

The Effect Of Self-Management And Self-Efficacy On Academic Achievement With Organizational Involvement As A Mediation Variable

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ABSTRACT

The purpose of this study was to find out directly or indirectly the effect of self-management and self-efficacy on academic achievement with organizational involvement as a mediating variable for students in Surakarta who join organizations on campus. The number of samples used in this study was 112 with purposive sampling technique. In this study the tool used to analyze is the Structural Equation Model Partial Least Square (SEM-PLS) with the help of SMART PLS 4.0 software. The results of the analysis show: Self-management has a positive and significant effect on student academic achievement, self-efficacy has a positive and significant effect on student academic achievement, organizational involvement has a positive and significant effect on student academic achievement, organizational involvement is not able to mediate the effect of self-management on academic achievement by negative and insignificant results, organizational involvement is able to mediate the effect of self-efficacy on academic achievement with positive and significant results. Students must be able to understand how to manage their own self-management, increase self-efficacy and self-confidence, and use knowledge, experience, and roles in organizations to help advance their academic achievement.

Keywords: Self-Management, Self-Efficacy, Academic Achievement, Organizational Involvement, Organizational

1.Introduction

Education is one of the most important parts of a country's development. To progress in development, a country must be able to advance its education first. Because through education, one gains knowledge, information and skills to use to enhance the ability to think, experiment and manage technology. He is able to satisfy all his needs with all his abilities. One of them is college, which is a level after finishing high school. The college itself is expected to produce students who are competent and performing in their field as well as relevant to the talents and interests they have. To see how successful students are in learning can be seen from academic achievement during lectures. Academic achievement or academic performance is the extent to which the achievement of educational objectives by students, educators or institutions, either in the short or long term, is measured by the cumulative performance index (CPI) (Tarumasely, 2021).

Academic achievement shows how successful students are in understanding material during lectures, usually the results can be seen in time per semester. If students are trying to get good results, they need to make a big effort to get them, otherwise if the efforts made by students are not serious, the results achieved will be unsatisfactory. In teaching and learning it is often not

always smooth and successful, some students tend to ignore the material or lessons conveyed by the lecturer. This is what makes students unable to show how big and good their academic achievements are. Students who believe in and are aware of their own potential, will definitely study hard so that the resulting academic achievement is maximized.

The belief that students have in their ability to achieve goals is closely related to academic achievement is called self-efficacy. A person's confidence in their ability to organize themselves, complete tasks, goals, produce something, and take actions that show certain skills is called self-efficacy. (Tarumasely, 2021). Students who have high self-efficacy can help in making choices in the face of difficulties. Students who are confident in their personal abilities will definitely produce self-confidence which certainly helps in achieving their goals. In everyday life, self-efficacy helps in setting goals, challenging and enduring difficulties. A strong sense of self-efficacy encourages students to remain calm when problems arise and seek solutions instead of dwelling on their shortcomings. Self-efficacy is a positive indicator of self-esteem which is useful for knowing and understanding one's own abilities. This shows that, if students believe in their abilities, it can be ascertained that they will produce satisfactory achievements.

Self-management is the ability of an individual/personal in implementing and organizing his life to prioritize important things first to always be implemented and done. According to Endang Apriyanti(2020) Self-management is a condition where we can control it, organize and express feelings, thoughts and attitudes so that we can manage stress, selfishness, self-esteem and be able to motivate ourselves to be able to give our best in every activity we do. In describing the efforts made by individuals / individuals, it is necessary to do self-management in achieving the goals and visions set in his life. Students who have good self-management can help manage all the potential that exists in them, so that achieving good things will be easier. Students who can manage their self-management with maximum effort, can complete assignments according to plans that have been arranged and achieve good final goals, this can be seen from the results of academic achievement.

Based on the research conducted, Saud and Menahi Falah ALAzemi (2021) shows that academic self-efficacy and academic achievement have a positive correlation. Meanwhile, the research conducted by (Setiani & Miranti, 2021), indicates that self-management has a significant influence on student achievement. In contrast to the research conducted (Anggraeni et al., 2020) states that self-efficacy does not have a significant effect on student achievement.

