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PERILAKU MANAJEMEN WAKTU: EKSPLORASI KUALITATIF DI KALANGAN MAHASISWA

Time Management Behavior: Qualitative Exploration Among College Students

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Abstrak

Perilaku manajemen waktu mencakup serangkaian tindakan dan kebiasaan yang dilakukan individu untuk menggunakan waktunya secara efektif. Penelitian ini bertujuan untuk mengidentifikasi bagaimana mahasiswa menerapkan perilaku manajemen waktu untuk memaksimalkan pembelajaran pribadinya bagi mahasiswa bahasa Inggris. Penelitian ini menggunakan metodologi kualitatif. Penelitian ini menggunakan teknik purposive sampling. Penelitian ini menggunakan instrumen berupa wawancara dengan mengajukan pertanyaan kepada partisipan dalam bentuk angket. Responden dalam penelitian ini adalah 6 mahasiswa jurusan pendidikan bahasa Inggris angkatan 2022 di Universitas PGRI Sumatera Barat. Dari wawancara langsung yang dilakukan peneliti, diperoleh hasil bahwa mahasiswa menggunakan perilaku manajemen waktu untuk memaksimalkan pembelajaran pribadinya guna memperoleh hasil akademik yang baik. Maka peneliti menyimpulkan bahwa penerapan perilaku manajemen waktu memegang peranan yang sangat penting dalam proses pembelajaran pribadi mahasiswa. Data tersebut menunjukkan bahwa mahasiswa yang menerapkan strategi perilaku manajemen waktu yang efektif cenderung memiliki prestasi akademik yang lebih baik dibandingkan dengan yang tidak menerapkannya. Perilaku manajemen waktu yang baik membantu mahasiswa dalam merencanakan dan mengatur kegiatan belajarnya secara lebih sistematis.

Kata Kunci:
Perilaku Manajemen Waktu
Skala Perilaku Manajemen Waktu

Keywords:
Time Management Behavior
Time Management Behavior Scale

Abstract

Time management behavior includes a series of actions and habits that individuals do to use their time effectively. This study aims to identify how students apply time management behavior to maximize their personal learning for English language students. This study uses a qualitative methodology. This study uses a purposive sampling technique. This study uses an instrument in the form of interviews by asking questions to participants in the form of a questionnaire. The respondents in this study were 6 students majoring in English education class of 2022 at the University of PGRI West Sumatra. From direct interviews conducted by researchers, the results obtained that students use time management behavior to maximize their personal learning in order to obtain good academic results. So the researcher concluded that the application of time management behavior plays a very important role in the process of students' personal learning. The data shows that students who apply effective time management strategies tend to have better academic achievement than those who do not apply them. Good time management behavior helps students plan and organize their learning activities more systematically.

INTRODUCTION

The transition to university is a major life event that marks a shift from the structured and supportive environment of high school to the greater independence and self-reliance required in college. Students face changes in their academic routines, such as increased personal responsibility for managing coursework and time. This period also involves navigating a more diverse social environment and developing new strategies for balancing various aspects of life, all of which can significantly alter their usual behavior patterns. Successful organization and management of time involve a strategic balance between academic responsibilities and non-academic activities (Yang & Bliss, 2014). Therefore, students must try hard to adapt, and they need to develop adequate efforts to deal with change and new situations so that the desired academic criteria can be achieved. To achieve the academic performance they want, the student must think a plan requires careful and detailed, such as the need for time management behavior.

Time is a vital asset for college students, particularly in arranging personal study sessions outside their lecture schedules. At the higher education level, the meticulous planning, implementation, and monitoring of study schedules are crucial for achieving optimal results. Effective time management ensures that students can balance their academic responsibilities efficiently. Time management refers to an individual's capacity to utilize and allocate their time effectively, an important skill that greatly influences the achievement of personal goals and overall productivity (del Villar, Gabon, & Danuco, 2016). By mastering time management, students can optimize their efficiency, reduce stress, and increase their ability to achieve their educational goals and personal aspirations (Abdur Rashid et al., 2020). According to Balduf (2009), poor time management is a critical factor leading to academic underachievement

Effective time management is essential for integrating and deepening understanding of course materials. Time management is an invaluable skill for students dealing with busy schedules, as it helps them navigate their responsibilities more easily and efficiently (Cyril, 2015). Time management behavior refers to the strategy individuals employ to effectively utilize their time. Time management is also important for off-campus students, where the capacity to manage free time improves the quality of their learning (Wang et al., 2011). In essence, mastering personal study time enables students to maximize their learning potential and succeed academically during their college years. Therefore, students must allocate and manage their time and meet deadlines (Al Khatib, 2014). Time management is an important skill that involves self-assessment, planning, and discipline (Fitriana et al., 2021). By consistently refining and optimizing daily activities, individuals can work effectively to achieve their goals. This process includes not only identifying areas for improvement but also actively implementing strategies to better allocate time and resources.

Time management behavior gives rise to a person's desire to achieve a goal, and the need to make decisions about what tasks should be done and in what order (Romero et al., 2023). This strategy not only helps individuals streamline their efforts and stay organized but also empowers them to adapt, such as adjusting the pace of their work or minimizing interruptions, to better align with their objectives. Interestingly in time management behavior offers a way to control the environment effectively and is likely to be successful the effect is greatest for individuals with a strong desire to exert force such control (Barling & Cheung, 1996). Engaging in time management behaviors can serve as a mechanism for individuals to effectively control their

environment. Efficient time management behavior has a significant impact on work performance and worker satisfaction (Claessens et al., 2004). Thus, the benefits of time management behavior depend on the individual's motivation to exercise control. time management is very important for every college student (Nasrullah et al., 2015).

Time Management Behavior Scale (TMBS) is a tool designed to assess an individual's time management behavior. It typically evaluates how effectively people manage their time through a variety of self-reported behaviors and strategies. It provides descriptive information that participants offer about their own behavior. The most frequently used self-report instrument in this field are the Time Management Behavior Questionnaire, time structure questionnaire, and time management questionnaire (Romero et al., 2023).

