEM) method, data were collected from 250 students at STIAB Jinarakkhita Lampung through proportional stratified random sampling. The analysis shows that study time management and SRL significantly predict academic consistency. Specifically, SRL was identified as the most dominant factor influencing consistency, while effective time management serves as a crucial foundation that strengthens students' self-regulation abilities. These findings confirm that academic consistency depends not only on internal motivation but also on technical skills in managing time resources. It is concluded that educational institutions need to integrate time management training and SRL strategies into their curricula to produce students who are resilient and adaptable to the challenges of the digital era.
Keywords: *Academic Consistency, Time Management, Self-Regulated Learning (SRL)*

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INTRODUCTION

The evolution of the educational landscape in the 21st century is characterized by a massive and fundamental digital transformation, wherein Information and Communication Technology (ICT) has metamorphosed into an integral component of every learning process. This shift is increasingly evident in the era of Digital Education, which demands that learners not only master conventional academic content but also develop new-age skills such as critical thinking, collaboration, creativity, and proficient digital literacy. This paradigm shift forces students to adapt to a fast-paced and globally connected learning environment. However, behind the ease of information access offered, significant challenges arise that every student must face. One of the greatest challenges in this era is the students' ability to manage their study time effectively amidst a flood of information and to develop strong self-regulation skills. Without this adaptability, students will struggle to achieve sustainable academic consistency, which is a vital indicator of success in a modern education system that demands high independence.

In responding to these challenges, study time management emerges as a fundamental yet highly crucial skill within the educational process. Academic literacy emphasizes that time management is a key strategy in self-directed learning, enabling learners to allocate their cognitive resources efficiently (Choirunisa et al., 2024; Baguri et al., 2020). In the current digital era, where external distractions such as social media, online games, and digital entertainment are ubiquitously available, the urgency of the ability to manage study time has increasingly intensified. Research indicates that good time management is positively correlated with academic achievement, learning satisfaction, and reduced stress levels in students. Conversely, failure to manage study time often implies procrastination behavior, instability in grade achievement, and low academic consistency. Therefore, time management is no longer merely a daily schedule, but a student's self-defense mechanism to remain focused on academic goals amidst the barrage of notifications and entertainment algorithms designed to fragment concentration (Asmariani, 2018; Kuswidyawati et al., 2025; Yi & Chen, 2024).

Conversely, the technical ability to manage time must be accompanied by a psychological aspect known as Self-Regulated Learning (SRL). SRL is a pedagogical approach emphasizing independence, metacognitive awareness, internal motivation, and behavioral strategies that allow students to fully control their own learning processes (Febriana & Simanjuntak, 2021). Students possessing strong SRL skills are capable of setting realistic learning goals, monitoring their own progress, evaluating achieved results, and independently adjusting learning strategies when facing difficulties. In the context of digital education, the relevance of SRL becomes exceptionally high because technology-based learning demands a much greater level of autonomy compared to traditional learning in physical classrooms. For instance, in online or hybrid learning, students are required to construct their own study schedules, select appropriate digital learning resources, and motivate themselves to consistently attend lectures or complete assignments despite the absence of direct supervision from instructors or lecturers (Luthfiah et al., 2025).

The synergy between time management and self-regulation culminates in what is termed academic consistency. Academic consistency, which can be understood as a student's ability to maintain their engagement, commitment, and academic performance stably over time, is an essential indicator of educational success. In this context, study time management and Self-Regulated Learning (SRL) can be viewed as primary predictors determining the level of a student's academic consistency. This relationship is reciprocal; without effective time management, SRL skills are difficult to optimize because students will struggle merely to allocate the appropriate time for learning activities. Conversely, without the presence of SRL,

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study time management becomes nothing more than a meaningless administrative scheduling activity lacking disciplined execution. Previous research supports this interconnection, stating that students with good time management capabilities report lower levels of academic stress and higher academic achievement, which are reflections of consistency (Aisyah & Alfita, 2017; Situngkir, 2024).

Although the urgency of both variables has been acknowledged, there exists a significant research gap that requires serious attention. First, the majority of prior studies have tended to examine time management, Self-Regulated Learning (SRL), and academic achievement as separate or standalone variables. In contrast, the integrative relationship between the two as simultaneous predictors of "academic consistency" remains rarely researched explicitly, particularly within the context of a distraction-filled digital education era. Second, research in Indonesia linking the integration of study time management and SRL in predicting student academic consistency remains very limited. This is despite the fact that the Indonesian educational context presents unique challenges, such as digital divides, disparities in access to technological infrastructure, and a collective learning culture that differs from Western countries. Third, the majority of studies utilize a purely correlational quantitative approach without a deep exploration of the dynamics of student experiences in integrating these two competencies to survive in a competitive academic climate.

