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Organizational Participation and Academic Performance: The Moderating Role of Time Management

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Abstract
The present study aims to examine the effect of student organizational involvement on academic achievement and to assess the moderating role of time management in this relationship. Data were collected using a quantitative approach through a closed-ended questionnaire based on a five-point Likert scale, developed from indicators previously tested for validity and reliability. The findings indicate that student engagement in organizational activities significantly contributes to improved academic performance by fostering essential competencies, including communication, leadership, collaboration, and responsibility. Furthermore, this study provides novel empirical evidence by demonstrating that time management functions as a critical moderating mechanism in this relationship, whereby ineffective time management weakens the positive impact of organizational involvement on academic achievement. These results suggest that organizational participation supports academic success only when accompanied by strong time-management skills. However, the use of purposive sampling from a single private university may limit the generalizability of the findings, and caution is therefore required when extending the conclusions to broader higher education contexts. Future research may employ mixed-methods designs to complement quantitative findings with qualitative insights and explore additional moderating or mediating variables, such as self-discipline, burnout, or self-regulated learning, to offer a more comprehensive understanding of the factors shaping students' academic achievement.
Keywords: Academic Achievement, Organization, Relationship, Time Management

INTRODUCTION

Higher education continually faces challenges in developing students not only academically but also in terms of personal character and social competence. One important component of this developmental process is student participation in organizational activities, both within and outside the university. Such involvement is widely recognized as a platform for cultivating leadership, teamwork, interpersonal communication, and social responsibility. (Sumague, 2023). However, the relationship between organizational involvement and academic achievement is neither straightforward nor consistently supported across studies. Several studies report that students who actively participate in organizations often demonstrate

stronger academic performance, as their non-academic experiences enhance motivation and learning-related skills. Conversely, other research suggests that when organizational demands become excessive or are not balanced with adequate self-management skills, involvement in student organizations may interfere with study time and ultimately lead to reduced academic performance. (Nguyen et al., 2025).

One variable frequently highlighted in the literature as a key factor is time management. Research examining the moderating role of time management in the relationship between organizational engagement and academic achievement remains limited, particularly within the Indonesian context. (Patzak et al., 2021). Most prior studies focus solely on the direct influence of organizational involvement on academic performance, without considering self-regulatory factors that may strengthen or weaken this relationship (Widyasari et al., 2025). Furthermore, existing research tends to be conducted within specific university contexts and often employs descriptive rather than predictive analytical approaches. These limitations create a research gap, highlighting the need to investigate how time management may function as a moderating variable that determines the direction and magnitude of the relationship between organizational engagement and students' academic achievement.

Time management refers to an individual's ability to plan, organize, and monitor the effective use of their time, allowing them to balance various activities, including academic and organizational commitments (Fu et al., 2025). Research in the context of higher education has shown that students with strong time-management skills tend to demonstrate better academic performance, as they can allocate their time productively and avoid procrastination (Lin & Chen, 2025). The importance of student participation in campus organizations is widely emphasized as a key component of character development and leadership competence. Nevertheless, academic achievement remains the primary benchmark of student success (Jackson et al., 2024). Therefore, understanding how organizational engagement influences educational performance and under what conditions this relationship becomes positive is highly relevant for higher education governance in Indonesia.

In light of these gaps, the present study aims to examine the effect of student organizational involvement on academic achievement and to assess the moderating role of time management in this relationship. The findings of this study are expected to provide theoretical contributions by enriching the literature on non-cognitive factors that influence academic performance. Additionally, the study offers practical implications for higher education institutions in designing student development policies that enable organizational activities and academic attainment to be aligned and mutually supportive.