In an in-depth understanding of the phenomenon, researchers interviewed students who were or are attending organizations at the university. As a result of the initial interview, the researchers found several problems experienced by students, among others: 1) students who follow the organizational activities of the campus have not been able to organize a good self-management, resulting in the learning process becoming disrupted, 2) decline in student performance due to low learning enthusiasm; 3) delay the work of tasks in the classroom, 4) students tend not to have confidence in their abilities so they are still passive in classroom. As a result, there has been a decline in college studies and a decrease in student performance index. As for the problem, students who follow organizational activities in the campus are required to be able to organize time between the organization of the campus and the time of study, and are expected to have a good self-management. Students involved in organizations related to the field of study can add their insights, knowledge, and skills. On the other hand, students who tend to focus on organizational activities often leave lessons, resulting in a decrease in academic achievement. Students should be confident in their abilities in order to maximum performance. Therefore, students are expected to

manage themselves well so that between study and organization involvement is balanced and does not hinder their academic achievement.

2. Literature Reviews

2.1 Self-management

Self-management is an effort or encouragement that comes from oneself to regulate all personal life and activities so that they are better independently (gie, 2000) in (Surasni et al., 2021). According to (Prijosaksono and Sembel, 2002) in (Utami, 2017) Self-management is the ability possessed by a person to recognize his physical, mind, spiritual soul and control his emotions, so that he can manage and create reality in fulfilling his goals and mission in life. According to (Tully, N., Tiwa, T. & Hartati, 2021) Self-management is the ability of individuals to organize and manage themselves in such a way as to be able to shape themselves into competent and useful individuals and to be able to manage other people and various resources to suit their goals. From the above opinion it can be concluded that self-management is an encouragement that comes from oneself to manage it as well as possible both physically, emotionally, mentally and in achieving the mission and goals that have been made. Research conducted (Nurwijaya, 2019) shows that self-management has a positive and significant influence on academic achievement. With these research findings, it can be seen that students who have good self-management can improve their academic achievement. This finding is in line with the research conducted (Setiani & Miranti, 2021) by stating that self-management is able to have a direct effect on student learning achievement, where good self-management can improve learning achievement. Thus, it can be concluded that the hypothesis is:

H1: Self-management positive and significant effect on academic achievement.

2.2 Self-Efficacy

A person's confidence in their ability to organize and carry out all the actions necessary for a particular purpose is known as self-efficacy (Bandura) in (Hutasuhut & Wulandari, 2018). According to (Sunarti, 2019) A person's belief in self-efficiency is their belief that they can solve tasks and solve problems independently with good results and in their own environment.. According to (Arifin et al., 2014) Self-efficacy also influences a person in taking actions to achieve goals with all estimates of everything that will be faced. From this statement it can be seen that self-efficacy is the belief that each individual has to achieve his goals with various risks faced independently. Research entitled "Motivation and Self-efficacy as Predictors of Learners' Academic Achievement" (Ugwuanyi, 2020) has the result that self-efficacy has a positive and significant relationship to academic achievement. Students who have high self-efficacy are able to organize and carry out various kinds of activities to achieve good academic achievement. Research conducted (Ana et al., 2022) also said that self-efficacy has an influence on academic achievement. High self-confidence can improve student academic achievement. The hypothesis can be developed, namely:

H2: Self-efficacy positive and significant effect on academic achievement.

2.3 Organization

According to (Robins) in (Sidin & Della, 2020) a group of people who work together to consistently achieve a common goal in social units such as manufacturing and service businesses, schools, hospitals, military units, police departments, voluntary organizations, local, provincial and federal agencies. According to (Judge, 2017) organizations are groups of people constantly

developing their abilities to create the results they truly desire, where new and evolving ways of thinking are promoted, where group efforts are given free rein, and there is a schematic representation of the division of tasks and responsibilities and relationships in an organization or agency. So, it can be concluded that the organization is a collection of a group of people who have the same goals where there are duties and responsibilities of each. Organizations have a positive impact on students including being able to improve abilities, expand friendships and improve new skills. In addition to the positive impacts there are also negative impacts, such as conflict within the organization, high demands cause stress and fatigue, lost time for other things. Also, can make a decrease in performance if you can not manage and divide time. Therefore, students who want to be involved in organizations must think carefully about what they will choose regarding the organization they will join. In research (Harahap, 2019), said that the organization has an influence on student achievement. Organizations have a positive impact on students, this can be proven by the ability that students have in managing time, improving ways of communicating, and confidence in their abilities. Other studies also say that activeness in organizations also has a positive influence on learning achievement (Farhan et al., 2023). Students who take part in organizations certainly have more abilities compared to students who do not take part in organizations, this is because the experience gained in being organized can improve student achievement in lectures. With that the hypothesis obtained is taken, namely:

H3: organization has a positive and significant effect on academic achievement

2.4 Academic Achievement

Academic achievement is the outcome a person gains when they achieve their learning goals in the best way possible. (Díaz-Morales, Juan and Escribano, 2015) Academic achievement is the result of a complex interaction of psychological, economic and social factors that promote optimal student growth. According to Sobur in (Sanjaya, 2021) A change in behavior or skills that can improve over time and is not caused by growth, but by the learning process is called academic achievement.