According to (Britton & Tesser, 1991), there are three categories of Time Management Scale: Short-range planning, time attitudes, and long-range planning. Short-range planning: the first category is Short-range planning typically involves setting goals and making decisions for the immediate future, usually within a timeframe of a day to a week. It focuses on tasks, activities, and objectives that need to be accomplished in the short term. That type of planning is for managing daily schedules, allocating resources efficiently, and staying on track with short-term objectives. Time attitudes: the second category, which researcher call time attitude: time attitude refers to an individual's beliefs, perceptions, and attitudes regarding time. This aspect of time management reflects how individuals view time as a resource and their overall mindset toward managing it effectively. When students score high on the "Time Attitudes", it suggests that they have a positive and proactive approach to time management. Time attitudes show where individuals perceive themselves as capable of using their time constructively and taking control of how it is spent to achieve their desired outcomes. Long-range planning: the last category long-range planning involves setting goals, making decisions, and organizing tasks over an extended period, typically beyond the immediate future. It encompasses strategic thinking and a forward-looking perspective, considering objectives that may span months, years, or even decades. Overall, long-range planning provides a framework for achieving sustained success and growth by guiding decision-making and actions over an extended time horizon.

The Time Management Behavior Scale (TMBS) developed by (Macan et al., 1990), is a tool designed to measure four categories of time management behavior that is: Setting goals and priorities, mechanics of time management, preference for organization and perceived control of time. Setting Goals and Priorities: This category assesses an individual's ability to establish clear objectives and prioritize tasks effectively. This scale is designed to assess students' ability and readiness to make informed decisions about selecting and prioritizing academic tasks. This scale aims to evaluate how effectively students can manage their time and allocate resources to achieve their academic goals. Mechanics of Time Management: This scale evaluates techniques associated with effective time management, such as the use of the agenda, making lists of activities to do, or checking the tasks already done. This scale is designed to assess the utilization of techniques related to effective time management, encompassing various strategies such as maintaining an agenda, creating lists of tasks, and monitoring completed activities. Preference for Organization: This scale serves to evaluate how individuals organize their tasks and the level of structure maintained within their study

environment. Perceived Control of Time: This scale is designed to assess the extent to which the subject perceives their ability to effectively control and manage their time. It evaluates the individual's sense of autonomy and mastery over their time allocation and utilization.

The Time Structure Questionnaire (TSQ), developed by (Bond, M. J., & Feather, 1988) that is five categories: The first concerns purpose, routine and planning, not thinking about missed opportunities or the future, the organization, motivation, and activity pattern, and persistence and maintenance of activity. The first concerns purpose: the purpose is a category that assesses individuals' orientations towards having a clear sense of purpose, goals, and direction in life. Routine and planning, this category involves individuals' tendencies towards organizing their time, adhering to schedules, and engaging in systematic planning for future activities. Not thinking about missed opportunities or the future, this category captures a dimension where individuals may be less inclined to dwell on missed opportunities or contemplate future outcomes. The organization, motivation, and activity pattern, this category encompasses aspects of individuals' organizational skills, motivation levels, and patterns of activity engagement. Persistence and maintenance of activity, this category focuses on individuals' ability to persist in their endeavors and sustain activity over time. It assesses the degree to which individuals exhibit perseverance, resilience, and consistency in pursuing their goals and maintaining engagement in tasks or projects.

The purpose of this study is to identify how students apply time management behavior to maximize their personal learning for English students. This research is useful to know how to manage time management behavior to maximize student personal learning. Research question in this studi is how do students apply time management behavior to maximize their personal learning for English students at the University PGRI Sumatera Barat?

METHODOLOGY

The qualitative methodology adopted allows the researcher to obtain information regarding the time management behavior to maximize their personal learning of students. The qualitative technique is chosen because this research aims to identify how controlled time management behavior for English college students. Qualitative research is most suitable for answering research problems where the variables are unknown and need to be studied (Cresswell, 2012).

Participants are an important component of any research and data collection would not be possible without them. Participants, as defined, are people or groups who take part in a research effort. Participants in this research were English students at the University PGRI Sumatera Barat. The sampling technique that researchers will use is purposive sampling. This is supported by Sugiyono (2019), who explains the purposive sampling is a sampling technique that involves selecting samples based on specific consideration. The selected participants are students who use time management behavior. Take a sample based on English students who were in grades 2022 in classes A and B at the University PGRI Sumatera Barat. The samples taken were 6 students from each of 3 classes A and 3 classes B who fulfilled the category of participants in this research, namely using time management behavior in personal learning. In this study, the researcher used an instrument in the form of an interview by asking participants questions in the form of a questionnaire. The questionnaire used an indicator of the Time

Management Behavior Scale by Macan et all (1990). The questionnaire was adapted from (García-Ros & Pérez-González, 2012). The researcher will analyze the data: Reading/memoing, describing, classifying, and interpreting (Gay, 2012).

FINDING AND DISCUSSION

The finding of this research from the audio recording that had been done by the researchers during interview, it can be concluded the participants of this research used time management behavior in student' personal learning. Where the result audio recording that the time management behavior students, it can be seen follow:

Participant 1:

Participant 1

Indicator or Theory	Sub Indicators	Questions (Question)	Linguistic Notes (Interview Transcript)
Setting Goals and Priorities (SGP)	Students' willingness to select and prioritize academic tasks to achieve his or her goals.	1. How often do you plan your study schedule to complete academic assignments?	For myself, it's often. I schedule it every 3 days. For example, the schedule for Monday to Wednesday includes assignments or homework, I immediately make a list and do it that day.
		2. How do you prioritize various academic assignments? Are there certain factors that influence your priorities?	Of course there are factors, for example from easy to difficult tasks. So it's easy for me to do it first so I can finish it first. The easy part has been completed and then the difficult part is done.
		3. How flexible are you in adjusting your schedule or study plan if sudden changes occur or additional assignments arise?	If only I could adjust it. Because in previous assignments there must have been a deadline given. So even though there is a sudden assignment that day, I still add it to my to-do list. So even if it's sudden, you can still be flexible to add it to that task list
		4. Do you tend to complete more enjoyable or easier tasks first rather than more challenging tasks?	Of course, because sometimes our brains will think about what's easy first, then what's challenging. So it's appropriate to do the easy tasks first and then the difficult ones.
		5. How do you measure success in achieving academic goals, and to what extent do your priorities in academic work help achieve goals?	So far, it has been very helpful for me to scale assignment priorities starting from easy assignments to difficult assignments and during the time I have worked on it in semester 1 until now, its application has really boosted my grades, to achieve my GPA goal. So you could say it's really helpful or you could say it's the biggest factor in time management or listing the tasks you're given.
Mechanics of Time Management	The use of techniques related to effective time management, such as using a planner, making a to-do list, or checking off tasks that have been completed.	6. How do you usually organize your study schedule, do you use tools such as a planner or a special application?	Yes, right. Sometimes I use sticky notes. So I wrote it on sticky notes. So bought some colorful ones. So we don't get bored looking at the existing tasks, even though there are a lot of them. So I wrote the task list there and looked at it in the planner later.
		7. Do you have the habit of making a to-do list before starting academic activities?	Of course, I will definitely track first whether there are any assignments in this course, if there are any, immediately enter them into the planner. Write it down straight away and make a deadline. So put it on the wall so you don't forget. So don't be lazy, even if it's a weekday weekend, even though there are tasks you can still do them, that's the priority first
		8. How do you prioritize the tasks on your list?	Yes, as I said before, I will look at the priority scale first, the easy things first and then the difficult things done. If you look at a fixed deadline, it's easy to work on it first, because that way you don't have to procrastinate and the tasks pile up, right?
		9. Do you have a system for monitoring and marking completed tasks?	If I just check it like that, if it's for using an application, yesterday I used it but more, it's an application on a cellphone so I don't focus, it's actually easy to structure it on a cellphone. So the checklist next to it sometimes differentiates colors, for example red is already done.
		10. How do the time management techniques you use help you complete your academic assignments more efficiently?	As for the time management technique that I used earlier, it was scheduled because from morning to evening at 4 o'clock I was studying, so after taking a short break, because there was already a scheduling list, like it or not, it had to be done in the period from 6 to 10 at night.
Preference for Organization (PFO)	Students organize their tasks and the extent to which they maintain a structured	11. How do you choose a comfortable place to study?	This has to be really comfortable, I'm the type of person who can't be really distracted by people, so I'm the type who studies alone, so I have to be alone. Group work can actually make you lose focus, it can actually distract you, so you have to have a quiet place, a place that is clean and tidy and that's what really helps. It increases focus even higher.
		12. Do you have a special area or space where you usually study or do your academic work?	Usually in the corner of the room, like that, there is a study table made, sometimes there every day. Sometimes in the library area, sometimes I can too.

	learning environment.	13. Do you think that when you are disorganized, you are better able to adapt to unexpected events? If yes, why do you hold that view?	Maybe at first you were shocked because you were facing such an unexpected event. Because the deadline was given on Monday, the deadline was on Tuesday and that was a lot. So, I did as much as possible within that time period. Even though the results may not be optimal, I still try to be able to do it within that time period. So, in my opinion, I can adapt too and you could say that the task is difficult, from my perspective, the priority scale is the easy one first. So, just flex what's easy first, don't do it in the short term and then do it. Just adjust it.
		14. Do you feel that some of the best creative ideas emerge when you are disorganized? If so, why do you think chaos can facilitate your creativity?	I don't have any creative ideas on my own. It just gets more and more chaotic, the focus just disappears. Creative ideas will not appear in random things. You could say hetict. If I can't, I have to be systematic and organized.
		15. Do you have special habits that help you maintain a structured study environment, such as setting up your desk or setting aside specific time for studying?	There is. More precisely, the learning environment should be neat and clean and comfortable. Therefore, in my opinion, it is visible, meaning that the visual thing is directly seen by the eye. So if we study in a room that is not neatly arranged and clean like that, for me it will really interfere with focusing on doing the task, so it will actually become distracting and it will result in not completing the task. When I study, basically at 10 pm I stop studying, because I can't stay up late. But in the morning after dawn it might just appear.

Perceived Control of Time (PCOT)	The students feel that they effectively controlled and managed their time.	16. How confident are you that you effectively control and manage your time to complete academic assignments?	So far I am very confident that making a me list like this will complete my tasks. Very effective, really helps me make to do lists of things like that. Because it has been proven that from semester 1 to this semester, Alhamdulillah, the social studies scores have been stable.
		17. Do you feel you have enough time to complete all your academic assignments well?	If you say it's enough or not, you have to say it's enough because you don't know what the deadline is, sometimes it's fast, sometimes it's slow. Things like that feel flexible, just adapt. How much we can afford is what is given. The important thing is that we have tried and been on time in carrying out the task.
		18. How is your ability to avoid procrastination and allocate time efficiently to your academic assignments?	I will try my best not to delay. But there comes a time when modyan cake must be overcome.
		19. How do you feel about the level of stress or pressure you experience in organizing and managing time for academic assignments?	There are times when we experience stress. In carrying out these tasks with a deadline that lacks time. Sometimes I experience stress at the beginning but try to just let it flow, because every time our thoughts create stress, our thinking will definitely be unstable and unfocused. So I try to just be surprised at the beginning, just stress at the beginning, but after that the movements are done well and don't think too much about the stress. Even though our efforts are not as optimal as possible, the important thing is that we have tried
		20. Do you have any special strategies or tips for better time management that you can share?	That's what I explained earlier. Decide our priority scale. Sometimes people are just in a mess when it comes to work, what they have to do is do it. I myself determine a priority scale from easy to difficult. So, for example, if we choose 5 reading assignments, we classify which ones are easy and which ones are difficult. If the 2 are easy, 3 are difficult, then do the remaining 3 first, then do the 2.

Partcipant 2:

Participant 2

Indicator Theory	Sub Indicators	Questions (Question)	Linguistic Notes (Interview Transcript)
Setting Goals and Priorities (SGP)	Students' willingness to select and prioritize academic tasks to achieve his or her goals.	1. How often do you plan your study schedule to complete academic assignments?	If it's often, not too often. But for assignments that are close to the deadline, I usually have notes on my cellphone.
		2. How do you prioritize various academic assignments? Are there certain factors that influence your priorities?	As for priorities, I usually prefer to just stick to deadlines first. For example, for today's deadline, I prioritize that first compared to other tasks. Usually do the easy things first, then you can get ideas from others that are difficult.
		3. How flexible are you in adjusting your schedule or study plan if sudden changes occur or additional assignments arise?	Oh, if that's the case, I'll just get ready, for example if there's a sudden schedule like that. The thing is, we're just studying here, right, so we're ready. So you can just adjust it.
		4. Do you tend to complete more enjoyable or easier tasks first rather than more challenging tasks?	Yes, it's the easy thing first because the difficult thing is that later when our brains have difficulty thinking, we'll be lazy about making assignments. Then I'll be too lazy to make something easy like that. What's easy first, what's difficult later.
		5. How do you measure success in achieving academic goals, and to what extent do your priorities in academic work help achieve goals?	For this reason, I look at the final results of the lecture when I look at our GPA or IPS. If this management is really necessary, because in the semester when my grades dropped, I was a bit careless in my studies. It's like submitting an assignment late, so the grade went down and down and now it's up again.
Mechanics of Time Management	The use of techniques related to effective time management, such as using a planner, making a to-do list, or checking off tasks that have been completed.	6. How do you usually organize your study schedule, do you use tools such as a planner or a special application?	As for applications, the applications on your cellphone are like memos or notes. Usually it's more about notes.
		7. Do you have the habit of making a to-do list before starting academic activities?	If the to-do list is more about determining the class schedule, whether there are assignments or not, that's it, if not, ask a friend like that.
		8. How do you prioritize the tasks on your list?	When it comes to prioritizing, those with close deadlines first or not, those that are easy first, those that can be done in a short time, that's all first. What's difficult is that our brains are already too lazy to think, so we don't want to do other tasks.
		9. Do you have a system for monitoring and marking completed tasks?	If you have completed the list, there is a checklist there, that's the sign. Usually I do a checklist.
		10. How do the time management techniques you use help you complete your academic assignments more efficiently?	By recording those tasks, right? Later we will know that the deadline is today. This one is being collected today so we know better what the tasks are, and the checklist given earlier is already done.