Based on the identification of these problems and gaps, this study is specifically focused on analyzing the relationship between study time management and Self-Regulated Learning as primary predictors of student academic consistency in the 21st-century digital education era. The formulation of the problems raised and to be answered in this study includes: (1) Is there a significant positive relationship between study time management and student academic consistency?; (2) Is there a significant positive relationship between Self-Regulated Learning and student academic consistency?; and (3) Do study time management and Self-Regulated Learning simultaneously serve as strong predictors for student academic consistency? Through these questions, the research seeks to dissect the internal mechanisms that enable some students to survive and achieve consistently, while others experience sharp performance fluctuations in a digital-based learning environment.

This research offers novelty through its focus on the integration of two key variables—study time management and Self-Regulated Learning—as determinants of consistency, rather than merely momentary achievement. The hypothesis proposed is that there is a significant positive relationship, both partially and simultaneously, between these variables. This study is expected to provide a theoretical contribution to the development of educational management and learning psychology studies, particularly in enriching the literature regarding student adaptability in the digital era. Furthermore, this research provides a tangible practical contribution for educational institutions, curriculum developers, and educators in designing more effective and sustainable learning strategies. By understanding how students can maintain academic consistency through self and time management, institutions can create a supportive ecosystem that helps students face the challenges of digital education—which is full of distractions yet rich in opportunities.

METHOD

This study employs a quantitative correlational design utilizing the *Structural Equation Modeling* (SEM) approach to investigate the complex relationships between study time management, *Self-Regulated Learning* (SRL), and student academic consistency. The SEM method was specifically chosen for its capacity to analyze causal relationships among latent variables, allowing for the simultaneous examination of direct and indirect influences within

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the conceptual model.[1] The research was conducted at STIAB Jinarakkhita Lampung, a Buddhist-based institution integrating religious and digital education, providing a relevant context where students face significant independent learning challenges. The unit of analysis consisted of 250 active students across various study programs, a sample size determined to satisfy the statistical requirement of having five to ten times the estimated parameters to ensure model stability and estimation reliability. To guarantee adequate representation of the population, the participants were selected using a proportional *stratified random sampling* technique, ensuring a balanced distribution from each study program.

Data collection was carried out using a research instrument in the form of a questionnaire utilizing a *Likert scale*, with response options ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The variables were measured using specific indicators adapted from established frameworks to ensure construct accuracy. Study time management was assessed through indicators of planning, prioritization, and time usage mechanics. Furthermore, the *Self-Regulated Learning* (SRL) variable was measured through metacognitive, motivational, and behavioral dimensions. Additionally, the academic consistency variable was operationalized through indicators covering engagement, attendance, academic commitment, and the sustainability of achievement. These instruments were designed to capture the technical and psychological aspects of student learning in the digital era. By utilizing these standardized measures, the study aimed to obtain objective quantitative data regarding the students' ability to maintain stability in their educational pursuits, ensuring that every dimension was assessed comprehensively.

To ensure the integrity and accuracy of the obtained data, rigorous testing procedures were applied prior to hypothesis testing. The validity of the research instrument was examined using *Confirmatory Factor Analysis* (CFA) to verify that the indicators accurately represented their respective latent constructs. Furthermore, the reliability of the instrument was assessed using *Cronbach's Alpha* coefficients, strictly adhering to the standard threshold of $\ge$ 0.70 to guarantee internal consistency. Following these data quality assessments, the primary analysis was executed using *SEM* software, specifically AMOS or SmartPLS, to test the structural model. The model's suitability was evaluated using several *Goodness-of-Fit* indices, including the *Comparative Fit Index* (CFI), *Tucker-Lewis Index* (TLI), *Root Mean Square Error of Approximation* (RMSEA), and *Chi-Square*. This comprehensive analytical procedure ensured that the findings provided a robust statistical representation of the predictive relationships between the variables under investigation.

RESULTS AND DISCUSSION

Result

Discrimination Validity

The AVE (Average Variance Extracted) value for each construct is greater than 0.5 (e.g., Academic Consistency = 0.777; Study Time Management = 0.781; Self-Regulated Learning = 0.777). This indicates that the indicators used are valid in measuring their respective constructs, as shown in Table 1.