From the above opinion it can be concluded that academic achievement is a person's success in achieving a goal with an increase in his skills through an optimal learning process. With the research conducted by (Yoyer Eva et al., 2021) and (Setiani & Miranti, 2021) which states that self-management has a positive and significant effect on academic achievement. Also research done (Harahap, 2019) said that the organization has an influence on student achievement. Thus, it can be said that students who have good self-management and are assisted by joining organizations on campus can improve their academic achievement, so that a hypothesis can be drawn, namely:

H4: Self-management has a positive and significant effect on academic achievement with organizational involvement as a mediating variable

According to research conducted (Ugwuanyi, 2020) and (Ana et al., 2022), self-efficacy has a positive and significant effect on student performance. That way students have confidence in their abilities and self-confidence and can improve their achievements in college. (Farhan et al., 2023) said that the organization has an influence on student achievement. Organizations provide more skills and experience to students, which can increase their achievement. So, it can be concluded that the hypothesis is:

H5: Self-efficacy has a positive and significant effect on academic achievement with organizational involvement as a mediating variable

3. Research Methodology

Quantitative research is the type used. Research tools are used to collect data, and data analysis is performed quantitatively or statistically to determine the truth of the hypothesis that has been made. Quantitative research method can be interpreted as a positivism-based research method used to study and investigate a particular population or sample (Sugiyono, 2022). The population in this study were students studying in the Surakarta area. The sampling technique in this study used a purposive sampling technique. In determining the sample size according to (Hair et al., 2014) must be 100 respondents or the number of samples must be at least five times greater than the number of question items to be analyzed, assuming $n \times 5$ observed variables up to $n \times 10$ observed variables. In this study the number of questions was 19 items so that the sample was obtained as follows: $19 \times 5 = 95$ respondents. The minimum sample obtained was 95 respondents, in this study there were 112 respondents who were research material, so that it fulfilled the sample size for research.

In compiling this research, the data used is primary data. Primary data is data obtained directly from the respondents of the research sample. The data collection method used was to spread and distribute questionnaires to the intended respondents to obtain accurate data and information. The distribution was carried out in person and online using the Google form using a Likert scale measurement, namely 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The tool used for analysis is the Structural Equation Model Partial Least Square (SEM-PLS) with the help of SMART PLS 4.0 software. By using estimated parameters or indicators, SEM can measure latent variables that cannot be measured directly (Achmad, 2022). The first step is to look at the outer model to test the data whether it is validity (convergent and discriminant) and reliability (Cronbach's Alpha and Composite Reliability), then test the hypothesis (Mangifera et al., 2022). In this study using the independent variable self-management (X1) and self-efficacy (X2), the dependent variable academic achievement (Y) and organizational involvement moderating variable (M).

4. Results

4.1 Respondent Profile

This study used 112 respondents from students in Surakarta who joined organizations on campus. Respondents who participated had almost equal results between male respondents at 53% or 59 respondents and female respondents at 47% or 53 people. Of the 112 respondents who participated in campus activities the most from semester 6 were 64% or 72 people, from semester 4 were 22 people or 20%, semesters 5 and 7 were both 5% or 6 people, and semester 2 were 7 people or 6%. While the results of student academic achievement, 45 respondents (40%) received academic scores from 3.51 to 4.0, 55 respondents (49%) received grades from 3.1 to 3.5, and 12 respondents (11%) received grades from 2.5 to 3.0. For more details, see table 1.

Table 1. Characteristics of the sample

No	Classification	Sub Classification	frequency	Presentation
1	Gender	Male	59	53%
		Female	53	47%
2	Semester	2	7	6%

		4	22	20%
		5	6	5%
		6	72	64%
		7	6	5%
3	Academic Achievements	3.51 - 4.0	45	40%
		3.1 – 3.5	55	49%
		2.5 - 3.0	12	11%

Source: processed primary data (2023)

4.2 Data Test Results

4.2.1 Validity and Reliability Test

- Validity test

Table 2. Outer Loading

Variable	Indicator	Outer Loading
Self-Management (X1)	X1.1	0.806
	X1.2	0.709
	X1.3	0.771
	X1.4	0.769
Self-Efficacy (X2)	X2.1	0.705
	X2.2	0.782
	X2.3	0.789
	X2.4	0.803
	X2.5	0.735
Academic Achievement (Y)	Y1	0.750
	Y2	0.741
	Y3	0.813
	Y4	0.726
	Y5	0.764
Organization (Z)	Z1	0.793
	Z2	0.804
	Z3	0.860
	Z4	0.831

	Z5	0.837
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Source: processed primary data (2023)

Table 2 above shows that each indicator of the variables self-management, self-efficacy, academic achievement, and organization has good convergent validity which can be seen from the outer loading value of > 0.7 , so that each indicator is declared valid and qualified for research.