LITERATURE REVIEW

Self Regulated Learning

Self-Regulated Learning (SRL) is defined as an active process through which learners regulate their cognition, motivation, and learning behaviors to achieve academic goals. The SRL mechanism consists of three phases: planning, monitoring, and reflection. Self Regulated Learning (SRL) represents an active process in which students control their cognition, motivation, and learning behaviors in order to attain academic objectives (Gustiawan & Azhar, 2025). Self-regulated learning is a crucial aspect of students' learning that significantly influences academic success. SRL plays an important role in encouraging students to become more active, autonomous, and reflective in managing their learning strategies (Khotimah & Trisnawati, 2022). Self-Regulated Learning is an important concept within social cognitive learning theory. It is grounded in many principles of behavioral learning while placing strong emphasis on the influence of cues on behavior, internal mental processes, and the reciprocal effects of thoughts on actions and actions on thoughts (Kariadinata & Nuraida, 2025).

Student Organization

Student involvement in campus organizations refers to active participation in various activities such as official university organizations, student clubs, student governance bodies, and other units that provide opportunities for social interaction, leadership development, and the enhancement of interpersonal skills. Jones & Giles, (2022) note that student organizations often serve as essential mechanisms through which students engage in community service and leadership development within the campus environment. These organizations are also viewed as a key component of students' integration into the broader campus community. Membership in such organizations can strengthen students' sense of belonging and social connectedness, both of which contribute significantly to their academic experience and personal development. (CSSL Report, 2022).

In the context of higher education, student organizational involvement is not merely an extracurricular activity but an integral part of holistic student development encompassing both academic and non-academic dimensions. Kim & Wargo, (2022) Highlight that student organizations provide valuable opportunities for students to develop responsibility, teamwork, decision-making, and communication skills that are essential for future career readiness.

Academic Achievement

Academic achievement is defined as the level of learning attainment demonstrated by students, which can be measured through indicators such as grades, GPA, graduation outcomes,

and examination results, serving as primary benchmarks of success in higher education. According to Oxford Bibliographies, academic achievement reflects an individual's capacity to pursue advanced education and can significantly influence future career trajectories. (Steinmayr et al., 2024). Academic achievement is multidimensional, meaning that it is not limited solely to academic scores but also encompasses the competencies students acquire, the skills they master, and broader learning outcomes (Suleiman et al., 2024).

The measurement and definition of academic achievement are crucial, as academic outcomes are not only relevant to students individually but also to institutions and nations that view academic performance as an indicator of educational quality and development. Kassaw et al., (2024) emphasize that trends in students' academic achievement have become a major focus in higher education research and policy.

Time Management

Time management can be defined as an individual's ability to plan, organize, prioritize, and regulate the use of time so that various activities, academic, organizational, and personal, can be carried out effectively and efficiently (Safitri et al., 2025). Wolters et al., (2025) Time management is regarded as one of the most ubiquitous and widely studied subjects, with evidence showing that improved or more effective time management predicts better well-being and performance among student populations. Time management encompasses self-regulatory strategies such as goal setting, task prioritization, activity scheduling, and the monitoring and evaluation of time use, all of which enable students to balance academic and non-academic demands (Jin et al., 2024).

Hypothesis Development

A substantial body of research indicates that involvement in student organizations contributes to the development of social skills, leadership, and learning motivation, which in turn can enhance academic achievement. Nuranggraen et al., (2024) found that students who actively participate in organizational activities tend to possess stronger non-cognitive skills, such as communication and leadership, which support higher levels of academic performance. The 2022 CSSL Report similarly shows that organizational involvement fosters a stronger sense of belonging, a factor closely associated with improved academic outcomes. (CSSL Report, 2022). Building on this evidence, the first hypothesis is formulated as follows (H1 : Student organizational activities have a positive effect on academic achievement).

Although the specific moderating role of time management in the relationship between student organizational involvement and academic achievement has not been widely examined,

several studies provide theoretical support for this moderating mechanism. Li,(2025) found that time management disposition mediates or moderates the relationship between psychological variables and academic performance. Mustaqim & Wahjoedi, (2024) further emphasized that student involvement in organizational activities presents challenges, particularly in balancing organizational workloads with academic responsibilities, highlighting self-management skills, including time management, as essential factors. Sahabuddin et al., (2025) also noted that effective time management is a condition that enables other variables, such as organizational engagement, to exert a positive impact on academic achievement. Based on this theoretical foundation, the second hypothesis is formulated as follows (H2: Time management moderates the effect of student organizational activities on academic achievement).