Table 1. Determination validity

	Academic Consistency of Students	Study Time Management	Self-Regulated Learning
Academic Consistency of Students	0.777		
Study Time Management	0.733	0.781	

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Self-Regulated Learning	0.581	0.613	0.777

Source: Data Research Management, SPSS 26

Loading and Cross-Loading

The results of cross-loading showed that each indicator had a higher loading value in the construct it measured compared to the other construct. For example, the X1 indicator was higher in Learning Time Management (0.827) than in Academic Consistency (0.612) and Self-Regulated Learning (0.481). This confirms that the validity of the discrimination has been met. As seen in table 2.

Table 2. Loadings and Cross-Loading.

	Academic Consistency of Students	Study Time Management	Self-Regulated Learning
X1	0.612	0.827	0.481
X2	0.624	0.823	0.415
X3	0.657	0.842	0.469
X4	0.562	0.751	0.447
X5	0.382	0.645	0.592
Y1	0.505	0.499	0.798
Y2	0.445	0.522	0.843
Y3	0.407	0.469	0.843
Y4	0.504	0.429	0.774
Y5	0.380	0.451	0.604
Z1	0.827	0.627	0.417
Z2	0.737	0.617	0.378
Z3	0.832	0.650	0.404
Z4	0.748	0.563	0.362
Z5	0.670	0.382	0.688

Source: Data Research Management, SPSS 26

Path Coefficients

Table 3. Path Coefficients

	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics(O/STDEV)	P Values
H1	0.285	0.289	0.073	3.893	0.000
H2	0.733	0.735	0.041	17.719	0.000
H3	0.404	0.403	0.074	5.482	0.000

Source: Data Research Management, SPSS 26

Based on the results of the hypothesis testing presented in Table 3, it can be seen that all relationship paths between variables show a statistically significant influence. This is confirmed by the P values for the three hypotheses (H1, H2, and H3) which are all at 0.000, far below the significance standard of 0.05. The strength of the relationship is also emphasized by the T Statistics values which all exceed the critical limit, where the H2 path recorded the highest value of 17.719 with an influence coefficient of 0.733. Meanwhile, the H1 and H3 paths each have T values of 3.893 and 5.482, respectively. These data prove that the constructed structural model is valid and each independent variable makes a significant contribution to the dependent variable tested in this study.

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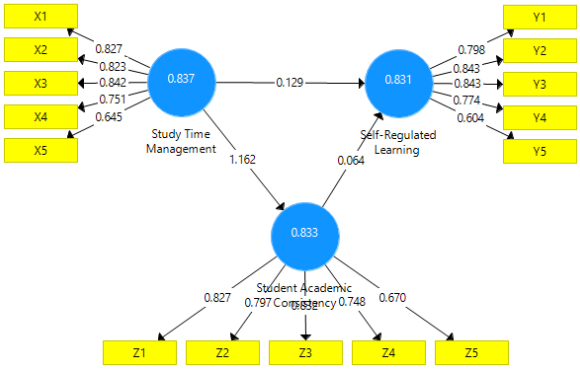

Figure 1. Measurement Model Assessment

Discussion

Based on the evaluation of the measurement model conducted, this research instrument demonstrates excellent data quality and meets the validity and reliability standards required in statistical analysis. The Average Variance Extracted (AVE) values for all construct variables—namely Academic Consistency, Study Time Management, and Self-Regulated Learning—exceed the 0.5 threshold, indicating that the indicators used accurately represent the variance of their latent variables. Furthermore, cross-loading analysis reinforces discriminant validity, where each indicator correlates more strongly with the variable it measures compared to other variables. The robustness of this measurement model provides a strong empirical foundation for testing the structural relationships between variables. Hypothesis testing results indicate that the three proposed relationship paths possess high statistical significance with a p-value of 0.000, demonstrating that the constructed theoretical model is relevant to the empirical data in the field.

The most prominent finding in this study is the magnitude of the influence of Self-Regulated Learning (SRL) on Academic Consistency, with the highest path coefficient of 0.733. This figure indicates that self-regulation capability is the primary and most dominant predictor in determining whether a student can maintain academic consistency. Students possessing high metacognitive skills are able to plan, monitor, and evaluate their own learning processes, making them less susceptible to external and internal obstacles. These findings align with research by Aisyah and Alfita (2017) and Sutarni et al. (2021), stating that SRL correlates negatively with procrastination and contributes positively to student engagement. In this context, self-regulation functions as an internal mechanism that maintains a stable learning rhythm, ensuring that motivation is translated into concrete, sustainable actions rather than mere momentary impulses (Oktayani et al., 2025; Sa'adah et al., 2025; Valenzuela et al., 2020).