Preference for Organization (PFO)	Students organize their tasks and the extent to which they maintain a structured learning environment.	11. How do you choose a comfortable place to study?	If I want to study in a calm atmosphere, if it's busy, I won't study later. If you work in a group, you like discussions, but for working together, you can't just get that kind of knowledge.
		12. Do you have a special area or space where you usually study or do your academic work?	Usually just look for that place, board it. The boarding house is already the most comfortable place. If that's where, the important thing is that it's a comfortable boarding house.
		13. Do you think that when you are disorganized, you are better able to adapt to unexpected events? If yes, why do you hold that view?	If it's an unexpected place there that we can't learn from. Because we don't know the situation there, right? I usually want to study at a place where I already know something. Moreover, a new place is difficult to adapt to.
		14. Do you feel that some of the best creative ideas emerge when you are disorganized? If so, why do you think chaos can facilitate your creativity?	If that's the case, make it a habit if you don't do it regularly, we'll get more ideas just like that than if we think all day like that. That's not an idea, usually if it's not regular it can still come up. Just get it, you know, you know, you're ready, like that.
		15. Do you have special habits that help you maintain a structured study environment, such as setting up your desk or setting aside specific time for studying?	When setting a table, wherever you can, the important thing is that the place is comfortable. If so, it's usually midnight. During the day or not, you can't do it outside, especially when we go to college during the day and night. That's once, not every night whenever you want.
Perceived Control of Time (PCOT)	The students feel that they effectively controlled and managed their time.	16. How confident are you that you effectively control and manage your time to complete academic assignments?	If the time is effective, just meet the deadline. Can control. We already know the deadline. For example, if you only meet for elearning, there are limits. We know what our abilities will be like. So H-2 hours or H-however we have done it.
		17. Do you feel you have enough time to complete all your academic assignments well?	So far, that's enough time because we have lectures until the afternoon. So at night you can do it as a chore.
		18. How is your ability to avoid procrastination and allocate time efficiently to your academic assignments?	If there is a delay, let's not be careless. The thing is, when we hold the cellphone, everything is on the cellphone, if we have the cellphone, look for something else, so we won't be able to focus. Another scroll, the intention was to look for this, I was too lazy to look for this first. But usually I'm like that too, balanced like that, looking for the assignment and then finding the answer, then scrolling to another one so I don't get bored.
		19. How do you feel about the level of stress or pressure you experience in organizing and managing time for academic assignments?	If you get stressed, no. The thing is, there are also friends who can ask us questions. So we don't have time to stress, we can look for anything now, we can learn like that.
		20. Do you have any special strategies or tips for better time management that you can share?	Yes, I try to manage our time so that if there is a task, we do it straight away, otherwise we will forget, right? But if we're afraid of forgetting, we'll just note it down, where we usually make notes like that. Because if we don't digitize it, we won't know what it is. Then, if we do a difficult task, we're naturally lazy, sis, just do the easiest task that we can do first.

Participant 3:

Participant 3:

Indicator Theory	Sub Indicators	Questions (Question)	Linguistic Notes (Interview Transcript)
Setting Goals and Priorities (SGP)	Students' willingness to select and prioritize academic tasks to achieve his or her goals.	1. How often do you plan your study schedule to complete academic assignments?	Actually, not very often. But for example, in a week there are quite a lot of assignments, especially if there are two assignments in one course, then usually the schedule list is made in a cellphone notepad. Because in semester 4 every week there is an assignment, so every week it is made up. The schedule for making it is usually before every Friday and it has to be ready. The thing is, Saturday and Sunday should be me time.
		2. How do you prioritize various academic assignments? Are there certain factors that influence your priorities?	Usually quite complex tasks come first. The problem is that if the task remains easy it will be quicker to do it, while the complicated one will take quite a long time, so focus on that one first.
		3. How flexible are you in adjusting your schedule or study plan if sudden changes occur or additional assignments arise?	Usually, if a task has a sudden deadline that has an earlier deadline, the additional task is put first, to make it that way. And for example, while working on the current assignment, suddenly there is a notification from the lecturer that there is an additional assignment, just change the lecture assignment. So, do this additional task first, then continue working on the task for which we already know the upcoming deadline.
		4. Do you tend to complete more enjoyable or easier tasks first rather than more challenging tasks?	Usually what is more challenging, then what is easier.
		5. How do you measure success in achieving academic goals, and to what extent do your priorities in academic work help achieve goals?	Usually that's the way to measure it. First from our understanding of matter. If we feel we understand the material, that means it's good enough to master the lesson. The goal is achieved if we understand the material like that. So from our understanding of the same material, of course there will be social studies like that.
Mechanics of Time Management	The use of techniques related to effective time management, such as using a planner, making a to-do list,	6. How do you usually organize your study schedule, do you use tools such as a planner or a special application?	The application is mainly just notes on the cellphone. It's listed there. I was given this color on Monday, so it's colorful.
		7. Do you have the habit of making a to-do list before starting academic activities?	Usually yes, just to make it more organized and clearer about which one to make first. So structured.
		8. How do you prioritize the tasks on your list?	If you prioritize it, it depends on the level of difficulty. For example, if you have a difficult assignment, if you have already received the material, make the difficult one first, then when the difficult one is ready, then the other assignment will be paid in installments.