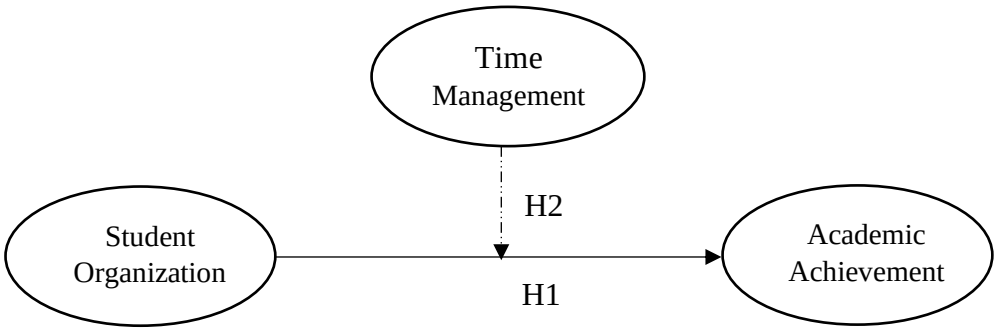

Chart 1. Conceptual Framework

METHODS

Population and Sample

The population of this study consists of 500 active undergraduate (Bachelor's degree) students enrolled at Private University XYZ. The sample size was determined using the Slovin formula with a margin of error of 10%, as follows:

$$n = \frac{N}{1 + (Ne^2)}$$

$$n = \frac{500}{1 + 500\ (0.1^2)}$$

$$n = \frac{500}{1 + 500\ (0.01)}$$

$$n = \frac{500}{1 + 5}$$

$$n = \frac{500}{6} = 83{,}33$$

Based on the sample size determination using the Slovin formula, the required sample was approximately 83 respondents. However, to enhance data representativeness and minimize potential bias, the sample size was rounded up and increased to 90 respondents. This adjustment was intended to strengthen the statistical robustness of the data collection process,

provide allowance for potential invalid responses, and ensure greater reliability of the research findings. The sampling procedure employed a non-probability sampling technique using purposive sampling, in which respondents were selected based on specific criteria relevant to the focus of the study (Sugiyono, 2020).

The data collection method employed in this study was quantitative, using a closed-ended questionnaire based on a five-point Likert scale (1–5). The questionnaire was developed using indicators that had been tested for validity and reliability in previous studies. The instrument was distributed online via a Google Form link and disseminated through various social media platforms to reach students who met the research criteria.

The collected data were analyzed using Structural Equation Modeling (SEM) with a Partial Least Squares (PLS) approach, assisted by SmartPLS 4 software. The stages of data analysis using PLS included: constructing the Path Model (structural model) to developing a model that illustrates the relationships among variables, evaluating the outer model to assessing construct validity and reliability through convergent validity, discriminant validity, and composite reliability, and evaluating the inner model to testing the relationships among constructs and examining the significance of direct, indirect, and moderating effects using R-square, Q-square, and bootstrapping procedures.

RESULTS AND DISCUSSION

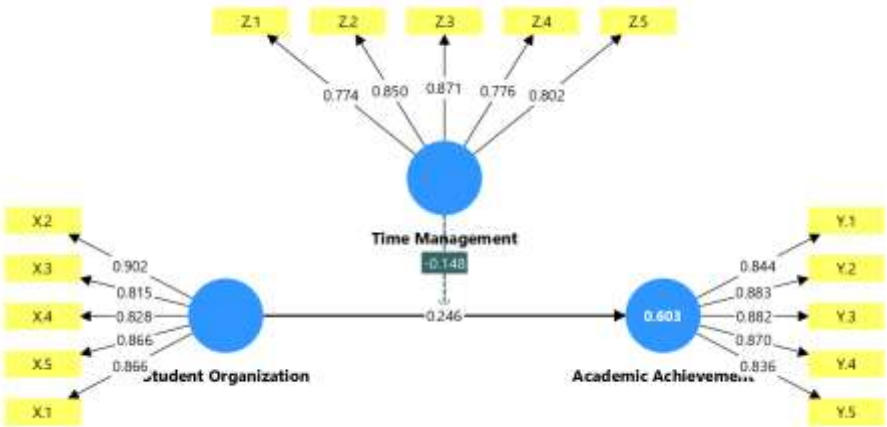

Figure 1. Outer Model

Table 1. Outer Loading

	Student Organization	Time Management	Academic Achievement
X.1	0.866		
X.2	0.902		
X.3	0.815		
X.4	0.828		
X.5	0.866		