In addition to self-regulation, this study also confirms that Study Time Management has a significant direct influence on Academic Consistency, albeit with a lower coefficient of 0.285. This finding asserts that time management is the technical foundation necessary to achieve consistency. Without the ability to allocate time wisely, strong academic intentions often fail to materialize due to schedule disorganization. The ability to prioritize tasks and avoid delays allows students to meet deadlines and maintain stable learning performance. This supports self-management theory, which posits that mastery over time is the initial step of academic discipline. In situations where task loads accumulate, time management acts as a buffer preventing mental fatigue or burnout, thereby enabling students to perform consistently over a long period (Kuswidyawati et al., 2025; Satwika et al., 2025; Sugito & Arianti, 2025).

Further analysis reveals an intriguing causal relationship, where Study Time Management is proven to have a significant effect on the formation of Self-Regulated Learning, with a

coefficient value of 0.404. This relationship implies that time management is not merely an administrative skill, but an integral component facilitating the growth of learning independence. When students are capable of managing their time, they automatically create a structure that supports metacognitive processes such as goal setting and self-monitoring. This finding reinforces the view of Suwarno and Rahmatullah (2020), who regard time management as a prerequisite for the effectiveness of self-regulation. This means that interventions aimed at improving student learning independence will not be effective if not accompanied by technical training on time management. Temporal regularity provides mental space for students to engage in reflection and self-evaluation, which lies at the core of the Self-Regulated Learning process (Hikmah et al., 2024; Mubango & Ngirande, 2024; Wolters et al., 2025).

Theoretically, the results of this study enrich the educational psychology literature by validating Zimmerman's theory regarding the importance of the self-regulation cycle in academic achievement. This research demonstrates that Academic Consistency is not a static attribute, but a dynamic result of the interaction between technical skills (time management) and psychological skills (self-regulation). The integration of these two variables creates a resilient academic defense system. These findings also highlight that academic discipline (consistency) can provide positive feedback to self-regulation, creating a virtuous cycle where consistency strengthens self-regulation habits, and strong self-regulation facilitates the maintenance of consistency. This underscores that character education emphasizing independence and discipline must be viewed as a holistic unity, rather than as separate skills (Miftahusalimah et al., 2025; Musyawir et al., 2024; Riasti, 2025; Sundari, 2024).

In the context of the 21st-century digital era, the relevance of these findings becomes increasingly crucial given the high level of distractions faced by students, ranging from social media to online entertainment. The digital learning environment demands much greater autonomy compared to conventional learning. Students lacking adequate Study Time Management and Self-Regulated Learning capabilities are prone to academic failure due to an inability to filter distractions. Therefore, the ability to manage time and regulate oneself is no longer merely an additional soft skill, but an essential survival skill in the modern educational ecosystem. The results of this study provide a strong signal that the success of digital transformation in education is not sufficient merely by providing technological infrastructure; it must be accompanied by building students' internal capacity to control their own learning processes amidst the flood of information.

The practical implications of this research urge educational institutions to reorient curricula by explicitly integrating time management training and Self-Regulated Learning strategies. Schools and universities are advised not to focus solely on the transfer of subject knowledge, but also to provide academic guidance services that teach "learning how to learn." However, this study has limitations, such as the use of self-report survey methods which potentially introduce respondent perception bias. Additionally, the cross-sectional research design limits the ability to draw more definitive long-term causal conclusions. Future research is suggested to employ longitudinal or experimental methods to test the effectiveness of specific intervention programs in improving these variables, as well as to explore other moderating factors such as intrinsic motivation or social support.

CONCLUSION

This study proves that learning time management and self-regulated learning (SRL) are significant predictors of students' academic consistency in the 21st-century digital education era. Some of the main points that can be concluded are as follows: study time management has a positive and significant effect on academic consistency. Students who can plan, prioritise, and

manage their time effectively tend to be more consistent in their academic engagement, discipline, and achievement. Self-regulated learning has the most dominant influence on academic consistency. The ability to plan, monitor, evaluate, and adjust learning strategies has proven to be a key factor in maintaining students' academic stability, especially in a digital-based learning environment that demands high independence. Learning time management contributes to the development of self-regulated learning (SRL), so the two complement each other. Effective time management is a crucial foundation for strengthening self-regulation. At the same time, self-regulated learning (SRL) makes time management more meaningful and strategic in supporting the sustainability of the academic process. Thus, the results of this study confirm that academic consistency is influenced not only by internal motivation but also by technical skills in managing study time. The practical implication is the need to integrate time management training and self-regulated learning (SRL) strategies into the curriculum and academic support programs, so that students can face the challenges of the digital education era in a more adaptive, consistent, and sustainable manner.

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