Table 3. Average variance extracted (AVE)

Variable	Average variance extracted (AVE)
Self-Management (X1)	0.584
Self-Efficacy (X2)	0.584
Academic Achievement (Y)	0.577
Organization (Z)	0.681

Source: processed primary data (2023)

Average Variance Extracted (AVE) value that meets a criterion > 0.5 must be looked at to see if the variable is valid or not. Based on table 3 above, it can be seen that all AVE values of each variable are > 0.5 , so all variables have good discriminatory validity.

- Reliability Test

Table 4. Cronbach's Alpha and Composite Reliability

Variable	Cronbach's alpha	Composite reliability
Self-Management (X1)	0.766	0.849
Self-Efficacy (X2)	0.821	0.875
Academic Achievement (Y)	0.817	0.872
Organization (Z)	0.883	0.914

Source: processed primary data (2023)

Reliability test is needed to evaluate the stability and consistency of research instruments used to measure variables. Table 4 above shows the Cronbach's Alpha value or composite reliability value > 0.7 so that all variables are said to be reliable.

Table 5. Structural Model

Construct	R-square	R-square Adjusted
Academic achievement	0.566	0.554
Organization	0.228	0.214

Source: processed primary data (2023)

According to the data in table 5 above, the academic achievement variable has an R-square value of 0.566, which suggests that self-management and self-efficacy variables together affect academic achievement by 0.566 or 56.6%, with the remaining variance being explained by other independent factors outside the model. While the value of organizational involvement is 0.228 or 22.8%, meaning that self-management and self-efficacy, the independent variables, only affect academic achievement variables by 22.8%, the remaining 77.2% is explained by other independent variables outside of the research under discussion.

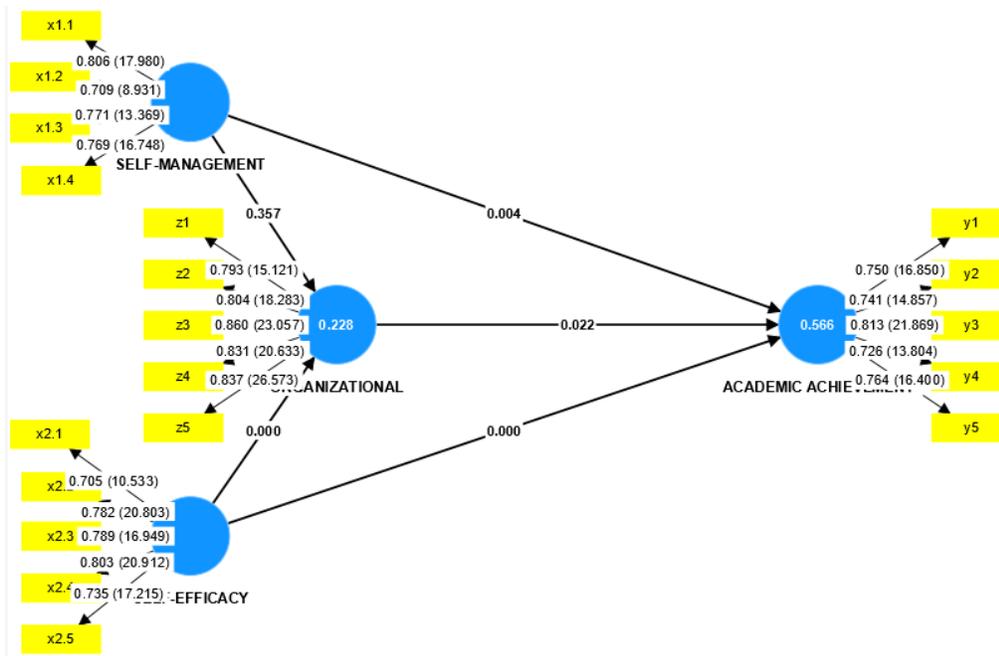
4.2.1 Hypothesis Testing

Table 6. Hypothesis Testing

	Statistics (O/STDEV)	P values	Decesion
Self-Management (X1) -> Academic Achievement (Y)	2,656	0.004	Support
Self-Efficacy (X2) -> Academic Achievement (Y)	4,745	0.000	Support
Organization (Z) -> Academic Achievement (Y)	2.017	0.022	Support
Self-Management (X1) -> Organization (Z) -> Academic Achievement (Y)	0.320	0.374	Not Support
Self-Efficacy (X2) -> Organization (Z) -> Academic Achievement (Y)	1,843	0.033	Support