Z.1	0.774	
Z.2	0.850	
Z.3	0.871	
Z.4	0.776	
Z.5	0.802	
Y.1		0.844
Y.2		0.883
Y.3		0.882
Y.4		0.870
Y.5		0.836

Source: Data processed by SmartPLS 4

Based on the outer loading results presented in Table 1, all indicators of the Student Organization, Time Management, and Academic Achievement variables exhibit loading factor values above 0.50. According to the SEM-PLS methodological literature, a loading factor of 0.50 or higher is considered sufficient to meet the criteria for convergent validity, as it indicates that each indicator has an adequate correlation with the construct it is intended to measure. The loading factor values for the Student Organization variable range from 0.815 to 0.902, while those for the Time Management variable fall between 0.774 and 0.871, and the indicators for the Academic Achievement variable range from 0.836 to 0.883. These values are substantially above the minimum threshold, confirming that all indicators are valid in measuring their respective latent constructs. The fulfillment of the outer loading criterion (>0.50) further implies that each indicator contributes sufficiently to representing its associated research variable, thereby ensuring that the measurement model meets the requirements for convergent validity. (Amora, 2021).

Table 2. Discriminant Validity

	Time Management	**Student Organization**	**Academic Achievement**
Time Management	**0.816**		
Student Organization	0.505	**0.856**	
Academic Achievement	0.713	0.567	**0.863**

Source: Data processed by SmartPLS 4

Based on the discriminant validity test using the Fornell–Larcker criterion presented in Table 2, it can be observed that each variable has a square root of AVE (diagonal values) that is higher than its correlations with other variables. The Time Management variable shows an AVE value of 0.816, which is greater than its correlations with Student Organization (0.505) and Academic Achievement (0.713). A similar pattern is found for the Student Organization variable, where the √AVE value of 0.856 exceeds its correlations with Time Management (0.505) and Academic Achievement (0.567). Likewise, the Academic Achievement variable has an √AVE value of 0.863, which is higher than its correlations with Time Management (0.713) and Student Organization (0.567). Thus, all variables in this study meet the Fornell–

Larcker discriminant validity criterion. A construct is considered valid when the square root of its AVE is greater than the correlations between that construct and other constructs. (Fornell & Larcker, 1981). These results indicate that each variable is able to sufficiently distinguish itself from the others, demonstrating that no conceptual overlap exists among the constructs in the research model.

Table 3. Reliability Test

	Cronbach's alpha	Composite reliability (rho_c)
Time Management	0.874	0.908
Student Organization	0.909	0.932
Academic Achievement	0.914	0.936

Source: Data processed by SmartPLS 4

The reliability test results presented in Table 3 indicate that all instruments used in this study meet the required quality standards. This is evidenced by the Cronbach's Alpha and Composite Reliability values for the three variables Time Management, Student Organization, and Academic Achievement, which are all substantially above the minimum threshold of 0.70. These values demonstrate that each construct in the study is stable and dependable as a measurement tool. This finding is also consistent with the guidelines proposed by F. Hair, (2015) this asserts that an instrument can be considered reliable when both Cronbach's Alpha and Composite Reliability values exceed 0.70. In other words, all variables in this study exhibit strong internal consistency and are capable of producing consistent outcomes when used to measure the same underlying concept. Therefore, the research instruments employed in this study can be deemed appropriate and adequate for use in the subsequent stages of analysis.