	or checking off tasks that have been completed.	9. Do you have a system for monitoring and marking completed tasks?	Usually tasks that have been completed are colored green. If not, it's red. So you know that green means it's safe.
		10. How do the time management techniques you use help you complete your academic assignments more efficiently?	Usually, time management is for example when a task is given for today, if for example you already understand the task, do it straight away in the evening. The point is that before Friday, all tasks must be completed, at least, even if not 100%, 70% or so.
Preference for Organization (PFO)	Students organize their tasks and the extent to which they maintain a structured learning environment.	11. How do you choose a comfortable place to study?	This should be neater. So the room is usually swept first, then arrange everything first then it will be comfortable to do the work. You have to be calm, while listening to music so you can enjoy it.
		12. Do you have a special area or space where you usually study or do your academic work?	In the room, it's more comfortable, private and quiet.
		13. Do you think that when you are disorganized, you are better able to adapt to unexpected events? If yes, why do you hold that view?	Usually it's a bit annoying. For me personally, it's quite annoying because I'm a pretty structured person. So if there is a sudden assignment and it doesn't fit the schedule anymore, the schedule will be redone again. It has to be overhauled again, right? But in the end, it's urgent to prioritize that one. Later, we will continue according to the deadline.
		14. Do you feel that some of the best creative ideas emerge when you are disorganized? If so, why do you think chaos can facilitate your creativity?	Actually, in irregular conditions it is less possible. But if you want to overcome this, try to calm yourself down first and then think about what good ideas you have. For example, when it comes to assignments, conditions are irregular, whether we like it or not, because it is also a requirement and indeed our obligations as students must be completed. Like it or not, you have to get an idea.
		15. Do you have special habits that help you maintain a structured study environment, such as setting up your desk or setting aside specific time for studying?	Arranging the table doesn't seem like it, if you want to study it's more comfortable and quiet.
Perceived Control of Time (PCOT)	The students feel that they effectively controlled and managed their time.	16. How confident are you that you effectively control and manage your time to complete academic assignments?	How confident you are depends on the actual task. If, for example, the assignments are all quite complicated and you can't choose, you're actually not sure if you're afraid you won't be on time to submit your assignments. Sometimes I stay up late, so that I can be more effective and achieve my assignments.
		17. Do you feel you have enough time to complete all your academic assignments well?	Actually, you have to sleep late, if you say it's enough, because 24 hours is a long day. Yes but it requires sleeping late.
		18. How is your ability to avoid procrastination and allocate time efficiently to your academic assignments?	It's more like thinking like this, for example, if we procrastinate, it means we can't relax on Saturday. So, that's all done, instead of piling it up, it's better to finish them one by one.
		19. How do you feel about the level of stress or pressure you experience in organizing and managing time for academic assignments?	Sometimes stress is there, but to deal with it, maybe it's just more about me time, and in the past, just do the assignment, then when you're calm and fresh, then do the assignment again.
		20. Do you have any special strategies or tips for better time management that you can share?	As for time management, it actually depends on each of us personally. Personally, I often take notes on my cellphone. Because we are almost 24 hours a day, we hold our cell phones wherever we take them and maybe if we intend to just make it a wallpaper as well as schedule it. There are lots of tasks to type, we can do them anywhere if we want to. So first you have to have intention. So to do a task you have to be intentional and for time management, maybe we shouldn't procrastinate on the task. If it's urgent, that means we have to prioritize it first. Because if, for example, we postpone it, the ending will be like a mess and that's all. So time management is very important. The problem is that by making three tasks well in advance, we can review the assignment, especially what is not so good. Can be repaired first to the maximum.

Participant 4:

Participant 4:

Indicator Theory	**Sub Indicators**	**Questions** (Question)	**Linguistic Notes** (Interview Transcript)
Setting Goals and Priorities (SGP)	Students' willingness to select and prioritize academic tasks to achieve his or her goals.	1. How often do you plan your study schedule to complete academic assignments?	Quite often, it depends on the course and the schedule or assignments given by the lecturer.
		2. How do you prioritize various academic assignments? Are there certain factors that influence your priorities?	Usually I prioritize the deadline factor first and then the difficulty level of the task.
		3. How flexible are you in adjusting your schedule or study plan if sudden changes occur or additional assignments arise?	Depending on the task, I will evaluate it again and maybe do it again. Depends on how the task is.
		4. Do you tend to complete more enjoyable or easier tasks first rather than more challenging tasks?	I think I prefer challenging tasks first, then fun ones.

		5. How do you measure success in achieving academic goals, and to what extent do your priorities in academic work help achieve goals?	It's very helpful, when I prioritize things and make lists of things to do when doing assignments, it really helps in improving my academics.
Mechanics of Time Management	The use of techniques related to effective time management, such as using a planner, making a to-do list, or checking off tasks that have been completed.	6. How do you usually organize your study schedule, do you use tools such as a planner or a special application?	I use notepads to record what will be done this week, tomorrow. The notes are usually on my cellphone.
		7. Do you have the habit of making a to-do list before starting academic activities?	That's usually how it is.
		8. How do you prioritize the tasks on your list?	Do it according to the list and according to the deadline. So it's like the list has been continuously made, I see which deadline is first.
		9. Do you have a system for monitoring and marking completed tasks?	Yes, most checklist.
		10. How do the time management techniques you use help you complete your academic assignments more efficiently?	Techniques for making schedules and to do lists that will be used when making assignments are very helpful in completing my academic assignments.

Preference for Organization (PFO)	Students organize their tasks and the extent to which they maintain a structured learning environment.	11. How do you choose a comfortable place to study?	A comfortable place for me to study is a fairly quiet place, such as in a boarding house, library or in class, which is also sometimes quite comfortable. Not too noisy.
		12. Do you have a special area or space where you usually study or do your academic work?	Nothing too special, just a boarding house, library, class like that. Nothing too special.
		13. Do you think that when you are disorganized, you are better able to adapt to unexpected events? If yes, why do you hold that view?	Even though the schedule is not organized according to what has been written, I can still adapt to unexpected events. And it allows me to do my assignments easily.
		14. Do you feel that some of the best creative ideas emerge when you are disorganized? If so, why do you think chaos can facilitate your creativity?	Yes, I feel creative ideas emerge when a problem exists and I am able to adapt to that problem and find a solution so that the task is completed.
		15. Do you have special habits that help you maintain a structured study environment, such as setting up your desk or setting aside specific time for studying?	When it comes to studying, I usually have a desk especially for studying. There is space for studying so you can't just do it carelessly.