Source: processed primary data (2023)

Based on table 6 above, it can be concluded that the results of the hypothesis test of the influence of self-management on academic achievement have a positive influence, this can be seen from the original sample of 0.264 and has a significant influence with the value P values $0.004 < 0,05$. The impact of self-efficacy on academic achievement has a positive and significant impact with the original sample value of 0.434 and the P value of $0,000 < 0.05$. The hypothesis test of the impact of organizational involvement on academic achievement has a positive influence value with the original sample of 0.200 and has a significant influence with the P values of $0.022 < 0.05$. The results of the hypothesis test of the influence of self-management on academic achievement by mediation of organizational involvement had a negative influence with the original sample of -0,011 and had an insignificant impact with a P value of $0,374 > 0,05$. The impact of self-efficacy on academic achievement through organizational involvement has a positive and significant impact, can be seen from the original sample of 0.102 and its P values of $0.033 < 0.05$.



Source: processed primary data (2023)

5. Discussions

The results of this study indicate that there is a positive and significant effect of self-management on student academic achievement. This research is in line with the results found by (Setiani & Miranti, 2021) and (Nurwijaya, 2019). With this it can be seen that if students have good self-management it can help in increasing their academic achievement, and vice versa if they do not have good self-management it can lead to lowering their learning achievement. To improve self-management by students there are several things they can do, namely planning in learning by doing assignments well and on time, providing self-reinforcement by studying hard and rewarding yourself if successful.

The effect of self-efficacy on academic achievement shows positive and significant results supported by the research conducted (Ugwuanyi, 2020) and (Ana et al., 2022). Students who have a high sense of self-efficacy can achieve their goals. Confidence in themselves is able to get maximum results in dealing with problems and difficulties. Students' self-efficacy is used to manage themselves in producing their achievements both from completing assignments and displaying their abilities.

Organizations also have an influence on student academic achievement, those who participate in organizations on campus are able to provide added value to their abilities. Students who join organizations have the ability to think critically, time management, and good speaking skills, this is of course very much needed in lectures because it can increase their ability to achieve maximum academic achievement. The appropriate organization can provide additional capabilities both materials, understanding, and broader knowledge. With a good and supportive organization, students can increase their personal productivity, which in turn can improve their academic achievement. These results are also in accordance with the research conducted (Harahap, 2019) and (Farhan et al., 2023) which states that the organization has a positive and significant influence on student achievement.

It turns out that organizational involvement is not able to mediate the effect of self-management on academic achievement. Students tend not to be able to maximize their self-management if they join organizations on campus. Therefore, they still cannot divide between organizations or catch up on their academic achievements. The better the self-management of students will increase their academic achievement, whereas if they join an organization it is not necessarily able to improve their achievement

The next results show that organizational involvement is able to mediate the effect of self-efficacy on student academic achievement. Student confidence in carrying out their duties in organizations and lectures can provide maximum ability in achieving academic achievement. This belief can motivate them to face challenges, try hard, and persist when problems arise, so that they are successful in achieving their goals.

6. Conclusion

Based on research findings and data analysis, it is possible to draw the following conclusions: Self-management has a positive and significant impact on student academic achievement; Self-efficacy also has a positive and significant impact on students' academic achievement; organizational involvement positively and significantly impacts on student's academic results, Organizational involvement is unable to mediate the impact of self-Management on academic achievement with negative and non-significant results. Organizational involvement is able to mediate the impact of self-efficacy on academic achievement with positive and significant outcomes. The results of this research can be used as input in improving the academic achievement of students requiring good self-management and high confidence as well as through their involvement in organizations. In achieving maximum academic achievement, students should be able to understand about their self-management, build confidence in their abilities by increasing self-efficacy, and leverage knowledge, experience, and roles within organizations to assist their academic achievement. Research has the limitation of using only two independent variables: self-management, self-efficacy, and organizational involvement as mediation variables. It is expected for future researchers to use other variables besides the variables studied to obtain other factors that affect academic achievement such as self enhancement.

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