Table 4. R Square

	R square	*R-square adjusted*
Academic Achievement	0.603	0.589

Source: Data processed by SmartPLS 4

The R^2 calculation results presented in Table 4 show that the Academic Achievement variable has an R^2 value of 0.603, indicating that the model is able to explain approximately 60.3% of the variance in Academic Achievement based on the variables included in the study. The remaining 39.7% is influenced by other factors outside the model. This value falls within the moderate to substantial category. Accordingly, the research model can be considered to have an adequate explanatory power for understanding the factors that influence academic achievement.

Table 5. *Goodness of Fit (GOF)*

	AVE	R Square
Academic Achievement	0.745	0.603
Time Management	0.665	
Student Organization	0.733	
Average	**0.714**	**0.603**

Source: Data processed by author

$$\text{GOF} = \sqrt{\text{Average AVE x Average R Square}}$$

$$\text{GOF} = \sqrt{0.714 \text{ x } 0.603}$$

$$\text{GOF} = 0.656$$

The Goodness of Fit (GOF) value obtained in this study is 0.656. This value is derived from the square root of the product between the average AVE of the constructs (0.714) and the R-square value of the endogenous construct (0.603). With a GOF value of 0.656, the research model falls well above the "large" category, indicating that the model demonstrates an excellent overall fit. (Hair et al., 2022). This result reflects a strong combination of high-quality indicators in measuring their respective constructs and the structural model's substantial ability to explain the relationships among variables. The high GOF value further confirms that the model used in this study is appropriate, stable, and reliable for explaining the phenomenon under investigation.

RESULTS AND DISCUSSIONS

Table 6. T-Test

	Path coefficients	T Statistics	P Values
Student Organization → Academic Achievement	0.246	2.656	0.008
Time Management **x** Student Organization → Academic Achievement	-0.148	2.505	0.012

Source: Data processed by author

The hypothesis-testing results presented in Table 6 demonstrate that Student Organization involvement significantly influences Academic Achievement. This is supported by a path coefficient of 0.246, a T-statistic of 2.656, and a P-value of 0.008, which falls below the conventional significance threshold of 0.05. These findings confirm the hypothesis that participation in student organizations positively contributes to academic performance. The positive direction of the coefficient further indicates that higher levels of engagement in organizational activities are associated with improved academic outcomes.

Additionally, the interaction effect between Time Management and Student Organization involvement on Academic Achievement is also statistically significant. The interaction yields a path coefficient of –0.148, a T-statistic of 2.505, and a P-value of 0.012, indicating that the moderating effect of time management is meaningful at the 5% level.

Notably, the negative coefficient suggests that increased involvement in student organizations, when not accompanied by effective time management strategies, may attenuate or even reduce academic achievement. This outcome implies that organizational activities can become counterproductive in the absence of adequate time allocation and prioritization skills. Hypotheses in the model are supported, as each satisfies the criteria for a T-statistic greater than 1.96 and a P-value below 0.05. These results highlight the important role of student organizational engagement in shaping academic achievement and underscore the critical moderating role of time management in shaping the strength and direction of this relationship.

Student Organizational Activities and Their Influence on Academic Achievement

The analysis indicates that Student Organization involvement has a significant effect on Academic Achievement, as reflected by a path coefficient of 0.246, a T-statistic of 2.656, and a P-value of 0.008. These findings suggest that student engagement in organizational activities makes a meaningful contribution to improving academic performance. In other words, the more actively a student participates in organizational activities, the greater their opportunity to develop competencies that positively influence academic outcomes.

Student organizations serve not only as social platforms but also as environments where students learn to manage responsibilities, communicate effectively, work collaboratively, and build self-confidence. Competencies such as leadership, conflict management, and decision-making skills are often cultivated through organizational experiences. These transferable skills subsequently enhance academic performance, particularly in tasks such as completing assignments, delivering presentations, and collaborating in group projects. This explains why students who are actively involved in organizations often demonstrate greater independence, confidence, and overall academic readiness.

The findings of this study are consistent with those of Ramadhanti et al., (2021) Who reported that student involvement in campus organizations positively influences academic achievement, as organizational participation helps students develop time-management skills and refine various supporting competencies. Similarly Renato et al., (2024) Found that active participation in student organizations has a significant positive relationship with academic performance, as such involvement contributes to the development of interpersonal skills, time-management abilities, and leadership competencies. Koca, (2025) Further supports this perspective by demonstrating that student engagement is a statistically significant predictor of academic success.