Perceived Control of Time (PCOT)	The students feel that they effectively controlled and managed their time.	16. How confident are you that you effectively control and manage your time to complete academic assignments?	I am confident that the quality of my learning is effective and I can control my time between studying and other activities that I do outside campus.
		17. Do you feel you have enough time to complete all your academic assignments well?	Sometimes it's not enough. Sometimes it's not enough because there are too many assignments and deadlines, making me occasionally work on assignments past the deadline.
		18. How is your ability to avoid procrastination and allocate time efficiently to your academic assignments?	I avoid procrastination and choose to do assignments so that my weekend is well used.
		19. How do you feel about the level of stress or pressure you experience in organizing and managing time for academic assignments?	It's quite stressful, but I can still overcome it by making a schedule of what to do next so that the stress level doesn't increase.
		20. Do you have any special strategies or tips for better time management that you can share?	The strategy I use to create tasks is to create a task list and a to do list of what will be done next. And when it was finished, I checked the activity checklist and made me more organized in doing my tasks.

Participant 5:

Participant 5

Indicator Theory	**Sub Indicators**	**Questions** (Question)	**Linguistic Notes** (Interview Transcript)

Setting Goals and Priorities (SGP)	Students' willingness to select and prioritize academic tasks to achieve his or her goals.	1. How often do you plan your study schedule to complete academic assignments?	Often I usually make it at the beginning of learning, or at the beginning of the semester. I usually make headlines that are difficult for me to focus on. Then every week I usually schedule the tasks that I think are difficult to do at the beginning, while the easier tasks are usually done while going out to play or doing things that I think are more relaxing.
		2. How do you prioritize various academic assignments? Are there certain factors that influence your priorities?	Adasih, the priority for me as a student, academics is the main priority. Of course, the factor is that parents are also academic achievers. I also have a little ambition in terms of values. If the list of tasks is more difficult, the deadline also depends on the actual situation, but most often the difficult ones come first and then the easy ones.
		3. How flexible are you in adjusting your schedule or study plan if sudden changes occur or additional assignments arise?	It's a little difficult for me to adjust because if it's been scheduled and then the schedule gets messed up, it's a bit confusing, but if I just adjust, I'll make a plan B from the start, just in case there's a change in the schedule later. So from the start I already had a second plan. So, for example, this is a list of schedules that has been routinized, for example, if you add more to it, it will have its own time.
		4. Do you tend to complete more enjoyable or easier tasks first rather than more challenging tasks?	Actually it also depends on the activities that week too. For example, if I have activities this week, I would prefer to do the easier things first, but if for example I don't have too many activities that week, I usually choose to do the more difficult things first. Depends on the situation.

		5. How do you measure success in achieving academic goals, and to what extent do your priorities in academic work help achieve goals?	In my opinion, success is measured by my understanding of the assignment and my academic grades. For me, the way to achieve good academic goals is to do a lot of exercise, for example making a plan where I do exercises to be able to understand the material.
Mechanics of Time Management	The use of techniques related to effective time management, such as using a planner, making a to-do list, or checking off tasks that have been completed.	6. How do you usually organize your study schedule, do you use tools such as a planner or a special application?	If I want to organize a lot of schedules, I usually use paper bookmarks for several tasks in a book and also write them down on sticky notes and usually my friends share plan memos in groups to create schedules for reminders. Then usually the schedule is also pinned, so we remember where the assignments are and when they are due
		7. Do you have the habit of making a to-do list before starting academic activities?	Often the problem is that I am also someone who has a short time memory. So everything is recorded. Usually it is tabulated in the book. Usually when you write a memo, it's like a draft, for example, if you've done it, then we just have to check it as a reminder.
		8. How do you prioritize the tasks on your list?	Maybe from the beginning I was already on sticky notes, I had already made memos so it seemed like I was remembering to remain there all the time. So whether we like it or not, it's a haunting task, that's the priority, it makes it feel like it has to be done like that.
		9. Do you have a system for monitoring and marking completed tasks?	Usually a friend gives me a plan memo like that and sometimes I also make the alarm calendar like that. So, for example, on the clock, on this date there is this task, that's the reminder that comes out. For example, one day or two days before the assignment, after that it is checked in the memo plan.
		10. How do the time management techniques you use help you complete your academic assignments more efficiently?	Well, if I do it like that, make a memo plan like that and then calendar it and make it as usual. Well, that's just a reminder. Then, for something like a re-explanation, you usually just type it on your cellphone first. Some of them I also recorded the lecturer's voice teaching like that.
Preference for Organization (PFO)	Students organize their tasks and the extent to which they maintain a structured learning	11. How do you choose a comfortable place to study?	Well, this depends on the task, if the task is not difficult, it's just boring, then you usually go to a cafe or somewhere comfortable, but for difficult tasks, usually in a boarding house you just need peace. Only the time is different, usually in the morning at 2 o'clock 3 o'clock. Anyway, like on earth, it's just me, so it's calm, that's all.
		12. Do you have a special area or space where you usually study or do your academic work?	If this is the area, I think the campus is nice, like a library. The problem is that the learning atmosphere is felt, so the room is more focused. If we're in a cafe, we think of it as playing, but if it's a room like a classroom library, it's like putting us in a learning atmosphere.
	environment.	13. Do you think that when you are disorganized, you are better able to adapt to unexpected events? If yes, why do you hold that view?	If I can't, I can't. If I have to be structured. The thing is, something like that is not planned, you will be confused about how to do it, which one comes first? So I think planning helps to be more conducive.
		14. Do you feel that some of the best creative ideas emerge when you are disorganized? If so, why do you think chaos can facilitate your creativity?	Yes, that's true. Sometimes unexpected things actually create something new. Sometimes it's even like we have to have an idea, how should we compose something like that, that's usually where the brain runs out at times like that, if it's a task that requires an insignificant answer like that. If the answer has to be correct, that's not possible. But if you give a free answer, the important thing is to have an idea, that's really possible.
		15. Do you have special habits that help you maintain a structured study environment, such as setting up your desk or setting aside specific time for studying?	My first habit when studying is that the environment is like a room. If the room is dirty it also causes stress, making it difficult to focus if you like it. It has to be neat and tidy. According to Inda, the focus of study time is from 02.00-05.00 in the morning. Usually I go to sleep early, then wake up at night to do work. Especially if the assignment is for the next day, when the deadline is up your brain will be fresh.
Perceived Control of Time (PCOT)	The students feel that they effectively controlled and managed their time.	16. How confident are you that you effectively control and manage your time to complete academic assignments?	I'm very sure. The problem is that what I see from the academic results from semester 1 until now is quite satisfactory for me. So I think it's quite successful with what I've done so far.
		17. Do you feel you have enough time to complete all your academic assignments well?	That's enough, but sometimes the time to play is reduced. But in a week it can all be done.
		18. How is your ability to avoid procrastination and allocate time efficiently to your academic assignments?	**Participant 5:** To avoid delays, yes. If I get up in the mood first for assignments, then I also have the mindset that from the start I think it's difficult, that's when I'm in a bad mood. There's also pressure from friends, if for example your friends are ready, you have to be ready too.
		19. How do you feel about the level of stress or pressure you experience in organizing and managing time for academic assignments?	It's quite stressful. The problem is that as a child who is structured, if you don't follow the structure, for example at this time it's like this is the time, but at that time you can't do anything like that, you can't get the mood or time because of other activities, that's really stressful, but overall up to now it's still bearable. I also don't know why it was only ready on that day. Maybe it's because the time I use most of the study hours is from 1 to 5, when there's no one around, it's going to be noisy, so you can do it, just be safe..
		20. Do you have any special strategies or tips for better time management that you can share?	For me, I really make plans as to what should be prioritized, like what we can do while playing. Usually, sometimes when I play, I also bring a book, to a cafe, if it's just to chat, I think you can do it there. If you do assignments, you really need to focus on yourself, like studying in the library or doing it straight away when you get home. Basically, in our situation, in a room where people are also studying, it makes us more motivated, it can make us more

			focused, like that. But if people are playing around in a room, we'll get distracted too, right? So I think that's it. The first thing is that the room continues to have the same atmosphere that needs to be thought about. Time management behavior is really important, of course it's very important because even as students, we also have lives apart from being students, and that has to be a balance between academic life, friendships and family life, because everything has to be balanced. The thing is, what I see from friends who can't balance their time well is that their academics are usually sacrificed. So in my opinion you have to have a strategy, you have to have a plan, you have to have time management.

Participant 6:

Participant 6:

Indicator Theory	**Sub Indicators**	**Questions** (Question)	**Linguistic Notes** (Interview Transcript)
Setting Goals and Priorities (SGP)	Students' willingness to select and prioritize academic tasks to achieve his or her goals.	1. How often do you plan your study schedule to complete academic assignments?	Just like usual, if you have a task, you complete the task as if you only have time. But if it's on a cell phone, the lecturer gives the assignment, just write it down in the notes on the cell phone.
		2. How do you prioritize various academic assignments? Are there certain factors that influence your priorities?	Usually it depends on the deadline, the priority of the deadline is like that. When it comes to difficulty level, I usually do it first.
		3. How flexible are you in adjusting your schedule or study plan if sudden changes occur or additional assignments arise?	Usually it's still a mess, bro, because it's already structured in the cellphone notes, then suddenly you're given a task like a change, it's bound to be chaotic. If it doesn't fit, you have to repeat it again.
		4. Do you tend to complete more enjoyable or easier tasks first rather than more challenging tasks?	That's usually when I do challenging tasks that are difficult or a lot, but if it's easy, that's the last thing.
		5. How do you measure success in achieving academic goals, and to what extent do your priorities in academic work help achieve goals?	Usually I measure success from the latest GPA score. My grades are now going up and down, looking at what's missing from before. So now it's more organized to make the schedule a priority for these tasks.
Mechanics of Time Management	The use of techniques related to effective time management, such as using a planner, making a to-do list, or checking off tasks that have been completed.	6. How do you usually organize your study schedule, do you use tools such as a planner or a special application?	There is, but only on cellphones. The problem is that I must do the assignment at night. Usually I check the schedule in the note every day.
		7. Do you have the habit of making a to-do list before starting academic activities?	Basically, I just wrote down the assignment, sis.
		8. How do you prioritize the tasks on your list?	Usually there are problems, for example suddenly getting sick, suddenly feeling lazy. So sometimes the list is also chaotic, but it is resolved as much as possible.
		9. Do you have a system for monitoring and marking completed tasks?	Usually when I check off tasks that have been completed, I delete them from my notes. Later, that's all that's left so you don't get dizzy when you see there's still a lot. So deleted.
		10. How do the time management techniques you use help you complete your academic assignments more efficiently?	It's just more efficient, because it relies on that task.
Preference for Organization (PFO)	Students organize their tasks and the extent to which they maintain a structured learning environment.	11. How do you choose a comfortable place to study?	A comfortable place is usually a place where it's important that it's not noisy and alone too. The point is, just calm down, if you are a bit noisy with your friends, the task will rarely be completed.
		12. Do you have a special area or space where you usually study or do your academic work?	There's nothing special, but more about the room. Anyway, myself
		13. Do you think that when you are disorganized, you are better able to adapt to unexpected events? If yes, why do you hold that view?	For me, I have to organize my work schedule because I like to forget things. The problem is that it was written down on a cellphone note, you often look at your cellphone and you can see the note when you close it too. But if you're focused on playing on your cellphone, sometimes you forget, it's better to note it down, I'd rather write it down so you don't forget and finish it.

		14. Do you feel that some of the best creative ideas emerge when you are disorganized? If so, why do you think chaos can facilitate your creativity?	Because creativity only appears when there is a deadline. When you are in a stressful situation, there are creative ideas. But when I'm relaxing, I rarely have creative ideas like that.
		15. Do you have special habits that help you maintain a structured study environment, such as setting up your desk or setting aside specific time for studying?	Yes, I usually do other tasks first. Sometimes Rahmi likes to lose focus, for example the door is not closed, Rahmi closes it first or there are no clothes out of the cupboard that have to be tidied up first, the mattress is not neat and tidied up first. It all has to be arranged like that. When I study, it's usually at night. After sunset or after Isha.
Perceived Control of Time (PCOT)	The students feel that they effectively controlled and managed their time.	16. How confident are you that you effectively control and manage your time to complete academic assignments?	In my opinion, it's effective. The problem is that the tasks are already organized and recorded. So it can be finished quickly.
		17. Do you feel you have enough time to complete all your academic assignments well?	Not all of us, sometimes we like deadlines, sometimes we feel like there's not enough time, so the task is difficult. Even though we are organized at the start, sometimes we have problems being lazy.
		18. How is your ability to avoid procrastination and allocate time efficiently to your academic assignments?	Usually I think I have a lot of work to do, so don't put it off. Must be resolved. The main thing is to motivate yourself
		19. How do you feel about the level of stress or pressure you experience in organizing and managing time for academic assignments?	It's quite stressful, because sometimes there are lots of other tasks that don't get completed. It's too late to eat, so it's a mess. Stressful when you have a lot of tasks. So far I can handle it
		20. Do you have any special strategies or tips for better time management that you can share?	In my opinion from experience. If, for example, there is a difficult task, it's better to just do it first and then the easier one will come at the end. The problem is that if we do it according to a schedule like that (lesson list) sometimes it won't be efficient either. Sometimes the difficult part is having a few deadlines, the easy part is having a lot of time.