Practically, these findings indicate that student organizations should be positioned as strategic instruments for supporting academic development rather than merely extracurricular

activities. University administrators and student development units are encouraged to align organizational activities with the development of academic-related competencies such as leadership, communication, teamwork, and responsibility, so that organizational participation consistently contributes to students' academic achievement.

Time Management as a Moderator between Student Organizational Engagement and Academic Achievement

The results of the second hypothesis test indicate that time management moderates the relationship between organizational involvement and academic achievement. This is evidenced by a path coefficient of –0.148, a T-statistic of 2.505, and a P-value of 0.012, demonstrating that the moderating effect is statistically significant. The negative coefficient suggests that participation in organizational activities, when not accompanied by effective time management skills, may actually diminish students' academic performance. This finding reflects a common situation encountered by students in practice. Many students enthusiastically engage in various organizational activities to develop their skills, expand their networks, or gain new experiences. However, without proper time-management strategies, these activities may conflict with academic responsibilities. Sudden evening meetings, major organizational events scheduled close to examination periods, and high workloads within the organization can disrupt a student's study routine. When priorities are not clearly managed, academic tasks may be delayed, study hours reduced, and academic focus compromised.

In contrast, students who manage their schedules effectively typically do not encounter such problems. They are able to balance organizational responsibilities with academic obligations, allowing both areas to operate in parallel without interfering with each other. This demonstrates that the benefits of organizational participation can only be fully realized when students possess the discipline and capability to manage their time efficiently. These findings are consistent with the study by Sari et al., (2025) it was reported that students' ability to manage their time effectively and maintain consistent study discipline has a direct impact on achieving optimal academic outcomes. Similarly, Anatasya & Sayekti (2022) found that attitudes toward time management and long-term planning exert a positive and significant influence on academic performance. Ahmad et al., (2024) further emphasized that effective time management contributes to improved academic results.

The central challenge does not lie in organizational activities themselves, but rather in how students manage their time. When time-management skills are weak, organizational involvement can become an additional burden that disrupts the learning process. However,

when managed effectively, participation in student organizations can enrich students' experiences without undermining their academic achievement.

The moderating effect of time management suggests that organizational participation will only enhance academic achievement when supported by effective time-management skills. Therefore, university administrators and student development units should integrate time-management training and monitoring into student organization systems to prevent organizational involvement from negatively affecting academic performance.

CONCLUSION

Based on the analysis and discussion presented, this study yields two primary findings. First, involvement in student organizations has been proven to have a significant impact on academic achievement. This suggests that organizational activities encourage students to develop various competencies, including communication, leadership, collaboration, and responsibility, which ultimately support their academic performance. This finding reinforces the view that student organizations are not merely non-academic platforms, but also developmental environments that can contribute to academic success.

The study finds that time management functions as a moderating variable in the relationship between organizational activity and academic achievement. The results indicate an adverse moderating effect, suggesting that when organizational involvement intensity increases without accompanying practical time management skills, students' academic performance may decline. In other words, the academic benefits of organizational participation can only be achieved when students can effectively allocate and prioritize their time. This reflects the practical reality of campus life, where balancing organizational commitments and academic obligations is crucial for achieving academic success.

One limitation of this study lies in the use of purposive sampling drawn from a single private university, which may restrict the generalizability of the findings to broader higher education contexts. As the sample reflects the characteristics of a specific institutional setting, caution should be exercised when extrapolating the results to students from other types of universities or regions. Future research may employ a mixed-methods approach to enrich quantitative findings with qualitative insights through interviews. Additionally, subsequent studies may explore other potential moderating or mediating variables, such as self-discipline, burnout, or self-regulated learning, to capture a more complex understanding of the relationships among variables. With these methodological and conceptual extensions, future research is expected to provide a more comprehensive and in-depth understanding of the factors influencing students' academic achievement.

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