From the transcript of participant interview data in the form of the table above, the research analyzed the interview results and found the following:

1. Setting Goal and Priorities

Students often set and plan their learning goals by creating a schedule and list of tasks such as making a to-do list with a deadline. Usually the priority of this task is seen from when the deadline is and the level of difficulty of the task. In making a study schedule, it is usually adjusted to the level of focus of each person and what time they can study. To measure the success of academic goals, it can be seen from the understanding of the course or the average academic grade.

2. Mechanics of Time Management

Students use tools to organize their study schedules and to-do lists such as using sticky notes, mobile notes, memo plans, paper bookmarks, and even creating a to-do list table in their books. Students mark off completed tasks such as using checklists, crossing tasks off their lists, and different colors on the list. Students use management techniques with schedule lists and lesson lists with deadlines and use time as effectively as possible to complete all academic activities.

3. Preference for Organization

Students use their academic activities in a structured way. Students choose a comfortable place to study with a neat, clean, and quiet room. Students are more comfortable with activities and time management and schedules that are organized according to their planning before academic activities.

4. Perceived Control of Time

Students are confident in controlling and managing time effectively. In managing time to study, students have enough time and avoid delays to complete all lecture activities with all assignments submitted on time. Students have strategies in time management behavior by creating lesson schedules and task lists by analyzing the user's time to complete these academic activities.

The results of the study show that English students who grade 2022 at University PGRI Sumatera Barat apply time management behavior in their personal learning. Students set goals and prioritize their learning. Students often make to-do lists and schedules when the assignments are given by their lecturers. Generally,

students make a list of their assignment schedules that must be ready by Friday. This is because Saturdays and Sundays are used for other activities such as cleaning up the boarding house, relaxing and so on. The purpose of making the above priorities is one of the time management behavior strategies to make it easier to achieve the academic goals that students want. Students prioritize the schedule and assignments for each course. The factors that influence the priority of this task are usually seen from the deadline of the assignment or the level of difficulty of the assignment. Assignments with a short deadline are prioritized then assignments with a longer deadline. The level of difficulty of the assignment is usually seen from each person's personality, some do easy tasks first then difficult ones or vice versa.

List of academic schedules and tasks, students usually write them on sticky notes, mobile phone memos, memo plans in class groups, make tables in notebooks and some even make markers for tasks with paper bookmarks. If the tasks on the list are complete, students mark the task with a checklist, a different color and some also mark it by deleting the list from the previous list. When the task list has been made, there are times when sudden changes occur such as new tasks arise. In situations like this students feel disturbed in adjusting it, because the tasks that have been structured must be adjusted again with new tasks. Students try to adapt and adjust so that they are as flexible as possible in their situation, because they know the main priority as a student is to study and lecture. With the previous task priorities students feel able to achieve their academic goals. Students measure academic success from their understanding of each course which will later produce a satisfactory average grade at the end of the semester.

Students usually set a time for study schedules and work on academic assignments. Before starting academic activities, students usually make a list of tasks that are their main priorities. The list of tasks was made using tools such as memos and planners on cellphones to remember the assignment schedule. In addition, to organize the learning schedule, students sometimes also make it manually, such as in sticky notes and then these sticky notes are attached to the wall with different colors to make it look more aesthetic and attractive. Students also make it directly on cellphone notes when the lecturer gives their assignments, to anticipate so they don't forget. The time management technique used by students is to make a list of schedules and assignments by considering deadlines and difficulties, so that they can allocate their study time more efficiently.

Students feel confident in managing and controlling their time in studying and making academic assignments. Students follow the priorities that have been made earlier and avoid delays. By working on assignments according to the schedule, everything can be completed on time and can still do other assignments. so with academic assignments and other assignments can be balanced. Although there is a sense of stress in managing time, when there are quite a lot of assignments, students can overcome this. The way to overcome this is to make a study schedule and academic tasks as effectively and efficiently as possible in organizing them, so that there is enough time.

Student strategy in time management behavior used is to arrange a schedule and to-do list before academic learning. List all academic activities that will be carried out and that week. With this arrangement, the time we use is more efficient. Prioritize the tasks that we will work on, first look at the factors such as the deadline for the assignment. Prioritize tasks with the closest deadline or tasks with a short time, then work on tasks with a longer time. To achieve the goals we want we

must follow the schedule we made earlier, so that all our activities are organized, systematic and effective.

Researcher can be concluded this time management behavior greatly influences the achievement of the academic goals students want. With time management behavior that is organized and good, it will have an impact on our good academic grades too. Time management behavior regulates students study time so that we have time to study optimally, without any excuses of lack of time and so on. Therefore as a student the application of time management behavior is very important for personal learning outside of campus.

CONCLUSION

Based on the results of data analysis and findings in the previous chapter, the researcher concluded that the application of time management behavior plays a very important role in the personal learning process of students. The data shows that students who apply effective time management strategies tend to have better academic performance compared to those who do not. Good time management behavior helps students plan and organize their learning activities more systematically. This includes making a setting goal and priorities, mechanics of time management, preference for organization and perceived control of time. With careful planning, students can avoid the accumulation of tasks and reduce the risk of fatigue, which often interferes with concentration and learning effectiveness. In addition, the application of effective time management also contributes to stress management. When students have good control over their schedules and activities, they can reduce feelings of pressure due to approaching deadlines or piling up work. This not only affects their mental health but also improves the quality of their learning outcomes.

The findings show that student who are accustomed to using time management techniques such as setting goals, using to-do lists, and setting specific times for each activity, can achieve their academic goals more efficiently. The ability to organize and prioritize time effectively allows them to maximize their learning potential and achieve better academic results. Researcher interested in conducting to identify how students apply time management behavior to maximize their personal learning for English students at the University PGRI Sumatera Barat. In this research used qualitative data to obtain data. Researcher have received 3 students from class A and 3 students from class B as a sample, researcher have done audio recording from interview.

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